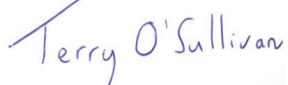




2021

ANNUAL REPORT

Terry O'Sullivan: 
Director

Denis Courtney: 
Chairperson

Breda Lyons: 
Treasurer

Date: 21st November 2022



An Roinn Oideachais
Department of Education



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Management Committee

2020-2021

CHAIRPERSON:

Mr. Denis Courtney, P.O. (P)

St. John's NS, Kenmare

ASSISTANT CHAIRPERSON:

Ms. Kay McCarthy, (PP)

Presentation Secondary School,
Tralee.

RECORDING SECRETARY:

Ms. Gillian Sheehan, Principal

Kilcummin N.S., Killarney

ASSISTANT SECRETARY:

Ms. Kate Palmer (Third Level)

Institute of Technology, Tralee

TREASURER:

Ms. Breda Lyons, Deputy Principal (Former) St. Brigid's Secondary School,
Killarney. (PP)

ASSISTANT TREASURER:

Mr. John O'Regan, Principal (PP) (Former) Comprehensive School, Causeway
P.R.O.

Mr. Noel Keenan, (PP)

Comprehensive School, Tarbert

MEMBERS:

Mr. Terry O'Sullivan, Principal (P)

Director

Ms. Betty Stack, P.O. (P)

Ardfert N.S., Ardfert

Ms. Nicola O'Connor (Third Level)

University College Cork

Management Committee Meetings 2021

27th January 2021

25th February 2021

25th May 2021

7th July 2021

29th September 2021

16th November 2021

15th December 2021

Annual General Meeting: 16th November 2021



Administration Staff

<u>Linda O'Brien</u>	Senior Administrator
<u>Jackie Murphy</u>	PDST – Primary Curriculum Base Administration – National Primary Language
<u>Carol Crean</u>	Post-Primary National (JCT) & Local PP Programme
<u>Kay Dowling</u>	Primary National (NIPT, PDST) & General Programme at Local Level (Retired 29 th September 2021)
<u>Eileen Falvey</u>	Accounts Administrator
<u>Stacy Dineen Higgins</u>	Primary National (NIPT, PDST) & General Programme at Local Level Local PDST TiE
<u>Leanne Mulvihill</u>	Admin Assistant (commenced 18 th October 2021)
<u>Máire Vieux</u>	Arts in Education – National & Local Provision
<u>Sandra Moriarty</u>	Arts in Education - Admin Assistant
<u>Sandra O'Shea</u>	Arts in Education - Admin Assistant (commenced 8 th November 2021)
<u>Annette O'Shea</u>	Arts in Education – Financial Administrator (commenced 4 th November 2021)

ANNUAL GENERAL MEETING 2021



Wednesday 9th November
2022



AGENDA/CLÁR OIBRE

1. * Minutes of 2020 A.G.M.
2. * Chairperson's address.
3. * Appointment of Tellers.
4. * Director's Report.
5. * Treasurer's Report.
6. * Motions of which notice has been sent.
7. * Nominations for Committee/Election of Management Committee.
8. * A.O.B.

Minutes AGM 2020





Education Centre 2020 AGM 16th November 2021 7pm Online- Zoom meeting

16 attendees including Management Committee Members (Apologies Kay McCarthy & Nicola Barry), Education Centre staff members Linda O' Brien, Jackie Murphy, Carol Crean, Máire Vieux, Stacy Dineen Higgins (Apologies from Sandra Moriarty & Eileen Falvey), Robert Flaherty.

2020 AGM held on Zoom

Opening by Chairperson Denis Courtney

1. Minutes of 2019 AGM

2019 Minutes shared on screen

Proposed by Betty Stack

Seconded by Kate Palmer

2. Chairperson's address

Presented by Chairperson Denis Courtney- report shared orally. To be circulated to all.

Proposed by Noel Keenan.

Seconded by John O' Regan.

Noel Keenan & John O' Regan- complimented Chairperson on role.

3. Appointment of Tellers

All agreed to move on to Director's Report

4. Director's Report

Presented by Director Terry O' Sullivan- report shared on screen

Staff members were invited to make input.

Brief input from Máire Vieux regarding Arts. Thank you from Director to Máire and Sandra.



Brief input from Linda O' Brien. Expressed thanks for acknowledgment and appreciation from Director due to difficult year. Thanks to Director for guiding staff.

Thanks to staff, including Caretaker, Tony McAdams, and Management Committee from Director for a difficult year. Staff commended and thanked for their response to change in March 2020 and beyond. Appreciated by all.

Proposed by John O' Regan

Seconded by Kate Palmer

5. Treasurer's Report

Report to end 31st December 2020- summary presented by Treasurer Breda Lyons.

Balance at December 2020: €655,038

Income for year: €1,435,237

Expenditure for year: €1, 352,728

Surplus at end of year: €82,509

Reserves €244,604

Accounts reviewed by independent accountants Crowley DFK

Points to note: No face to face courses or room rental from March 2020. Thanks to Director and collaboration with 3 other Education Centre Directors, our local course programme was moved online

Eileen Falvey and Linda O' Brien complimented by Treasurer.

Thank you from Chairperson to Treasurer.

Proposed by Noel Keenan

Seconded by John O' Regan.

John O' Regan expressed gratitude to Breda's work as Treasurer and to Terry as Director.

6. Motions of which notice has been sent

None

7. Nominations for Committee/ Election of Management Committee

Current Management Committee members happy to remain.

All members were proposed by Terry O' Sullivan and seconded by Gillian Sheehan

Election Summary of 2 new members

Robert Flaherty

Proposed by John O' Regan

Seconded by Breda Lyons

Áine Daly

Proposed (in abstentia) by Breda Lyons

Seconded (in abstentia) by Noel Keenan

8. AOB

Thank you from Chairperson to attendees, staff, management committee members.

Noel Keenan wishes all a holy and happy Christmas

Election of Officers to be held before Christmas

Meeting concluded at 8.10pm

Chairperson's Address





I would like to welcome you all to the Annual General Meeting of the Education Centre, Tralee for the period 2021. Fáilte romhaibh go léir.

Thankfully due to the lifting of many of the covid restrictions, Tralee Education Centre, were in a position to resume its support for our local teachers and schools, all be it in a new hybrid model with a combination of face to face and online courses and continuing to oversee organising local educational projects and initiatives and engaging with numerous national and regional agencies.

The Centre's remit is set out in the Education Act and it is the role of Management, as it is with any Management Group, to manage and deliver on that statutory remit to the best of its ability and within the resources available to it at any given time. In that context Management is constantly evaluating progress in a range of areas of corporate governance and responsibility. Such areas include the Legislative, Financial and Operational Frameworks within which the Centre operates.

Ensuring that adequate systems of control and accountability are in place continued to be a central element in the Committee's work during the past year. It is important to express and record my gratitude to the Members of Management for their on-going commitment to this work and the work of the Centre overall. Their voluntary contribution is enormous and deserves the appreciation of all stakeholders. We are hopeful that 2022 will continue to provide the Centre with strong Management capability.

I wish to acknowledge the resources available to us from Teacher Education Section but once again to strongly reiterate the need for increased financial resourcing for the Centre. The Core Budget to manage the Education Centre has remained the same for many years. In 2016 The Department (Teacher Education Section (TES)) issued a New funding Model for Centres and 2018 saw the introduction of a national audit of Education Centres. However, there continues to be a pressing need to review this funding model so that it is more fit for purpose and includes a fairer and more equitable salary structure for the staff of the centre. In this regard the centre is already proactive in providing staff members with a pay structure in line with national pay agreements and give precedence to current increases in living costs. Tralee education centre is committed to placing value in its staff members and are particularly conscious



of the current pressures staff members are experiencing in these challenging times.

The Centre is committed to provision of Continuing Professional Development (CPD) opportunities, training and support for Kerry's teachers and the wider school community, in accordance with its remit under the Education Act 1998 (amended 2012). 2021 has been a busy year for the Centre as it served its teachers and school communities using all the resources at its disposal in particular thereby playing a very important role in the education of our young people. In total the centre has hosted 26,647 participants on face to face and online courses. There has been a significant increase in the number of post Primary teachers attending CPD facilitated by the centre. 10,359 Post primary and 16,288 Primary teachers availed of the wide variety of courses on offer.

As Chairperson of the Centre it is important to acknowledge the funding provided by the Teacher Education Section of the Department of Education & Skills with reference to the CPD programmes, National & Local. Management has the responsibility to ensure that the Centre has the capacity to administer and deliver CPD in a suitable manner. This requires not only carefully planned initiatives but the resources to deliver on those initiatives including its capacity to deliver high quality online content. As aforementioned we acknowledge the support of Teacher Education Section, DES in this regard with particular reference to maintaining our Local Course programme budget at existing levels in 2021. We hope it can be similarly maintained in 2022 if not improved upon.

The ongoing necessity to maintain and upgrade the building and to provide the most modern equipment presents a difficulty within existing resources. There is also financial demands in relation to addressing post covid priorities including the provision of adequate ventilation within the centre and to provide for social distancing for those who wish to attend face to face in service. This will continue to be a priority area for Management going forward. It is of critical importance for the Education Centre to design a development plan, which will facilitate the integration of technology in Education in Kerry school communities. We need the support of the Department of Education & Skills to achieve an update to the infrastructure required to design and deliver at local level. We welcome the Minor Works Grant – however much more investment in infrastructure and maintenance is required to meet both professional and legislative demands.



The Education Centre, Tralee is designated by Teacher Education Section, Department of Education & Skills as the National base for the administration of CPD with reference to the Primary Curriculum. Since the end of 2015 the Base has been given responsibility for the administration of the Primary Language CPD programme. The Director will outline the details of this and other programmes that the centre has provided in the past year.

In the past two years also, the Management Committee supported the on – going implementation of the Arts in Education initiative. The Department of Education & Skills response to the Arts-in-Education Charter is a partnership project, which is led by Education Support Centres Ireland ESCI. The Education Centre, Tralee administers the Creative Clusters, Creative schools, BLAST and the Teacher-Artist Partnership initiatives on behalf of DES. The Director will briefly outline the success of this initiative over the last year. I wish to acknowledge the huge amount of work that has been put into these initiatives particularly by the staff of the centre

I would like to conclude by thanking all who have supported the Education Centre in carrying out its role and functions in 2020. These include Tutors, Facilitators, Programme Co-ordinators, Professional Support Services for Teachers personnel, Principals, Teachers and the wider school communities. A special note of gratitude is recorded to all our local, regional and national collaborating Agencies, Organisations, Colleges, Institutes and the Education Centre Network.

I reiterate my gratitude to the members of the Management Committee who give their time and expertise to the Committee on a voluntary basis. Every year legislation and directives become more complex and demanding. We hope further training will be put in place to support Management Committees in carrying out their role and functions.

It has been a very busy year for the centre, and on behalf of the Management committee I would like to thank all the Staff of the Education Centre for their hard work and professionalism during the year. I particularly wish to thank them for their continued adaptation to the new working environment which is managed so efficiently with huge levels of commitment and flexibility from all staff members. I would also like to thank our Director Terry, for his dedication and hard work during the past year. Terry has led the centre through this most difficult period and has worked tirelessly to ensure that the needs of teachers

and staff were met to the highest possible standard. He has worked hard to raise the profile of the centre and give equal opportunities to both Primary and secondary school staff to avail of relevant and worthwhile CPD. Terry has also put a huge amount of work into making the centre a welcoming environment for all who visit. This has necessitated changes to the physical plant including upgrade to heating, lighting storage and ventilation as well as the provision of first class catering facilities for all those attending courses. Well done Terry your hard work is evident from the moment you walk through the door and is certainly contributing to positive teacher well-being and pride in Our local Teacher Centre.

Thanking you for your attention.



Denis Courtney.

Chairperson

Treasurer's Report





Treasurer's Report for Tralee Education Centre to AGM

Accounts have been audited by Crowley DFK Cork

Financially Covid-19 has significantly impacted the finances in the Centre. However, the ability to change to online webinars has placed the Centre in a steady financial state for 2021.

Summary of accounts for year ended 31st December 2021 are as follows

Income. €1,674,397

Expenditure. €1,847,681

Deficit. €173,284

Cash at Bank. €380,737

The deficit of €173,284 has been offset by reducing reserves from €244,684 to €72,400 - income earned in previous years.

TES reduced the Centre's core funding from €151,000 to €10,893 which contributed to the deficit

- due diligence appears to be given scant recognition.

I would like to acknowledge the work of the staff in keeping accurate bookkeeping records - in particular Linda and Eileen who do the preparation work for the Auditors also create the budget. The Audit and Risk Committee and myself as Treasurer receive regular updates on the Centre's financial position from the Accounts Administrator.

Breda Lyons

Breda Lyons Centre
Treasurer

Director's Report





Annual General Meeting 2022

9th Samhain 2022

Tuairisc an Stiúrthóra

Director's Report

Chairperson, Officers, Members of the Management Committee & Colleagues,

Dia bhúr mbeatha agus fáilte romhaibh anseo trathnóna chuig Cruinniú Bliantúil an Ionaid Oideachais, Trá Lí.

Is áthas liom an deis seo a bheith agam cuntas a thabhairt ar obair na bliana 2021 agus an tuairisc a chur in bhúr láthair.

Introduction:

The Annual General Meeting of the Centre provides me with the opportunity to report on the activity of The Education Centre during the past year. Statistical information with particular reference to the level of activity is available to view in the annual report which will be sent to all attendee's tomorrow.

The role of the Education Centre is clearly defined in the Education Act (section 37)

"... education support centre" means a place in which services are provided for schools, teachers, parents, boards and other relevant persons which support them in carrying out their functions in respect of the provision of education which is recognised for that purpose by the Minister in accordance with subsection (2).

The Centre also operates on the basis of operational & financial guidelines and in accordance with any other directives, circulars and service level agreements prescribed by Teacher Education Section of the Department of Education & Skills. As a statutory and public body the Education Centre is further obliged to comply with all relevant legislation.

The Centre's Management reports to Teacher Education Section (TES) of the Department of Education & Skills. The Centre is grant – aided and the Core & Course grants received from TES/DES facilitate the Centre to offer a professional programme of Continuing Professional Development (CPD) to local school communities to support teaching & learning and school improvement in those communities. The Centre acknowledges this support by TES as the Chairperson has previously stated but requires increased resources and enhanced capacity to implement a strategic programme of support to the desired standard.

Priorities & Focus 2021

1. Corporate Governance & Accountability:

During the year 2021 the Management Committee continued to prioritise Corporate Governance as a key area of development with particular reference to the financial procedures introduced by TES/DE in 2016. The Centre's main priority was to comply with the financial changes in the context of corporate governance and to respond to any TES/DE requests in that context.

The Audit and Risk Committee met online on 6 occasions in 2021 not including meetings with the Chairperson, Treasurer and the Centre's accountants & auditors when necessary. Management representatives attended online seminars and briefings by TES with reference to corporate governance & accountability matters during the year.

Seven (7) Management meetings were convened in 2021. Other online meetings took place to inform Programming such as meetings with the PDST, Facilitator Teams e.g. the National Induction Programme for Teachers (NIPT), National Educational Psychological Service (NEPS), Individual Facilitators, Agencies & Organisations, who cooperate with the Centre to provide professional development opportunities and the National Support Service personnel at local and regional levels.

Reports are presented to Management on all meetings and the Director reports on the meetings, which he attends relative to the business of the Centre in accordance with the Centre's travel and subsistence Policy.

Following several meetings with TES at the end of 2018 the development of policies and procedures became a main focus for both our Management and Audit and Risk Committee. This continued to be a priority focus of our committee during 2021 with the development, review and update of policies in our centre.

I take this opportunity to acknowledge the voluntary commitment and the support of the Management Committee and of the Audit and Risk Committee in particular.

2. Administration:

During 2021 the Centre retained the Staffing schedule in the main office continued at current levels. We continue to emphasise the development of the Staff's skill-base relative to the use of technologies as a means to enhance the overall profile and productivity of the Centre.



During 2021 Ms. Kay Dowling retired from our centre. I would like to pay tribute to Kay for her huge contribution to the centre during her 16 years working here. I would like to wish her every success and good health in the future.

Ms. Linda O' Brien is our Senior Office Administrator; Ms. Eileen Falvey is our Accounts Administrator, Ms. Stacy Dineen is our Primary CPD administrator, Ms. Carol Crean is our Post Primary CPD administrator, Ms. Jackie Murphy is our Primary Language Base administrator.

Ms. Máire Vieux is our lead Arts in Education administrator and is very ably assisted by Ms. Sandra Moriarty our AIE Administrator. Within the Arts in Education office we welcomed two new staff members Ms. Sandra O' Shea as AIE administrator and Ms. Annette O' Shea as Financial Administrator.

The only changes in staffing structure in the main office was the introduction of Leanne Mulvihill as ICT Coordinator. Tony McAdams continues in his position as caretaker

We will continue to focus on the development of technologies to streamline administration processes but we are also aware of the needs to facilitate Staff to train and develop skills in other areas with particular reference to new developments in financial control measures, Health & Safety, other areas of legislation e.g. (Child protection, GDPR), Planning & Reporting processes.

Teachers and support service personnel acknowledge the support of Staff members on a regular basis.

The Term Time efficiency measure remained at three weeks in 2021. All staff report they are happy with this measure at the moment.

Since my appointment as Director we have worked as a team on refining a number of procedures to further enhance the Centre's work and to ensure compliance with all Department guidelines.

We are fully aware that the accounts system is under review by the TES and we are committed to providing training if necessary to our accounts administrator if required when these changes take place. We would also hope that TES would be in a position to provide training on the new software prior to the transition to the new software.

I wish to take this opportunity to acknowledge the commitment of the Staff to the work of the Centre and to the Centre itself. Their co-operation with the reform agenda is of particular significance in this regard. Change is always difficult. I express my gratitude to all Staff members for their commitment to working as a Team and to facilitating on-going changes in the Centre.

3. Plant

The main office was refurbished in January 2021. We now have a separate accounts office which is an extremely positive development for the Education Centre. The main office now has ample and secure storage along with a new hatch to welcome visitors to the Centre.

I wish to acknowledge the support of Bart Murphy Electrical, Noel White, Ger Reidy, Hawthorn, Sure Alarms,) and other providers, who support the Centre to maintain and to operate the plant. Their support facilitates us to safeguard this important asset not just for the school communities in our County but for all, who benefit from the services it provides both in-house and on an outreach basis and for the Department of Education.

4. Continuing Professional Development & Support

This is the core element in the Centre's Plan and in 2021 the majority of this was online.

Leadership Capacity

The Centre recognises the significant potential that now exists based on the leadership programmes to date for further capacity –building and innovation and has investigated a number of possibilities in 2020 with specific reference to the

- Meitheal programme
- Post Graduate Diploma in Leadership

The Meitheal programme involved 2 groups of 18 local primary Principal's meeting up online 4 times over the course of the academic year. The PDST Leadership team provided a facilitator for each of these sessions. The feedback from these sessions was always extremely positive. As a result of this we will be in a position to offer a further group this programme in 2022/2023 hopefully bringing the numbers up to 25 Principals. This is a great support service provided by the PDST and I would like to acknowledge the role of Jody O' Connor of the PDST for making these sessions such a success.

The Post Graduate Diploma in Leadership course was transferred online in 2021. This course was specifically for teachers who aspire to take on leadership roles within a school. It was also cross sectoral for both Primary and Post primary teachers.

During 2021 we also facilitated an online support group for local Primary School Principals. This was a huge success during the Pandemic and was co facilitated by Jack Durkan of the IPPN. Between 20-30 local Principals attended on a monthly basis.

I take this opportunity to acknowledge the commitment of School Management and Leaders to this core objective of building leadership capacity in our schools in the County in a creative and sustainable manner.

Building Local Facilitator Capacity

The Centre welcomed some new Tutors/Facilitators to a number of developing areas and National programmes e.g. Technology in Education, Arts in Education, Mental Health during 2020. We hope to continue to expand our Facilitator/Tutor register in 2022.

I take this opportunity to acknowledge the work of all Tutors, Facilitators and School/Team Leaders and their school Principals and Boards of Management.

General programme

National:

In 2021 the Centre delivered in most areas of the Action Plan for Education which is a core remit. The online JCT CPD provision was a huge success with some very positive feedback and evaluations on the online workshops presented. CPD was provided in nearly all curricular areas. Post-Primary teachers continued to engage through their subject associations and TPNs as well as availing of other CPD opportunities such as the National Induction Programme for Teachers (NIPT), NCSE (SESS) and PDST provision relative to their needs.

I wish to thank Ms. Carol Crean for her administration of this National & Local course programme for Post-Primary level over the past year.

The Primary Language Curriculum Base:

We are the PDST administrative base for Curriculum change.

I would like to commend Ms. Jackie Murphy for all her work in this area throughout 2021.

Arts in Education Initiatives:

The Arts in Education Initiatives have grown from strength to strength in 2021. The Teacher Artist Partnership & Residency programme, the Creative Clusters Initiative and the BLAST initiative have been a huge success in schools both locally and nationally. A lot of work has been put in to the promotion of these initiatives in 2021 to broaden its base with the hope that even more schools will take part in 2022.

The International Teacher Artist Partnership, Erasmus project has also been a huge success mainly due to the hard work from the AIE office here in Tralee in collaboration with Dr. Katie Sweeney National Coordinator of all AIE initiatives.

I would like to compliment Ms. Máire Vieux, Ms. Sandra Moriarty, Ms. Sandra O' Shea and Ms. Annette O' Shea for their dedication to these programmes over the course of 2021 especially in time of such unprecedented change in the Education Centre Network which proved really challenging along the way. We look forward here in Tralee to expanding these programmes even further and ensuring that as many schools as possible get the opportunity to be part of these fantastic initiatives.

Local Provision:

At the outset I wish to acknowledge again the commitment of Teacher Education Section to the Local Course plan.

Our local course provision was transferred predominantly online in 2021 in the shape of online webinars and meetings. While the online space will never replace the face to face interactions the feedback from teachers in general has been extremely positive. CPD has never been as more accessible and especially in a rural county like Kerry where long journey's after school make CPD prohibitive for a lot of teachers.

Meeting the local needs is something that we are very conscious of here in the Education Centre. Providing courses that have a meaningful impact on teaching and learning in our schools is a key priority and objective of the Education Centre.

From January to December 2021 we had 106, 588 in which 26,647 were counted as Tralee only attend our online partnership webinars with Clare, Navan and Monaghan Education Support Centres.

I wish to commend the work of Ms. Carol Crean (Post-Primary) and Ms. Kay Dowling/Stacy Dineen (Primary) for their administration of both the National & Local CPD programmes in the Centre. These were ably assisted by both Jackie Murphy and Ms. Leanne Mulvihill

Technology in Education

This Report acknowledges the on-going investment by the Teacher Education Section of the Department of Education & Skills in Continuing Professional Development (CPD) and the PDST TiE Local ICT Courses Programme and provides a narrative on the core elements of the Framework, which the centre engages to implement.

Context:

The purpose of this programme is to enable the centre to provide teachers with local access to free 'face to face' courses on the integration of ICT in teaching and learning. This is in accordance with local needs. Courses offered focus on how ICT can be used to support teaching and learning rather than being skills based. Tutors are qualified teachers with excellent ICT skills. The Local ICT Courses programme focuses on local needs which are not being addressed as part of the National provision by PDST Technology in Education. Funding for the programme is used for course delivery only and courses are targeted either as 'face to face' courses for individual teachers in group settings or whole school training.

In Conclusion:

It is obvious that the Centre provides a comprehensive programme of CPD using a variety of Models. It is also obvious that every effort is made to support the Action Plan for Education and to develop innovative and sustainable professional practice at local level.



It is very evident that there are major efforts made by the Centre to cultivate a strong sense of professional identity for teachers and to ensure that they are at the cutting edge of educational developments.

Overall the Centre reports an increase in engagement and participation despite the Covid 19 Pandemic and hopes to further improve these in 2022.

It should be noted that the Centre also contributes experience & expertise to the Network of Education Centres, the ESCI and other Agencies, Institutes and Bodies.

At this juncture I wish to record the Centre's gratitude to all Tutors, Facilitators and programme Co-ordinators, Adjudicator Teams and all who work with us to support Teaching and Learning in our schools. I also acknowledge the support of all Professional Development Support Services and Colleagues and thank our School Principals, Teachers and Administrators for their on-going commitment to the Centre.

Management & Staff

It would not be possible to achieve these outcomes without the support of Management & Staff. While the Centre offers many opportunities for teachers and school communities, which they acknowledge on an on-going basis it can be challenging to increase participation at Management levels. Management is committed to renewing its efforts in this regard in 2022 in particular in the Post Primary level area.

I would particularly like to thank our Chairperson Mr. Denis Courtney for his support to me in my role as Director here in the Centre. We have a very good working relationship and this is crucial for future developments here in the Education Centre. To my fellow Management Committee members your support and genuine interest in the development of our centre is hugely significant. Giving freely of your time is something which I certainly for one don't take for granted.

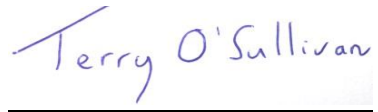
I would like to pay tribute to Ms. Linda O' Brien, our Senior Administrator who has been a great support to me as Director of this Centre. I also wish to thank Ms. Eileen Falvey our Accounts Administrator who works tirelessly ensuring the financial side of the centre is in order. In particular, your work on the audit, and budget in collaboration with Linda is something which I would like to thank you both for.

Gabhaim buíochas leis an gCoiste Bainistíochta, leis na hOifigigh ach go háirithe, leis an bhFoireann, le Príomhoidí, Múinteoirí agus le gach éinne sna Seirbhísí Tacaíochta agus i ngach eagraíocht a chomhoibríonn linn chun feabhas a chur ar an teagasc agus ar an bhfoghlaím sna scoileanna i gCiarraí.

Finally, I wish to acknowledge the support of Teacher Education Section's Principal Officer Mr. Martin McLoughlin, Ms. Fiona Hynes and all of the Staff, who are so supportive of us throughout the year.

Mar is gnáth tá go leor eile go bhféadfaí a chur ós bhúr gcomhar ag an gCruinniú seo ach an t - am a bheith agam ach tá súil agam go bhfuil cuntas réasúnta tugtha agam ar a bhfuil ar siúl san Ionad go ginearálta agus ach go háirithe i gcomhthéacs na bliana 2021.

Guím rath oraibh uilig agus gabhaim buíochas libh.



Terry O' Sullivan
Stiúrthóir/Director

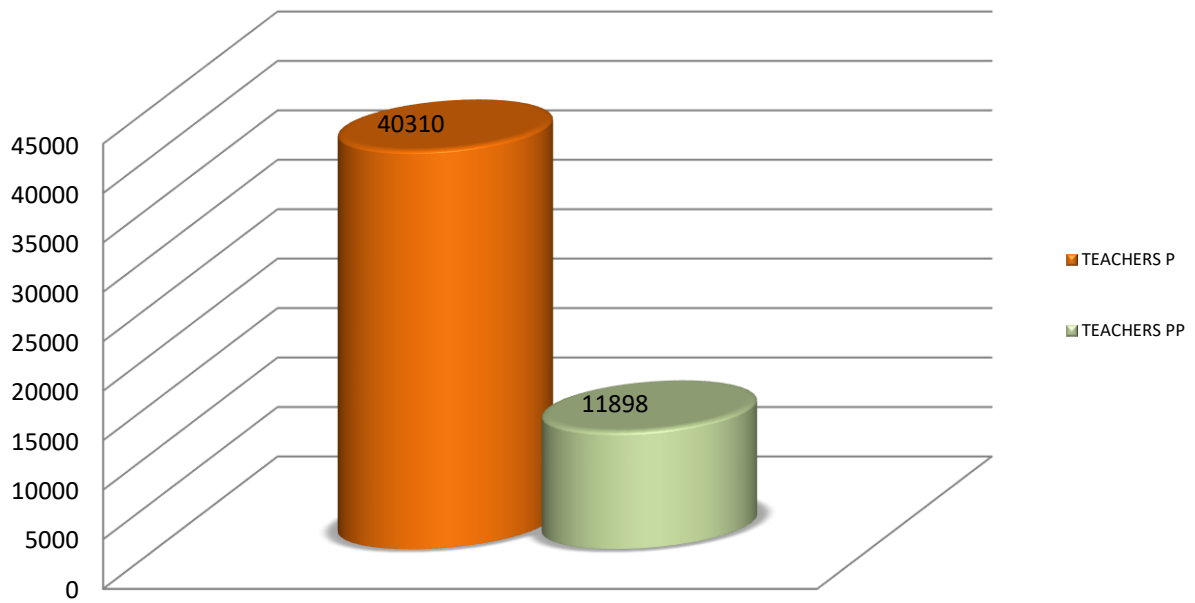
9th Samhain 2022

Local Courses 2021

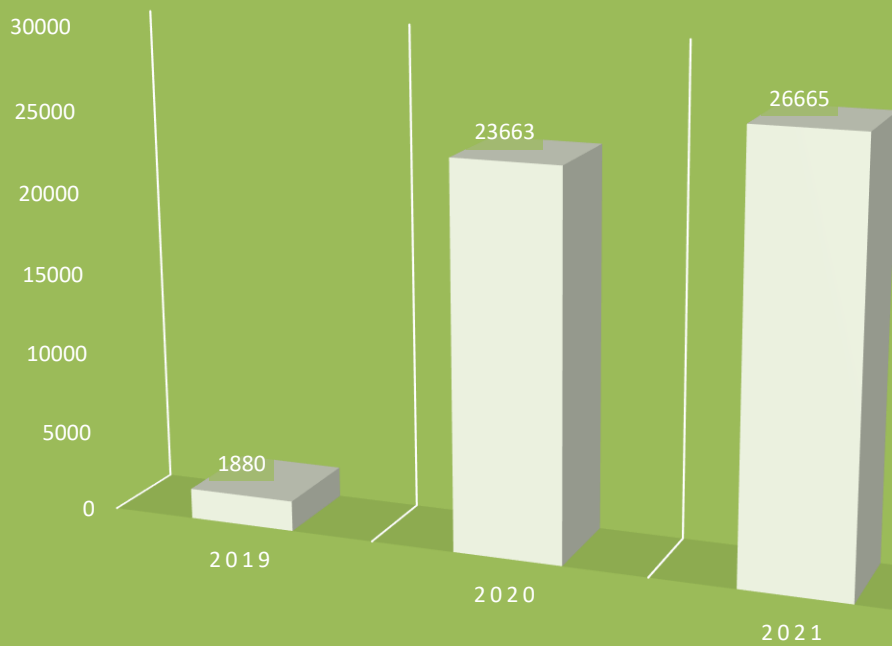


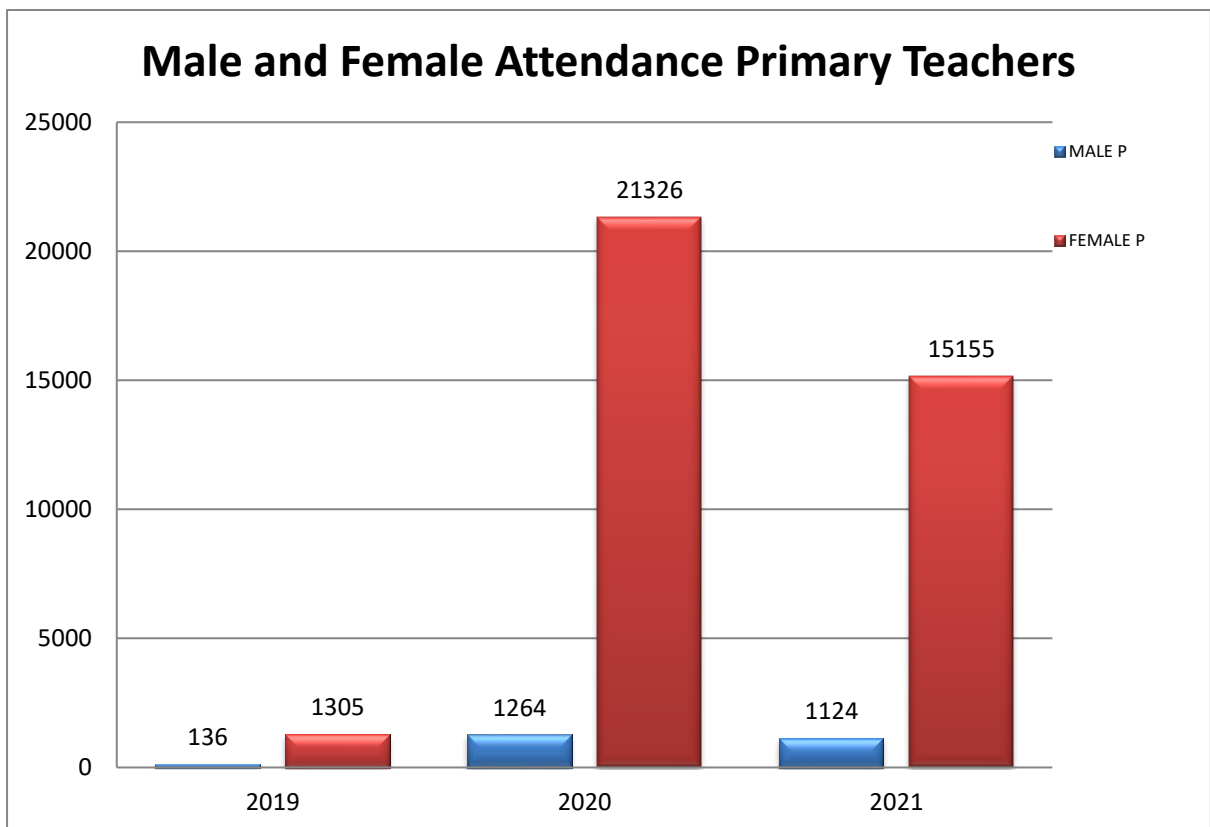
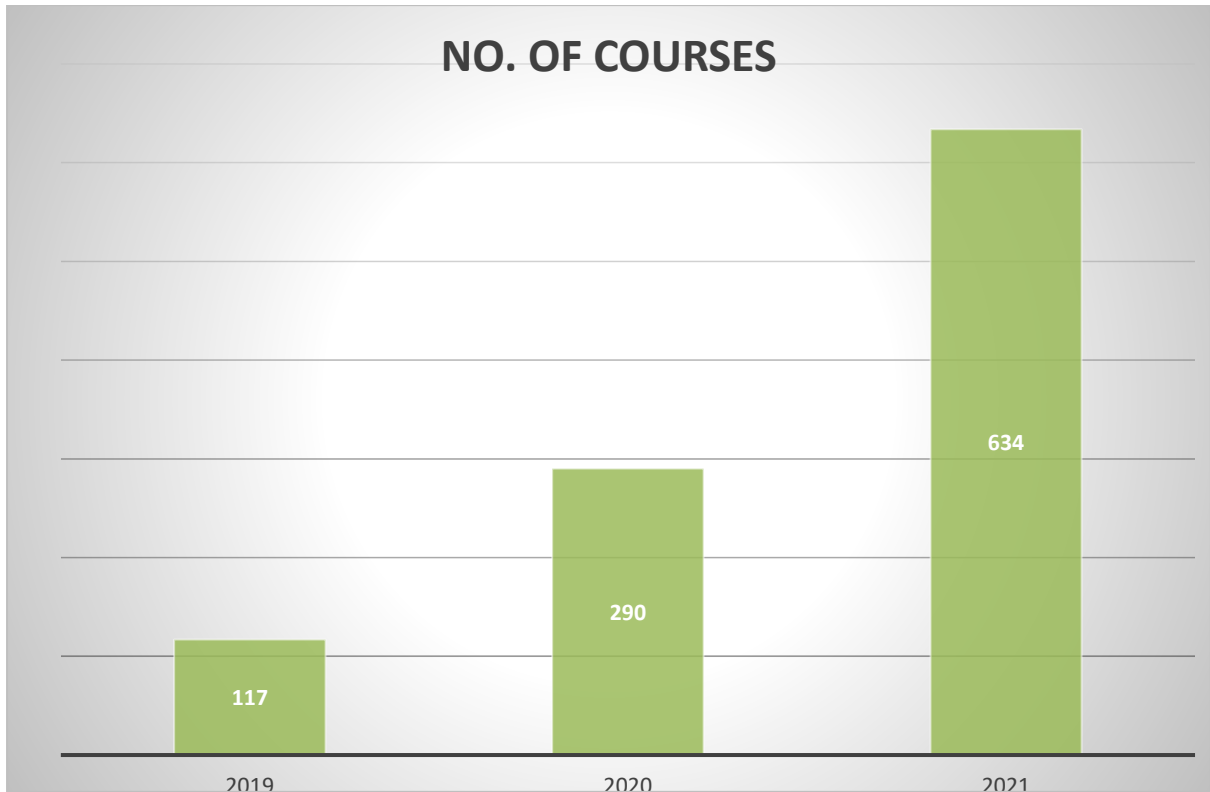
Spring/Autumn 2019-2021

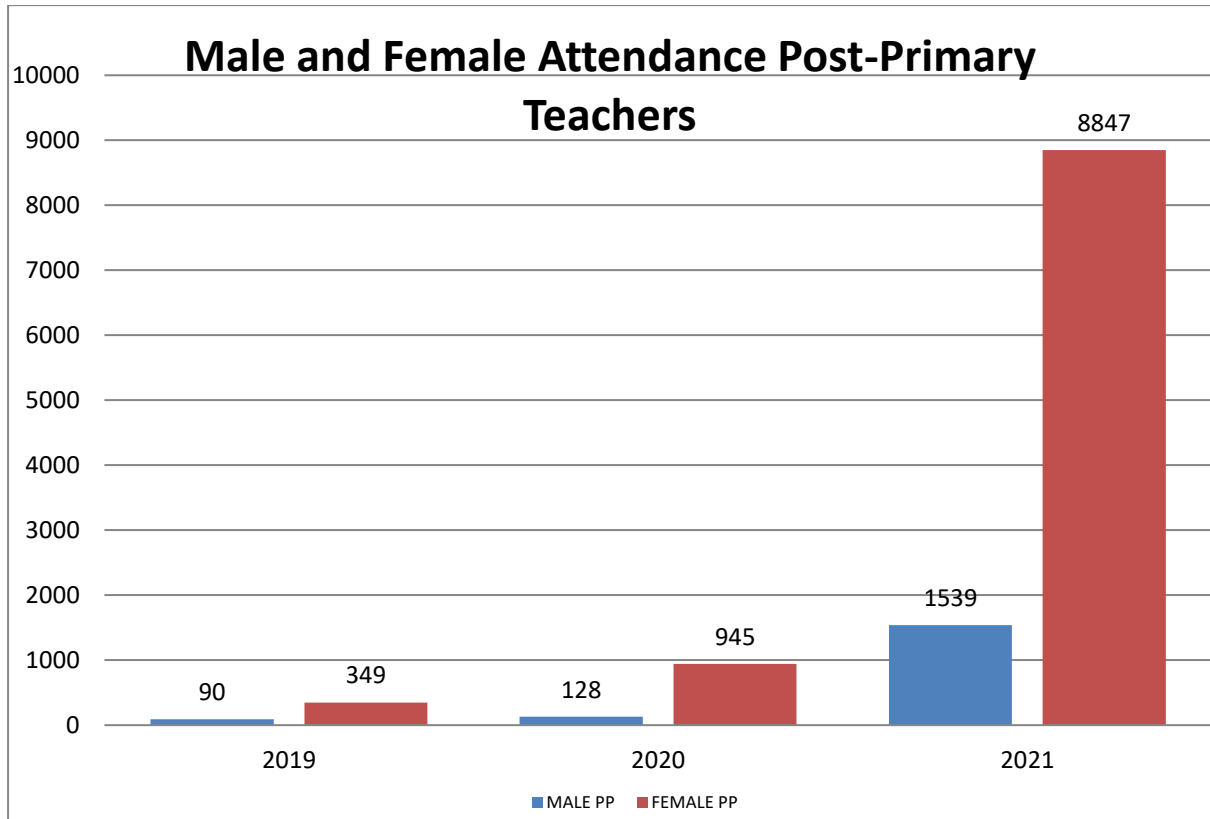
TOTAL THREE YEAR ATTENDANCE PRIMARY AND POST-PRIMARY 2019-2021



TOTAL ATTENDANCE EACH YEAR

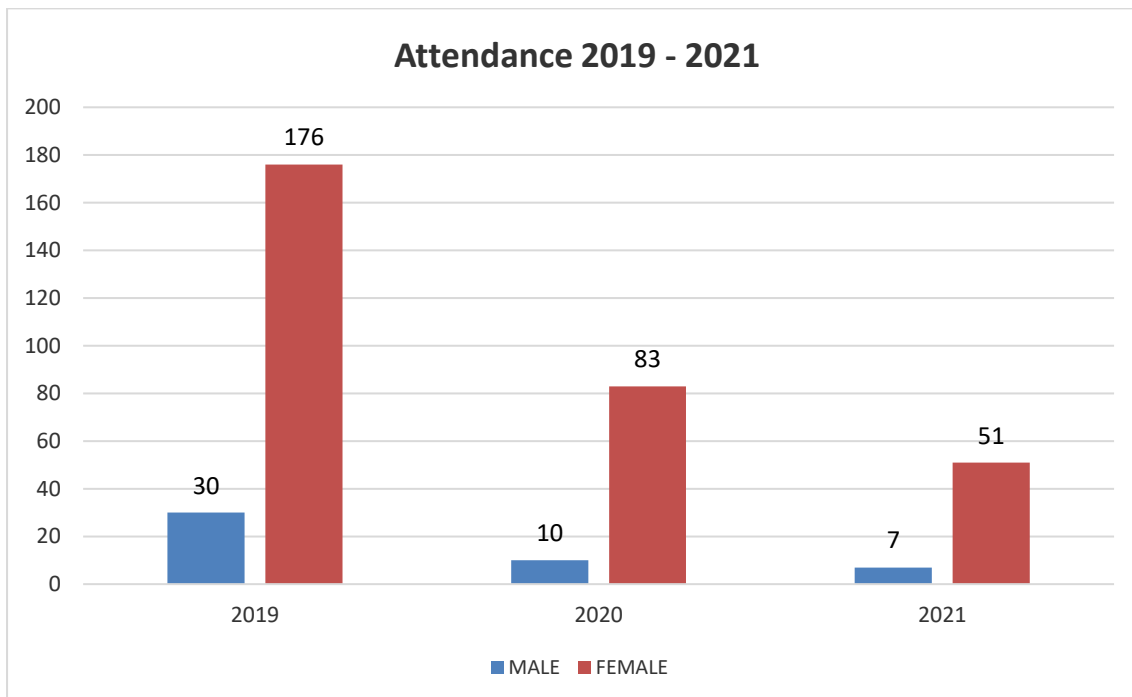
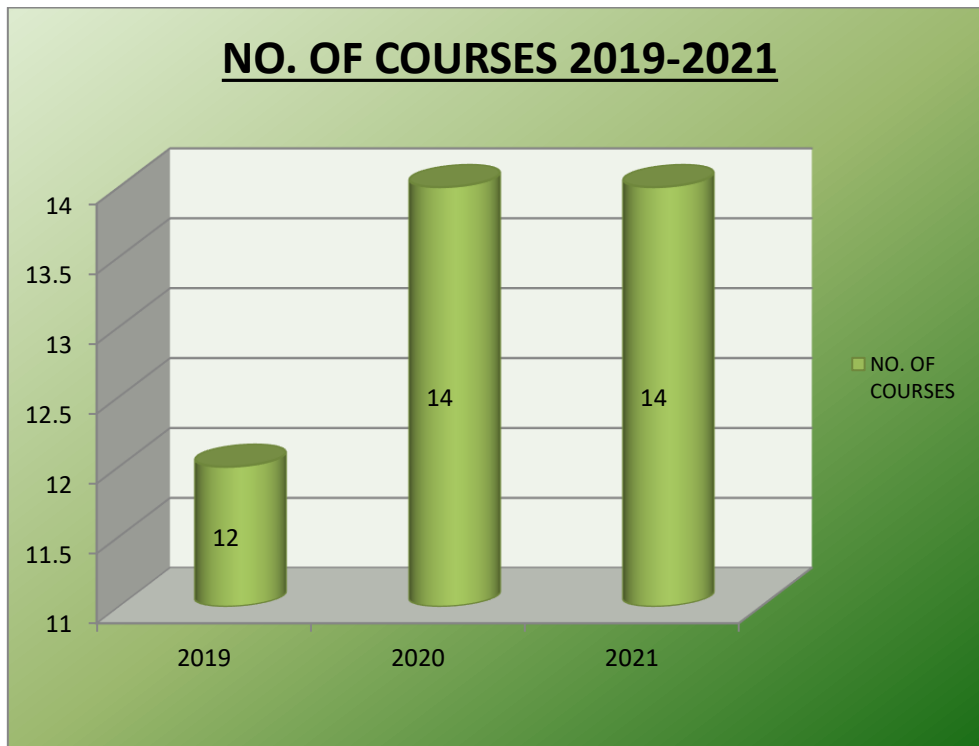


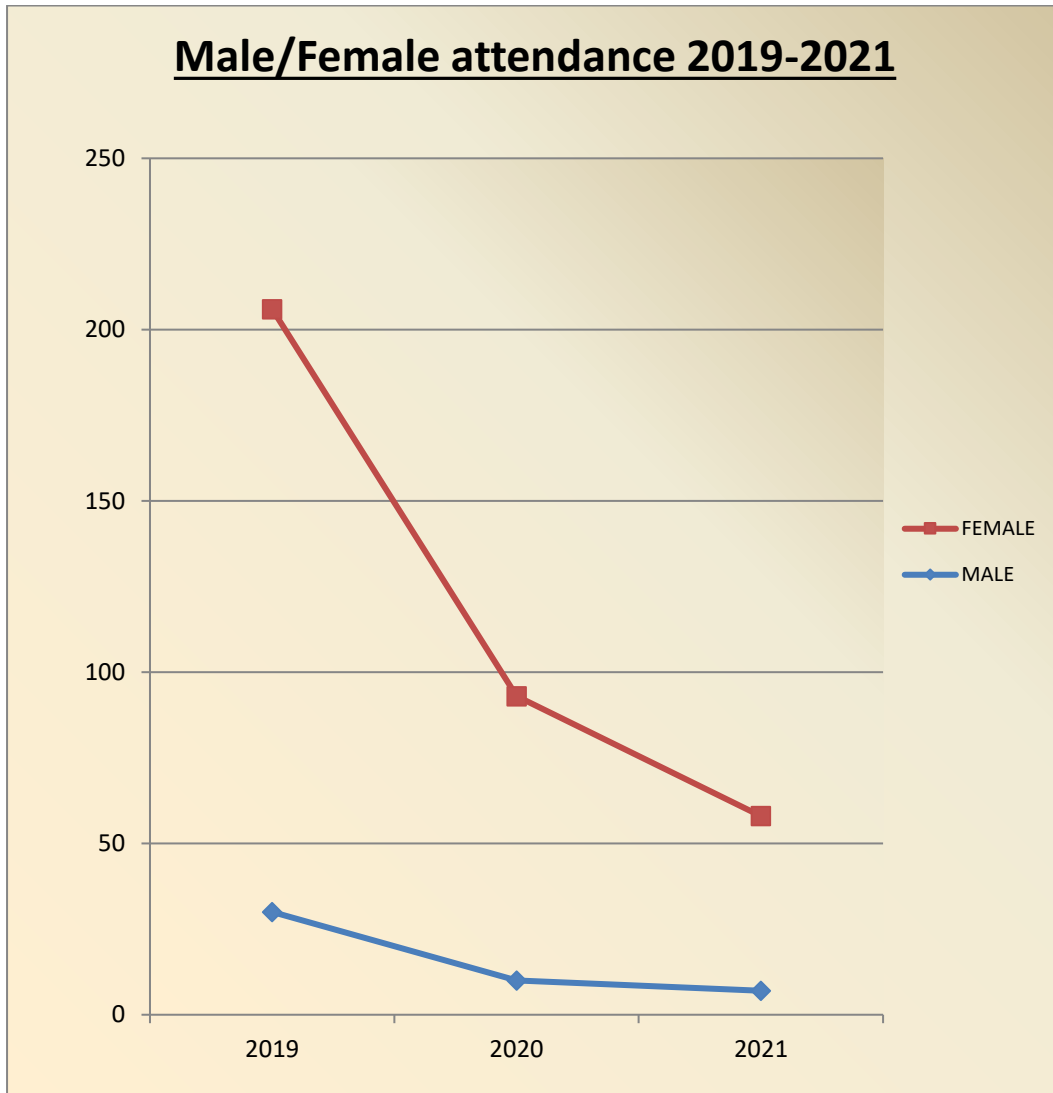




SUMMER

2019-2021





National Programmes 2021

National Induction Programme For Teachers

National Induction Programme for Teachers – Tutors (2021)

Donal Cremin (Post primary)

Ms. Elaine Daly (Post-Primary)

Nora Falvey (Primary)

Marie O’Connell (Primary)

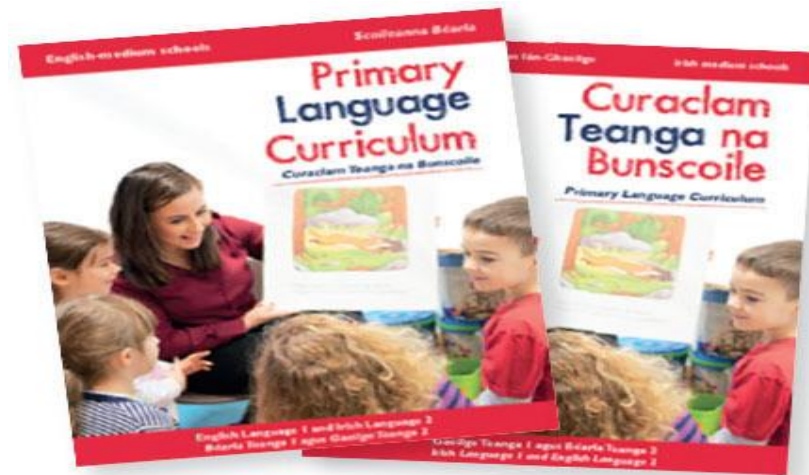




Professional Development
Service for Teachers

An tSeirbhís um Fhorbairt
Ghairmiúil do Mhúinteoirí

Primary Language Curriculum



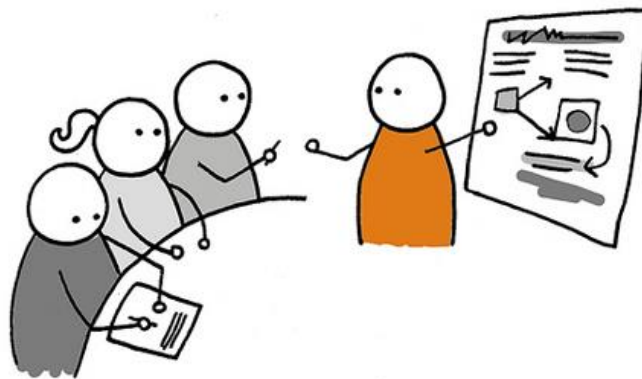
Primary Language Curriculum

Administration Base

National Statistics

PRIMARY LANGUAGE CURRICULUM/CURACLAM TEANGA NA BUNSCOILE			
January - December 2021			
Focus/Title of CPD	Jan - Dec 2021	OVERALL ATTENDANCE	NO OF ONLINE EVENTS
Primary Language Curriculum/Curaclam Teanga na Bunscoile - "GAEILGE BHEO" (Evening Webinars)	Feb & March 2021	432	53 events
PLC/CTB Playful and Engaging Language Learning Experiences in the Senior Classes (1 hr Evening Webinar via zoom, 7pm-8pm)	November 2021	170	1 Event
PLC/CTB Gaeilge Bheo 1 (1 hr Afternoon & Evening Webinars via zoom, 3.30pm & 6.30pm)	November 2021	112	34 Events
TOTALS		714	88

Local Professional Plan



Tutors/Facilitators Local Professional Development Plan





SPRING 2021

Name of Event	Facilitator
Trauma Informed	Edel Lawlor
Developing a Whole School Systematic Approach to SEN	Maria Geaney
An Introduction to Using Seesaw as a remote teaching platform	John Rust
SNA Webinar - Working with the child with Sensory Processing difficulties	Progressive College
Junior Cycle History Paper Analysis	Stacy Stout
Primary Principal Support Group	Jack Durkan
Supporting Online Learning for Pupils with SEN	Niamh Brady
Digital Story Telling	Jennifer Stack & Danny Murphy
Welcome to Well Being	Fiona Forman
Primary Webinar - Using Digital Portfolios for online formative assessment	ESCI/PDST
Post Primary Webinar: Using Digital Portfolios for Online Formative Assessment and Feedback	ESCI/PDST
Ignite your Light Your way to Wellness series for school staff	ESCI
Jigsaw Kerry	Caoimhe Keogan
Online Remote Learning with Simon Lewis	Simon Lewis
Universal Design for Learning	Jean Reale
ASD with Dr Claire Griffin	Dr Claire Griffin
Effective Remote Teaching Using a Digital Platform	John Rust
Supporting Online Learning for Pupils with SEN	Niamh Brady
Toe by Toe Online Training for Teachers, SNA's & Parents	Frank Cowling
Webinar for Infant Teachers using puppets to develop Oral Language Skills	Dr Catherine Gilliland
Microsoft Teams for Parents	Karen Burke
Remote Teaching & Learning with Stephen Eustace	Stephen Eustace
Getting the Concept - Teaching Curriculum Vocabulary and Concepts	Alanna O' Connor

Marino Gaeilge Webinar: Ag labhairt, ag léamh, 's ag spraoi sa bhaile!	Claire Dunne
Assessment & Feedback with Technology	Paul O'Callaghan
Supporting Online Learning for pupils with SEN	Niamh Brady
Assistive Technologies Within Office 365	Karen Burke
Webinar: Managing & Understanding Challenging Behaviour for Primary & Post Primary	Muireann Sadlier
Creating Online Books Using Book Creator	Paul O'Callaghan
Seesaw: At Step by Step Approach	Declan Ward
Autism Spectrum Disorder (ASD) and Fundamental Movement Skills (FMS)	Dr Susan Crawford
Integrating Educational Technology into Class Pedagogy	Dr Melanie Ni Dhuinn
JumpAGrade Feedback Platform for PP Teachers	Mark Foley, David Neville & Danielle O Connell
Juggling Home & School: Support for Primary Parents	Nicola Culloty
Teaching and Connecting with Infants Online	Eva O Neill
Class Dojo Remote Learning	Declan Ward
Making a Start with Remote Teaching & live lessons	Patrick Maye
Measúnú trí Ghaeilge	Dr. Sinéad Nic Aindriú
Guided Reading – An Introduction to Grouped Reading Instruction	Karen Riordan
ADHD Effective Strategies & Interventions	Education Elephant
Supporting my Adolescent: Post Primary Parent Webinar	Nicola Culloty
Online Literacy Learning with the Literacy Association of Ireland	Jennifer O Sullivan, Clara Fiorentini, Sinead McCauley Lambe
Efficient and Effective Remote Teaching and Learning with Microsoft Education	Stephen Eustace and Karen Burke
Sharing Skills Webinar on Development Coordination Disorder	HSE - Kevin Farnan & Ciara O' Connor

First Aid – Understanding Asthma and Supporting the Asthmatic Child	Chris Oliver - Boyne First Aid Training
Unlocking Literacy in the Classroom: Reading Improvement Through Developing Fluency	Dr. Ellen Reynor
Ag labhairt, ag léamh, 's ag spraoi sa bhaile!	Claire Dunne
Scoilnet Learning Paths - Create, Share & Engage!	Niamh Brady
How to Implement Teacher Peer Observation in a School	Claire Kilroy
Google Classroom	Declan Ward
Managing & Understanding Challenging Behaviour for Primary & Post Primary	Muireann Sadlier
Topic: Biodiversity & Environment	H2 Learning - Úna Halpin & Catherine Daly
Supporting SEN Remotely: An Assistive Toolkit for Learners with SEN in the areas of Literacy, Mathematics, and SESE	Dr Muireann O' Sullivan
Autism Spectrum Disorder (ASD) and Fundamental Movement Skills (FMS)	Dr Susan Crawford
Creating Online Books Using Book Creator	Paul O'Callaghan
Develop Literacy Skills with iPad	Caitriona Behan & Roisin Johnston
The Underlying Skills Necessary for Handwriting	Jessica Kennedy
Class Dojo for Parents	Declan Ward
Primary Webinar: Digital Citizenship for Online Teaching	PDST
Post Primary Webinars: Developing Digital Citizenship	PDST
Student Support Team Training Programme	Kerry ETB (Tim Nolan, Eileen Devitt, Jeanne Fleming, Seamus Whitty)
Using Boardmaker 7 in Primary & Post Primary Schools	Michael Brazil
Restorative Practice Webinar for SNAs: Meeting Needs, Removing Barriers & Offering Support	Michelle Stowe
Padlet webinar	Declan Ward

An Introduction to Bizzy Breaks - for Bizzy Bodies and Bizzy Minds	Irish Heart Foundation
Running Records – An Assessment Tool for Teachers	Karen Riordan
Seesaw - An Intermediate Workshop	Declan Ward
Drop In Clinic: Providing Effective Feedback online with Seesaw	Paul O'Callaghan & Laura Duff
Sharing Skills Webinar on Sensory Processing	HSE - Kevin Farnan & Ciara O' Connor
Whats the Story – Oral and Written Narratives	Alanna O' Connor
Restorative Practice Webinar: School Culture; the Restorative Paradigm Shift	Michelle Stowe
Supporting SEN Remotely: An Assistive Toolkit for Learners with SEN in the areas of Literacy, Mathematics, and SESE	Dr Muireann O' Sullivan
Chess for Fun	Brendan Buckley
Digital Technologies for Remote Assessment of/for Learning	Niamh Brady
Remote Teaching of Visual Arts for Junior Classes	Saoirse Walsh
Databases in Python using a flat-file (CSV) - Computer Science for Leaving Certificate	Keith Quille
Managing & Understanding Challenging Behaviour for Primary & Post Primary	Muireann Sadlier
Topic: Biodiversity & Environment	H2 Learning - Úna Halpin & Catherine Daly
Autism Spectrum Disorder (ASD) and Fundamental Movement Skills (FMS)	Dr Susan Crawford
Retirement Seminar	Joe Murray
Embedding Digital Technologies in Primary Maths	Ciara Reilly, Breed Murphy and Sorcha Browne
Formative Assessment in Remote Teaching	CPD Whole School
LEAVING CERT HISTORY RSR SUCCESS and how to get there	Patrick Hickey
Working with Children with Dyspraxia/DCD: Strategies and Advice for an Inclusive Classroom - A Webinar for Teachers and SNAs	Stephen Hodnett

Student Support Team Training Programme	Kerry ETB (Tim Nolan, Seamus Whitty, Caoimhe Keogan, Maryann Lowney, Edel Hobbert and Rachel Brosnan)
SNA Webinar: Report Writing and Note Taking	Progressive College
Remote Teaching of Visual Arts for Senior Classes	Saoirse Walsh
Idirghabhálacha do dhailtaí ag foghlaim trí Ghaeilge	Dr. Sinéad Nic Aindriú (Andrews)
Reading Strategies: Develop Strategic Processing in the Young Reader	Karen Riordan
Moving through Conflict for School Leaders	Gerry O' Sullivan
Efficient and Effective Remote Teaching and Learning with Microsoft Education	Stephen Eustace & Karen Burke
Develop Emergent Handwriting Skills	Sinead McCauley Lambe & Jennifer O' Sullivan
Managing Allergies in School Setting - A First Aid Awareness Session for Teachers and SNA's	Chris Oliver
An Introduction to the Word Study Approach to the Teaching of Spelling	Eoin Shanahan
Self Care with Caoimhe Keogan	Caoimhe Keogan & Frank O' Rahilly
Managing and Motivating Teams & Managing Conflicts and Challenges	Kerry ETB (Joe O' Connell)
Moving through Conflict for School Leaders	Gerry O' Sullivan
Chess for Fun	Brendan Buckley
Introduction to the BBC Micro: bit & Micro: bit Classroom	Niamh Brady
Managing & Understanding Challenging Behaviour for Primary & Post Primary	Muireann Sadlier
A Tour of Some Digital Learning Technologies that Encourage Student Interaction in our Geography Classrooms	Jimmy Condon
Webinar - The Interview for Leadership Positions in Primary Schools	Gareth Heagney, Bernice O'Connell, Donal Kerins, Pat Hanrahan and Ray McInerney
Primary Principal Support Group	Jack Durkan
Autism Spectrum Disorder (ASD) and Fundamental Movement Skills (FMS)	Dr Susan Crawford

Seachtain na Gaeilge SOS (saor ó strus)	Deirdre Nic Gabhann
Insulation	H2 Learning - Úna Halpin & Catherine Daly
Embedding Digital Technologies in Primary Maths	Ciara Reilly, Breed Murphy & Sorcha Browne
Gender Diversity in the Post Primary School	Dr Aidan Kelly
Reaching All Learners with iPads	Catherine Mangan & Roisin Johnston
The Jigsaw Method: An Inclusive and Engaging Technique for Online Teaching	Jane Brennan
Helping my Child with Dyspraxia/DCD – A Webinar for Families of Children with Dyspraxia/DCD	Stephen Hodnett
Leaving Certificate English - Comprehension Strategies	Aoife O'Driscoll
Student Support Team Training Programme	Kerry ETB (Tim Nolan, Seamus Whitty, Caroline Duane, Donagh Hennebry, Aileen Brosnan)
WEBINAR- Pathological Demand Avoidance (PDA): A different approach to managing behaviour.	Education Elephant
Finding the Gap: Starting points for Children with Maths Difficulties.	Dr. Stella Long
Meitheal Primary Principals	Jody O'Connor
Insulation	H2 Learning - Úna Halpin & Catherine Daly
Movement & Sensory Breaks - How to Maximise this Time in the School Environment	Jessica Kennedy
Managing Head injuries in school - First Aid Response Awareness Session	Chris Oliver
Differentiating in the Classroom	Alanna O'Connor
Supporting my Adolescent Post Primary Parent Webinar	Nicola Culloty
Chess 4 Fun	Brendan Buckley
Using Technology to Help Your Reading and Writing – A Webinar for Post-Primary Students and Parents	Jane Brennan
Kerry SENCO Forum: The Primary Language Curriculum - An Inclusive Curriculum for all Children in all School Contexts	Emma Sweeney

An Introduction to the Word Study Approach to the Teaching of Spelling	Eoin Shanahan
Webinar - Exploring Sensory Issues and Solutions for Students with ASD/Sensory Integration Training	Dr. Susan Crawford
Rockets and Space	H2 Learning - Úna Halpin & Catherine Daly
PDST TiE: Assessment and Feedback Webinars	Roisin Johnston
Video Modeling: A Social Skills Intervention for Students with Autism	Dr. Laura Ambrose
Leaving Certificate English - Approaching the Short and Long Composition Tasks	Aoife O' Driscoll
Primary Maths Online Teach Meet	Maths4All and Various Presenters
Ideas for Planning, Teaching and Assessing the prescribed texts at Junior Cycle	Clare Madden
SNA Webinar - Physical Disabilities	Progressive College
Movement & Sensory Breaks - How to Maximise this Time in the School Environment	Jess Kennedy
Self Care	Caoimhe Keogan (KETB)
Free 'Heritage in Schools' visits for Kerry Primary Schools	Maria Walsh
Implementing Models of Co-Teaching in Mainstream Primary Classroom	Dr Celia Walsh
Introduction to Universal Design for Learning in the Irish School System	Jean Reale
Leaving Certificate English - Approaching the Short and Long Composition Tasks	Aoife O' Driscoll
Rockets and Space	Una Halpin Catherine Daly
LAI Connects: A Closer Look at Early Literacy Instruction	Dr. Gene Mehigan, Dr. Tara Concannon-Gibney, Regina Dunne & Dr. Jennifer O' Sullivan
Keynote in the Classroom	Miriam Walsh & Catherine Mangan
Mini Writing Lesson	Dr. Catherine Gilliland
Using Storysacks to Support Language Development in the Classroom	Sara Fitzgerald

Quick Steps to Podcasting for Post Primary Teachers	Elaine Smith
Turning the Negatives into Positives – Tackling Mathematics Anxiety in the Post-Primary Class	Dr. Maria D. Ryan
Working with Children with Dyspraxia/DCD: Strategies and advice for an inclusive classroom- A webinar for Teachers and SNAs	Stephen Hodnett
Creative Activities to Develop Plot, Character and Setting for 9-11 Year Olds	Dr. Catherine Gilliland
Webinar Series - CBT Skills for Children	Nicola Culloty
Transformational Leadership of Learning, Teaching & Assessment in Post Primary Schools: Leading through Uncertainty	Donal O' Mahony
Restorative Practices	Joe Power, Nicola Reeves
Virtual Maths Manipulatives	Claire Corroon
Visual Supports in the Classroom and Beyond	Alanna O'Connor
Information Session on Teaching Nature on Iveragh	Orla Breslin
Webinar - What Memory Strategies Support Effective Learning?	Dr. Suzanne Parkinson
Harnessing the Power of Everyday Technology to Create UDL learning environments	Jean Reale
Geographical Investigation 2021: Ideas for Non-Physical Geography GIs	Peter Lydon
Restorative Practices	Joe Power, Nicola Reeves
Struchtúr agus Atmaisféar a Chruthú a Rang do Mhuinteoírí na hArdteiste	Adrian Murphy
PDST TiE: Finding, Selecting & Managing Information Webinar	Paul O' Callaghan
Webinar - Developing and Implementing a Digital Learning Strategy	Paul Cahillane
Gaeilge SOS Iar-bhunleibhéal	Edel Ní Bhraonáin
The Disorganised Child	Jessica Kennedy
Bridging the Gap Between Junior Cycle and Leaving Cert History Using Formative Assessment	Patrick Hickey

Supporting the Needs of Children with Mild General Learning Disability in the Mainstream Classroom.	Dr Margaret Egan & Dr. Trevor O'Brien
Marino Early Childhood Education: Playful Literacy	Clara Fiorentini & Sinead Lambe
Quick Steps to Podcasting for Post Primary Teachers	Elaine Smith
PPAD - E Post Primary Assessment & Diagnosis - English	Diarmuid O' Rourke, Aoife Olsthorn (NEPS)
Integrating Play with the Infant Curriculum: Playful Beginnings & Playful Progress	Dr Lisha O'Sullivan
Autism Understanding Autism	Andrew Whitehouse
Supporting Adolescents through exam stress	Nicola Culloty
Discussing Dyslexia: Practical approaches to support learners with dyslexia in all school settings	Roisin Lowe & Miriam Colum
Leaving Cert English - Single Text – King Lear	Aoife O' Driscoll
Restorative Practices	Joe Power, Nicola Reeves
Geographical Investigation 2021: Ideas for Non-Physical Geography GIs	Peter Lydon
CBT Skills for Children	Nicola Culloty
Virtual Maths Manipulatives	Claire Corroon
PPAD - E Post Primary Assessment & Diagnosis - English	Diarmuid O' Rourke, Aoife Olsthorn (NEPS)
PPAD - E Post Primary Assessment & Diagnosis - English	Diarmuid O' Rourke, Aoife Olsthorn (NEPS)
Restorative Practices	Joe Power, Nicola Reeves
Embedding Universal Design for Learning (UDL) in whole School Practice	Jean Reale
Practical Approaches to Tackling Paper One Leaving Certificate Higher Level	Ann Wallace
Gamification for Motivation: Creating Learning Opportunities in Minecraft and Easy-to-Use Apps for Students with Diminished Motivation	Dr Muireann O' Sullivan
Early Childhood Education: Playful Literacy	Clara Fiorentini & Sinead Lambe
Integrating Play with the Infant Curriculum: Playful Beginnings & Playful Progress	Dr Lisha O'Sullivan

Finding a Balance in an 'Always On' World	Nicola Culloty
Streamlining Assessment for Summer '21! - Approaches for Assessing and Reporting on Junior Cycle English	Fiona Kirwan & Edel O' Donovan
Navigating the Final Term of Leaving Cert '21 - A Webinar for Parents	Brian Wall & Beatrice Dooley
SNA Webinar: Dyspraxia	Progressive College
Discussing Dyslexia: Practical approaches to support learners with dyslexia in all school settings	Roisin Lowe & Miriam Colum
Facilitating Social Skills in School	Alanna O Connor
Restorative Practices	Joe Power, Nicola Reeves
Webinar - Exploring Meaningful PE Experience through the strands of Outdoor & Adventure Activities and Athletics for this school year	Dr Richard Bowles, Liam Clohessy & Dr Déirdre Ní Chróinín
Pathological Demand Avoidance (PDA): A different approach to managing behaviour.	Education elephant hosting, we take no money only attendance
Impact of GDPR for your School	Michelle Hourican
Scéalta den Scoth: Ag Cothú Fonn Léitheoireachta	Dr Claire Dunne
Relating with Students - Teaching Who I Am	Paul King
Using the Outdoor School Environment: presented by Carmel Moore, Educator & Horticulturalist	Carmel Moore
A Practical Guide to using both Spiral and Pear Deck in our Geography Classrooms	Jimmy Condon
Restorative Practices	Joe Power, Nicola Reeves
Fine Motor Skills & Designing Fun Fine Motor Stations in the Classroom	Jessica Kennedy
Junior Cycle History - Preparing for CBA 1	Stacy Stout
Developing a Critical Incident Response Plan:	NEPS
Finding the Gap: Starting points for Children with Maths Difficulties	Dr Stella Long
Geographical Investigation 2021: Ideas for Non-Physical Geography GIs	Peter Lydon

The Interview Selection Process for appointing Teachers and SNAs - A Training Webinar for Chairpersons of BOMs and for Principals of Primary Schools	Marie Meskell, Denis Courtney, Pat Hanrahan, Ray McNerney
Primary Principal Support Group	Jack Durkan
Leaving Cert English - Planning the Prescribed and Unseen Poetry Question	Aoife O' Driscoll
A problem-solving approach to teaching the strand of Number	Patrick Neary & Dr Siún Nic Mhuirí
Practical Approaches to tackling Paper Two Leaving Certificate Higher Level	Ann Wallace
ADHD Effective Strategies & Interventions	Education Elephant
Reporting and Documenting the Geographical Investigation	Peter Lydon
Mind-Mapping Software: A Workshop for Second-Level Students, Parents and Teachers	Jane Brennan
Leaving Cert English: Single Text - Othello	Aoife O' Driscoll
An Approach to Leaving Cert Geography	James Lenihan
LAI Connects: A Closer Look at the Science of Reading	Gene Mehigan, Jennifer O' Sullivan and Patrick Burke
Study Skills for Post Primary Students with AEN	Claire Comerford, Orla Coughlan, Claire Doyle
Non-Exam LC Religious Education (R.E.): A Series of Approaches and Topics to Discuss and Explore with Senior Cycle Students	Gary Creaton
WIAT-T-III Test Kit	Dr Pauline Cogan
Sensory Processing; Effects on Behaviour & Learning	Ageeth Hup
Cultivating a Positive Attitude Towards Maths: A Focus on the Senior Classes & Learning from our Mistakes: Promoting a Growth Mindset through Error Analysis	Breed Murphy & Sorcha Brown
The Classroom with the Green Floor	Paul O'Donnell
Junior Cycle English - Looking Ahead	Dr Pauline Kelly
Digital Tools to Support EAL Students and Students with Dyslexia	Holly Murray

Refresher Training in the Incredible Years Teacher Classroom Management Programme	NEPS
Restorative Practice Webinar	Joe Power
Meeting the Diverse Literacy Needs of Beginning EAL Learners	Dr. Fiodhna Gardiner-Hyland
The Best Educational/ICT Tools to Transform your French Class (no resources yet will send next week)	Clodagh Finane
Leaving Cert Accounting Question 5 for NQTs	Rachael Biddulph & Michael Galligan
Primary Debating Final	Michael Doorly
Accelerated Reader & MyOn	Pat Hanrahan
Personalised Learning	ESCI
Seamus Heaney Leaving Cert Poetry Questions	Jennifer Duffy
Assessment Ideas for the Science Classroom in Post Primary Schools	Dr. Lisa Shine
Technology to Help with Reading and Writing: A Workshop for Second-Level Students, Parents and Teachers	Jane Brennan
IEPs - Including Speech, Language and Communication Goals	Alanna O' Connor
Planning for Junior Cycle Music	Nathan Barrett
Picture Books to Enhance Mathematical Understanding in the Upper Primary Classes	Edward Fitzgerald
An Innovative and fun way to teach Fónaic na Gaeilge- Slí nuálach & spraiúl chun Fónaic na Gaeilge a mhúineadh le SingFónaic	Brian O' Gráinne
Designing School Based Assessment for Junior Cycle History 2021'	Gregg O'Neill
Supporting Struggling Learners with Assistive Technology - Where to Start!	James Northridge
Making and Illustrating Small Handmade Books	Cas McCarthy
FÍS and Filming-Making in the Primary Classroom	PDST
Using Music to support Language Development from 3rd to 6 th	Lourda Roseingrave
WEBINAR April- Magic Moments: Strategies for Managing Meltdowns in Young People with Autism	Education Elephant
Sharing Strategies & Resources for the Business Classroom	Rachael Biddulph, Lisa Young & Breffni Conaty

Building a Strong Foundation for Literacy with Raz-Plus	Jennifer Nigh, Róisín Faherty
Sensory Processing; Effects on Behaviour & Learning	Ageeth Hup
Incorporating the Unifying Strand and Preparing for the Classroom-Based Assessments in Junior Cycle Mathematics	James Trimble
Cultivating a Positive Attitude Towards Maths: A Focus on the Senior Classes & Learning from our Mistakes: Promoting a Growth Mindset through Error Analysis	Breed Murphy & Sorcha Brown
Sketch Note Workshop	Claire Comerford
Developing Positive Mental Health in Children in the School Setting	Stephen Hodnett
Webinar for Teachers interested in STEAM	Michael Browne
WEBINAR April: Foetal Alcohol Spectrum Disorder (FASD) and Foetal Alcohol Syndrome, Inclusion and Development	Education Elephant
Leaving Cert English - Approaching the Comparative Study	Aoife O' Driscoll
Refresher Training in the Incredible Years Teacher Classroom Management Programme	NEPS
Practical Everyday Sensory Breaks	Muireann Sadlier
"How don't you understand this?" - Exploring Mathematics Anxiety in the Primary School Context	Dr. Maria D. Ryan
WEBINAR April- Gifted, Talented, Able: Learning and teaching strategies for identifying and working with above average achievers, and gifted / talented / able	Education Elephant
The Interview Selection Process for appointing Principals and Deputy Principals	Pat Hanrahan, Marie Meskell, Denis Courtney & Ray McInerney
Thriving After Covid: Psychological Steps of Recovery for Teachers and Pupils	Lorraine Lynch
Guided Reading 5-7 year Olds	Catherine Gilliland

School Lifting Techniques – Awareness Session	James McLoughlin
Idées et Ressources pour la Production Orale en Cours de Français aux Cycles Junior et Senior	Valérie David-McGonnell
Non-Exam LC Religious Education (R.E.): A Series of Approaches and Topics to Discuss and Explore with Senior Cycle Students	Gary Creaton
Your Post-Pandemic School Digital Learning Plan - What, So What and Now What!	Ciara Reilly
Number Talks	Claire Corroon
Using Clips in the Classroom	Christopher Flynn & Paul O Callaghan
Compassion For Me, Compassion For You!	Aisling O Donovan
Leaving Cert Economics, Strategies & Methodologies	James Doyle
Infant Teacher Support Group	Emma Grufferty
Ignite your light	ESCI
WEBINAR April- ADHD for Early Years: A Range of Specific Interventions for Younger Children with ADHD	Education Elephant
Exploring ASD and Anxiety	Dr Susan Crawford
Leading the Strategic Planning Process	Ruairi Harvey
Fun with Flipgrid	Stephen Eustace, Karen burke
Transition to Post-Primary for Pupils with Special Educational Needs	Rosemarie Flanagan & Geraldine O'Loughlin
Practical Everyday Sensory Breaks	Muireann Sadlier
Ideas for Approaching Poetry in Secondary School	Clare Madden
Autism for Early Years: A Range of Specific Interventions for Younger Children with Autism	Education Elephant
Sketch Note Workshop	Claire Comerford
Number Talks	Claire Corroon
Marino ICT Webinar: Your Post-Pandemic School Digital Learning Plan - What, So What and Now What!	Ciara Reilly

Using the iPad for Guided Reading Literacy Stations in the Primary Classroom	Róisín Johnston/Seán Glynn (Folens/Wriggle)
Senior Cycle English – Your Questions Answered	Aoife O' Driscoll
Dyslexia: The Learner & the Parent Voice	Roisin Lowe & Nicola Cantwell
Attention Deficit Hyperactivity Disorder (ADHD)	HSE
Multimodal Assessment & Feedback with Office 365	Karen Burke
Number Talks (REPEAT)	Claire Corroon
Pathological Demand Avoidance (PDA): A Different Approach to Managing Behaviour	Education Elephant
Post pandemic – Future proofing the classroom' A 'Fireside chat' with Lord David Puttnam	ESCI
CSL Coaching Primary Principals Leadership through Uncertainty	CSL Coaches
Guided Reading 7- 9 year olds	Catherine Gilliland
Finding the Gap: Starting Points for Children with Maths Difficulties	Dr Stella Long
Modelling in Python - Computer Science for Leaving Cert	Keith Quille
Non-Exam LC Religious Education (R.E.): A Series of Approaches and Topics to Discuss and Explore with Senior Cycle Students	Gary Creaton
Maths 4 All TeachMeet Learning in the Early Years	Eilish Balfe, Elaine Dillon Lisa Hanley
Sketch Note Workshop	Claire Comerford
Saint Brendan the Navigator – Kerry's seafaring patron saint	Claudia Köhler
Physical Education - Unraveling the Potential for Cross Curricular Integration	Suzy Macken
Surviving College - Online Session for Parents and Guardians	Mary Lucey (CareerAhead)
Sitting the Exam & Managing Stress	Fidelma Healy
Managing the Transition from Primary to Secondary School for Families of Children with Dyspraxia/DCD	Stephen Hodnett

How to Increase a Child's Resilience - How small changes in a young person's Growth Mindset can create big improvements in performance	Education Elephant
Number Talks (REPEAT)	Claire Corroon
Making Sense of the OT Assessment Process	Liath Sheehan
Classroom Drama without the Stress	Emma McGrath
Guided Reading 9-11 year olds	Catherine Gilliland
Approaches for Teaching Primary Geography Outdoors	Dr Jennifer Liston, Dr Anne Dolan & Bríd Madigan
The Holocaust Narrative (<i>Just Advertising</i>)	Holocaust Education Trust Ireland
Expecting the Unexpected - 10 Tips for your NQT Year	Adam Barrett
Physical Education - Unraveling the Potential for Cross Curricular Integration	Suzy Macken
Exhibiting your 'Best Self' in your Job Application and New Role	Aisling O' Donovan
Sketch Note Workshop	Claire Comerford
Meitheal Primary Principals meeting	Jody O' Connor
Inspiring Ireland, Inspiring Students - An Interview series with Influential Irish people (Rachael Blackmore)	Dr. Fidelma Healy Eames
LÁMH Module	Rachael Fitzgerald
Kerry SENCO Forum	Emma Sweeney
Support a Child at Time of Stress - How chronic stress can have a dramatic effect on a child's ability to manage behaviour	Education Elephant
Infant Teachers' Support Forum	Emma Grufferty
Irish Primary PE Association Sports Day Webinar	Jason Byrne & Peter Lavin
Inspiring Ireland, Inspiring Students - An Interview series with Influential Irish people (Rachael Blackmore)	Dr. Fidelma Healy Eames
Sketch Note Workshop for 5th & 6th Class Students	Claire Comerford
Tom Crean Polar Experience	Claudia Koehler
Ensuring Your School Is Wifi Ready	IMS
Sketch Notes Workshop for 5th & 6th Class Students - Part 2: Exploring the Practice	Claire Comerford



SUMMER 2021

Name of Event	Facilitator
The Living Classroom through Gardening -Gortbrack	Ian McGregor and Niamh Ni Dhuill
On Line	
Chess for Social Skills summer course	Andrew O' Sullivan
Weaving Well Being (Outside the Box) Ed Centre not taking bookings	Fiona Forman
Supporting Your Child's Summer Reading, Vocabulary Development and Learning	On-Line Facilitator
Maths Development, Maths Anxiety, Dyscalculia and Assessment	On-Line Facilitator
Assistive Technology for Education - Mastering your Laptop or iPad	On-Line Facilitator





AUTUMN 2021

Name of Event	Facilitator
LÁMH	Rachel Fitzgerald
An Introduction to Additional Education Needs (AEN) at Post Primary Level	Claire Comerford
Kerry College Online Dyslexia Training	Wyn McCormack
Supporting Multilingual Children in the Classroom	Dr. Mary-Pat O' Malley Keighran
Individual Pupil Planning: A Focus on the Student Support Plan (Part A)	Dr. Claire Griffin
Finding the Gap: Starting Points for Children with Maths Difficulties for Primary Schools	Dr. Stella Long
Support For Newly Appointed SETs in Mainstream Primary Schools	Dr. Celia Walsh
Geographical Investigation 2022: Ideas for the Physical Geography GIs	Peter Lydon
Introduction to Speech Language and Communication Needs	Alanna O' Connor
Family Carers Meeting	Valerie Finn
Pleanáil an Mhúinteoir	Aislinn Nic Phóidín
Settling into SET -Starting off as a NQT SET	Adam Barrett
Single Text - MacBeth	Aoife O' Driscoll
Sketch Note Workshop	Claire Comerford
New to SET - Post Primay Panel Discussion	Natalie Doyle Bradley, Helen Clinch, Niamh O'Connor
Lamh	Rachel Fitzgerald
Inspiring Ireland, Inspiring Students - An Interview with An Taoiseach, Micheál Martin	Dr. Fidelma Healy Eames
Employee Wellbeing and Managing Stress in the Workplace (Caroline Reidy's zoom link)	Caroline Reidy
Introductory Webinar - From Trauma Reactive to Trauma Responsive – Becoming a Trauma Responsive Primary School	Aideen Flynn

Epilepsy Ireland Information Evening	Kathryn Foley
Introductory Webinar - From Trauma Reactive to Trauma Responsive for Secondary Schools	Aideen Flynn
LAI - Every Lesson a Language and Literacy Lesson: From Research to Practice	Patrick Burke & Sylvaine Ni Aogain
Finding the Gap: Starting points for Children with Maths Difficulties for Post Primary Teachers	Dr Stella Long
OT Assessment: Giving Info to the OT and Interpreting a Report	Liath Sheehan
New to SET? - Primary Panel Discussion in Partnership with Special Education Teachers Ireland	Laura Meehan, Annette Ormond, Caitríona Uí Soraghan, Dr. Celia Walsh
Lámh	Rachel Fitzgerald
Practical Ideas for Approaching Personal Writing at Senior Cycle	Sarah Kelly
Gifted Education in Online and In-Class Settings: Practical Approaches and Strategies	Dr. Muireann O' Sullivan
Introduction to the Geography Leaving Certificate Course for PMEs and NQTs	Peter Lydon
BFireSafe@School New Fire Safety Education Programme (PP)	Finian Joyce, Caroline McHale
Thinking Skills in the Junior Cycle Classroom	Con Hurley
A Practical Approach to CBA - Geography in the News	Andrew Barry
Embedding Place-based STEAM into Teaching and Learning	Rebecca White & Dr. Anita McKeown
Child Lifting Techniques for Schools	Optima Training
Inside the Infant Classroom	Deirdre O'Toole
Webinar - Strategies to Support Children with Sensory Processing Disorder, Autism, ADHD and PDA	Andrew Whitehouse
Meitheal - Leadership Development Programme for Principals With A Minimum of 5 Years' Experience	PDST
Dyscalculia and Maths Learning Difficulties	Steve Chinn
Teaching English- Early Career Teachers	Clare Madden

Leaving Certificate Financial Maths Course	Sean Murphy
Inspiring Ireland, Inspiring Students - An Interview with Author David Walliams	Dr. Fidelma Healy Eames
Positive Mindset Workshop for Post Primary Students	Marie Sweeney Khalifa
Using Narratives to Develop Language	Dr. Mary-Pat O'Malley Keighran
Introductory Webinar - From Worrier to Warrior for Primary Schools	Aideen Flynn
Introductory Webinar - Parenting Your Anxious Child – Helping your Worrier find their Inner Warrior	Aideen Flynn
Introducing Podcasting as an innovative and accessible teaching and learning tool for cross curricular class presentations and projects.	Tinpoint Productions
Epilepsy Ireland Information Evening	Kathryn Foley
Mentoring Action Projects in School - Facilitating Young Environmentalists	ECOUNESCO
Planning Made Simple: A Straightforward Approach to Planning for Junior Cycle English	Fiona Kirwan & Edel O'Donovan
Introduction to Universal Design for Learning in the Irish School System	Jean Reale
Gifted Education in Online and In-Class Settings: Practical Approaches and Strategies	Dr. Muireann O' Sullivan
Explicitly Teaching Writing	Stephen Graham
BFireSafe@School New Fire Safety Education Programme (PP)	Finian Joyce, Caroline McHale
The Successful Substitute – Tips for NQT Subs	Adam Barrett
Time Saving Tips for Teaching with iPads in the Classroom	Roisin Johnston & Andrew O' Sullivan
Junk Kouture Webinar	ESCI
Practical Retrieval Exercises for the JC Classroom	Lee O'Donnell
Individual Pupil Planning: A Focus on the Student Support Plan	Dr Claire Griffin
SNA Webinar - Medical Conditions	Progressive College

Meeting The Needs of Children With Dyspraxia / DCD	Stephen Hodnett
Leaving Certificate Financial Maths Course	Sean Murphy
Toxic Childhood	Sue Palmer
Action on Global Citizenship for Post Primary Teachers	Alex Whyatt
BLAST Information session for Primary & Post Primary Schools	Katie Sweeney, Maire Vieux & Sandra Moriarty
Behaviour Management Strategies That Work - Foundations of	Dr. Diksha Laungani
Webinar – Meaningful Free Writing - Making the Most of Independent Writing Opportunities	Karen Riordan
Idées et ressources en français pour l'année de Transition	Valerie David McGonnell, Dominique Sénard and Mary Haslam
All Series of Interactive Workshops - approach to teaching Number Facts, Operation & Fractions	Dr Siún Nic Mhuirí & Patrick Neary
LEADING 'LOOKING AT OUR SCHOOLS': A PRACTICAL EXPLORATION OF LEADING AND MANAGING SKILLS FOR MIDDLE LEADERS AND ASPIRING LEADERS (P) (PP)	Education Progress
Family Carers Meeting	Valerie Finn
Harnessing the Power of Everyday Technology to Create UDL Learning Environments	Jean Reale
IEPs – Including Speech, Language and Communication goals	Alanna O' Connor
First Aid Fundamentals for Schools	Optima Training
Gaeilge na hArdteiste - An Triail	Caomhán Ó Conghaile (Education Progress)
Formative Assessment and Student Voice	Con Hurley
The Relationship is the Intervention	Nicola Culloty
Practical Retrieval Exercises for the JC Classroom	Lee O'Donnell

Phonological and Phonemic Awareness: Effective Instruction and Intervention for children with Dyslexia.	Emma Kenneally
Prescribed Poetry - Focus on the poetry of Paula Meehan	Aoife O'Driscoll
Dyscalculia and Maths Learning Difficulties	Steve Chinn
Leaving Certificate Financial Maths Course	Sean Murphy
Behaviour Management Strategies That Work - Foundations of Behaviour	Dr. Diksha Laungani
Using the iPad for Guided Reading Literacy Stations in the Primary Classroom	Róisín Johnston/Seán Glynn (Folens/Wriggle)
REPEAT: Inspiring Ireland, Inspiring Students - An Interview with Author David Walliams	Dr. Fidelma Healy Eames
Emotional Literacy in The Classroom - Strategies for Teachers	Dr. Mary-Pat O'Malley Keighran
Number Talks	Claire Corroon
Fail to Plan, Plan to Fail – The Planning Fundamentals of the NQT Year	Adam Barrett
Marino Webinar: Stór Focal... Arís? Bogaimis ar aghaidh! Le póstaer, pleanáil agus cluichí	Madeleine Ní Ghallchobhair
Webinar - Support a Child at Time of Stress - How Chronic Stress Can Have a Dramatic Effect on a Child's Ability to Manage Behaviour	Dr. Elana Wolkoff
Microsoft Word - School Secretaries	Optima Training
Positive Mindset Workshop for Post Primary Students	Marie Sweeney Khalifa
LEADING 'LOOKING AT OUR SCHOOLS': A PRACTICAL EXPLORATION OF LEADING AND MANAGING SKILLS FOR MIDDLE LEADERS AND ASPIRING LEADERS (P) (PP)	Education Progress - Norma Lenihan
Subject Learning and Assessment Review - Effective Facilitation of the SLAR Process – CPD for SLAR Facilitators	JCT SLAR
Support Group for Post Primary NQTs	Donal Cremin & Elaine Daly

Embedding Universal Design for Learning (UDL) in Whole School Practice	Jean Reale
Interview Preparation Webinar for AP1 and AP2 Posts - Impressing at the Interview	Bernice O`Connell
Practical Ideas for Approaching Personal Writing at Senior Cycle	Sarah Kelly
Community of Practice - Modern Language Teachers (Post Primary)	Bernie O'Shea
Challenge-based Career Guidance: Exciting students about their futures	Dr. Fidelma Healy Eames
Virtual ADHD Conference	Numerous Educators
Designing and Using Classroom Tasks to Promote Student Thinking	Con Hurley
Feasacht Fóineolaíoch, Fóinéimí agus Fónaic	Aislinn Nic Phaidin
Marino Webinar: Staying Connected: Exploring Global Citizenship Education and Intercultural Education in the Primary Classroom	Dr. Claire Dunne, Dr. Barbara O' Toole & Richeal Ní Thiarnaigh
Helping my child with Dyspraxia/DCD - A webinar for families of children with Dyspraxia/DCD	Stephen Hodnett
KETB: Student Support Team Training	Tim Nolan
SPHE Workshop Series- Taking Care of Myself , Healthy Eating Cookery Series	SPHE
Meeting The Needs of Children With Dyspraxia / DCD	Stephen Hodnett
Webinar 2: Non-Fiction Texts: Podcasts and Documentaries in the LC Classroom	Clare Madden
Leaving Certificate Financial Maths Course	Sean Murphy
Behaviour Management Strategies That Work - Foundations of Behaviour	Dr. Diksha Laungani
Marino Webinar: Phonemes and Phonics: Getting Ready to Read	Dr. Jennifer O' Sullivan
Number Talks	Claire Corroon

An Introduction to Dyslexia	Katherine Dee and Julie Ann Fleming
The Holocaust Narrative	Holocaust Education Trust Ireland
Executive Function	Louise Gillespie
Inspiring Ireland, Inspiring Students - An Interview With Aoibhinn Ní Shuilleabháin	Dr. Fidelma Healy Eames
LEADING 'LOOKING AT OUR SCHOOLS': A PRACTICAL EXPLORATION OF LEADING AND MANAGING SKILLS FOR MIDDLE LEADERS AND ASPIRING LEADERS (P) (PP)	Education Progress - Ciarán McMahon
Progressive College SNA Part-time course	Progressive College
Kerry SENCO Forum - Primary CoP First Meeting 2021/2022	Emma Sweeney
Individual Pupil Planning: A Focus on the Student Support Plan	Dr Claire Griffin
Gaeilge na hArdteiste - An Triail	Caomhán Ó Conghaile (Education Progress)
Literacy Association of Ireland Webinar - Teaching and Assessing Writing	Dr Gerry Shiel & Dr Eithne Kennedy
Webinar - Support A Child Experiencing Sensory Overload Using Positive Behaviour Support	Education Elephant
Introduction to Scratch	Kinia
Literacy with Raz-Plus	Róisín Faherty and Jennifer Nigh
Manual Handling	Ger Moynihan
Getting Started with iPad in the Classroom	Roisin Johnston & Robbie O' Connell
Working with Children with Dyspraxia/DCD: Strategies and advice for an inclusive classroom- A webinar for Teachers and SNAs	Stephen Hodnett
Understanding and Supporting Executive Functioning in the Classroom	Liath Sheehan
Explicitly Teaching Writing	Stephen Graham
Digital Clusters Meeting	Marie O' Connell
Kerry Creative Cluster 2021 year 1 meeting	Denis Courtney

KETB: Student Support Team Training	Tim Nolan
Meitheal Meeting	Jody O' Connor
Restorative Practice Webinar	Joe Power
Leaving Cert Comprehension Strategies	Aoife O' Driscoll
Dyscalculia and Maths Learning Difficulties	Steve Chinn
Leaving Certificate Financial Maths Course	Sean Murphy
An Innovative and Fun Way to Teach Fónaic na Gaeilge - Slí Nuálach & Spraiúl Chun Fónaic na Gaeilge A Mhúineadh le Singfónaic	SingFónaic
Planning for the SEN class for teachers with some SEN hours and little SEN training	Wyn McCormack
Pres Secondary School Interviews	Katherina Broderick
Time Management	Caroline Reidy
Phonological Awareness – Sounds for Speech and Reading	Alanna O' Connor
Your Expectations Vs. Your Child's Expectations	Marie Sweeney Khalifa
Kerry ETB - Caoimhe Keogan	Caoimhe Keogan
Coding in the Primary Classroom - Scratch & Maths	Kinia
First Aid Fundamentals For Schools (P) (PP) (SNA)	Optima Training
Progressive College SNA Part-time course	Progressive College
Communicating Through Sensory Play In The Primary Classroom	Stephen Hodnett
Individual Pupil Planning: A Focus on the Student Support Plan	Dr Claire Griffin
Cognitive Flexibility- Teaching Children 'How-to-think' Not 'What-to-Think'	Nicola Culloty
Precision Teaching in the Classroom: Supporting Fluency and Formative Assessment	Dr Claire Griffin

SNA Webinar - General Learning Disability - Specifically Downs Syndrome	Progressive College
Literacy Association of Ireland Webinar: Developing a Love for Reading across the School	Regina Dunne, Duncan McCarthy
Marino Webinar: Supporting Diversity In All School Settings	Miriam Colum & Dr. Andrea Lynch
KETB: Student Support Team	Tim Nolan
Classroom Strategies for working with young people with Tics & Tourettes Syndrome	Dr. Seonaid Anderson
Brain-Based Learning	Nicola Culloty
Leaving Certificate Inferential Statistics Course	Sean Murphy
Webinar - Dyslexia for Mainstream Teachers at Second Level	Wyn McCormack
NEC Care - Diabetic Eye Screening	NEC Care
Progressive College SNA Part-time course	Progressive College
Positive Mindset Workshop for Post Primary Students	Marie Sweeney Khalifa
Emotional Literacy in The Classroom - Strategies for SNA's	Dr. Mary-Pat O'Malley Keighran
How to Support Handwriting Difficulties for the Child in the Classroom	Dr. Áine O'Dea
Individual Pupil Planning: A Focus on the Student Support Plan	Dr Claire Griffin
CBT Skills for Children	Nicola Culloty
Maths4All Series of Interactive Workshops - A problem-solving approach to teaching Number Facts, Operation & Fractions	Dr Siún Nic Mhuirí & Patrick Neary
ESCI - EVERYTHING YOU NEED TO KNOW ABOUT CLIMATE AND NATUE AND HOW TO MAKE A DIFFERENCE?	ESCI
Microsoft Excel - School Secretaries	Optima Training
Scratch & English/Irish	Kinia

Progressive College SNA Part-time course	Progressive College
Toe by Toe Online Training for Teachers, SNAs & Parents	Frank Cowling
Ideas and Resources for Teaching Transition Year History	Stacy Stout
Approaches and Examples for CBA 1 and 2 - Junior Cycle Music Teachers	Nathan Barrett
Gaeilge na hArdteiste - Filíocht na hArdteiste	Caomhán Ó Conghaile
ESCI - HOW TO HELP STUDENTS WITH ECO ANXIETY	ESCI
Coding in the Primary Classroom - Scratch & the Curriculum	Kinia
Getting the Concept - Supporting Understanding and Vocabulary Learning	Alanna O' Connor
Assessment Ideas for the Science Classroom	Dr. Lisa Shine
Les échanges scolaires entre l'Irlande et la France	Valerie David-McGonnell
ESCI - EDUCATION TO ACTION—CLIMATE LITERACY COURSE	ESCI
Meeting The Needs of Children With Dyspraxia / DCD	Stephen Hodnett
SPHE Workshop Series- Taking Care of Myself , Healthy Eating Cookery Series	SPHE
Dyscalculia and Maths Learning Difficulties	Steve Chinn
Leaving Certificate Inferential Statistics Course	Sean Murphy
ESCI - PANEL DISCUSSION: AN EDUCATIONAL REVOLUTION: THE SUSTAINABLE SCHOOL	ESCI
ESCI - CLIMATE CHANGE, SCIENCE AND ACTION	ESCI
Step by Step: Helping our Children to Become Better Readers	Katherine Dee and Julie Ann Fleming
Practical Retrieval Exercises for the JC Classroom	Lee O' Donnell
CBT Skills for Children	Nicola Culloty

Literacy Association of Ireland Webinar - Make Chatter Matter: Developing Oral Language in the Infant Classroom	Clara Marie Fiorentini & Sinead McCauley Lambe
Kerry ETB - Caoimhe Keoghan Jigsaw - Self Care	Caoimhe Keogan (KETB)
Towards a Coaching Culture in Schools	Mr. Neil Bolton, Ms. Louise Cunningham and Ms. Moya Keaveny
ESCI - Climate Action - Post Primary	ESCI
Progressive College SNA Part-time course	Progressive College
ESCI - SEAI PRIMARY SCIENCE RESOURCES	ESCI
Dignity at Work for Schools (P) (PP) (SNA)	Optima Training
Inside the Infant Classroom: PLAY	Deirdre O' Toole
Stephen Graham Webinar - Explanation Text Type	Stephan Graham
Using Cognitive Science in the Classroom	Clare Madden
Plain Speaking on How to Use Speech and Debate Writing for CBA 1 – Junior Cycle English	Fiona Kirwan & Edel O'Donovan
Kerry Science Festival Science Week 2021 Primary School Online Talk and Quiz	John Barry
Assisting Teachers to Maximise the Role of the SNA in Mainstream Primary Schools	Dr. Celia Walsh
Helping the Struggling Speller with Brendan Culligan	Brendan Culligan
Introduction to the Apple Teacher Learning Centre	Roisin Johnston & Catherine Mangan
Successful Source use for the LC History RSR	Patrick Hickey
Ag Labhairt faoi Léitheoireacht	Aislinn Nic Phaidin
ESCI - ENERGY IN ACTION	ESCI
SNA Webinar - Behaviours That Challenge In The Classroom	Progressive College
PDST Leaving Cert Arts	PDST
Using Podcasts in the LC Classroom	Clare Madden
Developing Leadership, Values & Rapport: Applying the Principles and Practices of Coaching to Empower Student Voice in our Schools	Eoghan Hanley, Colm Hanley & Colm Madden

Ideas for Teaching Space Science in Junior Cycle	Dr Lisa Shine
Leaving Certificate Inferential Statistics Course	Sean Murphy
STEM Cluster Meeting	Eva Spillane
Employment Law & HR – Dignity & Respect at Work Overview	Caroline Reidy
Virtual Maths Manipulatives to enhance Classroom Engagement	Claire Corroon
NEC Care - Diabetic Eye Screening	NEC Care
Progressive College SNA Part-time course	Progressive College
Towards a Coaching Culture in Schools	Mr. Neil Bolton, Ms. Louise Cunningham and Ms. Moya Keaveny
The Sensory Inclusive Classroom: Sensory Processing, Movement Breaks & Transitions In The Primary Classroom	Stephen Hodnett
How to Help Your Son/Daughter to Make Effective Career Decisions After the Leaving Cert	Niamh Dwyer
Interview Preparation Webinar for AP1 and AP2 Posts	Bernice O Connell
Gaeilge na hArdteiste - Filíocht na hArdteiste	Caomhán Ó Conghaile
Diabetes Workshop	Chris Oliver
Keynote in the Classroom	Chris O' Flynn & Danny Murphy
Motivating the Reluctant Reader; A Focus on Evidence-based Strategies	Dr Claire Griffin
Leaving Cert Economics - Market Failure	Michael Ruane
Using Cognitive Science in the Classroom	Clare Madden
Maths and Dyslexia for Second-level Teachers	Deirdre McElroy
COMHAR: Leadership Development for Assistant Principals (Primary and Post Primary)	PDST (Just Advertising)
Meeting The Needs of Children With Dyspraxia / DCD	Stephen Hodnett

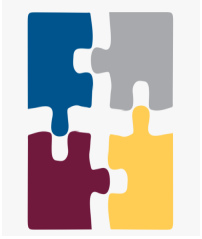
Developing Leadership, Values & Rapport: Applying the Principles and Practices of Coaching to Empower Student Voice in our Schools	Eoghan Hanley, Colm Hanley & Colm Madden
Prescribed Poetry - Focus on the poetry of Patrick Kavanagh	Aoife O'Driscoll
Dyscalculia and Maths Learning Difficulties	Steve Chinn
Leaving Certificate Probability Course	Sean Murphy
Kerry Creative Cluster 2021 year 1 Second Meeting	Denis Courtney
Creating a Joyful Reading Community	Dr Teresa Bowe
Virtual Maths Manipulatives to enhance Classroom Engagement	Claire Corroon
Step by Step: Helping our Children to Become Better Writers	Katherine Dee and Julie Ann Fleming
Bizzy Breaks/Sosanna Spleodracha: Seoladh/Launch	Deirdre Nic Gabhann
Towards a Coaching Culture in Schools	Mr. Neil Bolton, Ms. Louise Cunningham and Ms. Moya Keaveny
Comprehension Instruction in the middle and Senior Classroom	Dr Teresa Bowe
Lists in Python - Computer Science for Leaving Cert	Keith Quille & Roisin Faherty
Leaving Cert Geography: Overview of the Option Question, With A Focus on Biomes	Yvonne Corscadden
NEC Care - Diabetic Eye Screening	NEC Care
Progressive College SNA Part-time course	Progressive College
Teaching Handwriting with Brendan Culligan	Brendan Culligan
Marino Webinar: Outdoor Learning: Inquiry in the Local Environment	Dr Sandra Austin & Alan Bedford
Using Picturebooks for Literacy Instruction in Middle and Senior Classroom	Dr Teresa Bowe
Visual Supports in the Classroom	Alanna O' Connor
Dignity & Respect in the Work Place (Caroline Reidy's zoom - booking through our website)	Caroline Reidy
Developing Craft in the Middle and Senior Classroom	Dr Teresa Bowe

Workshop for the Post Primary Posts of Responsibility Interview Process	Kieran Sweeney
Developing Leadership, Values & Rapport: Applying the Principles and Practices of Coaching to Empower Student Voice in our Schools	Eoghan Hanley, Colm Hanley & Colm Madden
Ten Things I Wish I Had Known About Teaching Shakespeare at Junior Cycle	Clare Madden
Teaching the French Leaving Cert Syllabus Effectively	Elizabeth Lyne
Webinar for Teachers on the Study Skills that Support the Student with Dyslexia at Second Level	Wyn McCormack
Leaving Certificate Probability Course	Sean Murphy
Marino Webinar: Lights, Camera, Action: Practical Strategies for Drama in the Primary Classroom	Elaine Clotworthy
Living with Dyslexia. "Tips on How to Build Resilience and Put You on an Even Playing Field with your Classmates, Colleagues and Peers."	Julie McInerney
Maths4All Series of Interactive Workshops - A problem-solving approach to teaching Number Facts, Operation & Fractions	Dr Siún Nic Mhuirí & Patrick Neary
How SNAs Can Support the Student with Dyslexia at Second Level	Deirdre McElroy
NEC Care - Diabetic Eye Screening	NEC Care
Positive Mindset Workshop for Post Primary Students	Marie Sweeney K
Ramping Up Resilience - Post Primary	John Doran
Progressive College SNA Part-time course	Progressive College
Evidence-based Strategies for Supporting Pupils with ASD	Dr Claire Griffin
Marino Webinar: The Opportunities and Challenges of Teaching Music During Covid	Dr Máire Nuinseann, Richard Coady
Magical Leaders Info Session	Zeeko
Gaeilge na hArdteiste - Prós na hArdteiste	Caomhán Ó Conghaile
Unwrapping William Butlers Yeats	Susan O Keeffe
Ramping up Resilience – Primary	John Doran

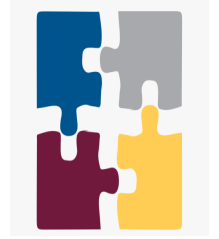
My approach to "The rise and impact of nationalism and unionism in Ireland and the key events between 1911 and 1923" (LO 2.4).	Patrick Hickey
Sensory Needs in Second Level	Liath Sheehan
Webinar - Dyspraxia - What it is and isn't and How to Help a Child with DCD in your Classroom	Education Elephant
Inside the Infant Classroom – Thematic Play and Integrated Learning	Deirdre O'Toole
Scary Irish Spooks & Monsters (P)	Alan Nolan
Exploring Marine Fact vs. Fiction	Noirin Burke
SPHE Workshop Series- Taking Care of Myself , Healthy Eating Cookery Series	SPHE
Scary Irish Spooks & Monsters (P)	Alan Nolan
Webinar 4: Developing Leadership, Values & Rapport: Applying the Principles and Practices of Coaching to Empower Student Voice in our Schools	Eoghan Hanley, Colm Hanley & Colm Madden
Dyscalculia and Maths Learning Difficulties	Steve Chinn
Leaving Certificate Probability Course	Sean Murphy
Paws, Claws & Ginormous Jaws - Favourite Animals Big & Small (P)	Alan Nolan
Step by Step: Helping our Children to Become Better Spellers	Katherine Dee and Julie Ann Fleming
Microsoft Forms & Google Forms - School Secretaries	Optima Training
Designing and Differentiating Movement Breaks	Liath Sheehan
Literacy Association of Ireland Webinar: Reading Fluency: The Ultimate Goal of Reading Instruction in the Primary School	Dr Gene Mehigan
Lámh	Rachael Fitzgerald
Leaving Certificate Probability Course	Sean Murphy
PDST Leaving Cert Arts	PDST
Positive Mindset Workshop for Post Primary Students	Maria Sweeney
IPPN & ESCI Principal Support Group Meetings	ESCI/IPPN

Interview Skills	Caroline Reidy
Evidence-based Strategies for Supporting Pupils with ASD	Dr Claire Griffin
Interactive Workshop For Young Writers - With Shane Hegarty (P)	Shane Hegarty
A Focus on Research and Exploration in the Visual Art Classroom	Olivia McCarthy
Lámh	Rachael Fitzgerald
Gaeilge na hArdteiste - Prós na hArdteiste	Caomhán Ó Conghaile
Progressive College SNA Part-time course	Progressive College
NEC Care - Diabetic Eye Screening	NEC Care
IPPN & ESCI Principal Support Group Meetings	ESCI/IPPN
Simple CBA - An Approach to Delivering the CBA 1 Geography in the News	Peter Lydon





Outreach Venues



Holy Family N.S., Tralee

Holy Family N.S., Rathmore

Holy Cross N.S., Killarney

St. John's N.S., Kenmare

St. Brendan's N.S., Blennerville

Spa N.S., Spa

Fossa N.S., Killarney

St. Oliver's N.S., Killarney

Sliabh a'Mhadra N.S., Ballyduff

Dromclough N.S., Listowel

Nagle Rice N.S., Miltown

Ardfert Central N.S.

C.B.S. Primary School, Tralee

St. Brigids N.S., Duagh

Mercy Mounthawk Secondary School, Tralee

Gaelcholáiste Chiarraí, Trá Lí



Presentation Secondary, Killarney

Presentation Secondary School, Castleisland

Presentation Secondary School, Listowel

Presentation Secondary School, Miltown

St. Brendan's College, Killarney

Tarbert Comprehensive School

GAA Centre of Excellence, Currans

Gortbrack Organic Farm

Institute of Technology, Tralee

Tech Amergin, Waterville

Cumann Iosef, Tralee

The Gleneagle Hotel, Killarney

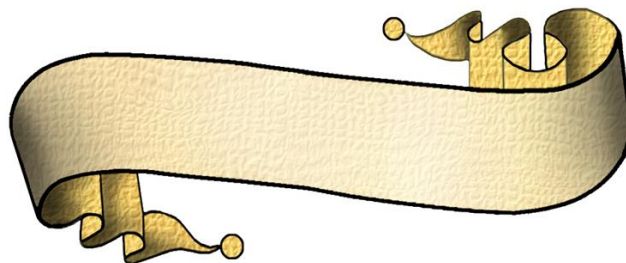
The Brehon Hotel, Killarney

Meadowlands Hotel, Tralee



Centre's CPD Plan

- **Leading Learning**
- **Building Capacity**
- **Quality Provision agenda**
- **Developing, Capturing & Sharing the Learning & Practice**
- **Promoting Innovation**



Arts in Education Initiative 2021

BLAST 2021

Bringing Live Art to Students and Teachers

A new innovative Arts-in-Education Residency Programme

In 2021, the Department of Education developed a new innovative Arts-in-Education in-school Residency Programme. BLAST was created to support the integration of the principles and key skills outlined in the Arts in Education Charter and the Creative Ireland Programme (2017-2022), Pillar 1 Creative Youth.

The BLAST Arts in Education initiative was created to give nationwide students in both Primary and Post Primary schools the opportunity to work with professional Artists on unique projects to be originated and planned between the Artist, the Teacher and the school under the coordination of the ESCI network of 21 full-time education centres. This initiative supports children and young people for the future, where skills like the ability to connect and collaborate with others, engage in creative and critical thinking and practice inclusivity at every level will be paramount to peace, stability, sustainable economic growth and equality.

Schools can apply for an Artist via Education Support Centre websites where they will find an Online Register of Approved Artists. The Artists on the Register of Approved Artists will have been previously trained and have engaged in school residencies under the Teacher-Artist Partnership CPD and Residency initiative or the Arts in Junior Cycle Programme which are both approved and led by the Department of Education.

The Register of Approved Artists is displayed by Artist and discipline, including relevant training experience, examples of previous work and examples of relevant or related experience in an educational and community context. Over 300 Artists from different disciplines are currently trained and registered on the Online Register of Approved Artists managed by the Education Support Centre network nationally. All Artists have submitted their Certificates of completion of *Children First Training*, are Garda Vetted and paid by the ESCI network which removes the administrative burden on Teachers and schools.

Since the launch of the BLAST Arts in Education Initiative in the 2021/2022 academic year

489	BLAST Residencies awarded to Primary & Post Primary schools nationwide
102	DEIS
195	Rural
389	Co-Ed
45	Boys
35	Girls
17	Special Needs
309	Primary
145	Post Primary
24	Irish
32,098	Pupils involved



Creative Clusters

Creative Clusters is an initiative under the Schools Excellence Fund of DoE and Creative Ireland, Creative Youth Programme. Clusters can comprise of between 3 to 5 schools collaborating on the design, implementation, evaluation and dissemination of an innovative arts and creative learning project which supports schools to address a common issue or challenge. Creative Clusters will include schools at different stages of their journey in using the arts and creativity in the classroom. Ideally clusters can consist of primary schools only, post-primary schools only or a combination of primary and post primary schools. The Lead School in the Cluster will nominate a Lead School Co-Ordinator, and each of the other schools in the Cluster must nominate at least one teacher representative who will work with the Cluster on behalf of the school, be the point of contact for the school and attend a Regional Creative Workshop and 3 meetings in the local Education Centre.

Creative Clusters consists of 5 events during the 2021/2022 school year

- ✓ Creative Cluster Facilitator Training.
- ✓ A regional exploratory cluster training workshop (6 nationwide). This is an initial one-day training event for Lead School Creative Cluster Facilitators and Coordinators and at least one representative from each of the other schools in the Cluster. This provides an opportunity for schools to work together to develop and progress the focus of their Cluster work.
- ✓ Three Creative Cluster meetings during the 2021/2022 school year. Two meetings before Christmas 2021 and one meeting in 2022.

Creative Clusters in year two consists of 3 events during the 2020/2021 school year

- ✓ Creative Cluster Facilitator Training.
- ✓ Two Creative Cluster meetings in the 2021/2022 school year. One meeting before Christmas 2021 and one meeting in 2022.

What is provided to Education Centres to Lead and Co-ordinate this initiative?

- ✓ €7,500 Grant per Creative Cluster - €1,500 per school in each Cluster (5 Schools = €7,500, and 3 schools = €4,500).
- ✓ €1,500 - Creative Cluster Facilitator in year one.
- ✓ €900 - Creative Cluster Facilitator in year two.
- ✓ €500 – Administration – each Education Centre.
- ✓ €200 materials each Education Centre for Cluster Meetings.
- ✓ Venue Hire & Catering Costs for Creative Cluster meetings.
- ✓ Teacher Travel at the current TES training rate.
- ✓ Paid substitution via the OLCS.

Number of schools participating in the 2021/2022 Creative Clusters initiative

153 schools (72 in year two and 81 in year one) across 21 Creative Clusters

To date a total of 298 Schools nationwide have participated in the Creative Clusters Initiative.



Teacher-Artist Partnership (TAP) CPD Summer Course & Residency Programme

Supporting & Enhancing Arts in Education in Ireland (Primary Schools Initiative)

The Teacher-Artist Partnership (TAP) CPD Summer Course & Residency programme is a fully funded DoE approved Arts in Education initiative with EPV day approval under the Creative Ireland & Creative Youth Programmes. The TAP initiative commenced with a core group of Teachers and Artists in 2015. Today, we have a fully trained and experienced panel of Teacher and Artist Lead Facilitators who are ready to deliver to the entire 21 full-time ESCI network.

Previous to COVID-19, during the week-long summer course, TAP offers Primary School Teachers an opportunity to explore their own creativity through the various art forms. Collaboration is key. Teachers train to work in partnership with a wide variety of Artists in areas such as the visual arts, textiles, ceramics, photography, writing, poetry, dance, and much more. The programmes empower teachers to work through the integration of the arts in education and assists teachers and artists to work in partnership in Primary classrooms in enhancing the creative potential of every child.

Teachers can register to participate in TAP via their individual Education Centre websites. The National Arts in Education office roll out Call-Out information for Artists to the ESCI network. The Call-Out for Artists is coordinated in conjunction with the Local Authority Arts Officers. Four Artists are recruited to participate in each of the TAP summer courses in all 21 full-time Education Centres. For example; the 2019 TAP face-to-face Summer Courses had a sharp increase in participant figures. A total of twenty (20) ESCI full-time Education Centres ran the course with a total of 258 Teachers and 80 participating Artists. A typical TAP Summer Course comprises a maximum of 20 Teacher Participants and four (4) participating Artists along with one (1) lead Teacher Facilitator and one (1) lead Artist Facilitator (Teacher Artist Pair).

Owing to the Covid-19 pandemic in 2020, TAP applied and received approval as an Online summer course. In 2020 and 2021 TAP Online Summer Course was successfully and creatively delivered nationally by a core TAP Design Team using the Moodle platform.

Following participation on a TAP summer course, Teachers are eligible to apply for an in-school residency with a TAP trained Artist. Pre-Covid, each Education Centre could award up to eight (8) face-to-face residencies to teachers who completed TAP. As a result of TAP Online summer courses in 2020 and 2021, 293 participating Teachers applied for in-school residencies with TAP

trained Artists, 126 of which were previously TAP trained Artists and 44 newly trained TAP Artists that took part in the 2021 TAP Online summer course.

A grant of €2000 per residency was awarded in 2021/2022 which comprised of six (6) planning, preparation & reporting/evaluation hours and fourteen (14) hours in-school contact hours.

TAP Development as a European Programme

In addition to Face-to-Face TAP training, the TAP Programme has now been developed and accredited as an Online programme and successfully delivered in this manner in 2020 and 2021. TAP is now being developed as a European programme under the Erasmus+ Strategic Partnership in the area of innovation and sharing of best practice category.

Since 2014 the following have participated in TAP

TAP trained Teachers	1,489
TAP Trained Artists	289
TAP Facilitators trained to deliver TAP	85
TAP Artist in-school Residencies	654
Children in Primary Schools directly impacted by TAP	35,733+

ERASMUS



Erasmus+ KA2 Initiative 2020 – 2023: International Teacher-Artist Partnership (I-TAP-PD) PD

International Teacher-Artist Partnership (I-TAP-PD) PD focuses on enabling teachers and artists to jointly develop their understanding, expertise and creativity in ‘arts in education’ work with children and young people in education, community and arts settings. It offers a unique opportunity for teachers and artists to explore the nature and educational value of partnerships in supporting arts education in early and Primary school education. The ultimate aim of Erasmus+ I-TAP-PD is to create innovative professional development (PD) opportunities, innovative intellectual outputs and resources to enable both teachers and artists to challenge, develop and potentially transform their practices for the benefit of the children they teach and the school communities in which they work at a trans-European level and beyond. The enhanced practices that will emerge as a result of this collaboration will be the subject of fresh international research and innovation.

Objectives are to develop an international model I-TAP-PD with a training programme and resource materials that are transferable across various jurisdictions, are adaptable to different contexts and incorporate the best practices from each of our participating countries. We will disseminate this practice across Europe and beyond by holding a number of Multiplier events. All materials and resources developed will be free, FAIR and openly available.

We will draw upon the findings and conclusions from our trans-European exploration of I-TAP-PD best practice to produce a pragmatic I-TAP-PD Training Programme and associated handbook/manual with on-line and digital resources and dedicated DRP platform that can be used in conjunction with and compatible to any child centred curriculum at early and primary level. It will be sufficiently broad to be adaptable to different social, economic and cultural contexts. The project will result in development of a final I-TAP-PD Programme with on-line Research and Evaluation Output & translated resources which will be accessible and down-loadable through the project's public Digital Resources Platform for disseminating all the project's outputs. It will include presentations and analysis of best I-TAP-PD practice, to target groups and stakeholders in all European countries. Target groups will be able to use all resource outputs on the DRP as a whole, or separate items from it independently of the final I-TAP-PD training programme and handbook or in association with them.

Project Description

Research across Europe indicates the impact made by variations in children's early years and primary education on their capacity to benefit from their subsequent years in compulsory education, and their levels of educational attainment and personal development within it. Artists across a range of disciplines and genres often play critical and distinctive roles within arts education in schools. These roles can vary widely in approach; ranging from schools attending performances or exhibitions, to artists in residence, to once-off visits by artists to schools. Internationally, 'partnership' as a policy choice has gained momentum as a means of enhancing arts education in schools (ACI 2006; AEPR 2003; Cape UK 2009, Colley et al. 2012; Creative Partnerships 2007; EC 2011; UNESCO 2000, 2006, 2010) and in the recently published Durham Report (UK) 2019 (Durham Commission Report on Creativity and Education). The Commission concluded that the arts do have a distinct contribution to make towards nurturing creativity and has serious concerns about the decline in the provision and uptake of arts subjects in schools. When students' experience of subjects such as art and design, dance, drama and music is limited or indeed non-existent, they become the province of the privileged, whose families can afford to give them access to the experiences of art and culture. Young people from disadvantaged backgrounds and students attending state schools deserve rich and varied experiences of excellent arts and cultural education. To deny them this is not only educationally limiting but socially and morally unconscionable. It reduces the likelihood of students from disadvantaged backgrounds building the kinds of creative skills they need now and in the future.

In Ireland, teacher-artist partnerships tended in the past (prior to 2015) to occur in an ad-hoc manner and were typically short-term and under-funded. While the benefits and challenges of some of this work have been documented (Campbell and Gallagher, 2002; Colley et al. 2012; Flynn, 2005; Kenny, 2009, 2010, 2011; Kids' Own, 2007; Minett, 2014; National Economic and Social Forum, 2007; O'Neill, 2006), a gap existed in the knowledge base to inform this emerging area of research, policy and practice in Ireland and indeed Europe. To begin to address this gap, research starting in 2014 was carried out and the report Exploring Teacher-Artist Partnership as a Model of CPD for Supporting & Enhancing Arts Education in Ireland: A Research Report was published in 2016 by Kenny and Morrissey. International Teacher-Artist Partnership (I-TAP-PD) PD focuses on enabling teachers and artists to jointly develop their understanding, expertise and creativity in 'arts in education' work with children and young people. It involves the development of a cultural network and an international exchange platform for organisations and practitioners engaging in and sharing best practices for I-TAP PD in education, community and arts settings. It offers a unique opportunity for teachers and artists to explore the nature and educational value of partnerships between teachers and artists in supporting arts education in schools and indeed in the non-formal education space in communities. Our ultimate aim in developing International Teacher-Artist Partnerships (I-TAP-PD) is to create innovative professional development (PD) opportunities, innovative intellectual outputs and resources to enable both teachers and artists to challenge, develop and potentially transform their practices for

the benefit of the children they teach and the school communities in which they work at a trans-European level and beyond.

Priorities

Our choice of priorities reflects the project's goals and the means it adopts towards achieving these goals. Our ultimate aim in developing I-TAP-PD is to create innovative professional development opportunities for both teachers and artists to challenge, develop and potentially transform their practices for the benefit of the children they teach and the school communities in which they work at a trans-European level and beyond. By sharing and engaging in the best researched practices from each of the participating countries, it is envisaged that current TAP practices and programmes in place in these collaborating countries will be extended considerably. It is further intended that the enhanced practices that will emerge as a result of this collaboration will be the subject of fresh innovation and international research into practices for enhancing the teaching of arts, for nurturing creativity and creating a space for diversity and inclusion within education through innovative and integrated approaches that tackle discrimination, segregation and racism.

Our choice of priority areas is linked to, highlighted by and underpinned in a number of national, European and international publications such as "The Arts in Education Charter" 2012, Creative Ireland Programme 2017, "Looking at our Schools" Cosán, EU Arts, Culture, and Cultural Awareness Briefing 2017, European Commission communication on School Development and Excellent Teaching for a Great Start in Life (May 2017), the Durham Commission Report 2019, Frankfurt Declaration for Arts Education (2019) and the Seoul Agenda 2010.

In the communication from the European Commission in May 2017 to the Commission of the European Parliament, The Council, the European Economic and Social Committee and the Committee of the Regions: School Development and Excellent Teaching for a Great Start in Life (2017), this communication highlights three priority areas: raising the quality and inclusiveness of schools; supporting excellent teachers and school leaders and improving the governance of school education systems. All EU countries are working on the delivery of the Seoul objectives.

The Seoul Agenda states that "arts education has an important role to play in the constructive transformation of educational systems that are struggling to meet the needs of learners' in a rapidly changing world characterised by remarkable advances in technology on the one hand and intractable social and cultural injustices on the other. Issues that concerned the IAC included but were not limited to peace, cultural diversity and intercultural understanding as well as the need for a creative and adaptive workforce in the context of post-industrial economies. Arts education can make a direct contribution to resolving the social and cultural challenges facing the world today.

Primary Debating



PRIMARY DEBATING 2021

Concern Worldwide invited teachers to participate in the Concern Primary Debates Programme to an information session through zoom.

The Concern Primary Debates is a fun educational programme aimed at senior primary students.

How will students benefit?

- **Learn to speak in public and in front of their peers**
- **Develop cognitive and language abilities, as well as skills in research and debating**
- **Gain a deeper understanding of the global issues affecting millions of people**

The debates are run in conjunction with The Education Centre Tralee and this year the debates ran online due to social distancing.

The final took place between Spa N.S. and Listellick N.S. via Zoom on Monday 19th April 2021.

Congratulations to Listellick N.S. who won the final.





LISTELICK N.S. TEAM – WINNERS OF PRIMARY DEBATING



SPA N.S. TEAM - FINALISTS

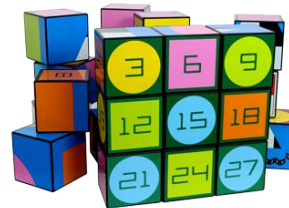
**RESOURCES
AVAILABLE FROM
THE EDUCATION
CENTRE, TRALEE**

**Contact the Administration Office
for further information**

Bronze Age Handling Box



Izak9 Cubes



Bee bots



Lego We Do Kits

WIAT Kit

Spikey's Journey

Test 2R

The British Picture Vocabulary Scale

Aistear - 3 types of boxes



(Post Office, Construction, Pirates)



Centre Usage

Below are the opening hours and the number of days the Centre was open to the public during the year ending 31/12/2021.

OPENING HOURS DAYS OPEN PER MONTH (incl. Saturdays)

MONDAY TO FRIDAY - 9am to 5pm

8.30am to facilitate courses

EVENING COURSE NIGHTS - 5pm to 10.30pm

SATURDAYS / SUNDAYS open to facilitate courses

JANUARY	0
FEBRUARY	0
MARCH	0
APRIL	0
MAY	0
JUNE	0
JULY	0
AUGUST	12
SEPTEMBER	22
OCTOBER	18
NOVEMBER	22
DECEMBER	15
TOTAL	89



Covid 19 and Government Restrictions impacted on Centre usage during 2021

Groups that use the Centre

- A

Art Teachers' Association

ASTI

Arthritis Ireland

- B

Business Studies Teachers' Association

- C

Comhar na Muinteoirí Gaeilge

CSPE

CraftEd

CPSMA

College of Progressive Education

Cornmarket

- D

Discover Primary Science

Down Syndrome Ireland

- E

E Twinning

English Teachers Association (INOTE)

Epilepsy Ireland

Emerald Training

Erasmus

- F

FÍS

Folens

French Teachers

F.S.S.U.

- **G**

GPA Solutions Training

Guidance Counsellors

Gaisce

- **H**

History Teachers' Association

HSE

Hibernia College

H.S.A.

- **I**

Institute of Guidance Counsellors

I.S.T.A.

I.M.T.A.

International Children's Games

In-Focus Training

Irish Heart Foundation

- **J**

Jigsaw

JCT

- K

KETB

Keda Publications

Kerry One World

Kerry Autism Network

- L

Leadership Development for Schools

Leargas

- M

Maynooth University

Middleton Centre for Autism

- N

National Learning Network

National Parents Council

National Induction Programme for Teachers (N.I.P.T.)

NEPS

National Children Games

National Aistear Síolta Initiative

N.C.S.E.

North & East Kerry Development

Numicon

Nurture Group Training

- P

P.E.A.I.

Project Maths

PDST – Professional Development Service for Teachers

Progressive College of Education

- R

RSE

- S

St. Senans Education Office

SEAI

Scríobh Leabhar

Stream Solutions

- T

Toastmaters

The Hanen Centre

Tralee Dynamos

T.U.I.

TULSA

TTRS

- V.

Vex Robotics

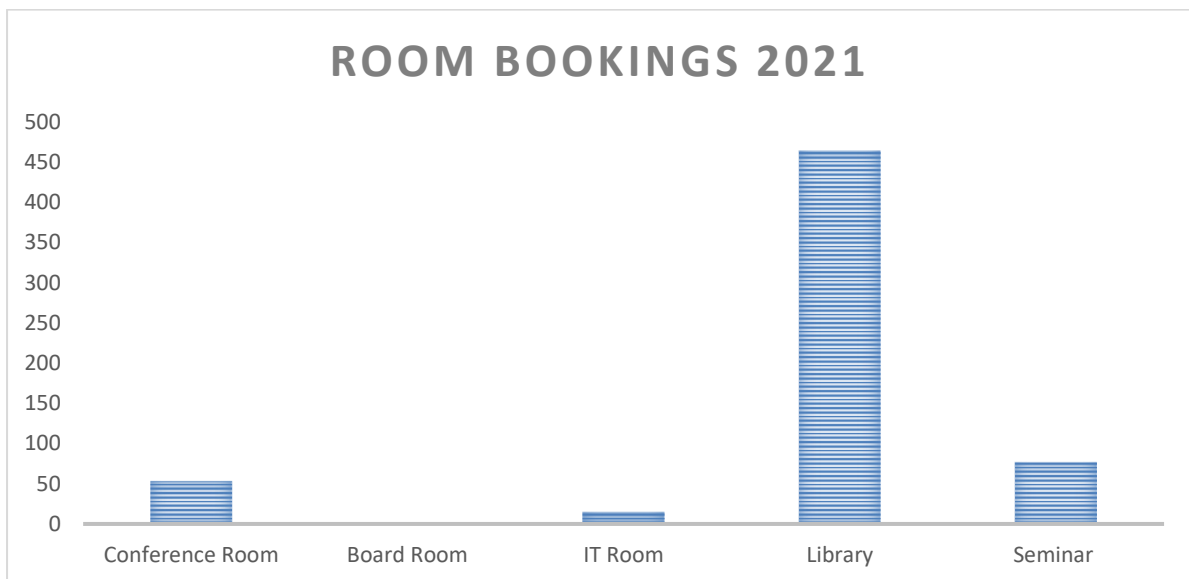
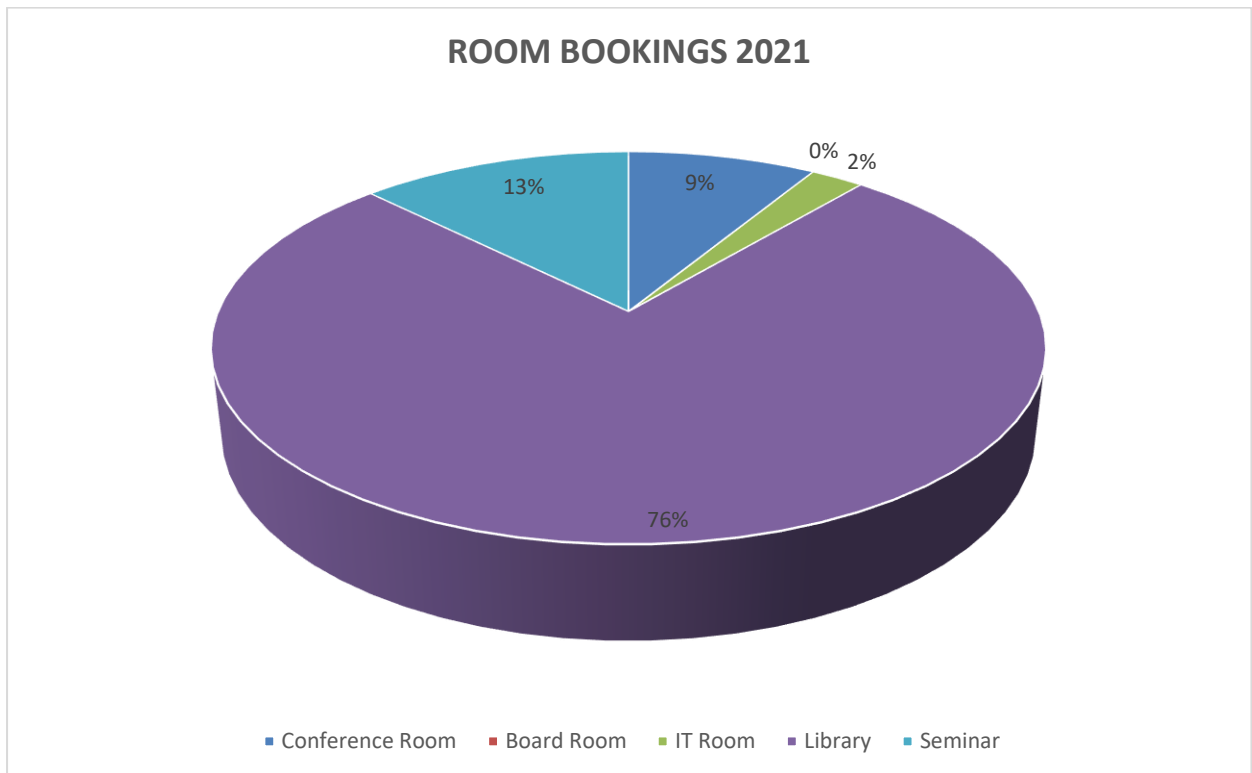
Appendix 1

Statistics Report

	Primary	Primary	P/Primary	P/Primary	Final
	Male	Female	Male	Female	Total
LOCAL COURSES	1113	15175	1535	8824	26647
SUPPORT SERVICES	0	0	4	23	27
OTHER EF COURSES	0	0	0	0	0
OTHER	18	31	0	0	49
GRAND TOTAL	1131	15206	1539	8847	26723

Appendix 2

Summary of Activity 2021



Appendix 3

Policies

Operational Policies & Procedures

- A. Payroll
- B. Financial and Operational Guidelines
- C. Ordering and Purchasing of Goods
- D. Receipts of Cash / Cheques
- E. Lodgements
- F. Summer Course Fees for Member of the Management Committee
- G. Petty Cash and Use of Centre Credit Card Policy
- H. Incoming and Outgoing Post Policy
- I. Diary Bookings
- J. Course Registration Policy
- K. Housekeeping
- L. Borrowing of Centre Equipment
- M. Staff Attendance and Visitor Records
- N. Commitment and Acknowledgement by Employee.

List of General Policies

- 1) Introduction
- 2) Policy and Procedures
- 3) Dignity at Work Charter – Principles and Objectives
- 4) Recruitment Policy
- 5) Promotion Policy
- 6) Internal Recruitment
- 7) Records relating to recruitment
- 8) Work Experience/Job Placements/Internship
- 9) Code of Conduct
- 10) Employee Property
- 11) Grooming
- 12) Employee Induction
- 13) Training and Development Policy
- 14) Working Hours and Time Keeping
- 15) Double Employment
- 16) Guidelines in the event of extreme weather
- 17) Inability to attend work
- 18) Expenses
- 19) Use of Personal Automobile
- 20) Salary Scales
- 21) Payroll
- 22) PRSAs
- 23) Part-time working
- 24) Lay-off/Short-time
- 25) Annual Leave and Public Holidays
- 26) Sick Leave Policy
- 27) Maternity Leave
- 28) Adoptive Leave
- 29) Parental Leave
- 30) Force Majeure Leave
- 31) Carers Leave
- 32) Jury Service
- 33) Compassionate Leave
- 34) Unpaid/Special Leave
- 35) Policy on Attendance at Union Meetings/Events during the working day
- 36) Anti-Bullying and Harassment Policy
- 37) Disciplinary Procedure
- 38) Grievance Procedure
- 39) Health and Safety Policy
- 40) Smoking
- 41) Intoxicants Policy
- 42) Communications Policy
- 43) Personal Messages and Telephone Calls Policy
- 44) Email and Internet Usage Policy

- 45) Social Media
- 46) Data Protection
- 47) Changes in Policies and/or Terms & Conditions of Employment
- 48) Office Safety – Ergonomics Policy
- 49) Child Protection Policy and Procedures
- 50) Policy on dealing with Outside Agencies
- 51) Ethics in Public Office
- 52) Policy on Letting of Centre rooms to Outside Agencies
- 53) Policy and Procedure for the Disposal of Equipment surplus to requirement or obsolete