CURRICULUM DEVELOPMENT UNIT (CDU)

Projects, Programmes and Services
November 2016
City of Dublin Education and Training Board (CDETB)
Curriculum Development Unit (CDU)
Background and Foreground

Introduction
The Curriculum Development Unit (CDU) came into existence in 1972 through the sponsorship of three agencies namely the City of Dublin Vocational Education Committee (CDVEC) represented by Jeremiah Sheehan CEO, Trinity College Dublin represented by Prof Val Rice and Brian Powell and the Dept. of Education (DES) represented by the assistant secretary Sean O Connor.

The CDU supports research grounded professional development of teachers in creating relevant and meaningful courses, methodologies, resources and assessment structures. The impetus to the formation of the CDU arose from the pressing social necessity for formal education to be significantly more responsive to the needs of all learners particularly the disadvantaged and early school leavers.

On 7th April 1972 the Unit’s Steering Committee held its first meeting adopting the provisions of the “Proposal for the Joint Curriculum Development Project for Junior Cycle Post-Primary Courses”. During 1972 the project was approved by the CDVEC committee in February, by the Board and Council of Trinity College in May and finally by the Dept. of Education in December with a remit to extend the work to include non CDVEC schools.

In 1978 the CDU was reaffirmed as a sub-committee of the CDVEC/University of Dublin Joint Liaison Council. The CDVEC/University of Dublin Joint Liaison Council was formed in 1976 to enable the University to give degree status to a number of courses within the five CDVEC third level colleges. In 1987/8 the DES formally agreed to the allocation of two heads of staff which with some ancillary provision. Other activity and staffing was subsequently organised on a self-financing basis. The CDVEC was incorporated into the City of Dublin Education and Training Board (CDETB) in July 2013. In the financial year 2015 the CDU had an expenditure of €3.2 million.

The CDU has initiated a number of projects that later have been mainstreamed in whole or in part through the post-primary and further education sector including Civic Social and Political Education (CSPE), Youthreach, Environment and Social Studies. Earlier work on the Humanities and Integrated Science (ISCP) are congruent with many aspects of the new NCCA Junior Certificate proposals. Arising from education responses to early school leaving, the CDU developed the Junior Certificate School Programme (JCSP) which subsequently became a national DES programme which has also informed developments in the new Junior Certificate. The CDU is responsible for the employment and human resource support to the senior librarian and the librarians located in thirty JCSP DEIS schools throughout the country. More recently the work of the Trocaire/CDU citizenship studies project has borne fruit in the announcement that Politics and Society will become a new Leaving Certificate subject in 2016. A previous collaboration with Trocaire gave rise to the Junior Certificate Civic Social and Political Studies (CSPE) course.

From the beginning of the major expansion of further education in the late 1970s, the CDU has supported teachers and developed structures to enhance the provision of a quality service for learners. It included, prior to the introduction of the NCVA/FETAC/QQI, the provision of certification to PLC students of CDVEC and other participating colleges that was recognised by a number of Higher Education Institutions by an enhanced points system or by a direct entry...
mechanism. Given the new QQI guidelines, the CDU will enable the development of newly devolved structures and provide tailored CPD for CDETB staff, and through the Further Education Support Service provide professional support to other DES/SOLAS funded further education providers. The CDU will also continue to promote an understanding of Further Education and Training to include developing the learners’ capacity to play a full critically aware, democratic, ethical and active part in their civic community, in line with the agreement on new competences for democratic culture by the ministers of education at the Council of Europe.

**CDU working definition of education**

Arising from nearly forty-five years’ experience of education developments the CDU provisionally operates from the working definition that education is a lifelong process of developing and realising human potential through the exploration of what it means to be human. Given our social nature and the sensation of our experiences through hand, heart and head, education deepens our understanding of the nature and quality of the relationships we have with ourselves, with others, and with the natural and constructed world. Through play, exploration, cultural, artistic and scientific expression of these interconnecting relationships we create meaning, sustain ourselves, elucidate truth, shape our identities, cultivate an ethical and moral outlook, develop skills, build structures and, carry out social, political and economic activities. The quality of these relationships intensely impacts on our wellbeing, profoundly effects learning, deeply influences the development, nurturing and flourishing of the human person and of human life and directly impinges on other living beings and on the planet itself.

**Role of the CDU**

While the CDU initially operated within the second level sector, nowadays it now also operates in the further education sector and with all the providers including Youthreach, Adult Education and Prison Education. More recently the CDU has established points of alignment with the Psychological Service through the professional development programme, the CDYSB through the Separated Children’s Service and the Sports and Cultural Committee (SCC) through the CDETB JCSP/Poetry Ireland arts initiative.

The role of the CDU is to support teachers and trainers in their professional practice of defining and realising education and training goals that ensure their learners are provided with the capacity to participate in and develop the economic, social, cultural and civic life of their community. The role of the CDU is achieved by providing a climate, resources and in-service conducive to creative and innovative curriculum development, providing leadership and management support to specifically funded projects, programmes, professional networks and services. In addition, the CDU offers support to individual teachers and schools/centres in their search for new and innovative approaches to teaching and learning and in the development and transfer of new resources and expertise. The CDU also initiates projects to explore, demonstrate or pilot evidence based curriculum enterprises that can subsequently be mainstreamed in response to local, national and international educational needs.

In responding to the needs of the CDETB and the broader educational community, the CDU has a long history of supporting projects involving social justice issues including citizenship, sustainability, equality, development, peace and reconciliation, intercultural understanding,
democracy, human rights, ethics and transparency as well as programmes involving inclusion, access and participation that address both the causes and effects of educational disadvantage.

In response to international agreements and national policies the CDU assists the DES in realising its objectives through developing resources, initiating projects and where appropriate provide representation on committees e.g. the Council of Europe (CoE) Education for Democratic Citizenship/ Human Rights Education (EDC/HRE) and the CoE Ethics and Transparency in Education ETINED. The CDU also has entered into partnership with Concern Worldwide and Gorta Self Help Africa as lead agency to enable the Irish Aid funded post primary development education programme WorldWise Global Schools (WWGS).

The CDU assists the education sector in responding to its’ Corporate Social Responsibilities (CSR) by supporting and participating in initiatives that deepen the integration of education within the broader community. Currently the CDU has established links with the Young Social Innovators (YSI), ECO/UNESCO, Encountering the Arts Ireland (ETAI), Poetry Ireland, Dublin City Council, Irish Aid, other GOs and NGOs. The process includes enhancing North/South cooperation with educational organisations in Northern Ireland by participation in the EU PEACE funded projects arising from the Good Friday/ Belfast agreement and/or by joining in mutual partnership in other international projects.

Future

In addition to implementing existing initiatives the CDU is exploring schemes to further integrate the CDETB Outdoor Education programme into the formal curriculum, supporting ICT and STEM projects, assisting in Arts in Education initiatives, fostering new and effective relationships with employers and provide an educational response to pressing social and environmental needs within the environs of the City of Dublin and beyond. For example, the Separated Children’s Service which has responded to the diverse and often complex needs of separated children, young asylum seekers, aged-out minors and increasingly other young people from refugee and migrant backgrounds living in Dublin has sourced funds to enhance the service. The (English for Speakers of Other Languages) ESOL support which provides a support service to second level schools will also assist with these new developments.

Significant future development will include:

- Provision and implementation of structures to support CDETB Quality Assurance in the further education sector.
- Assisting in a quality response in the implementation of the new Junior Certificate.
- Concluding the Safety in the School Laboratory initiatives which involved disposal of radionuclides and hazardous chemicals.
- An enhancement of CPD across the mainstream second level schools and further education areas
- Developing effective professional networks
- Technology enhanced learning (TEL)
Projects, Programmes and Services

Table of Contents

The current activities of CDU include: page
- Professional development of teachers, tutors and trainers 7
- Technology Enhanced Learning 13
- Education and Industry / Business Partnerships 15
- Outdoor Education Service 16
- CDETB English Language Support Service for Schools 19
- Consumer Education 21
- The Separated Children’s Service 24
- Promotion of Social Justice Themes within the Curriculum 26
- Education for Sustainable Development 28
- Arts in Education 31
- Junior Certificate School Programme (JCSP) Demonstration Library Project 32
- Further Education 34
- Safety in the school laboratory 38
- Promotion of CDETB provision 39
- Library and research services 40
- Publishing and reprographics 42

In addition to the projects, programmes and services included in this report the CDU offers support to individual teachers and schools/centres in ensuring learners have a quality education.
Professional Development of CDETB Teachers, Tutors and Trainers

The CDETB CDU is a support organisation within CDETB which works in partnership with CDETB Head Office and CDETB Schools, Colleges and Centres to support a co-ordinated approach to CPD.

The CDU supports staff as essential contributors to the development of a flourishing learning community in CDETB and in the broader national and international educational community. This is achieved through initiating, developing, exchanging, implementing, supporting or managing educational initiatives, projects and support services.

CDETB CPD Calendar

Background
Since 2005/2006 the Curriculum Development Unit has developed and managed a Continuing Professional Development calendar on behalf of CDETB. The calendar is published twice during each academic year (September and January)

Themes for the Calendar are informed through:

- suggestions from staff in general
- participants who have attended previous CPD sessions e.g. noting ideas on evaluation forms, surveys etc.
- management in terms of identifying areas of need e.g. following inspections, evaluations etc.
- national and organisational priorities as identified by DES, QQI, SOLAS, Teaching Council etc.
- local, national and international projects e.g. pilot projects, Erasmus+ etc.
- CDETB CPD Policy

Most sessions on the calendar are delivered as twilight sessions (5-7pm) to avoid disruption to the school/centre day and all schools/college and centres are invited to host sessions. Where feasible, priority is given to using CDETB staff to facilitate sessions. This promotes the practice of collaboration and sharing across the organisation. CDU provides certificates of attendance with the number of CPD hours stated. The majority of sessions unless otherwise stated are free to staff with light refreshments/ snack provided. Venues for sessions vary with hosting of sessions dependent on the availability of CDETB schools and centres.

Activities 2015/2016
Two calendars were published during the academic year 2015/2016 with thirty-four courses, workshops or activities on offer to CDETB staff. Most sessions were face to face twilight sessions with a small number of full or half day sessions also on offer.
Themes across the two calendars catered primarily for CDETB management, teachers/tutors/facilitators in mainstream, further education and training and adult and community education. Sessions where applicable were also open to administrative staff. This year once again the Psychological Service included their CPD activities with Guidance Counsellors, Learning Support Teachers and Care Teams etc. on the CPD calendar providing a more integrated approach to promoting CPD in CDETB.

Themes on the calendars were diverse but mainly fell into categories as follows:

- Induction: Teachers New to CDETB
- Information Technology: ICT CPD Link Teachers’ Network
- Health and Well-being: Mental health, Mindfulness Strategies for Teachers, Tutors and Trainers
- Teaching and Learning: Active Learning and Teaching methodology, Applied Drama techniques, Constructive Thinking; De Bono Creative Thinking / Power of Perception,
- Behaviour Management: Positive Behaviour Management for Teachers, Classroom Management for FET Teachers,
- Peer Learning and Sharing: PAL Learning Champions / Peer learning and sharing,
- Leaving Certificate Applied: LCA Co-ordinator support
- Management: Deputy Principals Network
- Outdoor Education: Whitewater Rescue Technician, Single Pitch Workshop, Lowland Leader Award, Orienteering Instructor Level 1, Mountain skills, Wilderness first-aid Occupational first-aid
- Professional Book Club
- Online Courses: In addition to CPD provided through the CDU, FET staff had access to online courses provided through the SOLAS eCollege and FESS.

**Proposed Activities 2016/2017**

The CDU has the capacity to be responsive to the needs of CDETB practitioners as they emerge and is not limited to the following activities only.

**CPD Calendars:**

It is proposed to publish a CPD calendar for CDETB staff in September 2016 and January 2017. It is hoped that the calendars will not only capture those CPD activities organized through the CDU but the broader range of CPD activities that take place across the organization e.g. events organized through the Psychological Service, Head Office, Further Education Unit etc. The calendars will be informed by the needs of the organisation as well as several important national agendas / strategies e.g.

- Cosán - The Teaching Councils Framework for Teachers’ Learning
- QQI Quality Assurance Guidelines for FET
- Technology Enhanced Learning in Further Education and Training 2016-2019
- Further Education and Training Professional Development Strategy 2017-2019

**Areas for specific focus:**

- At the request of the prison education unit the CDU will work with the prison head teachers to identify and meet some of the CPD needs and interests of prison staff
• At the request of the Senior Librarian, JCSP Demonstration Library Project the CDU will provide some CPD support to the 32 librarians
• The CDU will continue to work closely with the Deputy Principals Network with the support of the CDETB Psychological Service
• The CDU will continue to work with or lead Erasmus+ projects that contribute to supporting the professional development of staff

Staffing
• Miriam O’Donoghue, Deputy Director CDU
• Damien O’Reilly (Admin)

Induction of Teachers New to CDETB

Background
The Curriculum Development Unit on behalf of CDETB runs an annual scheme wide CPD induction day for teachers that are new to CDETB. The induction day is in addition to induction offered at local school/centre level and in addition to induction that newly qualified teachers (NQT) are required to attend.

Activities 2015/2016
In 2015 the induction day on 27th November was attended by almost 50 teachers from across Mainstream, Further Education, Youthreach and Prison Education. All attendees received a certificate of participation.
The day included an overview of CDETB, conditions of employment, professional behaviour and boundaries, contracts, the role of the Psychological service, active teaching and learning etc.

Proposed Activities 2016/2017
It is proposed to run a corporate induction day for teachers who are new to CDETB in Autumn 2016. This will be promoted through the CPD calendar and through direct communication with Principals and Heads of Centres. It is intended that this will complement any local induction programs that take place at local level in schools, colleges and centres.

Staffing
• Miriam O’Donoghue, Deputy Director CDU
• Damien O’Reilly (Admin)

Deputy Principals Network

Background
The CDETB Deputy Principals Network was set up during the academic year 2013/14 and supports communication, collaboration, peer support, peer sharing and learning and the professional development of CDETB Deputy Principals.
The Network is co-ordinated and supported by the CDETB Curriculum Development Unit and in the last year has been joined by the Psychological Service to co-manage this work. The network of Deputy Principals meets approximately three to four times each academic year.

The Network is supported by a small committee of Deputy Principals that also meets three to four times each year to help to plan and implement the CPD days. An audit of Deputy Principals CPD needs and areas of interest was conducted in February 2014. This data is helping to inform and guide the work of the committee.

**Activities 2015/2016**

Three Deputy Principal Network Days were facilitated during the academic year 2015/2016:

1. **10 December 2015**: The day included FET Developments in CDETB, Communication and the role of the Deputy Principal
2. **20th April 2016**: The day included Theories that inform practice as a Deputy Principal, a model for running Student Support Teams, understanding and managing boundaries, the Systems & Structures of schools and colleges as major determinants of Behaviour, PAL model of peer learning and sharing.
3. **25th May 2016**: The day took place in Belfast Met and included a celebration of PAL learning Champions with a presentation of certificates and a choice of workshop sessions. The workshops included: Transfer of Learning, Working with Transgender students, Employer Engagement, Technology Enhanced Learning in the Classroom, Dyslexia support and PAL Case Studies. The day provided the opportunity for staff North and South to engage and share ideas and practice.

**Proposed Activities 2016/2017**

It is proposed to continue to support the Deputy Principals network in 2016/17 through CPD events, and to convene meetings of the DP subcommittee. As has become the practice there will be a strong emphasis on activities that promote peer learning and sharing.

We hope to recruit some new members to the subcommittee to replace outgoing members. We plan to conduct a training needs analysis to ensure that we are meeting the needs of the Deputy Principals.

The first meeting of the year will take place in October 2016 with a provisional agenda that includes conducting a training needs analysis and a workshop on ‘Universal Design for Learning’.

**Staffing**

- Miriam O’Donoghue, Deputy Director CDU
- Caroline Martin (CDETB Chief Psychologist)
- Deputy Principals Subcommittee:
  - Aine Mulderrig (Presentation College), Mary McAteer (Marino College), Michael Howlett, (Margaret Aylward CC) Ruth O’Doherty (Ballsbridge College of FE), Georgina Keena (St Kevins College) and Deirdre Doyle (Larkin College)
ICT/CPD Link Teachers Network

Background
The link teachers are nominated by principals and heads of centres and represent all CDETB schools, colleges and centres. The aim of the network is to promote the integration of ICT and teaching and learning. The network provides a forum for sharing practice and innovation. A typical meeting would involve a balance between a session where attendees share experiences and ideas and a formal input on some area of ICT innovation.

The ICT/CPD Link Teachers Network has been meeting since early 2011. Meetings are convened 2-4 times annually by the Curriculum Development Unit and are hosted by different schools, colleges and centres.

Activities 2015/2016
During 2015/16 the network continued to provide an important space for teachers to dialogue and showcase their practice through peer learning and sharing activities. There was also a focus on developing skills in the use of Webinars.

Three meetings of the network took place on 25th November 2015, 8th December 2015 and 3rd February 2016.

Proposed Activities 2016/2017
It is proposed to continue the work of the network in 2016/17. However, some review of the focus of this group and its membership will need to be carried out with perhaps a name change to better reflect and support current priorities, for example, the implementation of the FET Strategy ‘Technology Enhanced Learning in Further Education and Training 2016-2019’

Staffing
- Miriam O’Donoghue, Deputy Director CDU
- With support from H2 Learning

Promoting Accredited Learning – PAL
(Peer Learning and Sharing amongst staff)

Background
CDETB and CDU together with partners in Northern Ireland (Belfast Met), Lithuania, Poland and Hungary are participating in the PAL project, an Erasmus+ project 2014-2016.

The project is focused on the informal and non-formal peer learning and sharing activities that take place in an organisation amongst staff. Many of these activities go unnoticed and unrecognised as a rich learning resource within organisations. PAL provides a framework that helps practitioners to engage in peer learning and sharing activities. These can be tracked and celebrated through a system of earning CPD credits for participating in and facilitating peer sharing and learning sessions for peers and
through achieving targets in a range of CPD areas so that staff can be celebrated as ‘Learning Champions’.

**Activities 2015/2016**
CDU on behalf of CDETB led or shared in the development of several tools and resources to support the implementation of PAL. These included: a Framework document that explains how the PAL model works; A PAL tracking tool; a PAL self-evaluation tool; a PAL methodology toolkit that brings together ideas for methodologies that encourage peer learning and sharing; and a PAL certificate template.

The PAL toolkit methodologies were piloted extensively in CDETB and more than 30 teachers and management achieved PAL Learning Champion status. An awards ceremony took place in Belfast in May 2016 where CDETB staff were presented with their certificates. PAL has been presented to the Educations Centres who are keen to implement the model.

**Proposed Activities 2016/2017**
The PAL model will be promoted and implemented across CDETB. PAL Ambassadors have been identified who can support this process.

Under the terms of the project CDU on behalf of CDETB and the project will continue to disseminate the learning from PAL.

It is hoped PAL will be accepted for the Teaching Council FEILTE event in October 216

**Staffing**
- Miriam O’Donoghue, Deputy Director CDU
- John Hogan, International Projects Support Service
- Caroline Martin, CDETB Chief Psychologist
Technology Enhanced Learning

Technology Enhanced Learning Mentors (TELMS)

Background
The aim of the TELMS project 2016-2018 is to address the need for the appropriate use of Technology Enhanced Learning (TEL) within education provision. The project will support VET staff to embed TEL in the classroom across partner countries.

The Curriculum Development Unit will lead this project on behalf of CDETB

Participation in this project will offer opportunities to:
- Invest in and develop the intangible assets within the partner organisations, that is, its people, technology, brand and goodwill
- Develop peer mentoring in the context of each partner’s educational environment
- Explore how TEL can be embedded across the curriculum using a peer mentoring strategy
- Stimulate thinking and debate about effective pedagogical practices and the use of technology to enhance learning, by analysing the operation and impact
- Promote the professional development of staff in ICT methodologies.

Key elements of the project will include:

Train the Teacher Mentoring Programme:
This will build teacher capacity and ensure that they can mentor their peers to use a range of appropriate technologies and associated digital learning strategies.

TELMS Teacher Toolkit:
This will support the training programme and provide valuable resources and guidance for VET teachers on implementation of the ILT pedagogies in the classroom. The Toolkit will provide a framework for development and practical implementation of effective use of ILT pedagogy in the VET sector.

TELMS Online Platform:
This will facilitate access to innovative training resources for technology enhanced learning. It will be used as a digital repository, for information sharing and dissemination purposes. Teachers will be encouraged to explore the resources and discuss their experiences of using the technologies and the effective implementation of the pedagogical strategies suggested through an on-line community forum.

National Multiplier Event and Final Conference:
These will be used as a platform to showcase and publicise the aims and results of the project, raise awareness and enhance visibility across Ireland and Europe and provide an opportunity
for stakeholders to learn from the experience of the project and contribute to fostering good practice in TEL in the classroom.

**Proposed activities 2016/17**
The key work during 2016/17 will involve attending and contributing to partner meetings, organising staff to attend the ‘train the teacher mentoring programme’, planning the pilot implementation of a mentoring programme, contributing to sample TEL ideas and resources and sharing learning / engaging with CDETB centres

**Staffing**
- Miriam O’Donoghue, Deputy Director CDU
- Caroline Martin, CDETB Chief Psychologist
- Jacqui Noonan, Principal Pearse College
- John Hogan, CDETB, International Support Service
Education and Industry /Business Partnerships

Skills4Work - Work Based Learning Model for VET

Background
CDETB and CDETB CDU are participating in a Skills4Work project 2014-2016, an Erasmus+ project designed to improve work experience pathways for VET students by creating and validating a Work Based Learning (WBL) model that engages VET organisations and businesses. Partners are from Ireland, Northern Ireland, Slovenia and Germany. The project includes study visits for teachers to Germany, Slovenia and Northern Ireland, VET & Employers Working Groups with employers, developing CPD materials and guidelines, all with the purpose of supporting work experience and making it more relevant for learners and employers.

Activities 2015/2016
As well as participating in partner meetings and contributing to the overall work of the project, populating the website www.skills4workproject.eu etc., there were three key areas of work:
1. The development of resources by CDU with the help of staff from CDETB to support the implementation of a quality work based learning model. Five draft booklets were produced as follows:
   a. Employer Engagement
   b. Role and Responsibilities
   c. Developing Learner Soft Skills
   d. Completing the Work Experience Supervisors Report
   e. Externships for Teachers and Trainers
2. An externship programme for teachers was designed with a supporting toolkit. The externship model was piloted by three teachers in CDETB who provided feedback in order to refine the model. The learning from the externships and the toolkit was shared with the Further Education Support Service who were in a position to adapt the externship model and implement it nationally.
3. Working with employers through an advisory group that was set up during the project

Proposed activities 2016/17
CDETB and CDU will be responsible for:
- Organising a CPD workshop for work experience co-ordinators in CDETB to familiarise them with the WBL booklets and to provide an opportunity for feedback
- Organising a Skills4Work Conference in October 2016 for 80 participants
- Supporting the ongoing dissemination of the project learning and outcomes
- Looking at ways to maintain links with employers

Staffing
- Miriam O’Donoghue, Deputy Director CDU
- John Hogan, CDETB, International Support Service
- Finola Butler, FESS
Outdoor Education Support Service

Background
Outdoor education is often defined as experiential learning in, for, or about the outdoors. In the CDETB this is delivered through a range of adventurous activities achieved by providing a mixture of day trips, multi day programmes and overnight expeditions. These Outdoor Education days can be anything from a one off trip to expose students to the outdoors, to ongoing programmes providing adventure sport QQI or National Governing Body awards.

The Outdoor Education provision of the CDETB was restructured in September 2014. The objective was to bring all the outdoor education providers within the CDETB together so they could provide a more effective higher quality service. As part of this a number of projects have been undertaken by the Outdoor Education Support Service. These have included the following:

- Develop and maintain a register of suitably qualified OE staff
  Status: Ongoing. Still missing submissions from some schools/colleges
- Provide a structure for further training and professional development
  Status: Completed. New range of CPD/courses on offer to meet current needs
- Prepare minibus guidelines
  Status: Completed. Guidelines sent out to all schools/centres and logbooks in place
- Prepare outdoor education operational guidelines
  Status: Completed. Adopted by CDU and Youthreach
- Develop a permanent water sports site
  Status: Ongoing. Licence negotiated with ESB (landowner) and local partnerships formed
- Develop and provide schools orienteering competitions
  Status: Completed. Regular SCC events organised and attendance at national events
- Re-develop and provide schools climbing competitions
  Status: Completed. Events scheduled from January onwards on newly refurbished walls
- Join Outdoor Education Ireland (ETB outdoor centres)
  Status: Ongoing. Resistance from some quarters. Progress is slow but ongoing
- Develop mutually beneficial links with other ETBs
  Status: Completed. Joint courses/CPD and other ETB staff regularly attending courses

The Outdoor Education Support Service has been involved in a number of other innovative projects. These include the following:

- Partnering with the Irish Orienteering Association to develop orienteering in DEIS schools. This is being funded from the Dormant Account Fund and the objective is to map schools and local parks and train teachers as basic instructors. This particular project is of great value for a number of reasons but most importantly it is the most accessible outdoor activity with cross curricular potential.
- Preparing Junior Certificate Short Courses. A draft Junior Cert Outdoor Education Short course has been prepared and is being currently reviewed.
- Partnering with Shielbaggan Outdoor Education Centre (WWETB) to develop coasteering personal proficiency and leader/tutor awards. Coasteering is the fastest growing Outdoor activity in Ireland and is a multi-disciplinary activity involving environmental education.
• Delivering an ongoing Transition Year Outdoor education course for Colaiste Eoin where students go out every week and undertake multi-day trips. Students are reaching a high standard in certain activities and are achieving National Governing Body awards.

Activities 2015/2016
The last year has been the busiest yet for Outdoor Education in the CDETB. This is due mainly to increased demand from certain schools/colleges, greater involvement with Youthreach and the large number of training courses/CPD. The table below shows our activities over the past academic year.

<table>
<thead>
<tr>
<th>Month</th>
<th>Post Primary Schools (Groups)</th>
<th>Youthreach Centres (Groups)</th>
<th>PLC Support (Days)</th>
<th>Staff Training (Inservice days)</th>
<th>Other Groups/Events</th>
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<td>September</td>
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</tr>
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</table>

Many of these groups/courses require more than one OE staff member, therefore the number of “person-days” worked is greater than indicated by the table. As well as contact days with groups, staff are required to allocate time for maintenance of equipment and sites, course/module/CPD development, administration, etc.

Post Primary: 93 groups from 9 different schools. Day trips, expeditions and ongoing programmes.
Youthreach: 49 groups from 6 different centres. Mostly one off activity day trips
PLC Support: 30 PLC support days were provided with additional or specialist staff being supplied for QQI modules.
Staff Training: 22 in-service days were provided. There were a diverse range of programmes offered with the focus on up skilling/retraining staff. 6 first aid courses were also provided.
Other: A number of other groups and events were facilitated. These included the Separated Children Service, Sports & Cultural Council events, ASD unit and many others.

Proposed Activities 2016/2017
The Outdoor Education Support Service will continue to deliver its regular programmes for 2016-2017. We have expanded our programmes greatly over the last 2 years, however this level of progress cannot continue without the recruitment of additional staff.
Upcoming and ongoing projects
• Develop and maintain a register of suitably qualified OE staff
• Develop a permanent water sports site at Polaphuca Reservoir*
• Join Outdoor Education Ireland
• Continue DEIS schools orienteering project
• Organise national CPD events for other ETBs
• Organise minibus workshops
• Increased support for PLC courses
• Develop other Junior Cert Short Courses
• Train a number of teachers so they can take groups hill walking without CDU support
• Increase attendance at national orienteering and climbing events
• Provide additional OE support to Clonturk Community College

*After a lengthy process a license was received granting us rights over 3 acres of ESB land and access to water at Polaphuca Reservoir / Blessington Lake. This land is mostly forest and beach. The CDU has been using this site for approximately 30 years. It has had little maintenance or investment and therefore it doesn’t meet current needs or standards. There are strict controls over development around the Reservoir so we will be undertaking an extensive refurbishment of the existing site rather than a new build. We have entered into a partnership with a locally based kayak club. This is a mutually beneficial relationship and adds to our resources, increases security and will be of great assistance whenever work is undertaken at the site. We hope to have the work completed by May 2017.

**Staffing**

• Ronan Lenihan (Coordinator)
• Ronan Kane
• Eoin Browne
• Garry Rossiter
English Language Support

CDETB English Language Support Service for Schools

Background
The (English for Speakers of Other Languages) ESOL Development Unit provides a support service to CDETB centres in their provision of programmes which include students of migrant, refugee and asylum-seeking backgrounds. Based in the Curriculum Development Unit until 2015, it is now located in Captains road and is responsible for ESOL provision in the CDETB Adult education centres.
The CDU remains responsible for the CDETB English Language Support Service for Schools. Second Level ESOL support is provided to a small number CDETB mainstream schools following the Junior and Senior Certificate programme. The main activities of the unit fall under two broad strands: Teaching support and initial assessment.

Activities 2015/2016
In 2015/2016 the CDU provided English as an Additional Language (EAL) classes and support in two CDETB secondary schools; Larkin Community College and Marino College.
All students who did not have English as a first language are now assessed in both schools using the Post-Primary EAL assessment kit. The assessment is done regardless of the length of time the student has been living in Ireland providing a comprehensive linguistic profile of all the speakers of other languages. In the two schools Between September 2015 and September 2016, 97 students have been assessed in LLC and 35 in Marino (The number is lower here because comprehensive assessment started there in September 2014)
Such extensive use of the assessment kit has provided the opportunity to identify and address a number of problems with it and to trial alterations or alternatives to the less satisfactory activities. In 2016/17 it is hoped to make definitive changes that will make the assessment both more accurate and easier to administer.
In both schools students were offered the opportunity to prepare for and sit either the Preliminary English Test (PET) or the First Certificate in English (FCE), (levels B1 and B2 on the Common European Framework Reference (CERF)
A total of 14 students took the examinations with the cost of fees being shared between the school, the students’ parents and the CDU. While the numbers involved are too small for a definitive study, the results are suggestive that these exams reveal shortcomings in language proficiency which are not necessarily identified in the students general English class.

Proposed activities 2016/17
The English Language Support Service will continue to co-ordinate the two CDETB schools and colleges and work with them in identifying and implementing new approaches to ESOL including the development of initial assessment methods.

In 2016/17 it is hoped to offer a third level Keystone (KET, level A3) in response to the significant increase in the number of students who are testing at levels A0 and A1.
In addition to providing direct classes in EAL, the CDU also provides support and resources for teachers covering classes consisting of students who have exemptions from Irish.
This has arisen because the vast majority of these students have EAL needs while the teachers do not necessarily have any EAL background or experience.

The resources provided include a variety of original classroom materials and worksheets with a particular focus on levels A1 to A3 where there is the greatest need. It is intended in 2016/17 to continue developing these materials with a view to making them more widely available.

**Staffing**
- John Poole (English Language Support Teacher)
Consumer Education

Consumer Education and the European Commission

Consumer education has been defined in many ways by different organisations, from UNESCO, OECD and the United Nations Environment Program (UNEP) to Member States. Among them, the European Union has made consumer education part of the general objectives of consumer protection (Article 153, Treaty of Amsterdam, 1997). Consumer education is therefore a recognised right of European consumers and an objective to be achieved jointly by the European Community and the Member States.

The European Commission has also defined digital competence as one of the key aspects of lifelong learning. With the Treaty of Lisbon in 2007, apart from Article 12 on consumer protection, the article 169 of the treaty stipulates that “the Union shall contribute to protecting health, safety and economic interests of consumers; to promoting consumers right to information, education and the right to organise consumers in order to safeguard their interest.”

The Consumer Agenda published in spring 2012 announced that the European Commission would develop an

“interactive platform for exchanging best practices and distributing consumer education materials amongst teachers and other professionals working with 12-18 year olds, including materials on digital literacy, new media technologies and sustainable consumption.”

Consumer Education and the CDU

The CDU has a long tradition of working in Consumer Education since the 80’s.

Totally Consumed:
The CDU worked to access EU funds to develop consumer education. In the mid-90s the CDU ran a project entitled ‘Totally Consumed’ This project developed a teacher manual and a practical, student-centred, activity-based resource to help learners acquire the information and the skills necessary for the consumer society.

Consumer Advisory Council:
In 2001 Mr Tom Kitt, Minister for Consumer Affairs, nominated the Director of the CDU to sit on the Consumer Advisory Council. The Council comprised nominees from a wide range of organisations and was tasked with providing a mechanism for consulting on matters of interest to consumers and feeding their views into the policy making process.
DOLCETA:
The aims of Dolceta was to assist in raising the level of awareness and understanding of European consumer rights in the Member States and to develop interactive web-based tools for consumer education to be used primarily by ‘multipliers’: teachers, trainers and adult educators in educational institutions, government bodies with consumer responsibilities, consumer associations etc.
Dolceta was funded through DG SANCO, The Health and Consumer Protection Directorate of the European Commission, and managed by EUCEN (European Universities Continuing Education Network). The web site www.dolceta.eu was available in all official EU languages and was tailored to the national legislation and culture of the 27 EU Member States.
The CDETB Curriculum Development Unit worked with Dolceta from 2003 – 2011 and was the lead agency for the development and management of resources for the Dolceta website for Ireland.
Dolceta has now been replaced by the Consumer Classroom.

The Consumer Classroom

**Background**
The Consumer Classroom [www.consumerclassroom.eu](http://www.consumerclassroom.eu) is a community website for teachers bringing together an extensive library of consumer education resources from across the EU, along with interactive and collaborative tools to help prepare and share lessons with students and other teachers.

The site is developed together with teachers, taking their needs and feedback into account. It is funded by the European Commission and aims to stimulate consumer education in secondary schools (12-18 year olds).
CDETB Curriculum Development Unit is the ‘National Team Partner Representative’ for Ireland.
Activities 2015/2016

As the National Team partner representative for Ireland the CDU attended the partner forum and contributed to the Consumer Classroom in a number of ways e.g. contributing to a ‘Back to school kit’, identifying resource materials to support a consumer school’s competition keeping resources up to date, posting on forums and linking consumer themes with the relevant Irish curriculum.

Proposed Activities 2016/2017
The CDU will continue to contribute to the Consumer Classroom based on requests received from Expertise France who manage the project on behalf of the EC.

Staffing
- Miriam O’Donoghue, Deputy Director CDU
Separated Children

CDETB Separated Children’s Service

Background
The CDETB Separated Children’s Service has been working with Separated Children and aged out minors since 2001. Over the past 15 years it has responded to the diverse and often complex needs of this target group and has developed into a well-established education and youth support service for Separated Children, aged-out minors and increasingly other young people from refugee and migrant backgrounds living in Dublin.

The Separated Children’s Service offers a range of education and youth-work activities that complement formal education provision and non-formal youth work practice. The service provides opportunities and resources for young people from refugee and migrant backgrounds to realise their full potential, to negotiate and navigate their new environment and life in Ireland and to integrate into and contribute to Irish society.

Activities 2015/2016
In 2015 and the first half of 2016 the Separated Children’s Service worked with 275 young people.

The Migrant Access Programme:
The Migrant Access Programme (MAP) prepares newly arrived migrants and refugees for post primary school in Ireland – linguistically, culturally and socially.
The Programme centres around three core modules: English, Mathematics and Life-Skills. Extra-curricular activities include cooking, sports and a variety of excursions and outdoor education trips with the CDU’s outdoor education unit.
The Access Programme operates 11 months a year and has an ongoing intake and progression policy. During June and July students who have progressed onto mainstream school but still require English language support can re-join the programme.
In 2015 there were 85 students enrolled on the Access programme and from January to July 2016 an additional 49 students.

The School Support Programme : 
The School Support Programme supports young people in mainstream school through in-school, after-school and holiday-time interventions.
The service’s Homework Club ‘Study Buddy’ supports young people with their school work through volunteer participation. 46 young people attended ‘Study Buddy’ in 2015. In the first half of 2016 there were 31 young people attending ‘Study Buddy’.
During the mid-term school holidays and in May the service facilitated intensive revision and pre-exam preparation classes for 11 Leaving Certificate students.

The Youth Service: 
The Youth Service supports aged-out minors and other young refugees / migrants in relation to accessing services, negotiating their rights, engaging with society and living healthy and independent lives.
The service’s youth workers support those young people who are particularly at risk. They guide, mentor and accompany the young people during their process of adaptation, reception and integration into Irish society. The youth workers work with individuals as well as groups and families. They work closely with key stakeholders and services to ensure a holistic and collaborative approach to addressing the needs of the children and young people. Referrals to specific support services are made when and where appropriate.

In 2015 the service dealt with increasing numbers of young people at risk of becoming homeless, as well as several who are homeless. In 2015 the youth workers worked with 104 individuals. From January to August there were 49 young people who availed of the Youth Support Service.

The Service cooperates with other organisations to support intercultural dialogue and integration.

The service continued its successful cooperation with Scouting Ireland. Over three terms (autumn, spring and summer) a mixed group of Scouts and students on the Access Programme participated in a 6 week programme of joint activities, culminating in an overnight camping trip. Several young people from the Access Programme have joined local scouting groups.

The students on the Access Programme had weekly conversation exchanges with transition year students in Belvedere College. This is an opportunity for our students to meet and talk to Irish young people before entering mainstream school.

The Service continued to advocate on behalf of young refugees and asylum seekers through a network of key stakeholders.

**Proposed Activities 2016/17**

The service will continue its programmes and activities. The service is optimistic it will receive additional funding through the *Dormant Accounts Fund* as well as through the *EU Commission’s Asylum, Migration and Integration Fund* in 2017.

We anticipate an increase in student numbers for both the Migrant Access Programme and the School Support Programme. The service is working more closely with schools who have students who require additional English language support.

In the autumn / winter 2016 the service will coordinate a new youth-employability project for young people from minority ethnic backgrounds. The project will produce a media resource outlining the challenges faced by and the supports needed for young people from ethnic minorities and migrant backgrounds.

The service is at the early stages of a potential partnership with British Telecom, negotiated through Business in the Community (BITC), to support young asylum seekers in Ireland.

**Staffing**

- Jessica Farnan (Manager)
- Manuela Moreno, Andrew Sexton (youth workers)
- Moira Kelly (MAP coordinator and teacher)
- Jillian Frayne (teacher and School Support Programme Coordinator)
- Eight part time tutors
Promotion of Social Justice Themes within the Curriculum

Background
The CDU has a long history of promotion of social justice themes within the curriculum. Through a joint initiative with Trocaire, the Junior Certificate subject Civic Social and Political Education (CSPE) was introduced. More recently the work of the Trocaire/CDU citizenship studies project has borne fruit with the announcement that Politics and Society will become a new Leaving Certificate subject in 2016. The new universal Sustainable Development Goals will have impact across social and environmental justice themes in education. The CDU supports the Citizenship Education Network and the Five Nations Network which promotes citizenship and values education through an annual conference and small grants.

Activities 2015/2016
Council of Europe (CoE):
The Council of Europe Education for Democratic Citizenship/Human Rights Education (EDC/HRE) programme in currently focused on the promotion of the CoE charter on EDC/HRE among the 45 member countries. The CDU actively participated in the development of a European wide “Managing Controversial Issues” CoE project which was EU funded. New themes focusing on extremism and radicalisation of young people and student welfare are emerging. The CDU provided briefing notes to DFA and DES for ministers attending CoE and EU meetings on this issue.

WorldWise Global Schools (WWGS):
WorldWise Global Schools is an Irish Aid funded development education programme for the post primary sector. WWGS is led by a consortium of the CDETB CDU, Concern Worldwide and Gorta Self Help Africa as lead agency. The project had a €3.3 million budget over three years with €0.6 million directly allocated in grants to post primary schools for 2015/2016. A similar allocation has been provided over the eighteen-month period until the implementation of another multiannual round of funding. The CDU played an important role in the evolution of Development Education in the post primary sector. The CDU is named by Irish Aid as one of three organisations to consult with on development education.

Global Learning project:
The European Commission funded Global Learning Project aims to promote understanding of global interdependence and the causes of global poverty and inequality. The Project involves NGOs and local education authorities in six European countries, working to influence curriculum in areas such as citizenship education, history, geography and economics. The six European countries involved in the project are Italy (lead country), Ireland (A Partnership with Africa, in partnership with the Curriculum Development Unit of the City of Dublin Education and Training Board), Austria, Bulgaria, the Netherlands and the Czech Republic. This phase of the Global Learning Project will be active from May 2013 – April 2016.

In Ireland Project activities focus on contributing to strategic initiatives at both policy and practice levels. For example, at a policy level the Project makes submissions in response to draft specifications developed by the National Council for Curriculum and Assessment. The
Project is also engaged with a small network of post-primary schools, working with teachers to produce teaching and learning materials.

**Other:**
The CDU/Emeritus Director is a member of:
- Dept. of Foreign Affairs Irish Aid Expert Advisory Group
- Department of Education and Skills (DES) national coordinator of the Council of Europe education for Democratic Citizenship Education and Human Rights Education
- National representative on the Council of Europe ETINED (Ethics, Transparency and Integrity in education) committee.
- Irish Aid Development Education Strategy reference group

**Proposed Activities 2016/2017**
- To continue to support the social justice themes.
- To submit, with its consortium partners Gorta/Self Help Africa and Concern, a new multi annual proposal to Irish Aid for the next phase of WorldWise Global Schools.
- To support the new universal Sustainable Development Goals (SDG) as part of a whole of government response and to initiate resource development for mainstream and further education targeting the SDGs
- To explore possible funding for North/South work under PEACE 4
- To promote the new Council of Europe twenty competences for a democratic culture as jointly agreed by the ministers of education, to include identifying appropriate interventions within further education sector.
- Explore revisiting inter-culture themes.

**Staffing**
- Aidan Clifford (Associate)
- Miriam O’Donoghue, Deputy Director CDU
Education for Sustainable Development ESD

UNESCO CHAIR and UNITWIN (PERL) Network for Education About Sustainable Lifestyles

Background
Since 2015 the UNESCO CHAIR and UNITWIN (PERL) Network for Education About Sustainable Lifestyles has been building on the work of the Partnership for Education and Research about Responsible Living (PERL) 2003-2009 and the Consumer Citizenship Network (CCN) 2009-2015.

PERL and CCN built up a substantial international network and established cooperation with 140 universities, colleges and international organizations in 50 countries. Cooperation with the majority of these organizations has lasted more than 15 years.

32 members of the network committed themselves through the UNITWIN agreement to continue to cooperate closely with Hedmark University University of Applied Sciences (HUAS). HAUSS is committed to actively developing competence and cooperation which will increase social responsibility and quality education and research nationally, regionally, and internationally. As a part of this process and on the basis of its longstanding engagement in education and research about responsible living, HAUSS has established a UNESCO Chair and UNITWIN Program on Education about Sustainable Lifestyles.

The CDETB Curriculum Development Unit worked closely with CCN and PERL and led the development of active teaching and learning approaches and resources to support sustainable and responsible living in formal, informal and non-formal learning situations. From 2006 to present the Curriculum Development Unit has been a lead author and editor of eight ESD active methodology toolkits. CDU was also an active member of the PERL Steering Committee.

In 2015 an international advisory board was convened to coordinate the activities of the UNESCO Chair, the PERL/UNITWIN network, and other related projects. CDU was invited to be a member of the advisory board for the period 2015-2017.

Activities 2015/2016
The tasks of the international advisory board have been to ensure that the activities of the PERL/UNITWIN network contribute constructively to the newly adopted global development goals (the Sustainable Development Goals). To do so, the work of the network contributes to the UNESCO's Global Action Program for Education for Sustainable Development and to the 10-Year Framework of Programs on Sustainable Lifestyles and Education.
Initial work began on the development of a new active methodology toolkit.
Proposed Activities 2016/2017

- The CDU will continue to be a member of the advisory board and attend meetings twice each year.
- A new active methodology toolkit is due to be published early 2017. CDU will participate in the writing and will be editor for the toolkit.
- The advisory board will explore how the UNITWIN (PERL) Network might contribute to the “UNESCO Week for Peace and Sustainable Development: the Role of Education” in Ottawa, Canada (6-10 March 2017). The event presents a unique platform for discussion on two key programmes of UNESCO’s Education Sector, namely Education for Sustainable Development (ESD) and Global Citizenship Education (GCED), and their practical contribution in achieving Target 4.7 of the Sustainable Development Goal 4 on Education. The Week will focus on the issue of teachers and teacher training, and highlight best practices in the field of ESD and GCED.

Staffing

- Miriam O’Donoghue, Deputy Director CDU

eBook: Global Sustainable Development, a challenge for Consumer Citizens

Background

The International Federation of Home Economics (IFHE) together with the CDU as lead agency have produced an e-book to support international sharing of practice in relation to sustainable development, responsible living and themes linked to the millennium development goals (MDGs). The ebook currently includes 134 contributions from 54 countries worldwide.

- The ebook was developed and published in 2008 and was updated in 2010 and 2012.
- The types of contributions include: Case Studies, discussion papers, illustrated stories, philosophical reflections, research papers, teacher resources.
- The ebook themes are linked to the UN Decade of Education for Sustainable Development and the Millennium Development Goals (MDGs).
- The eBook first published in 2008 can be found at http://www.educationforsustainabledevelopment.org/

Activities 2015/2016

The main activities for the year related to the dissemination of the eBook
Proposed Activities 2016/2017

The Curriculum Development Unit proposes to

- update the ebook to reflect the Sustainable Development Goals (SDGs)
  - Add in new search /menu options linked to SDG themes
- add new contributions resources, papers etc. to the ebook
- Put out a worldwide call for new contributions to the ebook e.g. through the ebook partner IFHE
- manage contributions to include each stage of the process e.g. g review, editing, acceptance etc.
- liaise with ebook web designer to upload and tag contributions as appropriate and update interactive ebook map.
- disseminate updated ebook link etc.

Staffing

- Miriam O’Donoghue, Deputy Director CDU
Arts in Education

Background
The CDU is facilitating “Encountering the Arts Ireland (ETAI)”, an alliance of governmental and non-governmental organisations and individuals committed to arts and education in Ireland and supporting the implementation of the Arts in Education Charter. ETAI was jointly launched by the ministers of the Departments of Education and Skills (DES) and Arts Heritage and the Gaeltacht (DAHG) in 2014. In 2015 ETAI was reformed as a limited company and in November 2016 will become a company limited by guarantee (CLG).

Activities 2015/2016
ETAI in partnership with ATECI (Association of Teacher Education centres Ireland), ACEA (The Association for Creativity and Arts in Education) and DES, with dormant accounts funding firstly implemented a successful week long summer CDP programme on artist teacher partnership and secondly provided funds to carry our artist teacher partnership residencies in 20 primary schools nationally before the end of 2016.

Proposed activities 2016/17
The CDU will continue to support ETAI and other small scale developments in arts and education including an initiative with Poetry Ireland, Sports and Cultural Committee (SCC), and CDETB JCSP library school’s artist in residence programme in CDETB Schools.
The CDU will provide expertise, advice and assistance to future arts in education based proposals including emergent initiatives with Dublin City Council.

Staffing
- Aidan Clifford (Associate)
- Miriam O’ Donoghue, Deputy Director CDU
Junior Cycle

JCSP Demonstration Library Project

Background
The JCSP Demonstration Library Project is a unique project creating a new educational space in DEIS post-primary schools.

The CDU is responsible for the human resource needs and employment of the Senior Librarian, the administrators, and the 31 librarians located in DEIS post primary schools around the country, under the JCSP Demonstration Library Project, focusing on the literacy and numeracy needs of potential early school leavers.

The JCSP Library Project which operates through the PDST is operational in 30 schools across Ireland – including 7 CDETB schools. A full-time professional librarian is assigned to each school. All librarians are employed through the CDETB Curriculum Development Unit.

Activities 2015/2016
Some highlights:

We Write What We Like:
The JCSP Library Project was delighted to launch a new initiative this year in partnership with the CDETB Sports and Cultural Council. We Write What We Like is a Writer in Residence initiative which involves the engagement of an author/artist over the full academic year to work with creative writing groups across all 11 CDETB second-level schools. The Writer in Residence this year was poet and performance artist Raven and this year’s theme was ‘Rebellion’. It was a very successful initiative which inspired young writers and which culminated in a very successful showcase event in the National Library of Ireland at the end of April.

WRaPParound (Writing, Reading and Performance Poetry):
Set up in 2013, WRaPParound is a JCSP Library Project performance poetry initiative run in conjunction with Poetry Ireland and Trócaire. Participating students in each school work with an established poet/rapper over a full day or over a series of shorter workshops during which they write, edit, recite and/or record their own work.

This spoken-word poetry initiative introduces students to writing, reading and reciting poetry in a new way. Through being encouraged to craft poems based on their own ideas and experiences, students find a new way into poetry. Writing, listening to and creating spoken word poetry and rap songs gives students an understanding of the power of language. The ability to write their own poems, to stand up and perform their poems or to rap quickly, clearly contributes to the development of writing, oral language and listening skills.

A total of 31 schools and over 350 students from around the country took part in the 2015/2016 initiative which culminated in WRaPParound Wrap celebration events which took place in the National Library of Ireland, Dublin on the 29th April 2016 and in University College Cork on the
5th May 2016. These celebratory events involved the coming together of a selection of students from across the participating schools, together with their librarians, teachers and principals. Students performed their raps and recited their poems in front of all those present.

Through the support of Trócaire’s Mobilising for Justice Scheme, the JCSP Library Project was delighted to introduce the WRaPParound the World strand of the initiative last year. Under this strand a selection of schools received grant aid to engage a poet/performance artist to work with their students to produce poems and raps on the chosen Trócaire theme. This year’s theme was ‘Forced to Flee’ (Refugees, Asylum seekers, Migration, Global justice, Human rights, etc.).

National Drop Everything and Read Challenge:

The JCSP Library Project was proud to be one of the main supporting organisations of Ireland’s first National Drop Everything and Read challenge which took place in April. The aim of the DEAR challenge was to promote reading for pleasure by encouraging the entire country to ‘Drop Everything and Read’ at 12 noon on Friday April 29th. Over 45,000 people registered to participate – including individuals, families, primary and second-level schools, PLCs and third-level colleges and even one prison! Our DEAR Ambassador this year was Laureate na nÓg Eoin Colfer. The initiative was a great success which raised the profile of reading for pleasure for all age groups. We hope to continue and further develop our support for this initiative next year.

Proposed Activities 2015/2016

CDU role:

- Support the opening of a Library in Ringsend College
- Support the CPD needs of the librarians
- Assist the DES in ensuring the appropriate level of staff is deployed to achieve the optimal outcome for JCSP students
- Advise the DES on restructuring library facilities

Staffing

- Kathleen Moran, Senior Librarian | JCSP Demonstration Library Project
Further Education and Training

Further Education Support Service (FESS)
www.fess.ie

Background
FESS supports QQI-registered providers funded by SOLAS in developing, planning, delivering and assessing programmes leading to QQI awards at Levels 1-6 on the National Framework of Qualifications (NFQ) and all Providers delivering programmes at NFQ Level 1 and Level 2.

The City of Dublin Education and Training Board (CDETB), through the CDU is the lead agency for FESS. It is one of a number ETBs who co-operate to provide a national service. FESS regional offices are based in Tipperary ETB, Kildare and Wicklow ETB, Cavan and Monaghan ETB and City of Dublin ETB.

The Dublin office supports the following region: Dublin City and County, Co. Laois, Co. Offaly, Co. Meath and Co. Louth.

Direction of FESS is through a steering committee with representation that includes the four hosting ETBs. The FESS Manager and the Dublin support officer are based in the CDETB Curriculum Development Unit.

FESS Activities 2015/2016
A broad range of capacity-building support strategies were employed by FESS in 2015/2016 including:

National/Regional/Local-based Support:
- Seminars/CPD including areas such as Active Teaching and Learning Approaches in FET, Learning Well-Being in FET, Managing and Conducting Assessment, External Authenticator training for the ETB sector, Programme Development, Programme Evaluation, General QQI and QA updates
- Collaborative project with SOLAS e-college, ETBI and the National Network of IT Teachers (NNITT) to provide CPD for IT teachers delivering the newly-validated programmes leading to QQI awards. This involved national/regional seminars and the provision of tailor-made online programmes provided by SOLAS e-College
- ETBI/QQI FET Collaborative forum – While FESS take part in all forum meetings, it also acts as secretariat to the forum and has presented at the series of ‘snapshot of good practice’ seminars in areas including governance of programmes in ETBs and ensuring consistency of assessment across ETBs. In addition, FESS was actively involved in the compilation of the QA risk register conducted by ETBI and the forum members.
- Provider/Centre visits – The focus of these visits is generally to support management/staff with specific issues in relation to provider quality assurance and QQI processes.
Web-based Support:

- Online support - The Further Education Support Service website www.fess.ie provides a first point of contact for those seeking support, advice and information. In 2015/2016 the development of resource lists by FET staff for FET staff commenced. To date (June 2016), approximately 120 subject/module specific resource lists were developed and published on the FESS site. The production of online resources is ongoing.

General Supports:

- Consultancy Meetings with relevant stakeholders including QQI, ETBI, SOLAS, JMB, ACCS, SNs5, DSP, National Network of IT Teachers (NNITT), National Induction Programme for Teachers (NIPT), National Association of Adult and Community Education Directors (NACED), Fáilte Ireland, etc. to explore appropriate support strategies
- Provision of telephone and email support
- Development of guidelines, templates and exemplars of good practice
- FESS is represented on a range of groups/fora/committees including the ETBI/QQI Collaborative FET forum and related sub-groups, ETBI Further and Adult Education Forum (AFET), JMB FE Advisory Group, JMB and ACCS Joint FE Representative Group (JFERG), RPL Practitioner Network, QQI Steering Group for the Review of Level 1-Level 3 Awards, ETBI/QQI Level 4 – Level 6 Award Review Group, QQI Communications and Information Focus Group (FET), QQI Expert Group – Security Awards, ETBI / SLAI Equality Project, European Credit Transfer Systems for VET (ECVET) Expert Group (Ireland), ECVET Working Group on Units of Learning Outcomes, QQI Project ‘EQAVET : Self Evaluation, Quality Indicators and ETBs’
- FESS was represented and/or delivered sessions at a number of conferences/events in the FET area

FESS Proposed of Activities 2016/2017

- CPD provision
  - Work in partnership with SOLAS to support the implementation of a national CPD strategy for FET
  - National/Regional/Local Seminars including Assessing Learner Evidence in FET for QQI Certification; External Authenticator training, Teaching and Learning events such as Active Teaching and Learning Approaches in FET and Creating and Using Mind-maps to support Teaching and Learning in FET; Learner Well-Being in FET; Being LGB and T+ in FET; Motivating and Engaging Learners in FET; Developing Learners Academic Writing Skills; Subject-specific seminars for IT teachers; General QQI and QA updates
  - There will also be focus on CPD support for providers on the implementation of the new QQI validation policy and criteria. This may involve support in the areas of programme/curriculum development, self-evaluation of programmes to support validation applications
  - Launch the FESS Externship Visiting Programme (EVP), starting with the IT industry. Develop the EVP programme to include other industry areas, such as hospitality, healthcare, etc.
Further development of subject/module specific resource lists and thematic resource lists by FET staff for FET staff

Ongoing provision of provider-led CPD to meet local demand

- Support the ETBI/QQI Collaborative FET forum as last year and also by leading and/or part-taking in task groups to complete work in a number of key areas:
  - Development of Assessment Procedures/Regulations/Handbook for ETBs
  - Establishment of External Authentication Model for ETBs
  - Implementation plan for the new QQI validation policy
  - Programme Development & Validation for new Apprenticeships

- Support some ETBs with programme development leading to apprenticeship awards
- Continued representation on a number of groups/fora/committees in the FET area
- Ongoing development of web-based support
- Provide ongoing telephone and e-mail support
- Development of guidelines, templates and exemplars of good practice
- Attend/deliver sessions at conferences/events in the FET area

**Staffing**

- Miriam O’Donoghue, Deputy Director CDU (National Manager)
- FESS Support Officer: Finola Butler (Region - North Leinster and Dublin)
- Ann Glynn and Colm O’Keeffe (Admin)

**Other support officers includes:**

- Siobhan Magee (Region - North & West,
- Mary Sheehy (Region - South East)
- Jenny Whelan (Region - South West)
The CDETB Further Education Unit (FEU)

**Background**

The Further Education and Training (FET) Development Unit is a distinct unit within CDETB with clear aims and objectives and a specific portfolio of work. The Unit is primarily a support service to CDETB Centres, in terms of research, service development and quality assurance.

The Unit is located within the Curriculum Development Unit. It issues its own Annual Report and has a programme of activities agreed with CDETB Senior Management. CDU is a member of the CDETB FET Steering Group and chair of the FET Programme Management Committee.

**Activities 2015/2016**

The activity of the FEU expanded with additional staff joining the unit. Each centre in CDETB has its own Development Officer as a nominated centre liaison officer. All centre staff may contact The FET Development Unit directly with any queries.

**Proposed Activities 2016/2017**

It is planned that the FET Development Unit will have a section on the CDETB intranet and staff will be able to access documents and resources produced by the Unit. Staff will be advised when this is up and running.

**Staffing**

- Head of FET Unit: Mr. David Treacy, Education Officer
  Development Officers:
- Ann Dunne - email: Ann.dunne@cdu.cdetb.ie phone: (01) 4989503
- Barbara Galvin - email: Barbara.galvin@cdetb.ie phone: (01) 4989510
- John Farrelly - email: John.farrelly@cdetb.ie phone: (01) 4989510
- Treasa Brannick O'Cillín - email: Treasa.brannick-ocillin@cdetb.ie phone: (01) 4989517
Safety in the School Laboratory

Chemicals Project

Background
The CDU is enabling safety in the school laboratory through supporting schools and science teachers in disposal of listed substances under two DES funded schemes: Disposal of Hazardous Chemicals from post-primary schools in Ireland and Disposal of Radioactive substances from post-primary schools in Ireland

Disposal of Hazardous Chemicals
In response to the European Union Consolidated EU Regulation on the Registration Evaluation and Authorisation of Chemicals (REACH EC 1907/2006), the CDETB Curriculum Development Unit (CDU) on behalf of the Department of Education and Skills (DES) initiated a mechanism for the removal and disposal of designated chemicals from post-primary schools. The regulation is designed to improve the protection of human health and the environment from the risks that can be posed by some chemicals, and gives rise to new requirements on industry in this area. Up to November 2014 there were 544 responses to the survey questionnaire and chemicals were removed from 350 schools

Disposal of Radioactive substances
In response to the European Union Council Directive 2011/70/EURATOM, the CDETB Curriculum Development Unit (CDU) on behalf of the Department of Education and Skills (DES) and on the recommendation of the Radiological Protection Institute of Ireland (RPII) initiated a mechanism for the removal and disposal of radionuclides from post-primary schools. Building on previous work by the RPII the CDU implemented the following five phase process to remove unwanted radioactive sources from schools i.e. Piloting, Data collection, Tendering, Removal and Closure. The DES funded the initiative and RPII provided assistance and advice throughout the different phases of the operation. Up to November 2014 there were 461 responses to the survey questionnaire and 1066 radioactive sources were removed from 202 schools country wide.

Activities 2015/2016
A small number of schools had radioactive and/or hazardous chemicals removed. Most other activities involved the provision of support and advice to schools on disposal operations for which they were responsible.

Proposed Activities 2016/2017
To bring the removal and disposal operations to a conclusion (There continues to be a small trickle of schools contacting the CDU about the disposal of radionuclides and hazardous chemicals.) The current plan is that before Easter 2017 all aspects of the disposal of both radioactive and hazardous chemicals will cease.

Staffing
- Aidan Clifford (Associate)
- Colm O’Keeffe (Admin)
CDU Promotion of CDETB Courses / Provision

Background
The CDU organises and supports the CDETB centres and helps to promote their courses at the annual Higher Options exhibition in the RDS and at other smaller promotional / careers events in Dublin and the Leinster region.
CDU also distributes the CDETB Directory of Courses and Services to all second level schools in Ireland and helps with facilitation, and where appropriate, redirection of all general queries in relation to CDETB provision.

Activities 2015/2016
The CDU organised CDETB representation at promotional events and supported the CDETB centres to promote their courses as outlined above.
The CDU provided staff to manage and oversee the stands at events.
The CDU, where requested, organised the printing of flyers for centres

Proposed Activities 2016/2017
The CDU staff will continue to support the CDETB centres to promote their courses.
Following a consultation process with centres a new stand is being designed for the Higher Options Exhibition in the RDS September 2016

Staffing
- Damien O’Reilly (Admin)
- Angela Corcoran (Admin)
- Miriam O’Donoghue, Deputy Director CDU
CDU Library, Research, Publishing and Reprographics Services

CDU Library and Research Services

Background
The CDU Library is a one-person special lending library servicing the information and research needs of City of Dublin ETB staff, and associates of CDU-based projects, including Trinity College Dublin and other staff engaged in educational research. The Library holds about 10,000 books, journals and some videos, CD-ROM, DVDs. The library offers (within certain limits) a free book purchasing scheme to CDETB staff engaged in advanced study or research on the understanding that all such books will be returned to the CDU on completion of the study. The CDU catalogue online is at http://curriculum.heritage4.com/
The Library Resource Centre is also the central point for the distribution of CDU publications most of which are free to CDETB centres.

Activities 2015/2016

Newsletter:
- The new CDU library newsletter, which features links to websites, new initiatives in the field of Education and new resources was published monthly during term time.

Support for teachers:
- The library helped CDETB teachers and staff with their research and information queries.

Moodle and CDU Website:
- The librarian was the information manager for the CDU Moodle platform.
- The Librarian updated the CDU website on a regular basis adding events featured in the CDETB CPD calendar, new documents and open-access journals.
- The librarian uploaded CDETB programmes to and maintained the CDETB Validated QQI Programmes Portal, the one-stop source for CDETB programmes from level one to six. The librarian also helped CDETB teachers and tutors to find the right programmes.
- The librarian was part of the development team for the new CDU website

Social Media:
- The CDU joined the Twitter community. The library co-managed alongside senior management the new CDU Twitter account and tweeted at least once a day.
- The librarian tweeted about relevant resources and initiatives and has integrated the account on the CDU website.
- The aim is to publicise the CDU’s work, promote new resources and form a community of practice with CDETB staff, TCD researchers and associates.

@cdetbcdu

CPD Calendar:
- The CDU compiled an online CPD calendar on behalf of CDETB. The librarian updates the CDU website regularly with all events including up-to-date changes.
Stock and materials collection:
  • The library continued to build up its stock, which over the years specialised in the following areas:
    o Curriculum Studies
    o Educational Disadvantage/Early School Leavers
    o Literacy and numeracy across the curriculum
    o Development Education/Education for Sustainable Development
    o Teaching Controversial Issues (Human Rights and Intercultural Education, Poverty Awareness)
    o Home-School Liaison
    o The teacher as researcher (research methods, teaching methods)

JCSP Libraries:
  • The librarian initiated a network with a number of the JCSP libraries based in CDETB colleges focusing on professional issues including collection and service development.

Professional Associations:
  • The librarian was active in professional associations. Through her work as Chairperson of the Academic & Special Libraries Section of the Library Association of Ireland and as mentor for professional qualifications with the Chartered Institute of Library and Information Professionals the CDU library was linked to information centres in Ireland and the UK.

Proposed Activities 2016/2017
In addition to continuing the work carried out in 2015/16, the Library will continue to:
  • Implement the Library and Information Management Services Plan to assist CDETB staff access to relevant information.
  • A key focus will be on further enhancement of the IT education and learning platforms developed by CDETB. The library will also see an expansion in resources pertaining to further and mainstream education.
  • The CDU plans to capture the research output of CDETB management, teachers and administrative staff by creating an electronic depository of relevant material, which will enable staff to share work with others. The digital depository could include the following types of documents: Final version of thesis (Master or doctorate), Academic journal articles that have either been authored or co-authored, Policy documents etc. It is hope to set up the depository in October 2016.
  • The new CDU website will be launched towards the end of 2016 and the Library will between September and December 2016 play a key role in supporting the development and population of the new site. www.cdetbcdu.ie
  • There will be a key focus on collecting material on Further Education. Print copies will be included in the library catalogue and electronic resources on the CDU website.
  • The CDU has been publishing material for use in post-primary and FE schools for over 40 years. It also had been involved with research projects which resulted in many print documents. Currently, these books are available through the library free of charge to institutions of the CDETB and for a small cost to non-CDETB schools and researchers. Moodle will enable the library to offer pdf versions of these publications.
  • The library will continue to update and circulate the CDU catalogue of publications to CDETB schools and colleges as well as other interested parties.
The library will continue to advise on copyright and legal deposit issues, for print and online publications. The library acts as ISBN title editor for both CDU and CDETB publishers.

**Staffing**
- Dr. Eva Hornung, Librarian

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**CDU Publishing and Reprographics**

**Background**
The CDU publishes most of its resources in-house. Where appropriate it uses its own ISBN code. The CDU also provides a printing/reprographics and binding service to in-house projects and to other CDETB centres with occasional work such as student resources, parent’s newsletter and calendars printed on a pro bono basis. All in-house publications are available free of charge to CDETB centres.

**Proposed Activities 2016/2017**
The CDU will continue to publish and print in house resources and to distribute its publications. It will raise awareness of the service across all the CDETB centres.

**Staffing**
- Angela Corcoran (Admin)