

**MARINO INSTITUTE OF EDUCATION
PRESIDENT'S REPORT 2006-2007**

Table of Contents

Foreword by Sr. Bernadette Mac Mahon, Governing Body Chairperson

Foreword by Dr. Anne O' Gara, Marino Institute of Education President

Chapter 1 Marino Institute of Education

- 1.1 Mission of Blessed Edmund Rice and the Six Guiding Principles of Marino Institute of Education
- 1.2 The Christian Brother Community and Marino Institute of Education
- 1.3 Marino Institute of Education Campus
- 1.4 Marino Conference Centre

Chapter 2 Coláiste Mhuire Marino

- 2.1 Introduction - Overview and General Information
- 2.2 Teaching Practice
- 2.3 Curriculum Coordination
- 2.4 Early Childhood Education
- 2.5 Religious Education
- 2.6 An Ghaeilge sa Choláiste
- 2.7 Enhancing Literacy Experiences
- 2.8 Mathematics Learning: Multiplying Possibilities
- 2.9 Social, Environmental and Scientific Education (SESE)
- 2.10 Elective Studies
- 2.11 Sport
- 2.12 Arts Education
- 2.13 Inclusive Education
- 2.14 Slí na Sláinte – Promoting an Active, Healthy Lifestyle

- 2.15 Preparing Students for the Digital Age
- 2.16 Support for Teaching, Learning and Research
- 2.17 Student Support Services
- 2.18 Summer Inservice courses for Primary Teachers

Chapter 3 Centre for Education Services, Marino Institute of Education

- 3.1 Centre for Education Services: Overview
- 3.2 Edmund Rice Schools Trust Charter (ERST) Implementation
- 3.3 The Catholic School Project
- 3.4 Post Graduate Diploma in Spirituality and Leadership in Education
- 3.5 An Tobar – Sustaining and Enriching Religious Education
- 3.6 Inclusion of Students of Different Faiths in Denominational Schools
- 3.7 An Tobar Prayer Room Initiative
- 3.8 The Faith Development Project
- 3.9 Promoting Partnership
- 3.10 School Culture and Ethos Project
- 3.11 Addressing Conflict in Schools
- 3.12 School Leadership Project
- 3.13 School Amalgamations Project
- 3.14 Policy Development and Support Services to Schools
- 3.15 Research in the Centre for Education Services

Chapter 4 Department of Education and Science Support Programmes and Other Initiatives at Marino Institute of Education

- 4.1 An Scrúdú le hAghaidh Cáilíochtaí sa Ghaeilge
- 4.2 Reading Recovery Centre at Marino Institute of Education
- 4.3 Social, Personal and Health Education Support Service
(Post Primary)
- 4.4 Post Primary Languages Initiative
- 4.5 School Development Planning Initiative (Post Primary)
- 4.6 Refund of Fees Scheme

4.7 Marino-Iona Programme 2007

4.8 Age and Opportunity

Chapter 5 Research and Publications: Coláiste Mhuire Marino

5.1 Research in Marino: Building on Tradition

5.2 Recent Achievements and Current Activities

5.3 Research in Coláiste Mhuire, Marino Institute of Education: Planning for
the Future

Appendix 1 Governing Body Membership

Appendix 2 Marino Institute of Education 2006-2007 – Personnel,
Departments and Organisations

Appendix 3 Financial Report of Marino Institute of Education

Appendix 4 Marino Institute of Education Publications

Foreword by Sr. Bernadette Mac Mahon, Chairperson of the Governing Body of Marino Institute of Education

At the heart of the teacher education mission of the Marino Institute of Education is an education which reflects the values of the gospel and respect for the dignity and potential of each child. It is in this context that I welcome on behalf of the Institute's Governing Body the first report of the President, Dr. Anne O'Gara. This report gives a very clear and encouraging overview of the many and varied activities of Marino Institute of Education and of achievements and developments of the past year. It outlines responses to new and emerging needs, particularly in initial teacher education, and points to the continuing focus on high standards in both academic and professional areas of study. This focus ensures that each group of students enhances the reputation of Coláiste Mhuire, Marino Institute of Education for excellence in classroom teaching.

The report also describes the commitment of Marino Institute of Education, in the spirit of Edmond Rice, to the promotion of Catholic Education through innovative approaches and programmes at a time of great social and economic change.

We congratulate each member of staff of the Marino Institute of Education on the outcome of their sustained and dedicated work and on their proactive response to new challenges. At the end of her first year as President of Marino Institute of Education, we say a profound thank you to Dr. Anne O'Gara for her outstanding leadership and unstinting work.

As we see our campus transformed by our splendid new facilities, we express our admiration and gratitude to the Development Committee, and to its Chairperson, Mr. Dermot Dwyer. Finally we acknowledge with warm

appreciation the support and kind consideration we continue to receive from our Trustees – The Irish Christian Brothers.

Foreword by Dr. Anne O' Gara, President of Marino Institute of Education

It gives me great pleasure to introduce this first formal Marino Institute of Education President's Report. The aim in publishing the report is to provide the education community and the public in general with an account of the extensive range of activities and programmes that are central to the work of the Institute. The Report describes the contribution of Marino Institute of Education to initial teacher education, continuing professional development of teachers and research. It also highlights our main achievements during the academic year 2006/07.

The Irish Christian Brothers, who founded the Institute and are its trustees, have a long history of commitment to Irish education. They have been active in providing education at all levels in the Marino area for over a century. In August 1883 the Brothers took possession of Lord Charlemont's Marino House. From October 1905 teacher training became an integral part of the work at Marino. Marino Institute of Education, through its wide range of activities and programmes to support initial and continuing professional development of teachers, has grown and developed as a centre for excellence in teaching, learning and research.

The year 2006/07 was an exciting and important year with the official opening by An Taoiseach Bertie Ahern of the centenary buildings which include student accommodation, seminar rooms, lecture theatre, gymnasium, dining facilities and a community residence. It was a year in which major change was initiated and new structures were implemented. The scope of this change will evolve over the coming years. It is my pleasure to thank the Governing Body and all at the Institute - including academic, administrative and support staff -

for their part in our achievements. This work could not have been completed without their unstinting and selfless dedication and commitment.

The preparation of this Report has been an intensive and demanding exercise. The project team included Dr. Anne Ryan, Aodán Mac Suibhne, Craig Lerner, Dr. Eilish Hurley, Gene Mehigan, Luke Monahan, Michael Flannery, Miriam Lambe, Niall O' Neill, Pádraig Ó Ceanainn and Seán Delaney. They, in turn, wish to acknowledge all who assisted in any way, particularly Ms Denise Linden and Ms Máire Aine Nic Dhonnchadha.

The Institute is indebted to the Irish Christian Brothers for their continuing support for the work of the Marino Institute of Education. I would also like to acknowledge the Minister for Education and Science, Mary Hanafin, her officials in the Department of Education and Science and the many other agencies and individuals, public and private, whose support is greatly valued.

I invite you to read this Report and hope that you will find it interesting and informative.

Anne O' Gara
President
October 2007

Chapter 1 Marino Institute of Education

1.1 Mission of Blessed Edmund Rice and the Six Guiding Principles of Marino Institute of Education

Marino Institute of Education (MIE) is a centre for teaching, learning and research under the trusteeship of the Irish Christian Brothers. The trustees of MIE are four named Irish Christian Brothers. Work is currently under way to place MIE under the joint trusteeship of the Irish Christian Brothers and the University of Dublin, Trinity College.

The mission of Blessed Edmund Rice (1762-1844) was the service of the poor and destitute. He identified the education of the poor as a great need of his time. His response was a practical one – he founded schools - and these schools were highly instrumental in fostering confidence among the poor and in creating a literate working class. The education he espoused was not for the mind alone; it sought to promote the harmonious growth of the whole person in faith, life and culture.

In keeping with Edmund Rice's mission and legacy, the trustees of MIE enunciated in 2006 Six Guiding Principles for implementation by the Governing Body of MIE. These principles exhort us to:

- Be ecumenical and respectful of people of other faiths.
- Provide a strong element of teacher education.

- Be supportive of the mission of Catholic education by assisting the processes to articulate the ethos of Catholic education and by proposing models to implement it.
- Provide education programmes to encourage and empower the disadvantaged and the poor.
- Build a community of learning which is person-centred, respectful of individual differences and accessible to people who are disadvantaged.
- Assist parents to fulfil the responsibilities of their role as educators.

1.2 The Christian Brother Community and Marino Institute of Education

The Christian Brothers have been associated with Marino since August 1883 when the congregation relocated from Belvedere House, now St. Patrick's College Drumcondra, to Marino House, once the home of Lord Charlemont. As the numbers of Brothers grew, the accommodation in Marino House became inadequate. It was decided to build a new Generalate and Novitiate on the Marino estate. The foundation stone of St. Mary's Marino was laid in 1900, with the new teacher training college opening in 1905.

In 1929 the Department of Education recognised St. Mary's College Marino as a teacher training college. Prior to this, the standards of St. Mary's College were regulated internally by a Board of Examiners appointed by the Superior General. The teacher training course, under the Department of Education, was extended from one to two years, with the National Teachers' Diploma being awarded to successful students. A distinctive feature of the programme in Marino was that the student teachers, who were all Christian Brothers, spent three or four years in active teacher internship as Junior Assistants, teaching in schools, between the first and second years of their training. In the period 1931-1958, 572 Christian Brothers sat the final examination of the National Teachers' Diploma with seventy per cent of the candidates obtaining first class honours.

There were two significant developments in St. Mary's College in the 1970s. The first lay students were admitted in 1972, and in 1976 St. Mary's College

began an educational association with the University of Dublin, Trinity College (TCD). A new three-year initial teacher education degree course - Bachelor of Education (B.Ed.) - was developed and involved students studying at both TCD and Marino. The direct involvement of the Christian Brothers in initial teacher education ended in 2000 with the retirement of Br. Nolan as Head of College.

Since 1989, in response to changes in education, Marino has embraced wider education provision under the umbrella of Marino Institute of Education. The Institute provides a wide range of consultancy services to the education sector through the Centre for Education Services. The Centre for Education Services is a leading national resource in Catholic Education and a continuing resource to the Christian Brother Network. Its strategic partners include the various management bodies in the post-primary and primary education sectors, the Department of Education and Science, religious congregations and the Episcopate.

The centrality of a strong commitment to education in the work of the Christian Brothers is reflective of the mission of the founder of the Brothers, Edmund Rice, whose central philosophical tenet was that education is a prerequisite to the attainment of full human dignity. The community house, St. Joseph's, is an integral part of the infrastructure at Marino Institute of Education and the Christian Brothers who live at Marino continue to support and manage many activities within the Institute.

1.3 Marino Institute of Education Campus

The campus at Marino Institute of Education (MIE) combines two beautifully-designed buildings in the classic style - St. Mary's, 1904, and St. Patrick's, 1930, - with the modern centenary buildings which include student residences (Westcourt), the Christian Brother community house (St. Joseph's) and Nagle-Rice Hall. St. Mary's is an impressive three-storey building in the form of a square, the centre of which is hollow. The material used is finely-dressed

granite, with limestone coins, pilasters, and cornices. In 1934 St. Joseph's Missionary College was erected to the rear of St. Mary's as a residence for student Brothers who were intended for the Brothers' overseas missions. This building was demolished in 2003 to facilitate the development of the student residences, which consist of apartments for 302 students. An alternative community residence, the new St. Joseph's, has been constructed for the Christian Brother community on the campus. Nagle-Rice Hall, the newest addition to the MIE campus, consists of four seminar rooms with computer interactive whiteboard facility, a lecture theatre with tiered seating, an outstanding sports hall and a spacious dining area.

Development at Marino included the refurbishment of St. Mary's. This work provides a new conferencing and reception area for the Institute and a dedicated administration area. In addition, the former 'kitchen courtyard' has been converted into a walk-through atrium.

The wonderful environment has long been a key feature of life at Marino for students, staff and visitors alike. Under the dedicated custodianship of Br. Bourke and his staff, improvements have continued throughout the various construction projects, to maintain the general high standard. Tree re-planting and pruning have been undertaken in the current year, and the landscaping around the student accommodation has been developed.

The courtyard garden of St Mary's continues to impress with its dazzling variety of flowering plants - many of them rare - and shrubs and it provides a haven for small birds to nest.

Campus development at Marino has been supported by BKD Architects who were responsible for the preparation of the master plan and completion of the refurbishment of St. Patrick's, student residences, community residence, Nagle-Rice Hall and St. Mary's refurbishment 1998-2007. The next stage of the campus development plan will give attention to external areas such as pathways, lighting, security and signage. This work will conclude the current development phase.

1.4 Marino Conference Centre

The Conference Centre of the Marino Institute of Education is ideally located as it combines the convenience of proximity to the city centre, the airport and the M50 with the peace and tranquillity of the countryside. Since the mid 1990s business at Marino Conference Centre has grown steadily under the stewardship of the Centre's friendly and experienced staff. Many conference clients, having 'discovered' Marino, return year after year. Significant clients include the Department of Education and Science, ATC Language and Travel, NUI Galway, Northern Area Health Board, Open Training College, Open University and various professional and commercial bodies.

2006/2007 has been an important year for Marino Conference Centre with the completion of Nagle-Rice Hall and the refurbishment of St. Mary's. The showpiece of the new facilities is the sports hall which is available as a conference venue that can accommodate 450 people. It has also been used very successfully as an examination venue. The hall may be hired, at an hourly rate, for indoor sports. Nagle-Rice Hall also includes a fine lecture theatre which can seat 150 people, four new seminar rooms and a modern dining facility. On-campus catering is provided by Eurest and conferencing clients can select from a wide and varied menu.

A refurbishment and development programme in St. Mary's, to provide a new conferencing and visitor reception area together with three dedicated conference rooms, has also been completed. Conference Centre clients can choose from a range of rooms, including smaller rooms, furnished in traditional board or meeting room style to a 150 seat lecture theatre equipped to the highest Information and Communication Technology (ICT) standards. These developments mean that the Conference Centre is better placed to meet the requirements of its clients.

Overnight accommodation is available on the Marino campus. The thirty-nine bedrooms may be booked throughout the year.

Further details on the Conferencing Centre are available on its site, www.mieconferencing.com,

Chapter 2 Coláiste Mhuire Marino

2.1 Introduction – Overview and General Information

Coláiste Mhuire Marino has a reputation for excellence in initial primary teacher education. Course provision at the College includes the Bachelor of Education Degree (B.Ed) and the Higher Diploma in Education (Primary). These programmes are accredited by the University of Dublin, Trinity College (TCD). The content of both programmes is agreed by Coláiste Mhuire and the two other Associated Colleges of TCD, namely Froebel College of Education and Church of Ireland College of Education. Students attend lectures in the foundation disciplines in TCD, while understanding and knowledge of curricular areas and methodologies of the 1999 Primary Curriculum and competency in certain academic subjects are developed at Coláiste Mhuire.

In planning and developing the B. Ed. and Higher Diploma in Education (Primary) programmes at Coláiste Mhuire, the primary objective is to prepare students to teach. All courses, course content and other experiences are designed with the objective of preparing teachers who are competent, considerate, committed, reflective, and who have a keen sense of their professional responsibilities. A number of core principles and traditions inform the work in Coláiste Mhuire, including a strong commitment to the preservation, promotion and use of the Irish language. Coláiste Mhuire is a

Catholic college and its culture and ethos are reflective of the mission of Edmund Ignatius Rice. The programme content at Coláiste Mhuire has a professional, practical orientation and the course is weighted towards teaching practice. All students experience teaching practice in schools serving designated areas of disadvantage and special education settings. The College prides itself on having dynamic, supportive and creative staff who strive to ensure that all students experience a sense of belonging in its learning community.

In October 2006 three hundred and sixteen students registered on the three years of the B.Ed degree programme. The average annual intake of students includes approximately ten per cent from Gaeltacht areas, ten per cent mature applicants and five per cent of students under the Trinity Access Programme (TAP). Coláiste Mhuire currently has two groups of post graduate students i.e. in February 2006 fifty-one post graduate students began the Higher Diploma in Education (Primary) while a new cohort of fifty-one postgraduates registered in February 2007.

The Registrar's office oversees key academic affairs including admissions, registration, coursework collection and organisation of examinations. It also provides ongoing support for students. Furthermore it returns annual statistics for external bodies such as the Higher Education Authority, the Central Statistics Office and the Department of Education and Science.

2.2 Teaching Practice

Teaching Practice programmes in Coláiste Mhuire Marino provide students with a broad range of field experiences that reflect the challenges characterising contemporary Irish schools. In addition, these programmes prepare students to deliver high quality curricular planning and child-centred teaching in the classroom. By the time a student reaches the final year he/she will have had experience with a variety of grade levels and in a variety of diverse settings that span urban, rural, multi-grade, special needs, Gael

Scoileanna, designated areas of disadvantage, Gaeltacht and Northern Ireland.

Students studying for the three year Bachelor of Education degree spend twenty weeks in school experience while students on the eighteen-month Higher Diploma in Education (Primary) programme spend twelve weeks. In addition, B.Ed 1 and 2 students are hosted by schools on serial and block school experience programmes observing children's learning, developing reflective practice and evaluation skills in a non-assessed context and prior to their first assessed blocks of spring teaching practice. Final year students are provided with a three week Inclusive Education experience.

Some students from Coláiste Mhuire participate in North-South Teaching Practice Exchange projects. These projects enable students to broaden their teaching and curricular experience, compare aspects of their respective education systems, make firm friendships and take tentative steps to explore the possibility of teaching in the other jurisdiction.

In November 2007, all Bachelor of Education and Higher Diploma in Education (Primary) students will be provided with the opportunity to complete a teaching practice block in a school serving a designated area of disadvantage. Thirty-three principal teachers attended a consultative meeting in Coláiste Mhuire in January 2007 and expressed a reciprocal commitment to partner with the college and host the students.

The college is also committed to fostering the Irish language competence for students from non-Gaeltacht backgrounds. Scholarships were awarded to fifteen students in the academic year 2006-07 to undertake their spring teaching practice in Gaeltachts in Donegal, Mayo, Kerry, Galway and Waterford.

Coláiste Mhuire, delivering the TCD-accredited B. Ed., gives significant weighting (30%) to the teaching practice marks in the overall degree award and gives dominant weighting to classroom performance. Students who need to reach more satisfactory teaching competence are identified at an early stage in the programme. They are supported by an autumn In-School Mentoring Programme, which is an individual directed initiative, as well as by the Teaching Enrichment Programme, a college-based teaching skills programme.

The Teaching Practice Department would like to acknowledge the professional goodwill of over 3,500 teachers who have hosted Marino students on Teaching Practice placements over the past five years. Their support and partnership have been instrumental in implementing key commitments to broaden the field experiences for students and to deliver well prepared teachers into the Irish educational system.

2.3 Curriculum Coordination

To ensure that prospective teachers gain the maximum benefit from individual teacher education courses offered to them, international research contends that the student teachers need to encounter connecting themes across courses and develop a vision of good teaching. The forum used to coordinate courses in Marino is the Curriculum Coordination Committee which meets approximately once a month. All lecturers in Coláiste Mhuire Marino attend these meetings where issues are discussed and decisions are made to ensure consistency and continuity from one course to another and to respond to emerging issues in teacher education. The meetings also offer a forum for staff members to discuss seminal research articles relating to their work.

During the academic year 2007-08 Coláiste Mhuire academic staff will organise a forum on differentiation. Differentiated teaching is a response to situations in classes that include newcomer pupils, multi-grade pupils, children of the Travelling Community, pupils with special needs, learners of English as an additional language and pupils who attend schools serving designated areas of disadvantage. The forum will be a “Question and Answer” session where experts with various perspectives on the topic of differentiation respond to questions on the topic from an audience, comprising staff and students.

The Curriculum Coordination Committee in the coming year will also facilitate a number of seminars where students apply perspectives from their experiences across all taught courses, teaching practice and school observation to reflect on topics that arise in the practice of teaching. The goal of these sessions is to support students’ development as teachers by helping them to make connections between courses and their own ideas and experiences.

Other activities of the Curriculum Coordination Committee include meeting with Primary Curriculum Support Programme (PCSP) staff to discuss key messages being conveyed to teachers about curriculum subjects, exploring the topic of integration across courses in Marino and across primary school courses and considering how ICT can enhance primary education and teacher education.

2.4 Early Childhood Education

The academic year 2006-07 began with an intensive in-service course for Junior and Senior Infants’ teachers in the Tralee Education Centre during the last week of August. This course was facilitated by Joan Kiely and Laura Walsh of the Coláiste Mhuire Marino, Early Childhood Education (ECE) department.

Early Childhood Education is a component of the undergraduate programme for B.Ed. 1 and B.Ed. 3 students. Students on the H. Dip. in Ed. (Primary) also participate in lectures and workshops on Early Childhood. Assessment is through assignments and teaching practice. Earlier in 2007, the Early Childhood/Literacy Room was relocated to a space which is more appropriate for the delivery of the Early Childhood Education component of the B.Ed programme. The Early Childhood In-service Course for Primary Teachers which was held in July 2007 in Marino Institute of Education was based in the new dedicated Early Childhood Resource Room.

Joan Kiely, ECE lecturer, and Laura Walsh, SESE lecturer, represented Coláiste Mhuire at the annual research conference organised by The European Early Childhood Education Research Association held in Reykjavík, Iceland. The department also contributed to the Centre for Early Childhood Development and Education Conference in Dublin Castle in February, "Vision into Practice", with Joan Kiely chairing the session which discussed *Síolta: The National Quality Framework for Early Childhood Education*.

2.5 Religious Education

Religious Education in Coláiste Mhuire Marino is built on a solid foundation which includes a wide-ranging programme of weekly lectures and workshops. These weekly lectures and workshops include time for both adult faith development - 'giving God room' as well as for prayer, meditation and ritual. Central to each week's work also is experiential journal-work. In addition, the programme offers students a variety of appropriate reading to be engaged with outside of lecture-time, and students are required to undertake in-depth research for their final assignment.

As part of the programme, both long-term and short-term planning and teaching of *Alive-O* and *Beo go Deo* are integral to each of the supervised teaching practices. These practices - fifteen weeks for B.Ed students and nine

weeks for H.Dip in Education (Primary) - are core elements of the Religious Education Programme.

The Religious Education Programme is blessed by the extensive collaborative support between students, lecturers, library staff, campus staff, leadership and chaplain. Visibly this is often made manifest in collaborative events, activities and celebrations, such as the Student Retreat, Carol Service, Ecumenical Prayer Service, Lenten and Beginning and End of Year Eucharist. Equally important however, are the attitude of compassion-for-all and the constant availability of staff to students. That aspect of Coláiste Mhuire Marino life underpins the ethos of the college.

2.6 An Ghaeilge sa Choláiste

The Irish Department, under the direction of Aodán Mac Suibhne Head of the Irish Department, undertook a number of important new initiatives during the academic year 2006/07. At the beginning of the year, the results of a survey carried out among the students indicated that, on average, thirty-five per cent of them are interested in teaching through the medium of Irish. A special meeting of the entire staff was convened to discuss this major challenge for the College. It was the wish of the meeting that lecturers in the different areas of the curriculum would be supported in order to optimise the provision being made for students who would be teaching through the medium of Irish. That support was provided in the second half of the year and, prior to the Spring Teaching Practice, both lecturers and students made great use of a translation service which was facilitated by Bríd Ní Chualáin and which was provided by Claire Dunne, a former student of the College who is completing a Master's Degree in Applied Language and Intercultural Studies in Dublin City University.

The College facilitated the organisation of a scholarship scheme designed to give a group of students from outside the Gaeltacht an opportunity to do their teaching practice through the medium of Irish in a Gaeltacht school. In March

2007, fourteen scholarships were awarded and students went to Ring in Waterford, Corca Dhuibhne in Kerry, Connemara and Aranmore off Donegal. As Fiona Ní Ghloinn, a H.Dip. in Education student who spent three weeks on Aranmore, said: *“This was a wonderful experience for me and I am delighted that I availed of the opportunity. There were only eight children in the classroom! I taught Third, Fifth and Sixth Classes. There was no Fourth Class. The children were so innocent! They were interested in everything and everything was new to them. We did orienteering on the strand, looking out on the Atlantic and all the parents were on the sandbanks behind us looking down. My memories of teaching practice on Aranmore will always remain with me.”*

With regard to the Gaeltacht courses for student teachers, nearly eighty B. Ed. students went to Inis Meáin at Easter for a two week course. The President, Anne O’Gara, members of the Irish Department such as Marie Whelton and Diarmaid Ó Murchú, and other staff members visited the students at the end of their course; and it was on Inis Meáin that those students did their Oral Irish Examinations.

The students’ Cumann Gaelach was very active during the year. Among the events organised was a Céilí Mór at Hallowe’en. During the year, a lot of Irish was to be heard being used informally by the students. The Irish Department believes that the reason for this was that the students were in very small groups for seminars in spoken Irish - given by Máire Dollard, Caitlín Uí Anluain and Máirtín Ó Bradáin, among others - and that those seminars were quite informal so that students carried on speaking Irish after the classes.

2.7 Enhancing Literacy Experiences

A record number of students participated in the 2006-07 Poetry Ireland Writer-in-Residence programme. There were two elements to the programme. One hour workshops were timetabled for each student year group with author Siobhan Parkinson. Two-hour workshops were open to all of the Marino

campus. The workshops varied in content. Some workshops put emphasis on developing students' own creative writing skills. One particular workshop focussed on methodology of creative writing with children with special needs in a disadvantaged primary school. Irish children's literature, with a particular focus on Siobhan's own novels for children and her writing process, was the theme of another workshop.

This year there were visits to Coláiste Mhuire by two acclaimed Irish writers. In her presentation to B. Ed 3 and H. Dip. in Ed. (Primary) students, Marie-Louise Fitzpatrick gave insights into the process of creating a picture book. Students had the opportunity to see a picture book at various stages of its composition, from author's notes and first drafts, through manuscripts with editor's comments, to the final published product.

The presentation given by John Boyne, author of *The Boy in the Striped Pyjamas*, was attended by a large number of students and staff of MIE. Boyne talked about the process of writing the novel, the difficulties of writing about the Holocaust from the perspective of an outsider, some of the themes of the novel and his reaction to the critical acclaim of the novel.

Brinsley Sheridan's *School for Scandal* was required reading for the English Literature programme for B.Ed 1 students. To enhance their understanding and appreciation of the drama, a visit to the Abbey Theatre's production of the play was arranged in January 2007 for students and staff, with 150 people attending the performance.

A Drama Society was established this year in Coláiste Mhuire. As this year was the centenary of the inaugural production of Synge's *Playboy of the Western World*, this was chosen by the members for their first production. The society also performed scenes from Friel's *Dancing at Lughnasa*.

2.8 Mathematics Learning: Multiplying Possibilities

The mathematics department provides a holistic approach to mathematics teaching and learning for students. Team members collaboratively plan optional mathematics classes aimed at developing students' confidence and competence in relation to their personal mathematical needs. These classes have been well attended throughout the year and are arranged to suit the timetables of the various student year groups. This initiative has enabled lecturers to get to know and understand the difficulties some students have from previous experiences of learning mathematics.

Mindful of the trustees' six guiding principles and the emphasis on children learning mathematics in a disadvantaged setting, all methodological classes are activity-based and stress the accurate use of mathematical language. There is a high level of student interaction in all lectures. The methods sessions emphasise differentiation and incorporate supporting strategies into each session. The department also offers an elective course on *Testing, testing, one, two, three. Exploring assessment for learning in mathematics* to assist our students in dealing with such challenges.

The mathematics department actively encourages the teaching of mathematics through the medium of Irish by providing a folder of resources, a glossary of relevant terms, Irish versions of schemes and lesson plans as well as by introducing relevant vocabulary during lectures. A lecture on "Teaching Mathematics through the Medium of Irish - Ag Múineadh Mata trí mheán na Gaeilge," by a teacher with long experience of teaching in an Irish medium school, was offered to students prior to teaching practice. This initiative was extremely well received by students and it is planned to extend this during the coming year.

The range of mathematical materials available for use in workshops has also increased this year and these materials have been organised and labelled so that they are easily accessible. Sets of essential teaching materials have been purchased which are made available to students for teaching practice. The mathematics room is also being redesigned to maximise display space for charts, and shelves will be available for displaying materials. In this way

lecturers can demonstrate to students what a mathematics-rich environment in a school or class would look like.

A new member of the mathematics team in 2006-2007, Valerie O'Dowd, represents Coláiste Mhuire on the National Advisory Committee of the Exploration Station, a new science and mathematics centre which will be opened in Dublin in 2009. She is also acting as part-time Education Officer for primary mathematics with the National Council for Curriculum and Assessment.

2.9 Social, Environmental and Scientific Education (SESE)

Between November 2006 and February 2007 thirty-five students took part in the two SESE elective modules i.e. Gatherers and Growers, and Exploring Ireland's Heritage. The students of the former elective module visited such places as the National History Park, Ferrycarraig, Airfield Trust Farm, St. Enda's Park, Botanic Gardens, the two main Dublin Museums and Bull Island. Students of the latter elective module had input on campus from ten guest lecturers from the Heritage Council/INTO Heritage in Schools Scheme.

Continuing a Marino tradition, 155 first year and postgraduate students completed a project on "When My Grandparents Were Young." The 105 second year students completed projects on "My Place Mid-Nineteenth Century". On Tuesday night, 6 February 2007, twelve students were presented with medals by Sheila Nunan, Deputy General Secretary and Treasurer of the INTO, for the best projects. Twelve more students received certificates. The medals and certificates were sponsored by the INTO and the Heritage Council of Ireland. The adjudicators of the projects, Catherine Gralton from Rosmini College and Patricia Cunningham from Scoil Na Mainstreach, Kildare Town, summed up the contents of each project and commented on their educational value before an enthusiastic audience of around 100 people. This was the sixth Awards Ceremony, and over 1000 life stories have been compiled so far.

In November 2006 a former postgraduate student of Marino, Anita Walshe, brought her class of twenty-nine pupils from Belgrove Girls' N.S. to Marino to take part in an Autumn Nature Walk and Treasure Hunt. Afterwards they were brought on a tour of the College.

On Monday 26 February 2007 SESE lecturers Paddy Madden and Laura Walsh attended the official opening of 'National Tree Week' from 4 March to 10 March. As part of National Tree Week, John McLoughlin from the Tree Council of Ireland, visited Marino to present awards to a selection of students for the 'Adopt a Tree' projects submitted by second year students.

Finally a ten point plan for a "Green Marino" has begun implementation. A battery recycling facility has been placed near Reception, the school garden is being upgraded and water savers in the cisterns will soon be installed.

2.10 Elective Studies

As part of the Bachelor of Education programme, accredited by Trinity College Dublin and delivered in Coláiste Mhuire, in the Froebel College, Blackrock, and in the Church of Ireland College of Education, elective options are available as modules. The options offered during 2006/07 included

The world in the classroom

World Religions

European languages in the classroom

Contemporary dance in the classroom

Creative strategies for teaching

Practical music: An active approach

Physical Education: Irish folk dance

Ceol traidisiúnta sa bhunscoil

Digital video in classroom

Exploring Ireland's Heritage

Gatherers and growers

Cluichí Gaelacha sa bhunscoil

Ceramics

Creative textiles over two years

Puppetry and performance

Teacher as writer fiction

It is obvious that students had an opportunity to broaden their personal and academic experience through their option. Some of the options showcased their work e.g. the students on the Digital Video option organised a Film Festival so that others were able to admire their finished products.

New elective Options devised and approved for delivery in the academic year 2007-2008 include

Ag Muineadh Trí Mheán na Gaeilge: Teanga agus Cultúr

Rincí Gaelacha i gComhthéacs an Chultúir Ghaelaigh

Technology for Constructivist learning

Testing, testing, one, two, three. Exploring assessment for learning in mathematics.

Managing Challenging Behaviour in the Primary School **Classroom**

Teaching English as an Additional Language: An Intercultural approach

Resolving controversies in Education: An introduction to research methods

These new options reflect the growing expertise of the staff and the commitment to offer students an opportunity to engage with contemporary issues in education.

2.11 Sport

Coláiste Mhuire Marino has played an important role in Irish sport. Its alumni have been involved with sport, particularly Gaelic football and hurling, at primary and secondary school level, club and inter-county level, as players, trainers and managers. In sporting terms, one could say, without fear of being challenged, that Marino boxes above its weight.

The opening of the sports hall in November 2006 has given an additional impetus to sporting activities in Marino. The new facilities include a full size basketball court with viewing gallery and four badminton courts. The indoor hockey and volley ball facilities have been used to deliver extra-curricular Physical Education courses. The ladies basketball team has made good use of the court and has performed well in the inter-college leagues. The first badminton club has been established in the college while the indoor soccer facility is used by students and outside clubs.

Out on the pitch, Marino has fielded teams in Gaelic football, hurling and soccer, camogie and ladies football. All the teams have performed well, and the energy and enthusiasm generated by the teams have positively affected the spirit of the student body. The formal establishment of the Coláiste Mhuire GAA club has ensured that these teams will go from strength to strength.

2.12 Arts Education

Arts education is highly valued at Coláiste Mhuire Marino and during this year there have been many achievements worth noting and celebrating. The academic year 2006-2007 saw the consolidation of many musical, dramatic and visual arts-based events and activities as well as a number of very welcome new developments.

The B.Ed 2 students proved how dramatic they can be without saying a word! Their presentations of The Passion of Christ, The Famine, The Children of Lir, The Egyptians and many other stories through mime and with masks were performed with imagination and sensitivity. On 13 December 2006, in the Mahony Hall of the Helix Centre in neighbouring Dublin City University, Marino Miscellany was produced, with over 300 performers! From traditional to classical music, drama to dance, choir to musicals, a fantastic spectacle unfolded before our eyes. In January, the first meeting took place of the newly formed Marino Drama Society. After much discussion and many readings it

was decided to perform scenes from Friel's *Dancing at Lughnasa* and Synge's *Playboy of the Western World* (on the centenary of its inaugural production).

On 21 February 2007 Céilí House was recorded in the new Edmund Rice Auditorium. This RTE Radio 1 show was recorded in front of an enthusiastic audience consisting of the various projects and organisations on Marino campus and people from the local community. During the year students continued to work on their own musical instrumental skills attending group or individual piano, guitar or bodhrán lessons. Tin whistle lunchtime sessions were open to all. Differentiated modules and self-study programmes catered for the varying needs of students in their weekly music methods lectures and workshops. The Marino College Choir was founded, and in the space of three weeks had gained sixty-five members. Indeed a second choir, the Male voice choir, also performed with distinction at the aforementioned December concert in the Helix.

Students exhibited collaborative and individual works of art, craft and design along college corridors throughout the year. We expanded our virtual gallery on the college intranet with digital documentation of delicate structures and temporary constructions. Students engaged in many ways of "looking", whereby students made the ordinary extraordinary and the real surreal. They represented the image of Edmund Rice as a painted floor installation influenced by Warhol for the official opening of the Centenary building. Others created collaborative visual Kandinsky-like "compositions" connecting the elements of art with the elements of music. Others designed, constructed and painted relief assemblages illustrating fantasy sweet-making machines. Another key achievement was the black ink, pen and pencil wall mural panels which were created by a whole year group to mark the biennial Helix show.

2.13 Inclusive Education

In aiming to promote respect for pupil 'difference', the Inclusive Education course underlines the fundamental ethos envisioned by our Trustees in their

guiding principles for education in Coláiste Mhuire, Marino. The course, which extends over two years for undergraduates and eighteen months for postgraduate students, comprises three components; Special Education, Educational Disadvantage and Development and Intercultural Education, together with a three-week school placement experience in a special needs context.

With respect to the centrality of 'inclusion' in contemporary education in Ireland, the course enables students to develop attitudes, knowledge and, ultimately, the practical skills required to effectively differentiate the curriculum for all pupils, and, in particular, pupils with general learning difficulties, specific disabilities and/or for whom English is an additional language. As a consequence, it is anticipated that students will come to regard pupil diversity as the norm and their 'inclusive' knowledge and skills as intrinsic to effective teaching.

This year has seen the introduction of assessment of students' engagement with differentiation during teaching practice. We have also celebrated, with the Professional Development team, the invaluable insights offered by more than thirty principals of schools serving designated areas of disadvantage, during their participation in our seminar which considered the introduction of a discrete teaching practice placement in such a context. A 'Global Day' and Resource Fair were other highly successful initiatives and they served to raise intercultural and global awareness across the campus. The future will see much focus on preparing students to support pupils in the areas of basic literacy and numeracy. It will also see the introduction of two elective options; 'Teaching English as an Additional Language: An Intercultural Approach' and 'Managing Challenging Behaviour in the Primary School Classroom', in addition to our present elective 'The World in the Classroom'. These developments will further empower our students to respond to ongoing challenges they will encounter as educators.

2.14 Slí na Sláinte – Promoting an Active, Healthy Lifestyle

The Social, Personal and Health Education (SPHE) and the Physical Education (PE) programmes at Coláiste Mhuire Marino raise the awareness of students of the importance of promoting an active, healthy lifestyle.

One of the overarching aims of the Social, Personal and Health Education (SPHE) curriculum is to promote the health of the child and provide a foundation for healthy living in all its aspects. The SPHE course offered to B.Ed and H.Dip. in Education (Primary) students has health education as a central component. The personal health of the child is examined under the strand *Myself* and the strand unit *Taking Care of my Body*. This strand unit is divided into three sections:

- The section *Health and well-being* examines the importance of personal responsibility for health; and topics such as tobacco, alcohol and illegal substance misuse are discussed.
- The section *Food and nutrition* explores the concept of a balanced diet, the importance of hygiene in food preparation and the factors which influence the consumption of different food products
- Finally, the section *Knowing about my body* focuses on caring for one's body and understanding the changes that take place therein. Personal hygiene and the relationship between health and hygiene are examined.

Emphasis is placed also on the importance of the Health Promoting School and the importance of whole school planning in this area.

Regarding Physical Education, students in Coláiste Mhuire Marino actively engage in the six strands of the 1999 Primary School Curriculum programme in that subject. The six strands include athletics, games, aquatics, dance, gymnastics and outdoor and adventure activities. Through exploring the strands of the Physical Education (PE) programme, students become aware of the centrality of PE to a healthy, physically active lifestyle. Irrespective of personal fitness or ability, students come to appreciate the enjoyment

associated with physical activity and are encouraged to adopt a positive attitude to the teaching of a broad and balanced PE programme.

To enhance the PE programme, students are afforded the opportunity to participate in extra-curricular courses which develop their skills and knowledge base. During the academic year 2006-07, first-aid, volleyball, swimming lessons, soccer and Gaelic games were organised. External linkages with key associations and initiatives such as the Irish Primary PE Association (IPPEA), Active Schools Week and the Irish Heart Foundation are fostered. The IPPEA held its 4th Annual Conference in Marino Institute of Education on 3 March 2007. The hosting of this significant event highlights the contribution the college can make to sharing good practice among the teaching community in the area of physical and health education.

Future goals for the establishment of a health-promoting college place SPHE and PE at the core. Healthy eating habits and other health related choices together with regular physical activity patterns are encouraged.

2.15 Preparing Students for the Digital Age

Information and Communicative Technologies (ICTs) can be useful for enhancing teaching and learning in many areas. In line with guidelines issued by the National Council for Curriculum and Assessment (NCCA), Marino students learn through, with and about ICTs.

Providing staff and students with an effective ICT infrastructure has been a key element to promoting learning through ICT in the college. There are 90 public computers available for student use, which is approximately one computer for every four students. A computer and data projector are fitted in all the seminar rooms. Furthermore, dedicated curricular areas for the Visual Arts, Religious Education and Mathematics are enhanced by the use of interactive whiteboards.

Students in Marino develop their ICT skills in word-processing, publishing software, presentation software, internet-use, e-mail, Web-CT and the use of peripherals such as cameras and scanners. Part-time lecturer Jimmy O'Dwyer, delivers classes on many of these applications.

To enable the students to integrate computers into teaching and learning, as emphasised in the Primary Curriculum, technology is explicitly integrated into many curricular areas. One example of this is the maths competency course which has a module devoted to the use of Logo programming to promote mathematical understanding and problem-solving. Students and staff have also compiled a database of websites useful for teaching and learning. This database is accessible to staff and students on the computer network and is regularly updated.

An elective option is also available to students in Digital Video Editing, Web Design and Technology for Constructivist Learning. This year saw the first Marino Film Festival where elective students premiered the films they made, showcasing work done by them under the instruction of college lecturer, Pat Cunnane.

Dr. Kevin Jennings was recently appointed as a fulltime lecturer in education in the area of ICT. Kevin brings a wealth of experience in Education and ICT to Coláiste Mhuire, Marino.

2.16 Support for Teaching, Learning and Research

The Library in the Marino Institute of Education supports learning, teaching and research across the Institute. It does this by identifying, acquiring and providing efficient access to appropriate information resources and services. Thus the Library operates not only as a collection centre, providing quality assessed resources, but also provides an environment which promotes interaction between users and services to support innovation in teaching and learning, independent learning and a self-help culture.

In response to a request from the Staff Student Liaison Committee, the Library introduced extended opening hours. The Library now opens three mornings a week at eight o'clock, demonstrating the Library's commitment to responding to changes in the needs of Library users.

Since 2003 the Library has been based in St. Patrick's Hall and the physical space has been configured so that library services can respond to the new paradigms in learning and teaching and information services. Thus printed and electronic sources of information are accommodated side by side. In developing the collections, the key areas are the acquisition of resources which support initial primary teacher/pre-service education and the provision of Teaching Practice resources. The Institute's research activities are supported through activities such as document delivery, inter-library loans and current awareness services.

The ground floor of the Library accommodates the Circulation Desk and the main lending collections. The printing and photocopying facilities are located adjacent to a bank of computer booths. The Reading Room is on the first floor and has forty-four individual study carrels.

The Curriculum Resource Room, also on the first floor, is a multi purpose room. It houses resources to support Teaching Practice. This space has been furnished to allow its use as a group study area and seminar room. The Library held its third annual Library Ireland Week Social Evening here, bringing the wider Marino community together to share an evening of music, poetry and song.

2.17 Student Support Services

In Coláiste Mhuire Marino, as in all Third Level Colleges, staff realise that students may require, from time to time, some extra personal support and

advice. Coláiste Mhuire offers all students a range of support services, five of which are briefly presented.

- Induction of new students

Undergraduates and postgraduates receive approximately three days of Induction on their arrival at Coláiste Mhuire Marino. These days are designed to help students familiarise themselves with the staff, the campus and the programmes and to enable students complete formalities such as registration. They each receive a College Handbook which sets out academic guidelines as well as information about student life on campus.

- Tutor system

Each student is assigned a personal tutor at time of registration. The tutor is available to provide personal and academic information, assistance and support. Overall, the tutor helps students in their relations with the College and with TCD and provides an ongoing point of contact.

- Chaplaincy

The chaplaincy is an integral part of the life of Coláiste Mhuire Marino. It fits within the tradition of the college where the care and well-being of the individual are paramount, irrespective of their faith background. It was established in 1999 to cater for the diverse needs of students and staff as Coláiste Mhuire Marino evolved from a college that traditionally catered for a small number of students to one catering for over 400 students. The Chaplaincy realises its ministry through providing pastoral care in areas of personal support with college life, bereavement and illness, inviting the community to celebrate significant moments in the life of the college and creating a space for prayer, reflection, transformation and personal formation.

- Health Service and Counselling Service

The Student Health Service and the Student Counselling Service in Trinity College are confidential services available free of charge to all Coláiste Mhuire Marino students because they are also registered Trinity College students.

- Student Assistance Fund

A Fund is provided under the 2000-2006 National Development Plan which is sourced in the European Social Fund. This Fund is intended to tackle disadvantage by providing financial support to students experiencing particular financial difficulties so as to enable them to fully benefit from their third-level studies. "The Student Assistance Fund" - as it is called - is distributed by the Student Support Unit of the Department of Education and Science on the basis of full-time student enrolments. A member of the lecturing staff prepares guidelines for student applications for funding and a committee examines each application.

2.18 Summer Inservice Courses for Primary Teachers

In keeping with the guiding principles for Marino Institute of Education, Coláiste Mhuire Marino is committed to providing a strong element of teacher education across the professional lifetime continuum. This summer (2007), as part of an extensive summer course programme, Coláiste Mhuire provided a wide range of courses based on the Primary School Curriculum, school organisation and other priority areas. Courses were offered during the first week in July and the last week in August, with two online courses running for the duration of the school holiday period.

In one very popular course participants were afforded the opportunity to examine and devise units of work for their class and explore authentic artistic development in *Exploring the Four Suggested Starting Points for Visual Art* under the direction of Michael Flannery and Clodagh Mac Donagh. This was complemented by a practical, classroom-orientated course *Arts in Action* which thematically drew together elements of Drama, Music and Visual Arts in a most enjoyable fashion.

Another highlight of the summer course programme was a unique course which took the form of a laboratory class where course tutor Sean Delaney from the mathematics department taught mathematics to a class of pupils for two hours each day, with the course participants in attendance. The mathematics lessons taught to the children were then used as the subject

matter of the course for the teachers.

Paddy Madden from the SESE department presented a practical hands-on course where participants used the beautiful natural environment at the college to explore design and planning techniques on the basics of school gardening. Meanwhile, another enthusiastic group of teachers was taken on a collaborative journey through the curriculum and curriculum methodologies for infant classes by Joan Kiely from the Early Childhood Department, Laura Walsh from the SESE Department and Caitriona Cosgrave from the PE Department.

Aodán Mac Suibhne, Head of the Irish Department, provided opportunities for teachers to improve their spoken Irish during informal activities and visits to cultural and heritage sights in Dublin.

In another unique course, under the tutelage of Pat Cunnane from the ICT department, participants learned how to use a video camera, transform their footage into a film on DVD and employ a range of editing skills while learning the benefits of using digital video in education.

Brendan Culligan took time out from a busy schedule in Froebel College to offer a very interesting course on dealing with literacy difficulties in the primary classroom.

For the first time in the history of inservice education at Coláiste Mhuire an online course was offered to participants. This course on *Teachers and the Law* was designed by David Ruddy and made available to participants all over Ireland by our ICT department at Coláiste Mhuire. Another online course on *Teaching English as an Additional Language: An Intercultural Approach* designed by Barbara O'Toole of the Inclusive Education Lecturer at Coláiste Mhuire Marino was presented in association with the INTO Professional Development Unit. This course offered a range of strategies for teaching children who are learning English as an additional language.

Chapter 3 Centre for Education Services, Marino Institute of Education

3.1 Centre for Education Services: Overview

The Centre for Education Services (CES), established at Marino Institute of Education in 1999, is at the core of Marino's reputation as a creative and innovative force in Irish education. The vision of CES is to provide purposeful, ground-breaking and transformational responses to existing and emerging issues involving:

- Leadership in education
- Catholic identity of schools
- Religious education support
- Conflict resolution
- Professional training and development
- Conflict management
- Culture and ethos
- Policy development for schools
- Partnership models
- Inclusion in education.

The Marino Trust Fund, established by the Irish Christian Brothers, has provided essential seed funding for programmes and projects to progress the work. More recently commissions from the Department of Education and Science and a new Development Board in the area of Catholic Education have augmented the contributions of the Christian Brother congregation. The Centre works in partnership with representative organisations such as the episcopate, management and trustee bodies, teacher unions, and others. It provides support and new responses to emerging needs of the Catholic

Network of Schools as they strive to articulate and make visible what is distinctive about their contribution. The goal of the Centre is to offer schools and local communities across the country the sustained support they need to carry out their mission in education.

The Centre undertakes commissions from individual organisations and groups in educational and professional settings, providing:

- In-service and training
- Consultancy
- Process development
- Seminars
- Publications
- Courses and programmes
- Targeted research.

Since its establishment the Centre has worked closely with over 500 schools, provided in-service to more than 4,000 teachers, school principals, parents and students and facilitated a range of courses in adult education. The Centre has published eight titles under the Marino Institute of Education imprint.

3.2 Edmund Rice Schools Trust Charter (ERST) Implementation

For over two hundred years the Congregation of the Irish Christian Brothers has been providing both primary and secondary education. The Congregation has decided to establish a lay trust to manage the 106 schools in the Christian Brother network into the future. The network includes primary and secondary schools in all four provinces of Ireland.

Central to this development are the publication and implementation of the Edmund Rice Schools Trust (ERST) Charter. The Charter describes both the

vision and mission of schools within ERST. The five key elements of an ERST school, as defined by the Charter are:

- Nurturing faith, Christian spirituality and Gospel-based values
- Promoting partnership
- Excelling in teaching and learning
- Creating a caring school community
- Inspiring transformational leadership.

A Charter Implementation Office has been established at the Centre for Education Services, Marino Institute of Education. The project is managed by Luke Monahan, Head of the Centre for Education Services; and to date two project officers - Seamus Byrne and Kevin Mullally - have been appointed to work on the project.

The ERST Charter was initially launched and presented to both Boards of Management and Boards of Governors along with the principals at a number of regional gatherings. Since October the Charter has been presented to staffs of the schools of the Christian Brother network throughout the country. The Charter is also being presented to students. A student consultative group, formed from regional meetings of student councils, is involved in the production of a student guide to the ERST Charter.

Charter promotion teams have been established in the schools of the network. It is envisaged that these teams will be supported and resourced through the ERST Charter Implementation Office. Regular evaluation of the project will inform future planning.

3.3 The Catholic School Project

The Catholic School Project began in 2001 with initial seed funding from the Marino Trust Fund. The project's draft mission statement is as follows:

“...The mission of the Catholic School Project is to be an advocate for the rich but endangered spiritual heritage found in the Catholic schools of Ireland. Using imaginative approaches and operating as a ministry of influence, the project seeks to make Christ known and loved and to accompany staff members on the professional, pastoral and spiritual journey to be fully human and fully alive as teachers. Responding to deficits in knowledge, confidence and creativity, the project seeks to support, inspire and train educational personnel so that Catholic schools are re-imagined and renewed for a new century and a changing world.”

The project team organised a landmark conference in 2002, entitled ‘Re-imagining the Catholic School’, the proceedings of which were later published under the same title by Veritas publications. Following the conference the project team began work with the school networks of religious congregations and with a number of dioceses. The work now extends all over Ireland, north and south, with occasional requests from management bodies to work with school communities in England. A second publication, *Strategies for Building Faith Communities in Schools*, was published in 2005. In the spring of 2006 two of the Catholic School Project team, Ned Prendergast and Dr. Tony Hanna, contributed a series of ten articles on Catholic Education to the *Irish Catholic* newspaper. These articles are being prepared for publication in monograph form.

Further dimensions of the work of the project include regular reports to the Episcopal Commission on Education. Project team members were invited to address the Irish Episcopal Conference in December 2005.

In 2006 a new funding structure was established with the support of very significant donations. A Development Board now plays an important role in the project’s strategic direction and planning. Achievements this year also include the launch, in conjunction with Milltown Institute, of a Post Graduate Diploma in Spirituality and Leadership in Education.

3.4 Post Graduate Diploma in Spirituality and Leadership in Education

In the course of the work of the Re-Imagining the Catholic School Project it emerged that there was a need for a programme to equip principals and those aspiring to the role to become competent Catholic leaders. Thus, the Post Graduate Diploma in Spirituality and Leadership in Education is designed to develop graduates' sensitivity to the place of the "soul" within the school community and to be attentive to the delivery of the religious ethos of the school and its integration into the wider school framework.

The course is a collaborative venture between Milltown Institute and Marino Institute of Education. The current director of the course is Dr. Tony Hanna of Marino. The course began in January 2007 with an initial intake of fifteen students. A second cohort of students will begin their studies in Autumn 2007. It is anticipated that students will be able to progress to a Master's degree by 2008.

3.5 An Tobar – Sustaining and Enriching Religious Education

An Tobar seeks to address the needs of the religious educator in Ireland for whom the context and environment in which they work has changed dramatically in recent times. The project team work closely with post primary schools in offering practical, innovative and effective support. The team support schools through:

- Individual Visits : Individual visits to school Religious Education teams to resource and support those with responsibility for Religious Education e.g. assisting with planning, resources, strategies and best practice
- Religious Education Policy Development: Working with task groups to develop a Religious Education Policy in schools. This involves

facilitation of meetings with the task groups to review the RE department and set goals. An Tobar members are also available to present the policy in draft form to school staff, before ratification

- Consultancy Service: A consultancy service for schools that want to create new programmes for Senior Cycle Non-Examination Religious Education
- Regional Cluster Meetings: The facilitation of regional cluster groupings for teachers of Religious Education with the outcomes of: professional support, the sharing of resource material and good practice
- Resource Centre: A resource centre with a wide variety of classroom resource material, DVDs, videos, reference books, CDs and thematic resource packs which members may borrow or view. This includes full access to the resources on the *An Tobar* website www.antobar.ie. To date the website has over 10,000 hits from teachers
- Resource Material: The circulation of materials appropriate for classroom and whole-school gatherings relating to the liturgical seasons or cycle of school life
- Induction: In-service in mentoring and the induction of newly qualified teachers of Religious Education
- Newsletter: The **An Tobar** Newsletter is sent out four times a year containing up to date information on the Christian Brother Network, articles of interest for RE teachers and chaplains and practical classroom resource material.

The An Tobar team includes Sr. Anna Ryan, Fiona Gallagher and Aiveen Mullally.

3.6 Inclusion of Students of Different Faiths in Denominational Schools

Denominational schools face significant challenges as the cultural and social landscape of Ireland changes. The inclusion of students of different cultures and religious beliefs has resulted in many denominational schools re-examining their school ethos to take cognisance of the new context and reality

within schools. School communities are looking at ways to cater for students of different faiths within a Catholic ethos. These are often students who are committed to their religious tradition, as are their families.

At the same time Catholic schools are increasingly admitting students who are only nominally Catholic and whose parents often show little interest in the faith development of their son or daughter. The An Tobar project is providing guidance and support for schools through:

- Guidelines: Providing a set of guidelines on the inclusion of students of different faiths that were written for the Christian Brother Network
- Continuing Professional Development: Offering staff in-service on the nature of the Catholic school and inclusion
- Policy Formation: Assisting task groups devise a whole school policy on the inclusion of students of different faiths.

3.7 An Tobar Prayer Room Initiative

Recognising that increasing numbers of second level students have less and less experience of ritual and prayer outside that which they are offered at school, the Trustees of the Christian Brothers have responded by making generous donations towards the development of Prayer Rooms in its secondary schools. Schools are invited to submit an application for a grant to develop or re-create a prayer space in their schools and two are selected to work with liturgical artist Fergus Costello on the design of a prayer space within their school. An Tobar co-ordinates this Prayer Room Initiative. Schools that have benefited from this project to date include:

- St Kevin's CBS, Arklow
- Oatlands College, Dublin
- CBS, Carrick-on-Suir
- Colaiste Mhuire, Mullingar

- CBS, Ballyroan, Dublin.

3.8 The Faith Development Project

The Faith Development Project was established jointly by St. Helen's and St. Mary's Provinces of the Christian Brothers in September 2005 as a means of giving concrete support to teachers who can feel isolated in their roles as religious educators. The Project encourages schools to examine their approach to faith and engage in a process of developing a Faith Development Policy. Neasa Ní Argadáin is the Faith Development Officer.

Rapid social change is impacting on the confidence of teaching staff in articulating their approach to faith development. Through workshop sessions, staff have the opportunity to discuss some of their concerns and challenges as religious educators. These concerns include inadequate parish support, parental apathy and the inclusion of pupils from a variety of cultures and faiths. Staff can sometimes be apprehensive about engaging with faith development. In a climate of increasing privatisation of religion, when many people consider spiritual matters to be private, personal and intimate, it is important that this initiative is not perceived as invasive or intrusive. Instead, a public arena where matters of faith, particularly in the context of the individual school, can be discussed openly, honestly and safely is created.

The process aims to affirm the staff for the good work that is ongoing in their school and encourages recognition of that effort. It identifies particular challenges facing each school and provides a starting document on faith development which can be addressed in subsequent visits. The input concludes with a quiet reflection which is very well received. The project is specifically targeted at primary schools in the Edmund Rice Network.

The project also provides resources to help schools celebrate Advent, Lent, Easter and Blessed Edmund's Feast Day. A significant set of guidelines was drawn up to support schools in including pupils of different faiths, with

ancillary resources and a staff workshop on this theme. Many schools have availed of the service. A song contest was organised in Spring 2007 to engage pupils in reflecting on the life and legacy of Blessed Edmund Rice.

3.9 Promoting Partnership

Funding to encourage partnership initiatives was provided by the Marino Trust Fund from 1999-2001. Subsequently insights gleaned from the early initiatives were integrated into the Department of Education and Science (DES)-funded and National Centre for Partnership and Performance (NCPPE)-supported Promoting Partnership Initiative (2002-2007) which is managed and facilitated by the Centre for Education Services at Marino Institute of Education. To date over 100 schools have been directly facilitated in forming partnership fora to facilitate issues of school improvement being practically addressed. These schools have on many occasions come together to share best practice. Three books have been published which illustrate the practical and achievable outcomes of a partnership approach in education. See Appendix 5 for details.

3.10 School Culture and Ethos Project

The School Culture and Ethos project was set up with generous financial assistance of the Christian Brothers to enable school communities to articulate their unique culture and ethos. In supporting the school community to reflect on the mission and ethos of their own school, the foundation was laid for further collaborative work in the context of the Department of Education and Science School Development Planning Initiative.

A very successful international conference on School Culture and Ethos was held in 2000. Subsequently, research conducted both in Northern Ireland and the Republic resulted in the publication of a Culture and Ethos pack and a book of essays on Culture and Ethos. Over 170 schools received training in the use of the pack to carry out their own culture and ethos analysis.

More recently, the project has diversified into two new areas. In co-operation with Fr. Harry Bohan of Ceifin and Bishop Willie Walsh in Ennis, the Culture and Ethos process has been modified to facilitate Catholic communities and parishes linking their Catholic primary schools with parish pastoral councils. This new initiative has been incorporated into the Pastoral Plan for the Diocese of Killaloe, and Educational Fora are being established throughout the whole diocese. An Educational Forum will enable the Catholic community of each parish to support and protect Catholic Primary education in that parish. The Culture and Ethos process has been adapted also to enable the Bishops to review the role of diocesan colleges within the context of a rapidly changing Ireland.

It is also hoped to expand this project by adapting it to enable schools to use the Culture and Ethos process to prepare in a systematic way for a whole school evaluation (WSE). This process is ideally suited to this task as it encourages collaborative self-review and facilitates the provision of quality information on core elements central to whole school evaluation.

3.11 Addressing Conflict in Schools

Poor interpersonal relationships and conflict between adult members of the school community can undermine the positive work of articulating core values. The Department of Education and Science and the Christian Brothers Trust Fund provided funding for the initial research needed to establish the project. The project leader, Noel Canavan, received training in the skills of mediation. Research is continuing into the needs of schools in this important area.

To date mediation services have been provided to schools and the project team have responded to requests from schools and other groups such as guidance counsellors and School Development Planning personnel by making presentations to staffs on the nature of conflict and how to deal with it. Two exploratory seminars were held for school principals in 2006. As a result of

their success, due in large part to the participation and support of Treasa Kenny, two further seminars will be organised in 2007. Work is in progress on the preparation of resource material for publication.

3.12 School Leadership Project

The Centre for Education Services through its contact with schools, principals and teachers, recognised that training of principals and staff in the area of school leadership was an integral part of the process of developing Catholic education and of ensuring that the educational philosophy and charism of Blessed Edmund Rice would remain central to the identity of Christian Brother schools .

Supported by funding from the Marino Trust Fund, a residential course on school leadership was first organised in the summer of 2000. The course has been repeated each year (2000-2006) since then. In response to requests from school principals, the course was offered in modular form during the school year 2006/7 as one day seminars. To date over 300 principals have participated in School Leadership courses.

Under the leadership of Noel Canavan and with important contributions from experts such as Ruth Handy and Colm Hewitt, the school leadership project continues to build on its previous successes and prides itself on providing the most up-to-date research and thinking in the area of school leadership.

3.13 School Amalgamations Project

The expertise gained by the staff of the Centre for Education Services from looking at the culture and ethos of schools, from the Conflict in Schools Project and from the Leadership Project has meant that they are ideally suited to enabling school amalgamations. One of the best ways of preventing conflict in an amalgamation situation is to examine the culture and ethos of the schools involved and to anticipate possible areas of conflict due to different belief systems and cultures. The experience gained in the area of culture and

ethos could also be used to facilitate the new school developing a new culture and ethos, separate from the old one but which would incorporate the best of the past.

Several amalgamation processes have been undertaken to date. It is planned to produce resource material and literature which will enable schools to be guided by best practice. The Centre for Education Services has been involved in research into ten amalgamated schools and many lessons have been learned from data collated in this area.

3.14 Policy Development and Support Services to Schools

This service to post-primary schools, begun in 2003, has expanded considerably over the past year, with a current membership of 285 schools. The website (www.marinopolicy.ie.) provides templates and guidelines in relation to key policy areas in school. These are supplemented by interactive services including Frequently Asked Questions and legal comment. The service is co-ordinated by Luke Monahan, Head of the Centre for Education Services, with legal expertise provided by Ian O' Herlihy of O'Hagan Solicitors. Regional seminars are held annually in November and May when the main elements of core policy areas are outlined to school personnel and they are assisted in applying the template and guidelines to their own context. This service to schools is compatible with the framework of the School Development Planning Initiative.

3.15 Research in the Centre for Education Services

The Centre for Education Services has a research unit that has engaged in a wide range of research projects on topics such as conflict, culture and ethos, congregational identity, partnership and amalgamation. It has developed several research services to meet a range of needs of commissioning groups or organisations. In particular, with our colleagues across the Institute, it has:

- A team of experienced researchers in qualitative and quantitative approaches
- A proven track record in project management particularly in terms of timeframe, budget, project design, reporting, personnel, administration etc
- Experience in publishing and giving presentations to various audiences.

The core volume of work has been in identifying the living ethos with management, teachers, students and parents. The result of this research is evidenced in publications by Centre for Education Services personnel past and present including Noel Canavan, Seamus O'Brien, Catherine Furlong, Ned Prendergast, Tommy Coyle, Tony Hanna and Luke Monahan. See Appendix 4 of this publication for details.

Chapter 4 Department of Education and Science Support Programmes and Other Initiatives at Marino Institute of Education

4.1 An Scrúdú le hAghaidh Cáilíochta sa Ghaeilge (SCG)

Is scrúdú é an S.C.G. do mhúinteoirí a fuair a gcuid oiliúna mar bhunmhúinteoirí lasmuigh den stát ach nach bhfuil an cháilíocht sa Ghaeilge bainte amach acu, cáilíocht atá riachtanach le lánaitheantas a fháil mar bhunmhúinteoir laistigh den stát. Is í seo an tríú bliain don S.C.G. a bheith faoi stiúir Choláiste Mhuire, Institiúid Oideachais Marino.

Tá triúr ag obair in Oifig an S.C.G. ag riar agus ag eagrú an Scrúdaithe, Peadar Mac Giolla Bhríghde (Comhordaitheoir), Éamon Ó Briain (Oifigeach Sinsearach) agus Sharon Nic Mhaghnuasa (Rúnaí). Ina theannta sin, bíonn Rannóg na Gaeilge freagrach as dearbhú caighdeán sa tionscadal seo. Ag tús na bliana acadúla seo, seoladh an leabhar *Cóir Ghaoithe* le hAodán Mac Suibhne (Eagarthóir) agus an Dr. Marie Whelton agus is é seo bunleabhar agus bunchloch an chúrsa d'iarthóirí an S.C.G. Tréaslaímid le hAodán agus

Marie as ucht na hoibre iontaí atá curtha i gcrích acu agus atá ag cur le clú agus cáil Marino ar fud na tíre.

Tabharfaidh spléachadh ar na huimhreacha, léargas ar obair an S.C.G. An bhliain acadúil 2006/2007: 730 iarrthóir cláraithe, oiliúint ar 51 teagascóir, comhordú déanta ar 645 cuairt scoile, oiliúint ar 36 scrúdaitheoir do na gnéithe praiticiúla, leabhar amháin seolta agus 1800 leabhar curtha i gcló, comhordú agus monatóireacht déanta ar 26 cúrsa ar fud na tíre, scrúdú i 2 ionad, 70 ag obair ar laethanta an Scrúdaithe, 580 scrúdú cainte déanta, 1153 comhad tionscadail ceartaithe, 3443 píosa d'ábhar ceartúcháin, 29 ceartaitheoir oilte agus i mbun oibre, agus cuairt tugtha ar oileán amháin!

Trasnaíonn an S.C.G. gach uile chearn d'Institiúid Oideachais Marino. Tá ár mbuíochas ag dul don Oifig Airgeadais agus don Oifig Chomhdhála as an obair a dhéanann siad dúinn, is minic a bhímid ag brath orthu. Buíochas ar leith d'Éamon agus Sharon in Oifig an S.C.G. as an obair ghairmiúil go léir i mbliana.

4.2 Reading Recovery Centre at Marino Institute of Education

Reading Recovery is an early intervention for children who have made very little progress in reading and writing during their first year at school. It involves a daily one-to-one lesson with a highly trained teacher for a period of between fifteen and twenty weeks. At the end of this time, most of these 'hardest to teach' children have caught up with their classmates and can read and write at a level appropriate to their age.

Marino Institute of Education, in collaboration with the Department of Education and Science and the Institute of Education (University of London), launched the second implementation of Reading Recovery in the Republic of Ireland in September 2002. Sr. Freda Kenny teaches the postgraduate course and provides on-going professional development for trained Reading

Recovery teachers. Dawn Gleeson acts as in-service assistant for Reading Recovery.

The success of Reading Recovery is largely due to the quality and intensity of the initial and on-going professional development for qualified and experienced teachers selected annually for the Postgraduate Certificate Course in Reading Recovery (University of London). This course is delivered at Marino Institute. To date, five cohorts of teachers have graduated at MIE and are now implementing the programme in 60 schools throughout the Dublin region.

By September 2007, there will be seven Reading Recovery Centres in Ireland in counties Monaghan, Galway, Cork, Limerick, Kilkenny. A second centre for Dublin will be established at Dublin West Education Centre. Success is judged by the achievement of children who participate in the programme. The children are aged between five years nine months and six years three months and each teacher submits to a central statistical site in the U.S. pre- and post-intervention data for each child taught in the programme. The success rate in Marino is close to 90% with accumulating, follow-up research evidence showing that gains achieved are subsequently maintained. Programmes in the Republic of Ireland last about eighteen weeks or thirty-eight hours, on average. This seems a small price to pay for helping such children to access the curriculum and for sparing them the negative spin-off effects of literacy failure.

4.3 Social Personal and Health Education Support Service (Post Primary)

Social, Personal and Health Education (SPHE), as part of the curriculum, supports the personal development, health and well-being of young people and helps them develop the skills to maintain supportive relationships. To be effective, the programme must be supported by a positive school climate and

atmosphere and so we talk about a whole school approach or a health promoting school context.

The SPHE Support Service was established in 2000, with a mandate to support second level schools to implement SPHE. SPHE became a required part of the Junior Cycle Programme in 2003.

Given that the *Health Promoting School Initiative*, linked to a European project, and the Substance Abuse Project, *On My Own Two Feet*, had previously been located in Marino Institute of Education, it is easy to see why the Department of Education and Science decided to base the SPHE Support Service at Marino.

The support service works as a partnership between the Department of Education and Science, the Department of Health and Children and the Health Service Executive (HSE). John Lahiff (National Coordinator) and Ann Doherty (Administrator) work from the offices in St. Patrick's Hall. Eleven Regional Development Officers (DES), supported by Health Promotion Officers (HSE), provide a comprehensive service for schools regionally.

The National Council for Curriculum and Assessment is finalising an SPHE curriculum for Senior Cycle. When complete, this will be forwarded to the Department of Education and Science for approval and a decision about implementation.

A research report, *RSE in the context of SPHE: an Assessment of the Challenges to Full Implementation of the Programme in Post-Primary Schools*, was recently launched by the Minister for Education and Science. The research found that 'teachers within the case-study schools advanced very favourable accounts of the in-service training they received. ... the training they received helped them to develop skills specific to the teaching of RSE.'

The SPHE Support Service values its long association with Marino Institute of Education and the many friends we have made over the years.

4.4 Post Primary Languages Initiative

The Post Primary Languages Initiative was established under the National Development Plan 2000 – 2006 to implement the policy of the Department of Education & Science of diversifying, enhancing and expanding the teaching of languages in post-primary schools.

The National Coordinator of the Initiative is Brídín Gilroy and the website is www.languagesinitiative.ie The target languages selected in the first phase were Spanish, Italian and Japanese and, a little later, Russian.

The Initiative administers grants to schools introducing one of the target languages and, in the case of Japanese which was introduced from a base of zero, manages the entire programme from the hiring of visiting teachers to their deployment in up to 60 schools in Dublin, Cork, Galway, Ennis and Sligo. On the basis of an initial Transition Year module, increasing numbers of students are opting to take the two year *ab initio* Leaving Certificate course. Meanwhile, the demand for Spanish has increased dramatically in recent years due in part to the work of the Initiative and to other factors such as the increasing appreciation of its importance as a world language as well as the popularity of Spain among the Irish as a tourist destination.

The Initiative also engages in teacher training and the production of teaching materials. Textbooks for Junior Certificate Italian and Leaving Certificate Spanish have already been published, as well as workbooks in the Japanese scripts of *katakana* and *hiragana*. *Nihongo Kantan*, a Leaving Certificate textbook for Japanese, will be published shortly.

The Initiative is set to continue under the new National Development Plan 2007 – 2013 and plans for this new phase include the expansion of the

Transition Year module in Russian, the production of a Leaving Certificate textbook in Italian and the introduction of Chinese.

4.5 School Development Planning Initiative (Post-Primary)

The School Development Planning Initiative (SDPI) was established by the Department of Education and Science in 1999. Its purpose is to stimulate and strengthen a culture of collaborative development planning in school communities, with a view to promoting school improvement and effectiveness (*Ministerial Announcement, 20 May 1999*). SDPI is staffed by a National Coordinator and a team of Regional Coordinators, all of whom are on secondment from second-level schools on a year-to-year basis. The SDPI National Office is based in Marino Institute of Education (MIE). MIE is represented on the SDPI Internal Management Committee.

The remit of SDPI is to provide support for post-primary schools in relation to all aspects of the school development planning (SDP) process:

- Development or review of a statement of mission, vision and aims that seeks to articulate the characteristic spirit of the school
- Review of the school's current situation in order to identify development needs and planning priorities
- Design of action plans and policies to address the school's priorities
- Progress review in relation to the implementation of the school's action plans and policies
- Evaluation of the school's success in addressing its development needs and planning priorities.

The SDPI Team has established a support programme for schools featuring:

- Services to schools on an individual basis—information, advice, training, facilitation—focusing on issues identified by the schools themselves

- Cluster workshops for school SDP coordinators, focusing on issues selected by the regional cluster group
- Network workshops to serve schools of a particular category (e.g. with a common patron) or addressing a particular issue (e.g. interculturalism)
- Regional seminars for school principals/deputy principals and teachers involved in leading or coordinating SDP in their schools, focusing on issues emerging nationally as planning priorities
- Training courses, including a one-year diploma course accredited by NUI Galway, and annual summer schools
- Resource materials
- Grant scheme.

SDPI collaborates with fellow Support Services and other education agencies in providing coordinated CPD support and training for schools and teachers. SDPI also cooperates with the Inspectorate to ensure a fruitful interrelationship between school planning /self-evaluation and external evaluation in the promotion of school improvement. In the MIE context, SDPI is happy to engage with the Centre for Education Services. The SDPI National Coordinator is a member of the Steering Committee for the MIE Partnership Project.

4.6 Refund of Fees Scheme

The Teacher Refund of Fees Scheme is administered by the Marino Institute of Education on behalf of the Department of Education and Science. The Institute is indebted to the late Br. Charles A. Gallagher who acted as administrator for this scheme for many years. Br. Gallagher was ably assisted by Madge Bolger who continues to act as secretary to the scheme. Br. Leo S. Kelly currently acts as administrator on behalf of the Institute. The purpose of the scheme is to reimburse teachers for the costs incurred on successful completion of approved in-career development courses. A steering committee including representatives of the Department of Education and Science,

Catholic Primary School Managers' Association and Marino Institute of Education, is responsible for approving the applications for refund of fees.

Details of the scheme, including copies of the appropriate Department of Education and Science Circular Letter, application forms and an explanatory booklet are dispatched each year to all schools and Education Centres in the country.

Under the 2004/5 scheme a total of 481 claims were approved which amounted to €684,903.82. Individual payments ranged from €5,072.84 to €171.63.

4.7 Marino-Iona Programme 2007

Iona College, New Rochelle, New York, founded by the Christian Brothers in 1940, offers a wide variety of undergraduate and graduate degrees in Arts, Science and Business. The Marino-Iona Programme is part of the Iona Study Abroad Programme which is designed to enrich the liberal arts education of Iona students through courses that maintain high academic quality and offer opportunities for study and travel. The programme of study at Marino offers five modules:

Irish History 1840-2007

Anglo-Irish Literature

Philosophy

Peace and Justice Studies

European Studies.

During the twelve week semester, two four-day field trips are organised to the North and the West of Ireland. Students also visit Glendalough, Newgrange, Dáil Éireann and the Abbey Theatre.

This year, 2007, thirteen students from four states - New York, New Jersey, Massachusetts and Rhode Island - participated in the Marino-Iona programme. Students are awarded three credits for each completed module. At the Iona Commencement Ceremony in 2007, the fact that thirteen of the major award winners had studied at Marino is evidence of the quality of the Marino-Iona Programme.

4.8 Age and Opportunity

Age and Opportunity traces its origins to a survey carried out into the attitudes of younger people towards older people. The survey, conducted in the late 80s, led to action to promote more positive attitudes to ageing and older people, which ultimately led to the setting up of Age and Opportunity as an organisation with the following aims:

- ❖ To challenge negative attitudes towards ageing and older people
- ❖ To promote greater participation by older people in society.

In order to fulfil our aims, we work in a broad range of areas such as the arts, physical activity and sport, education and training in age equality.

In the arts we coordinate the May-time Bealtaine festival, celebrating creativity in older age, and we also run an innovative training programme to improve quality of life in care through the arts. Bealtaine is now one of the country's largest arts festivals with 1000 events and 40,000 participants in 2006. Being unique in the world, Bealtaine is stimulating an increasing interest from abroad and is now being replicated in Wales. We run Go for Life, an extensive programme encouraging more involvement in physical activity and sport. Funded by the Irish Sports Council, Go for Life has many aspects, including grant-making and a range of education initiatives that reach older communities all around the country. Our education initiatives include AgeWise workshops which offer an introduction to the issue of ageism and age discrimination.

All our main programmes are national ones and involve collaboration with a range of organisations: health service providers, arts institutions, local sports partnerships, local authorities and others.

Age and Opportunity is managed by a Board of Directors, all of whom are retired volunteers with expertise in different fields. Age and Opportunity's Honorary President is Mamo McDonald, former national President of the Irish Country Women's Association. Catherine Rose is the CEO and there is a staff of approximately 14 people (not all of whom are full-time).

Age and Opportunity receives core funding from the Health Services Executive and programme funding from a variety of sources for individual programme areas, such as the Irish Sports Council and the Arts Council. Recently The Atlantic Philanthropies has agreed to invest in Age and Opportunity.

Chapter 5 Research and Publications: Coláiste Mhuire Marino

5.1 Research in Marino: Building on Tradition

June 26th 2007 marks the fortieth anniversary of the conferring by University College Dublin of the Degree of Master of Psychological Science on Br. James J. O'Sullivan, also known as Br. Séamus Vianney Ó Súilleabháin. At the time he received this degree Br. James already held a B.A. from London, and B.Ed. and PhD. degrees from Queen's University Belfast. From 1966 he was Professor of Education in St. Patrick's College Maynooth. He is part of the story of Marino because prior to becoming professor in Maynooth, he lectured in Coláiste Mhuire. More significantly, during his time lecturing in Marino, he conducted the piece of research that both led to the award of his Master's degree and for many years explicitly linked the name of Marino with

reading instruction in Ireland. Br. James's Master's degree led to the production of the Marino Graded Word Reading Scale, probably the piece of research from Marino that is best known among Irish teachers of a certain generation.

The Marino Graded Word Reading Scale was the first objective reading test standardised on Irish students. It consisted of a single sheet of 130 words, graded in order of difficulty from "at" to "apophthegm," which a child was asked to read aloud, and based on the number of words pronounced correctly a reading age was calculated for the child. The test was standardised on a representative sample of 2500 young people aged 5 to 19, from all over the country. In the acknowledgements section of the thesis, Br. James thanks "the teachers and pupils of Ireland for their co-operation" and "the students of St. Mary's Training College, Marino, Dublin, for their practical assistance in the clerical and statistical work". It seems that such cooperation and help compensated for some of the challenges that Br. James encountered at the time:

"The complete lack of secretarial facilities, the individual nature of the organisation, the almost total lack of acquaintance with testing on the part of Irish teachers, the absence of field workers and the heavy expense involved, despite a small grant from the Department of Education" (Sullivan, p. 32).

He went on to express the hope that his work on the Marino test would be the "forerunner of many other precise measuring instruments" (p. 32).

The test was developed by asking teachers from all over the country, familiar with particular age groups, to suggest words that might be included on a list of words for those age groups. Initially, 719 teachers (29% of those who received requests to participate) from 393 schools responded with lists of 38,340 words covering the age range 5 to 15. Teachers in urban primary schools and in vocational schools were more likely to return lists of words than those in rural schools or in secondary schools. In his dissertation Br.

James bemoans the fact that 65% of the money spent contacting schools was spent in vain. The list of words was subsequently extended to include words for the age group 16 to 20, taken from the Oxford Concise Dictionary and tested on students of each age group, 16 through 20.

A first draft of the graded reading test consisting of 30 words for each age group was drawn up based on the lists of words provided. Correctly completed test result sheets were received for 2298 children (an average of 208 at each age level, with a range from 48 5-year olds to 364 10-year olds). Boys and girls attending both urban and rural schools were tested. Because there were 430 words, scored as being read correctly or incorrectly on each returned test sheet, the number of scores to be analysed was close to one million. The ten best words were then “selected for each age group based upon a criterion of 50% passes,” where a pass consisted of correctly reading and pronouncing the words among the particular age group (p. 115). An additional 303 students in the 16-19 year age group were tested and based on the test results additional words were chosen for each of these age groups.

The validity of a test relates to what it measures and how well it does so. The validity of the Marino Graded Word Reading Scale was assessed by correlating how students performed on it with how the same students performed on similar tests developed in the U.K., and by correlating students’ ranked scores on the reading test with how class teachers ranked the same students based on their reading efficiency. Reliability of a test is an estimate of how much of the difference between students’ scores on the test relates to differences in knowledge between the students and how much of the difference relates to error in the measuring instrument. In the Marino test this was checked in two ways, first by splitting the words on the test in half and correlating scores on one half with scores on the other half, and second, by correlating the consistency among scores on individual words in the test.

In the course of his dissertation Br. James makes many recommendations for constructing such tests in future. These lessons, learned from experience, included advocating the value of working as teams rather than as single individuals, using pilot surveys at all the main stages of the study, having the backing of Department of Education inspectors, writing to schools about research at appropriate times, developing norms for major subgroups of students (e.g. rural and urban) rather than national norms, giving trainee teachers courses on the construction and administration of psychological and educational tests, and investigating the use of computers for analysing data.

Although the Marino test has now been superseded by newer Irish standardised tests of reading, attendees at an INTO conference as recently as 1989 were told that the test had “recently been restandardised” (INTO, 1989, p. 5) and the test remains on some lists of available tests of reading in Ireland. Without a doubt the scale of the work done by Br. James and his team of helpers in Marino, without the aid of computers, was a great achievement and an inspiration for those conducting research in Marino today.

Although the Marino Reading Test may be the best known piece of research from earlier years in Marino, it was by no means the only piece. The Master of Method of the college was a member of the Christian Brothers Education Committee whose main brief, especially from 1923 on, was to publish the Christian Brothers’ Educational Record. This was published each year from 1887 until 1990. It contained a wide variety of articles related to the ongoing history of the Christian Brothers, reports from schools, and some articles related to more general educational matters. These included “Cautions to Teachers” (1902-1903), “Extracts from the Examiner’s Report” (e.g. 1912-1913), “Primary School Syllabuses” (1927) and “The Theology of the Life of a Teaching Brother” (1966). Br. Ambrose O’Hanlon produced an *Irish Grammar* in 1960 and in 1964 Br. James Sullivan (developer of the Marino Reading Test) produced *Éist agus Labhair*, an approach to the teaching of oral Irish, complete with tapes and books. However, it was not always possible to find

the time for such work and as was the case in other colleges of education at the time where teaching was emphasised, Br. Donal Blake notes that in Marino “there was no great cultivation of scholarship, or study for its own sake, and the object of the exercise was to arrive in the classroom with the least possible delay” (Blake, 2005, bold print in original removed).

5.2 Recent Achievements and Current Activities

Nowadays in Coláiste Mhuire Marino, research and publications by staff members reflect their commitment to both responding to and anticipating educational needs. The work includes pursuing basic research and scholarship, conducting practice-based research in light of national concerns, producing resources for teachers, and designing feedback and evaluation of courses and programmes. Recent projects have focused on inclusive education, educational disadvantage, special needs, continuing professional development, teacher education and teaching practice, mathematical knowledge for teaching, and the characteristics of teacher educators. Other research areas explored include parental involvement, the early years, Gaeilge, children’s literature, religion, visual arts, SESE, physical education, and information and communications technology in education.

Inclusive education, educational disadvantage and special needs are important themes of the 1999 Primary School Curriculum, which emphasises equality of opportunity, respect for diversity, and the right of access to education appropriate to needs. Barbara O’Toole has recently published a number of writings and materials on inclusive education. Amongst these are “What makes a global teacher? Examining student responses to development and intercultural education,” in *Policy and Practice* (Oct. 2006; a revised version of “Linking the global and the local”, paper presented at DCU in March 2006), and “An intercultural approach to education,” in *Spectrum* (July 2005, NCCRI). Recent reviews include *Multicultural Children's Books* and *Literacy in Nicaragua* (Dublin: the Reading Association in Ireland, 2006 and 2007); and “Using fiction in development and intercultural education,” in *Cross Currents*:

A Guide to Multicultural Books for Children and Young People (Dublin: O'Brien Press, 2005). Barbara has also presented her work at conferences in Ireland. Her paper "Some challenges to "valuing difference", was presented at the Curriculum Development Unity Citizenship Education Conference, Dublin 2005. She is co-author with Declan Fahie and Edel Meaney of *Equal Measures*, a resource pack on gender equality in primary schools (DES 2006), and the editor of Human Rights Education's on-line summer course for primary teachers (INTO / Amnesty, July 2006), and of a teaching pack on Nicaragua (INTO, forthcoming). Barbara will shortly begin her Ed.D on "Citizenship, Identity, Multiculturalism and Moral Education" in St. Patrick's College, Drumcondra.

Dr. Anne Ryan has published in the areas of Inclusive Education and Teacher Development. A paper based on her Ph.D. dissertation (UCD., 2003) and similarly entitled "Teacher development and educational change: empowerment through structured reflection", was presented at the Educational Studies Association of Ireland (ESAI) Annual Conference, N.U.I. Maynooth, in April, 2004. It was subsequently published in *Irish Educational Studies (IES)* (24: 2-3, 2005). An earlier paper, also based on her Ph.D. research and entitled "The construct of image and the conduct of change in education", was presented at the ESAI Annual Conference, Mary Immaculate College, Limerick, in September 2001. This paper was subsequently published in *IES* (21: 1, 2002). A further paper on the theme of teachers' professional development, entitled "Teacher and school development: a reflective strategy", was presented at the Conference of the Society for Management in Education in Ireland (SMEI), at the Education Centre, Drumcondra, in May 2004. Anne's publications in the area of educational disadvantage include a paper published in *Oideas* (40: 1993) entitled "The education of travellers in Ireland (1963-1992): overview and comment", and a paper presented at the ESAI Annual Conference, N.U.I. Galway, in March 1997, entitled "Teachers, travellers and education: a sociological perspective". This paper was also published in *IES* (17: 1998). Most recently Anne presented at the Comenius Programme Conference in Faro, Portugal, in

March 2006, on the theme of “Managing the social and emotional needs of special needs pupils in mainstream schools”.

Julie Uí Choistealbha is working in the areas of educational disadvantage and special needs with specific reference to Gaeilge. Julie completed her M.Ed in 2005 and her dissertation focused on the teaching and learning of Gaeilge in schools serving areas of disadvantage. She completed her Dip.Ed in 2006 in St. Patrick’s College, Drumcondra, on mentoring newly qualified teachers, and last year she began her Ed.D in the Education Department in Trinity College Dublin, on the teaching of Gaeilge to children with special needs.

Pádraig Ó Ceanainn has been working in the area of teacher education and teaching practice. He recently published “A comparison of teacher education in Northern Ireland and the Republic of Ireland” in the *European Journal of Teacher Education* (2006); “Teaching practice in the Republic of Ireland,” in *Scotens Annual Report 2004*; and “Teaching practice in colleges of education in the Republic of Ireland” in *Teacher Education in the Republic of Ireland: Retrospect and Prospect* (Armagh: Centre for Cross-Border Studies, 2004). Pádraig presented “Developments in field experience in primary teacher education” at the Association for Teacher Education in Europe (ATEE) conference in Amsterdam in 2005; “Teacher education in Northern Ireland and the Republic of Ireland: a comparison” at ATEE in Estonia in 2004; and on “The Irish primary education system” to international groups hosted by the Department of Education and Science in 2004 and 2003.

The research interests of the President Dr. Anne O’ Gara, include education and the law, school leadership, educational disadvantage and the effect of home background on school achievement. Anne has recently published work highlighting the development of a more centralised role for parents in education with particular reference to the role of parents in school development planning, “Consultation with parents in the development of the school plan” (An Chigireacht, DES, 2006). Her doctoral dissertation entitled

“Perspectives on Consultation with Parents in the Development of the School Plan” was completed at University of Dublin, Trinity College, in 2005.

The title of Laura Walsh’s recent M.Ed. thesis in Early Childhood Education was “Graphicacy in the Early Years.” Within Coláiste Marino Joan Kiely and Gene Mehigan also have a research interest in Early Childhood Education. Joan has recently produced online teaching materials. Gene has previously published on reading, assessment and in-service education. Gene and Seán Delaney are currently collaborating on a study of the characteristics, tasks and required competences of teacher educators in Ireland. They presented a paper on the topic at the 2007 ESAI Annual Conference in Cavan.

Gerry O’Connell has written on stimulating children’s imagination from a religious perspective. His chapter “Awakening children to new ways of seeing the world: re-telling the parables of Jesus,” is published in *Nurturing Children’s Religious Imagination* edited by Topley and Byrne (Dublin: Veritas, 2004).

In Visual Arts, Michael Flannery has begun a PhD studying factors affecting the quality of the looking and responding experiences of children in primary school, while in Music, Máire Nuinseann has been producing accompaniments for the *Alive O* and *Beo Go Deo* series. In the area of Social, Environmental and Scientific Education (SESE), Paddy Madden has published *The School Garden, What to Do and When To Do It* (Kildare: School Wildlife Garden Association, 2005) and a chapter in the collection *For the Kids* (edited by David Givens, Dublin: The Liffey Press 2003). Paddy has also published online materials and educational supplements for the Irish Times. Caitriona Cosgrave completed her M.Ed. in 2006. Her thesis was entitled *Teaching Physical Education in Junior and Senior Infants: Practices and Perspectives*. Caitriona presented “Outdoor and adventure activities in the primary school” at the Irish Primary Physical Education conference in March 2007 at Marino Institute of Education; and “Physical Education for Early Childhood” at the 8th National Forum for Physical Activity (“Physical

Activity: Common Goals, Different Roles”), University of Limerick, September 2005.

Kevin Jennings brings to Marino a background of research into ICT applications to music in education. Kevin completed his PhD in 2006 and his chapter “Composing with graphical technologies: representations, manipulations and affordances” in Burnard and Finney’s (editors) *ICT in Music in the Secondary School* (Oxford: Continuum) is in press. Kevin has also published “Computer-mediated music composition: a case study,” in *Education and Information Technologies* (10: 3, 2005); “Music technology in Irish second level education: A Foobarian approach,” in the *Journal of Music in Ireland* (4: 4, 2004); and “Toy symphony: an international music technology project for children,” in *Music Education International* (2, 2003). Kevin has co-authored “From peering in the window to opening the door: a constructivist approach to making electroacoustic music accessible to young listeners,” (*Organised Sound*, 2: 2, 2006); “Designing interfaces for collaborative music composition,” (*Proceedings of International Conference on Multimedia, Image Processing and Computer Vision*, International Association for the Development of Advances in Technology, 2005); “Virtual collaborative learning environments for music: networked drumsteps,” (*Computers & Education*, 44: 2, 2005); “The music of sound: a constructivist approach to the comprehension of electro-acoustic music, through the composition of musique concrète at post-primary school level,” (*Proceedings of the Third Annual Electroacoustic Music Studies Conference*, Montreal, 2005); and “Hyperscore, a graphical approach to composing music,” (*IEEE Computer Graphics and Applications*, 24: 1, 2004).

Seán Delaney is currently investigating the mathematical knowledge used by primary teachers, in a project that has developed from a larger research programme based in the University of Michigan. He is also involved in a cross-national comparative mathematics textbook study. Seán’s co-authored paper “Mathematical knowledge for teaching”: adapting U.S. measures for use in Ireland” (with Ball, Hill, Schilling and Zopf) is under review. Seán co-

presented “Is Mathematical knowledge for teaching a general or culturally particular construct?” and “Validating Mathematical knowledge for teaching: evidence from mathematicians’ performance on teacher knowledge items” at the 2005 American Educational Research Association (AERA) annual meeting in Montréal. In April 2007 he presented findings of a comparative study of mathematics textbooks from Ireland, Taiwan and Cyprus. He has presented “Mathematics professional development for primary teachers: Looking back and looking forward” at the first national conference in research in mathematics education in St. Patrick’s College in 2005; and “Using case methods to prepare pre-service elementary school teachers to teach mathematics” at the 2003 National Council of Teachers of Mathematics (NCTM) annual meeting in Texas.

The promotion of Gaeilge is a central part of the college’s mission, and the Irish Department makes its own contribution to the research and publications produced by staff. Aodán Mac Suibhne has recently edited and co-authored *Cóir Ghaoithe: Cúrsa Ullmhúcháin don Scrúdú le hAghaidh Cáilíochta sa Ghaeilge* with Marie Whelton (Baile Átha Cliath: Coláiste Mhuire Marino, 2006). Aodán has also edited and co-authored *Fuaimanna agus Focail: Scéim Ghaeilge Bhunscoile* (Baile Átha Cliath: Folens, 2006), and previously edited *Treo Nua: Scéim Ghaeilge Bhunscoile* (Údar Rang 2 agus Rang 4, Baile Átha Cliath: Folens, 2004).

Taobh amuigh de thaighde a bhaineann go díreach le cúrsaí oideachais, tá taighde eile ar siúl i Marino. Bronnadh Dochtúireacht ó Ollscoil na hÉireann Má Nuad ar Marie Whelton i Meán Fómhair 2005. Críochnaíodh an tráchtas i Mí na Samhna 2004. Is é teideal an tráchtas ná “Teagmháil agus Tnúthán: Staidéar ar an Apastróf i bhfilíocht na Nua-Ghaeilge.” Tá sé ceadaithe mar leabhar ag An Sagart, le foilsiú go luath. Bronnadh ceann de scoláireachtaí na Comhairle Um Thaighde sna Dána agus sna hEolaíochta Sóisialta, chomh maith le Comhaltacht Ollscoile, chun an obair seo a chur i gcrích. Comh maith leis sin foilsíodh caibidil den tráchtas: ‘Teoiric na hApastróife agus Filíocht na

mBard,' *NUI Maynooth Research Record* 2003, 211-217. Tá na páipéir seo a leanas, a léadh ag comhdhálacha éagsúla, bunaithe ar chodanna éagsúla den tráchtas: 'Feidhm na hApastróife agus Filíocht na mBard,' *NUIM, Postgraduate Colloquium*, 2003; 'Teoiric na hApastróife agus Filíocht na mBard,' *Comhdháil 2003: Litríocht agus Cultúr na Gaeilge*, Ollscoil na hÉireann, Gaillimh; 'Aodh Mac Aingil: Diagaire agus File,' *Cumann na Sagart: Tionól*, Cnoc Mhuire, 2004. Le foilsiú go luath tá dhá alt léi: 'Teagmháil leis an Naíonán Beannaithe: Athchuart ar Charúl le hAodh Mac Aingil', le foilsiú in *Irisleabhar Mhá Nuad 2007* agus 'An Apastróf agus Filíocht na mBard', le foilsiú sa chéad eagrán eile de *Bliainiris*.

Tá foilseacháin (ábhar foghlama) eile ag Marie ó 2003: 'Leabhrán Nótaí ar an Litríocht 2005', in *Cúrsa Ullmhúcháin Don Scrúdú le hAghaidh Cáilíochta sa Ghaeilge*, Coláiste Mhuire, Institiúid Oideachais Marino, 2005, maoinithe ag An Roinn Oideachais agus Eolaíochta; *Cóir Ghaoithe: Cúrsa Ullmhúcháin Don Scrúdú le hAghaidh Cáilíochta sa Ghaeilge*, i gcomhar le hAodán Mac Suibhne, Coláiste Mhuire, Institiúid Oideachais Marino, 2006, urraithe ag An Roinn Oideachais agus Eolaíochta.

Literature plays an important role in stimulating children's imaginations, and Ciara Ní Bhroin has recently published a number of studies of writings for children. These include 'A Divided Union: Reformation and Reconciliation in Maria Edgeworth's *Orlandino*' in Mary Shine Thompson and Valerie Coghlan's edited collection *Divided Worlds; Studies in Children's Literature* (Four Courts Press, 2007); "Championing Irish children's literature: a postcolonial analysis of Lady Gregory's *Cuchulainn of Muirthemne*," in *Bookbird* (43: 2, xxx 2005); "Cynical or compassionate? The young adult novels of Robert Cormier," in *The Journal of Children's Literature Studies* (1: 2, July 2004); "Forging national identity: the adventure stories of Eilís Dillon," in Celia Keenan and Mary Shine Thompson's (editors) *Studies in Children's Literature 1500-2000* (Four Courts Press, 2004); 'Elizabeth O'Hara' in the Valerie Coghlan and Siobhán Parkinson edited *Irish Children's Writers and Illustrators 1996-2006*

(CBI/CICE publications) 2007 and “Close-up: living Irish authors; Elizabeth O’Hara,” in *Inis* (7, Winter 2003).

5.3 Research in Colaiste Mhuire Marino: Planning for the Future

The Research Committee is a committee of Coláiste Mhuire Marino lecturers who are interested in becoming more actively involved in research generally, and particularly research that is related to teaching and learning. The committee meets regularly to discuss how staff members can be supported in their research activities. Among the supports being developed is a seed funding initiative for staff members who wish to prepare a research proposal and to apply for external funding. The committee is also organising a course in research methods for staff. Topics addressed include the logic of research, research design and proposals, and specific research methods. This course is being delivered by Damien French and some invited guest speakers.

Damien French is the newly appointed research assistant in Marino. He is a PhD student in political science at Trinity College, Dublin. Damien’s role is to work with the senior lecturer with responsibility for research, Seán Delaney, to develop research in Marino by supporting staff members in their various research activities. This includes organising professional development, identifying funding opportunities, investigating and acquiring material resources for carrying out research, acting as secretary to the Research Committee and working on research proposals and projects in the College.

The Research Committee this year also organised a visit to Marino of Professor Heather Hill of the University of Michigan and Harvard University. In March she addressed prospective and practising researchers in Marino on the topic of “Designing Programmes of Research: An example from the United States”. This event was also attended by members of the Colleges of Education Research Consortium (CERC).

CERC is an umbrella grouping of staff members with an interest in research from the five colleges of education in Ireland. The group meets regularly to discuss common areas of interest. It has received funding from the Department of Education and Science for its study into teachers' lives. This study is led by researchers in St. Patrick's College and looks at issues such as retention of teachers in the system, teachers' professional development, the characteristics of teachers and the characteristics of schools that are linked to job satisfaction. The highlight of each year's work is the annual conference in June which has been attended each year by mentors Professors Marilyn Cochran Smith and Larry Ludlow from Boston College. In 2007 this conference was held in Marino.

In line with the increased focus on research in Marino, the need to increase awareness of and skill in research among students has been identified. One practical step that has been taken is to offer an introductory, elective course in research for students. This course has been designed and approved by Trinity College, Dublin, and is offered to students for the first time in the 2007-2008 academic year.

References

Blake, Donal S. (2005) St. Mary's Marino Generalate and Teacher College: Century of Educational Leadership 1904-2004. Dublin: Marino Institute of Education.

Irish National Teachers' Organisation (1989) Consultative Conference on Education: Assessment. Dublin: INTO.

<http://www.into.ie/ROI/Downloads/Publications/PolicyDocuments/filedownload,1004,en.pdf>

Sullivan, James J. (1967) Design, Construction and Evaluation of a Standardised Graded Word Reading Scale (Ireland). Unpublished Master's thesis, University College, Dublin.

www.nuigalway.ie/psy/NUI%20Galway,%20Psychology_files/Test_Library_Catalogue.doc

Thanks to Br. Donal Blake, PhD. for his help in preparing this chapter of the report.

Appendix 1 Members of Governing Body

Sr. Bernadette MacMahon, Chairperson
Dr. Anne O' Gara, President Marino Institute of Education
Br. Denis Gleeson
Br. Martin O' Flaherty
Mr. Dermot Dwyer
Mr. Annraoi Ó Beolláin
Mr. Colin Quarry
Professor Dermot Mc Aleese
Mr. Gene Mehigan
Ms. Joan Kiely
Ms. Patricia Slevin
Ms. Helen Ó Murchú
Mr. Luke Monahan
Mr. Craig Larner

Appendix 2 Marino Institute of Education 2006-2007 Personnel, Department and Organisation

Name	Department / Organisation
Adrian Dockery	Facilities

Áine Kiernan	Conference Centre
Aiveen Mullally	Centre for Education Services
Albert Naughton Br.	Christian Brother Community
Ann Doherty	DES SPHE Support Service
Ann Kelly	Age & Opportunity
Ann Leahy	Age & Opportunity
Anna Ryan, Sr	Centre for Education Services
Anne O' Gara	MIE President
Anne Ryan	Coláiste Mhuire
Antoinette Doherty	MIE Conference Centre
Aodán Mac Suibhne	Coláiste Mhuire
Avril Murtagh	Facilities
Barbara O'Toole	Coláiste Mhuire
Bernie Masterson	Coláiste Mhuire
Bríd Ní Chualáin	Coláiste Mhuire
Bríd Walsh	Administration
Bridget Murtagh	Finance Office
Brídín Gilroy	DES Languages Initiative
Caitriona Cosgrave	Coláiste Mhuire
Catherine Rose	Age & Opportunity
Ciara Duffy	Facilities
Ciara Ní Bhroin	Coláiste Mhuire
Clodagh Mac Donagh	Coláiste Mhuire
Craig Larner	Finance Office
Damien French	Coláiste Mhuire
Damian Hanrahan	Facilities
David Duffy	Facilities
David Russell	Age & Opportunity

Denise Linden	Coláiste Mhuire
Diarmaid Ó Murchú	Coláiste Mhuire
Dominic Campbell	Age & Opportunity
Donna Whelan	Library
Éamon Ó Briain	SCG
Eilish Hurley	Coláiste Mhuire
Elaine Weldon	Administration
Fiona Gallagher	Centre for Education Services
Freda Kenny, Sr	DES Reading Recovery Initiative
Gene Mehigan	Coláiste Mhuire
Geraldine Carberry	IAPCE
Gerry Gordon	Coláiste Mhuire
Gerry O'Connell	Coláiste Mhuire
Gráinne Hurst	Age & Opportunity
Irene Kelly	Coláiste Mhuire
James Beresford	Facilities
James Sweetman	Grounds Maintenance
Jacqueline Daly	DES SDPI Post Primary
Jimmy O'Dwyer	Coláiste Mhuire
Joan Kiely	Coláiste Mhuire
Joan McNamara	DES Languages Initiative
Jocelyn McRory	Administration
Joe O'Neill, Br.	Christian Brother Community
John Bourke, Br	Christian Brother Community
John Lahiff	DES SPHE Support Service
John Larkin	Facilities
Julie Uí Choistealbha	Coláiste Mhuire

June Welsh	Age & Opportunity
Kevin Jennings	Coláiste Mhuire
Kevin Mullally	Centre for Education Services
Kitchen Office (Lorcan Clarke)	Eurest
Laura Walsh	Coláiste Mhuire
Leo Kelly, Br	Christian Brother Community
Luke Monahan	Centre for Education Services
Madge Bulger	Administration
Mai Ralph	Centre for Education Services
Máire Dollart	Coláiste Mhuire
Máire Nic Dhonnchadha	Coláiste Mhuire
Máire Nuinseann	Coláiste Mhuire
Máirín Ní Chonghaile	Coláiste Mhuire
Máirtín Ó Bradáin	Coláiste Mhuire
Margaret Roe	Age & Opportunity
Marianne Cullen	Age & Opportunity
Marie Shiel	Finance Office
Marie Whelton	Coláiste Mhuire
Martin Lynch	IT Department
Mary Glynn	Library
Mary Harkin	Age & Opportunity
Maura Doherty	Conference Centre
Maureen McDonagh	Centre for Education Services
Maya Marcos Sanchez	Finance Office
Michael Flannery	Coláiste Mhuire
Michael Loftus	Conference Centre

Miriam Lambe	Library
Moya Uí Mhaonaile	Coláiste Mhuire
Nancy Tyrrell	Housekeeping
Neasa Ní Argadáin	Centre for Education Services
Ned Prendergast	Centre for Education Services
Niall O'Neill	Human Resources
Niamh Daly	Coláiste Mhuire
Niamh Synnott	Coláiste Mhuire
Noel Canavan	Centre for Education Services
Noeleen Lynch	Finance Office
Paddy Cripps, Br	Christian Brother Community
Paddy Madden	Coláiste Mhuire
Pádraig Ó Ceanainn	Coláiste Mhuire
Pádraig Ó Cochláin, Rev	Campus Ministry
Paula Chapman	Age & Opportunity
Pat Cunnane	Coláiste Mhuire
Patricia Dawson	Age & Opportunity
Patricia Slevin	Coláiste Mhuire
Patrick Donohue	Facilities
Patrick Geary	IT Department
Patrick Rafferty	Grounds Maintenance
Paul Maher	Age & Opportunity
Paul Marshall	Facilities
Paula McGrath	Centre for Education Services
Peadar Mac Giolla Bhríghde	SCG
Peter Roberts	Facilities

Róisín Ní Niadh	Coláiste Mhuire
Rosemary Cadwell	DES SDPI Post Primary
Sara Jane Fox	Pierse Student Residence (Reception)
Séamus Byrne	Centre for Education Services
Seán Delaney	Coláiste Mhuire
Seán McCann	Centre for Education Services
Sharon Nic Mhaghnausa	SCG
Siobhán McNamara	Library
Sinéad Breathnach	DES SDPI Post Primary
Sue Russell	Age & Opportunity
Terry Lehane	Age & Opportunity
Tony Hanna	Centre for Education Services
Valerie O'Dowd	Coláiste Mhuire
William Dowling	Grounds Maintenance
Yusuf Hasan	Facilities

Appendix 3 Financial Overview

Financial Report

A summary of the audited results for 2005 and 2006 is presented below.

	2006	2005
	€'000s	€'000s
Income		
Educational	5,788	5,461
Conference	929	852
Capital Grant Amortisation	85	195
Profit /(loss) on disposal of fixed assets	281	(13)
Other	643	662
	<hr/>	<hr/>
	7,726	7,157
Expenditure		
Education	3,699	3,450
Administration	1,946	2,962
Facilities and maintenance	842	827
Depreciation	360	470
Other	128	132
	<hr/>	<hr/>
	6,975	7,841
Surplus/(deficit) for year	<hr/>	<hr/>
	751	(684)

Appendix 4 Marino Institute of Education Publications

Boldt, Scott. Age and Opportunity: The educational needs of people aged 55 and over: A study in the Midland and Western Health Board regions. Dublin: Marino Institute of Education, 1998
ISBN 18991621718

Alternative education for under 15s: International perspectives. Dublin: Marino Institute of Education, 2004.
ISBN 1899162283.

Ballymun Initiative for Third-level Education: Research evaluation. Dublin: Marino Institute of Education, 2000.
ISBN 1899162178

Ballymun Initiative for Third-level education: Research evaluation 2, primary and post primary levels.
Dublin: Marino Institute of Education, 2001
ISBN 1899162224

Hear my voice: A longitudinal study of the post-primary school experiences of early school leavers in Ireland. Dublin: Marino Institute of Education, 1997.
ISBN 1899162143

Listening and learning: A study of the experiences of early school leavers from the inner city of Dublin. Dublin: Marino Institute of Education, 1994.
ISBN 1899162011

Powerful hopes: An in-depth study of the potential of young people from the inner city of Dublin. Christian Brother Justice Group. Dublin: Marino Institute of Education, 2000.

ISBN 1899162186

Primary school interventions. Dublin: Marino Institute of Education, 1996.

ISBN 1899162135

Showing the way: Responses and approaches to the needs of students and early school leavers. Dublin: Marino Institute of Education, 1998.

ISBN 1899162151

Unlocking potential: A study and an appraisal of the Leaving Certificate Applied. Dublin: Marino Institute of Education, 1998

ISBN 189916216x

Canavan, Noel
Monahan, Luke.

School culture and ethos: Releasing the potential. A resource pack to enable schools to access, articulate and apply ethos values. Dublin: Marino Institute of Education, 2000.

ISBN 1899162216

Collins, Úna M.

Developing a school plan: a step by step approach. Dublin: Marino Institute of Education, 1996.

ISBN 1899162119.

Coyle, Carmel.

Relationships and sexuality education. Dublin: Marino Institute of Education, 1997.

ISBN 1899162127.

- Dwyer, Patricia Achieving positive behaviour: a practical guide.
Dublin: Marino Institute of Education, 2003.
ISBN 1899162240
- Furlong, Catherine & Monahan, Luke School culture and ethos: Cracking the code. Dublin
Marino of Education of Education, 2000.
ISBN 1899162208
- Hanna, Tony Strategies for building faith communities in schools.
Dublin: Marino Institute of Education, Centre for
Education Services 2005.
ISBN 1899162291
- Lahiff, John Pastoral Care: Towards a programme.
Dublin: Marino Institute of Education, 1995
- Leader, Donal & Boldt, Scott Principals and principalship: A study of principals in
voluntary secondary schools. Dublin: Marino Institute
of Education, 1994.
ISBN 1899162003
- Mac Suibhne, Aodán & Whelton, Marie Cóir ghaoithe. Cúrsa ullmhúcháin don scrúdú le
haghaidh cáilíochta sa Ghaeilge. Dublin: Institiúid
Oideachais Marino, Coláiste Mhuire, 2006.
ISBN 0755773217
- Monahan, Luke. Making school a better place: A new approach to
school development through pastoral care. Dublin:
Marino Institute of Education, 1996.
ISBN 1899162100

- Ó Fearghail, Antóin. Nótaí ar an Bhráthar Mac Craith. Baile Átha Cliath: Institiúid Oideachais Marino, 2002.
ISBN 1899162232
- O'Brien, Maeve & Boldt, Scott. Making the move: students', teachers' and parents' perspectives of transfer from first to second-level schooling. Dublin: Marino Institute of Education, 2004.
ISBN 1899162275
- O'Brien, Seamus (edited by) Marino Institute of Education: Centenary essays in honour of Edmund Rice. Dublin: Marino Institute of Education, Centenary Committee, 2005.
ISBN 1899162314
- O'Brien, Seamus Presentation education. Key values of a proud tradition. Findings from the Identity Project. A summary report.
Dublin: Marino Institute of Education, Centre for Education Services.
- O'Brien, Seamus The school mentor. Partnership working between students. Dublin: Marino Institute of Education, Centre for Education Services, 2006.
ISBN 1899162321
- O'Brien Seamus & Coyle, Tommy Towards an identity and a contribution. Findings from the Identity Project. A summary report. Dublin: Marino Institute of Education.
- O'Brien, Seamus Partnership on our schools-II: A manual of best practice.
Dublin: Marino Institute of Education, Centre for Education Services, ?2005

ISBN 1899162307

O'Brien, Seamus & Coyle, Tommy Towards an identity and a contribution. Findings from the Christian Brother Identity Project 1999-2001. Final Report. Dublin: Marino Institute of Education.

O'Brien, Seamus & Vekic Krizan Partnership in our schools. A model of best practice
Dublin: Marino Institute of Education, Centre for Education Services.

Tuohy, David and Cairns, Penny. Youth 2K: threat or promise to a religious culture?
Dublin: Marino Institute of Education, 2000.
ISBN 1899162194

Vekic, Krizan Unsettled hopes: Unaccompanied minors in Ireland. From understanding to response. Dublin: Marino Institute of Education, Centre for Education Services, 2003.
ISBN 1899162232

McNiff, Jean & Collins, Úna A new approach to in-career development for teachers in Ireland: The story of the Marino Institute of Education Action Research Project.
Bournemouth: Hyde Publications, 1994
ISBN 1874154104

