

DDLETB Newsletter

Winter Special



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Welcome

In late September this year, we invited staff in our schools, colleges and centres to send us information about how they were managing teaching and learning in these most challenging COVID times.

"How are you getting on?" was the question. As you can see from the text, pictures and links to videos that follow, our amazing staff have answered in their own unique and inspiring ways.

From the teeny-tiniest learners to our adults in further education, this newsletter illustrates the breadth of education and training that happens in DDLETB.

Thank you to everyone who replied and we will have another call out for a newsletter in early 2021.

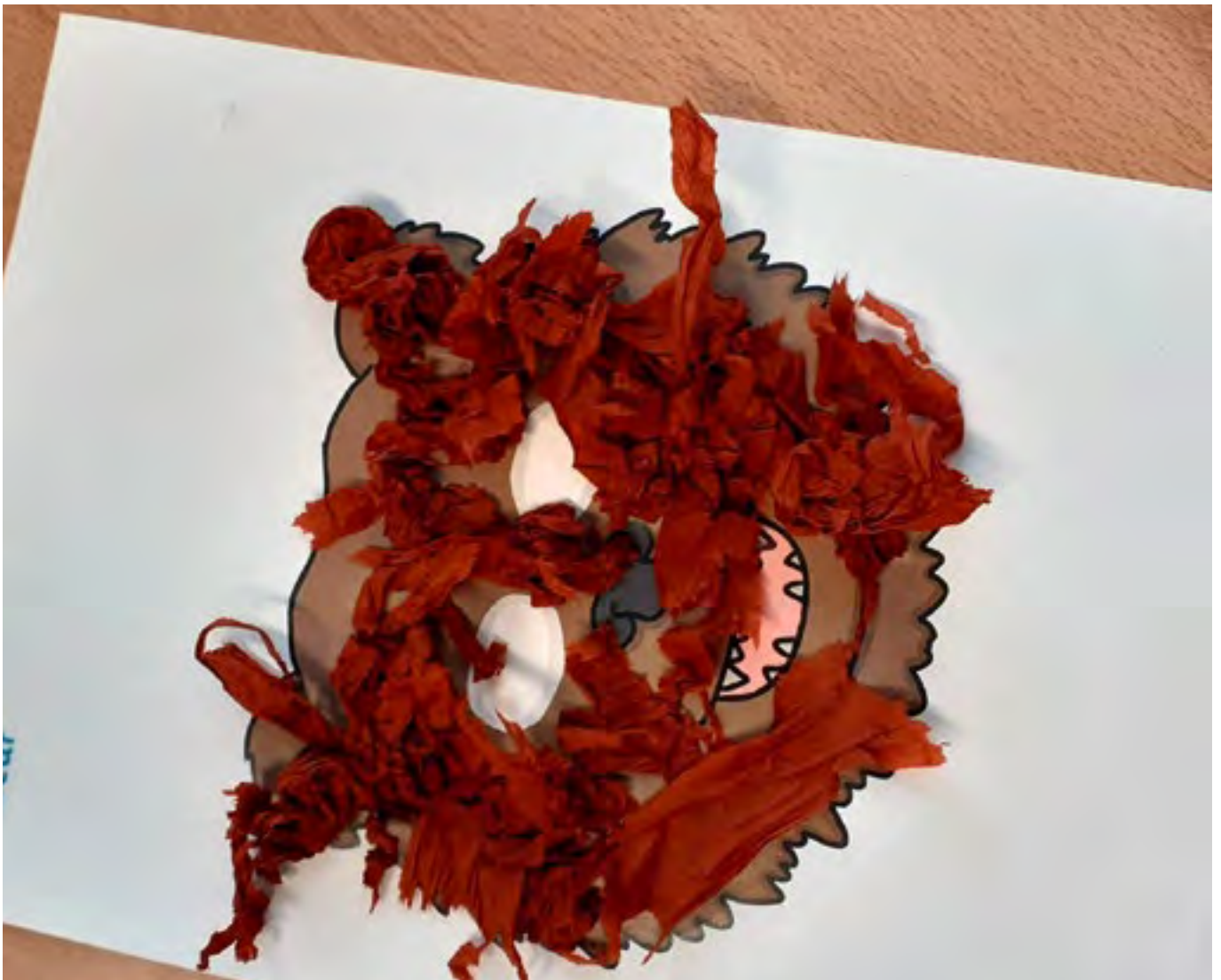
Education is the most powerful weapon which you can use to change the world.

- Nelson Mandela

Broadmeadow Community National School

by Jennifer Robinson

Junior Infants within Broadmeadow CNS have been settling in very well to their new school. We have established great routines, started to make good friendships and we have been enjoying the fairytale 'Goldilocks and the Three Bears'.



The children read the story several times, re-told the story orally and created their very own character masks. The children used the masks in order to complete some really enjoyable role-play of which they really took on the characters.



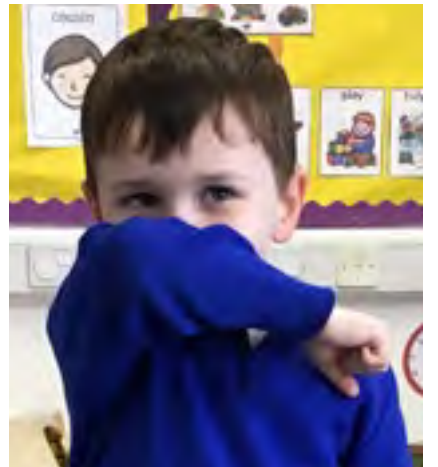
The staff continued the theme of Goldilocks within maths and the children ordered and grouped the characters by size, shape, colour, pattern and texture.

Scoil Choilm

Pictures from Scoil Choilm by Laura Maher.



Wash Your Hands,
Keep Your Distance,
Stay Safe



Ardgillan Community College

By Deirdre Dunne

At Ardgillan CC we have made lots of changes to the way we operate to keep our school community safe.



“We initiated a ‘Mask of the Day’ campaign on our social media sites to put a positive spin on mask etiquette and to encourage students to take pride in their masks.”

In August, our Lead Worker Representatives and their team set up each room in the school to adequately support 1 metre social distancing and placed safety signage all around the building. They placed circular, yellow stickers under the legs of student desks to easily check that tables are in the correct location.

Everyone in the school building wears a mask at all times and all windows and doors are kept open in classrooms to generate air flow. Wearing the mask all day was challenging for the first few days but we have adapted and gotten used to this quite quickly. We initiated a 'Mask of the Day' campaign on our social media sites to put a positive spin on mask etiquette and to encourage students to take pride in their masks.

Teaching with doors and windows open has also provided an unexpected benefit as we can now catch a glimpse of the wonderful teaching and learning that is taking place in our colleague's classrooms. It is a pleasure to walk the halls and hear the magic of Spanish, Woodwork and History for example, all being taught simultaneously.

We have implemented staggered lunch breaks and designated entrance, exit and lunch points for all year groups, which are working well.



We have class seating plans and tubs of hand sanitisers and disinfectant wipes in every room. The students have been fantastic at wiping down their desks at the beginning and end of a lesson when moving rooms.

We are using Edmodo and Microsoft teams to correct student work, upload resources and keep those who are learning from home involved.

All in all, our new ways of life and learning in the college have begun to feel like normal. We are however, missing some of our extra curricular activities and look forward to their safe return.

Covid 19 has certainly changed the way our school operates day to day but by working together and remaining positive, we have thankfully been meeting and dealing with the challenges very well thus far. A huge thank you to all members of our school community for their hard work and cooperation.

Ballydowd Special School

by Paul Sloan

The school are delighted to receive QQI certificates for past students. A lot of work went into preparing the students for this by students and staff.

The students and teachers received richly deserved praise from the external examiner noting the supportive and detailed level of feedback. A wonderful achievement by all with special thanks to teachers Mick Keenan and Paula Tevlin for their dedication to this.



Teachers Mick Keenan and Paula Tevlin who oversaw the QQI accreditation in the school



Our students received their QQI for Computer Literacy, Breakfast Cookery and Functional Maths. We wish them all the best in their future studies.

We would also like to thank Marcella O'Dowd in the DDLETB for providing valuable assistance regarding the quality assurance.



Students work towards the Breakfast Cookery Course

Youthreach *By Marie Rankin*

During this pandemic, Youthreach was in a great position to connect with their students remotely as many steps had been put in place over the last two years to support blended learning and virtual connection with students.

A total of 27 social media platforms across Facebook, Twitter, Instagram, Snapchat and YouTube were already in place.



The online BKSb (Basic & Key Skills Builder) was set up in all centres before the pandemic. It is an assessment/diagnostic tool that sets working levels for a student in English and Maths. It is completely accessible through the Internet.

The student can work independently through interactive lessons and resources or with support from teachers if required, as they progress through different levels to improve numerous aspects of their literacy and numeracy skills. Some teachers created individual targeted videos to address particular maths issues that arose and posted this on their centre Facebook

Students had official 365 email accounts and could be contacted either through these emails, or daily by phone or through the messaging services on a centre's official business pages if required. Work could be sent to students through 365 and teachers quickly became involved in Teams, Zoom and Moodle to set up some virtual learning classrooms for some students. These virtual platforms also enabled sessions facilitated by 'Spun Out' involving mental health awareness; a support to students, teachers, parents and guardians. DDLETB PSS (Psychological Support Services) were also available on request.



Sharing Information

In the beginning when restrictions confined families to their houses and within 2km radius, there was a lot of information flowing out.

Students, parents and guardians were contacted, supported and informed using all media platforms as each centre endeavoured to be as supportive as they could. Social media and their associated DM messaging services were awash with messages, links to, ideas about, suggestions and information on a wide range of topics!

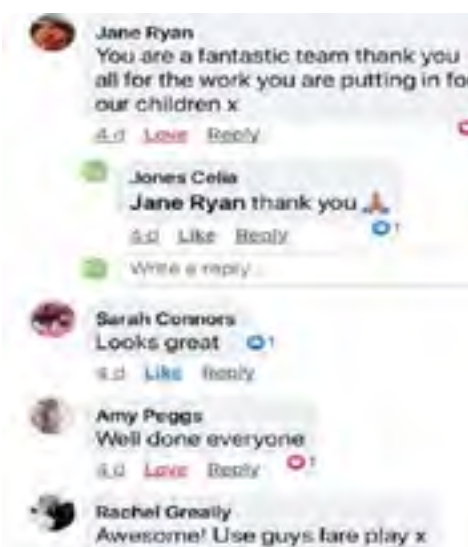




Links to virtual tours of European cities, museums and live webcams in cities and Dublin Zoo were posted. If you had to stay in, why not go virtually out! Planning your day charts & monthly healthy checklist (physical, emotional & mental) were uploaded daily as were numerous lists of free resources available to start a new hobby; play guitar, learn a language, enter competitions or read/listen to free audio books.

Centres sent Monday greetings & positive goodbyes on Fridays with weekend wishes to all. Emma a teacher from Youthreach YES Centre even created a mural & video from her home with a dance promoting social distancing which was posted worldwide by a celebrity and picked up by RTE! 'Online Student of the Week Awards' were created and staff and students took part in the 'Stay at Home Bird Challenge'. Those centres involved in Gaisce, launched the 'At Home Gaisce' and SENI centres continued mentoring their specific students while other centres assigned teachers to particular students.

Youthreach "Shout Out"



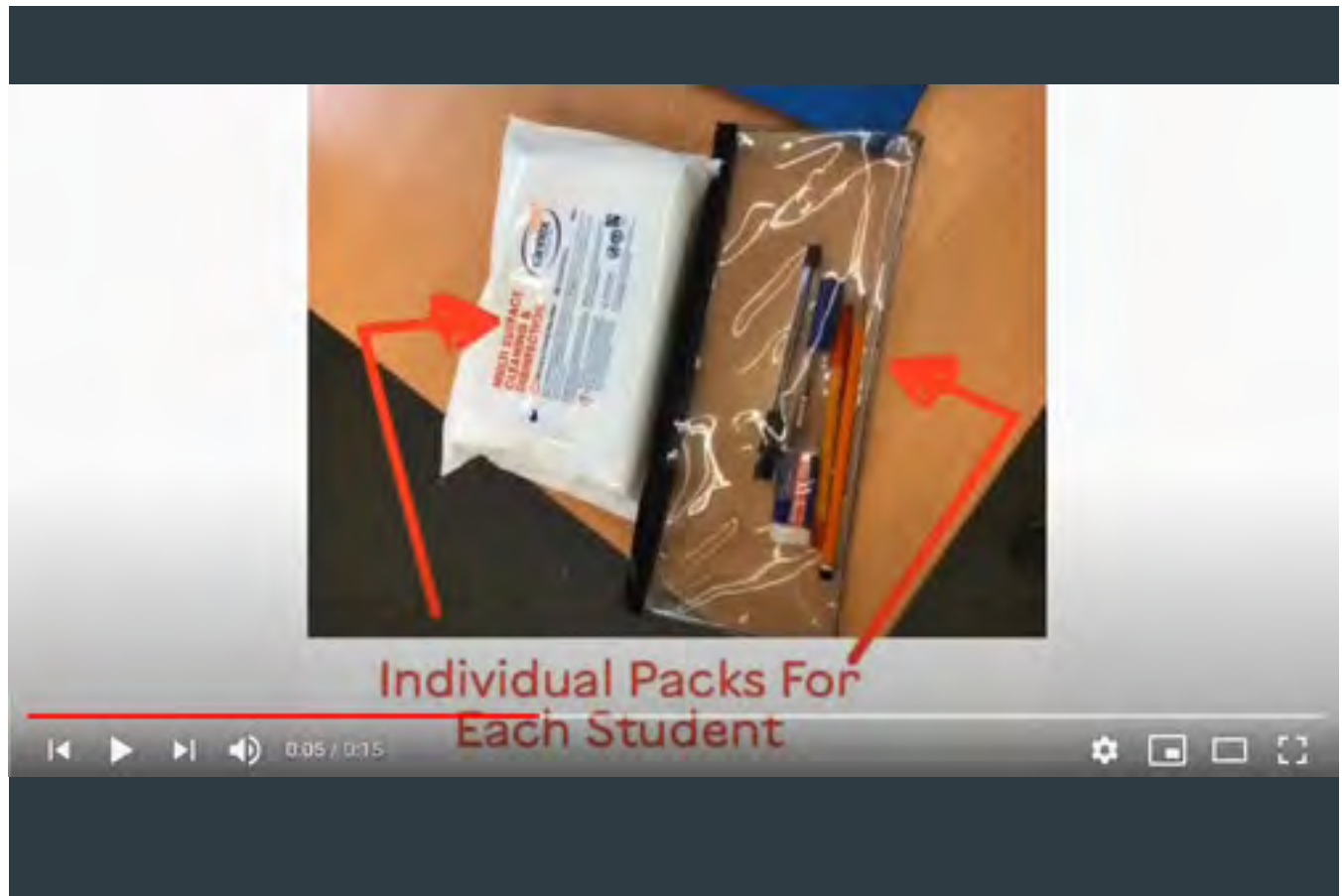
'Shout Out' fifteen second videos were created for each centre, highlighting what they were doing. Students were asked what they needed to help continue their education such as laptops, iPads, desktops & stationery packs. As centres were part of the 'Schools Food Programme', the students were still entitled to their meal allowance, so requests were sent out from centres to check who required food parcels.

As the weeks passed, it became clear that the focus needed to change and information needed to flow in a different direction! It needed to come from the students & parents to see if our information and support was getting through and if they needed different supports? Their feedback was essential and so the requests were sent out and students and parents stepped up to the challenges and replied! Videos were created with images showing students and parents comments & messages as they were constantly in touch with centres using social media and direct messaging services.

Blended learning will continue and feedback from all our students will be analysed and acted upon to prepare for the new era of blended learning which not only Youthreach centres, but all education establishments will need to adopt for the new future we will all be part of here in Ireland and the rest of the world!

Youthreach Videos

Check out the collection of Youthreach short videos showing how they prepared for COVID. [Click here for the Youthreach Playlist on the DDLETB Youtube](#)



The Youthreach programme promotes independence, personal autonomy, active citizenship and helps create a pattern of lifelong learning. It is a Department of Education and Skills official education, training and work experience programme for early school leavers aged 16-20.

Co-funded by the Government of Ireland and the European Social Fund as part of the Programme for Employability, Inclusion and Learning 2014-2020, it provides opportunities to acquire certification through QQI accredited courses or to complete Junior or Leaving Certificate programmes. DDLETB (Dublin & Dun Laoghaire Education & Training Board) operate eleven Youthreach centres where students receive an allowance each week depending on age, along with a transport and meal allowances.

The curriculum is varied, (academic & non-academic subjects), differs from centre to centre and integrated across modules, focusing on the holistic development of the individual within a learning environment which is structured, challenging, student-centred and participant-led. Students develop their personal, social and civic skills and increase their self-esteem while achieving certification. This allows progression into work, college and/or apprenticeships.

Baldoyle Training Centre

by Jessica Sheekey

When it was announced on the 12th of March 2020 that the country was going into lockdown there was an air of shock and disbelief amongst everyone within the Baldoyle training centre. The reality of the announcement quickly set in for all staff and plans started being developed on how we would continue to engage with and instruct our learners remotely.

For some staff the transition was easier, as they had started the process of integrating technology within their classes, but others weren't as far along the journey. In Baldoyle we were lucky with the facilities of our technology enhanced learning hub and the support of two instructors within the hub and Jessica.

As a first step a discussion took place with each instructor around how we were going to manage the curriculum delivery, in some cases curriculum development and also the instructor's own digital capabilities to deliver it remotely. Following on from these discussions a plan for each class was agreed and the CPD plan for each instructor was developed.

[Click here to watch the video from Baldoyle Training Centre](#)



Apprenticeship Skills by Sean Smith

The traditional skills-based apprenticeship has a curriculum that was not designed for digital delivery. It was an essential part of a program under current conditions where blended learning is now starting to become a requirement, a different pedagogical approach must be used to deliver the theoretical part of the program.

So this has provided course content for most of the apprenticeship programs. However, a more dynamic interactive platform is required for self-directed learning on the modules that can be delivered on a theoretical basis.

Moodle and social media platforms are currently being developed by training Centres to achieve the goal of both self-directed learning where possible and supported learning within a practical environment.

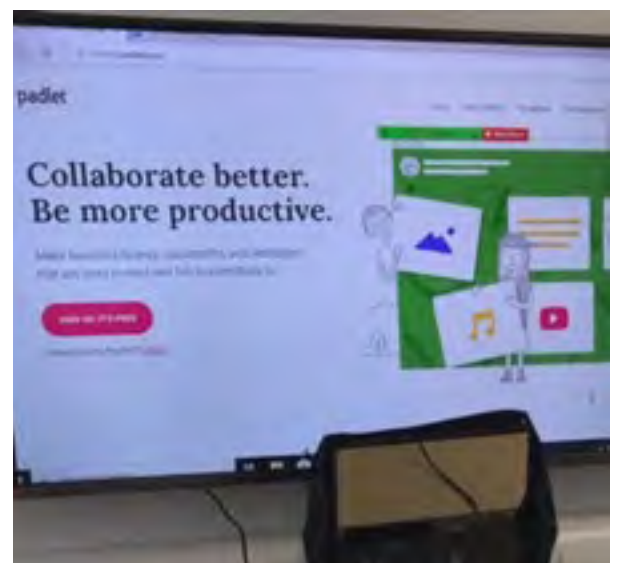


New Skills by Mary Byrne

Since COVID 19 and working remotely the picture of learning in my classroom has really changed.

It's a combination of communication software that I've experimented with since the lockdown, Moodle and a feedback on work via email.

It has certainly brought about a more independent learner for me as an instructor. I have used new skills, learned about tools I planned to look at when I had time, but the lockdown made these a priority. It has been challenging hard work and also given me the opportunity to learn and use new skills in my classroom be it a virtual or a traditional one.



Ériu Community College

by Michael Flynn

*Ériu Community College, a vision
of hope in uncertain times:*



Ériu Community College is a brand new Dublin and Dún Laoghaire Education and Training Board (ETB) school that opened on 1st September, in a temporary location in Luttrellstown Community Centre, with a first year group of students in the rapidly growing area of Blanchardstown in West Dublin. This opening captures a great sense of hope and expectations

The college is named after Ériu, who gave her name to Ireland (Eire). Ériu is remembered today as a goddess of sovereignty. For the college community, she becomes a symbol of learning, skill and pride.

“It is wonderful in these uncertain times that we can open a community college which will serve the entire community of Blanchardstown West and Blanchardstown Village,” Principal Michael Flynn said as he addressed the First Years in the courtyard on the First day.

Working closely with colleagues in Luttrellstown Community College, the Dublin and Dún Laoghaire ETB and with the staff in Luttrellstown Community Centre, has made the opening of Ériu CC possible, a true

Even though we begin small, nothing is impossible if we work together, as we journey forward with all our hopes and dreams for ourselves and for our new community college

working example the college's motto, 'Ag obair as lámhe a céile', (Working hand in hand).

He also praised all the staff in Ériu CC for their work and determination in helping the college to open seamlessly. Being a no-books-school will open up opportunities for learning that Mr Flynn had never imagined possible, growing up himself.

"Technology opens doors into worlds that were not accessible a few years ago and allows students to engage in the learning in a hands-on, tangible way" he tells the First Years.

Ériu CC has already overcome several obstacles, namely the Covid pandemic and the need for a permanent school site, to get to the point where it is today. Many parents on the first morning outlined on videos, which were shot for the school digital archive, the difficulties getting their children into school wearing masks and on how social distancing would change the children's experience of school life. One mum outlined the disappointment of leaving primary education without having a graduation ceremony. The videos of the students also captured the excitement of beginning on the new adventure of secondary school.



Kishoge Community College

How Kishoge Community College is ensuring continued quality teaching and learning in 2020/21.

by Louise Murray

Like everyone over lockdown, our classrooms transformed to online learning and using technology to communicate with students. We ran Art projects, PE challenges, an online Sports Day and recorded a podcast to try to fill the gap that our extra-curricular programme offered to students in normal times. Returning this academic year saw different challenges, including breaking away from our usual table set up, closing our Reading Room, and of course, wearing masks. We are very proud of how our students have adapted to the changes so far and continue to communicate as a staff around these adaptations.

Following best practice, our classrooms are usually set up to facilitate group work, allowing 3-6 students to work together when instructed. Staff were concerned about the impact on learning the new desk layout would bring, and French teacher Alex Murphy has been working to develop their skills around independent work while being scaffolded by the teacher, "An independent activity involving taking standard written work (a blog about themselves) and transferring it to a creative output can be highly effective. 1st Year students took what they had learned in French class and created some fantastic blogs.



What is important about this activity is that it is modelled explicitly. Students were shown two examples of texts and images, and using PicCollage they were given a strict time limit to complete the exercise. Their written work had also been corrected by the teacher beforehand with individual feedback. This exercise creates a positive and collaborative class atmosphere even though they are focused on their own blog– we played some French music too as the students worked! Following the exercise, the blogs were shared on Microsoft Teams and students enjoyed reading their classmates' work. Simple, yet effective!

Another change was the closure of the Reading Room, where students could go at lunch times to relax on a couch with a book they could then borrow and take home. This space is now used as a classroom, where all shelves were removed to create more space for social distancing. Students have been encouraged to download the Borrow Box app so they can get library books on their iPads, an initiative run by our Literacy Co-ordinator Orlagh Geoghegan. Literacy events such as DEAR and Banned Book Month can still run as usual, but the online resources can fill the gap for students who would usually borrow books from the school.

There has been an adaption period for staff too in relation to wearing masks. Subtle cues and expressions can now be lost, which could impact both behaviour management and atmosphere, so some adjustment was needed here. "The mask wearing has made me more aware of the power of non-verbal cues, and how crucial they are in our profession" says English teacher Louise Murray. "The masks restrict this, but we have to adapt. I try to be more generous with my verbal feedback as a result, trying to create that positive atmosphere that a smile of encouragement might have added to before. Taking the time to do this is really worth it, especially when you're at a distance from the students so can't give one to one feedback. Rapport building is still possible, and it's great the different ways that colleagues are working on this".



IT Co-ordinator Micheal Griffin has been working hard to make sure both staff and students are comfortable using technology to help their learning, a mammoth task over the last few months. "COVID 19 has certainly raised some interesting challenges for us as a school. Being a 1:1 school Kishoge was perhaps better equipped than most to move to online teaching. Extensive training in the areas of OneNote and Teams really helped teachers adjust to the 'new normal' while still providing high level of quality teaching. Many of our students struggled with lack of internet at home which proved to be a big challenge. We would advise to make the content as accessible as possible, record the lesson, share the content, follow up with an email if needed. Collaboration and communication are vital not only between teachers but also with our students".

Overall, Kishoge is still working to adapt and maximise learning this year, continuing the collaborative spirit on which we were founded.

Lucan Community College

by Jason Carey

ADJUSTING TO A COVID-19 REALITY AT LCC

We have undoubtedly put our shoulder to the wheel and leaned into the challenge at LCC and students have responded well despite our unique circumstances in relation to building capacity, as we remain patient for our long awaited building refurbishment and extension. One of the main features of change is in the increased use of blended teaching, learning and assessment strategies in the classroom and utilisation of the office 365 Platform. In preparation for this teachers and students have been busy updating their IT skills.

DIGITAL LEADERS WORKSHOPS

The Digital Leaders group was established in 2018 as part of our Professional Learning groups that also included formative assessment, Magenta principles and Flipped classroom.

These groups “exist to bring about some innovation and change directly related to improving learner outcomes.

Little did we know how strategically important the Digital Leaders group would become this year in the plan to combat the challenges presented by Covid-19. Led by Mr. Kevin Mc Gowan the team of teachers set about planning, organizing and presenting a 2 hour workshop for 1st, 2nd and 3rd year students covering topics such as One note, loading teams , Microsoft lens -on their own device . Uploading files email and online assignments.

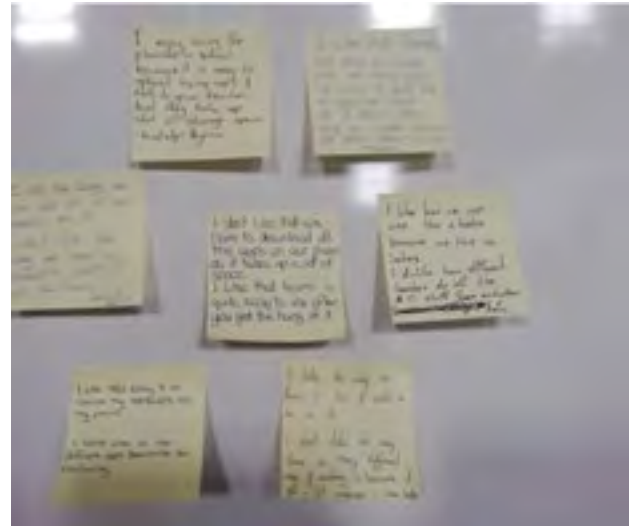


STUDENT SURVEY

The student council, class representatives and tutor groups are also asked for their input in relation to issues that effect them in the school. Here is an example of a formative assessment exit survey from a 1st yr. Tutor group and their experience of IT in LCC.

Here is an excellent example from Ms McCormack's maths class of how peer learning has been moved to digitally to Class Notebook and Mentimeter. This allows students to help and support one another in the classroom while maintaining social distancing.

1. Create a poll where students can list any topics they need to focus on while revising



2. Use 'collaboration space' to allow students to collectively create study notes

Lucan Community College is delighted to be awarded local schools "Diplomatic Passport Award" (rated 2nd highest) for the school's established engagement with Global Citizenship education. We are very proud of their achievement. A Special thanks to Miss Mc Carthy.



Dundrum College Of Further Education

Teaching and Learning in this new environment

“Since March, Dundrum College of Further Education has had to quickly adapt to new ways of working. In many ways we have been in the fortunate position of being able to respond to this new situation with some experience of blended learning delivery over recent years, which has prepared us for this new normal. The new Level 3 restrictions mean that our courses have largely commenced with online classes. In the limited number of cases some on-site practicals are offered, but in these cases we have put in enhanced measures to ensure the safety of our students and staff.

We are delighted that our students started on their programmes on Monday 28th September. It was an exciting first week of delivery and provided a new way for learners to meet their teachers and fellow students. Our students are in the very safe hands of a great team – Hub Coordinator, Class Teachers, module teachers, admin and ancillary staff. What follows is the experience of some of these. We wish all our students and indeed all those starting across DDLETB the very best of success in your studies for the coming year. We assure our students that their future is safe with us.”

Principal Michael Foley



Blended to Online learning

Jane Egan - Computer Science Teacher

"Over the last few years, I have piloted a blended learning approach for two of my modules. This involved half of the timetabled hours each week being delivered online, with the first 2 periods delivered in the physical classroom, and the second 2 delivered on Google Classroom. The online format involved putting up a link to a video (or other content) introducing a new topic followed by an assignment related to that topic, which the students would submit. Sometimes I would ask the students to submit a Google Form with multiple choice questions based on the video to test themselves.

Overall, I found this approach worked quite well. I found that the students that didn't engage well online were the ones that had poor attendance at physical classes also. I think the blended learning approach works well as you still get face to face time with your students to get to know them, develop a rapport, and allow the students to get to know each other. I encourage a collaborative learning environment as it reflects the nature of Software Development



in the real world, and I believe that people learn a lot from each other in this kind of environment.

Now I am making the change to fully online delivery during Level 3 Covid-19 restrictions. This poses new challenges as I have never met the students face to face and they don't know each other either. I think there will be a very different dynamic in online classes because of this. I worry that struggling students will get left behind as doing practical work online is much more time consuming so there is less time to invest in individual attention. I met my new classes for the first time today, they were all very quiet, so I'll be giving them some fun brain teasers and puzzles to break the ice!"

Garda Vetting during COVID -19

Giovanna Whelan – Health Sciences and Social Sciences Teacher

Garda vetting proved challenging in this Covid19 academic year! However, as a new teacher to Dundrum College of Further Education, it was great to see the teachers pull together and create new and inventive ways to support students. These new initiatives enabled students to complete forms in an online environment.

Students who still struggled with the processes, were swiftly supported with face to face appointments, ensuring vital documents was processed without too much difficulty.

Dundrum College Of Further Education

Erasmus+ projects in the college and the impacts of COVID -19

Tina Reddin – Deputy Principal

Dundrum College of Further Education is currently engaging with two Erasmus+ KA1 projects, namely our “EPIC” and “IDEA” projects. Whilst there are specific differences in the outcomes for both projects, in summary the projects afford students and teachers to complete work placement (students) and teacher observation (teaching staff) mobilities in other European jurisdictions through a particular lens such as UDL and societal participation.

Dundrum CFE has partners in Norway, Estonia, Germany, and France. Within DDLETB we also collaborate with Sallynoggin CFE on our EPIC project. They have a similar project and we share our Norwegian partners. This collaboration came about as the SCFE Deputy Principal and I actually met during a Grundvig project, many years ago and we have both acted as project coordinators on a DDLETB FE teacher project “EUCOPP” on behalf of the FE network. One impact of the “EUCOPP” project was that FE teachers across the five FE colleges and the four dual provision colleges developed informal subject networks, something not common in the FET sector. This on-going collaboration between the two colleges, offers DDLETB FE teachers and students across two colleges to collaborate, share practice and build professional networks.

An interesting COVID-19 fact, our Norwegian Partners were actually in Ireland, at the end of their reciprocal mobility visit to Dublin on March 12th, when our Colleges closed due to COVID-19. They were due to return to Trondheim on 13th March. It is interesting that my last college related Erasmus+ event after College closures, was attending a meal with the Norwegian teachers and their students. The students had been engaging in work experience within the ECCE and Health Sciences vocational sectors. The teachers had been engaged in work shadowing activities within the two colleges. The meal marked the end of their mobility and the highlight was a certificate presentation event in a small restaurant in Dun Laoghaire before they travelled safely back to Trondheim, Norway.

Since then our Partners have remained in contact as we move through the pandemic. We have shared our experiences of leading and managing teaching and learning through this life changing event.

We in DCFE feel this is a unique time to capture new data, to consider how new challenges can turn into opportunities for our teaching staff to see and collaborate with others, who are dealing with issues through their own particular lens. There is learning for everyone here we suggest. Virtual meetings may afford our students to engage with a collaborative project with their counterparts, particularly as some may not be able to engage with meaningful work placements.

Humanities Hub

Mary Henry – Hub Coordinator

The Humanities hub has decided to move to the approach of one week a month in person classes and the rest of the month online (a blended approach). We are all working together to smoothly transition students to this way of learning. A differentiated approach was taken in week 1 with each group depending on need and IT ability of the students.

The Special Needs Assisting groups met each Class teacher and were taken through Google Classroom (VLE) and GSuite for Education to get them ready for blended learning over the subsequent weeks, until they have face-to-face classes in three weeks' time. Our blended approach includes online sessions with the module teachers so that they have a virtual face-to-face interaction with all module teachers as well as activities and tasks to complete each week.

The Applied Psychology & Social Science groups worked with me, as the hub coordinator, to create a learning contract via

mentimeter and recorded their VARK learning Style on Padlet, thereby enabling them to collaborate with their peers in activities and tasks, with shared learning taking place.

The Liberal Arts and Education and Training groups designed learning style charts using GSuite. All of the groups have now joined their google Classrooms and turned in some form of "practice" assignment, which ensures they are enabled to engage with their assignments in an on-line method.

The face to face sessions provided us with a time and chance to introduce ourselves and our modules and to support the on boarding of learners into this new way of teaching and learning.

There will be many challenges as we go forward with online learning. The Humanities groups are usually very social, and the group work and team building will now all be virtual which will be very interesting.

We are well placed with the tools and platform that we have to make it a success through using the principals of UDL and working together as a team."

Induction and Orientation during COVID-19

Louise McCann – Class Teacher

Our move to an online Induction session was overseen by Michael Foley in the absence of our Assistant Principal lead Jacinta Browne. This process was designed by Jacinta's team and facilitated by Louise McCann. Tasks were delegated and processes detailed and outlined in the "College Welcome Guide". This guide enabled students to manage themselves through the College Induction process by following a detailed step by step flow as outlined in the Guide. The design and curation of material for the Orientation process was overseen by two Assistant Principals, Kevin Healy, and Monica Alvarez. Their team curated and sourced relevant material including video content relevant.

This material was included in a DCFE Google Classroom, where students enrolled and self-managed their way through all the topics in the classroom. The final outcome was for the student to submit a learner contract as an assignment. This provided us with base-line data in relation to who could actively participate with blended learning and who we might need to provide extra support to.

Running in parallel to the processes outlined above, where face-to-face supports, scheduled by appointment, were students who found it difficult to self-manage where supported in a teacher led physical Covid-19 safe environment.

As the business of teaching and learning now gets underway, we can use this and on-going learning to support the future development and quality of what we offer to future potential students.

DDLETB is a proud patron of Community National Schools & Special Schools. Second-level Community Colleges. Further Education Colleges & Training Centres. Adult Education Services. Youthreach, Youth Community Training & Youth & Sports Development Facilities.

COMMUNITY NATIONAL SCHOOLS

- Citywest & Saggart Community National School
- Lucan Community National School
- Scoil Aoife Community National School
- Scoil Choilm Community National School
- Scoil Chormaic Community National School
- Scoil Ghráinne Community National School
- Rivervalley Community National School
- Broadmeadow Community National School
- Tallaght Community National School

GAELOLAISTI

- Coláiste Chillian
- Coláiste Cois Life
- Coláiste de hÍde
- Gaelcholáiste Reachrann

SPECIAL SCHOOLS

- Ballydowd Special School
- Crannog Nua Special School
- Danu Community Special School

YOUTH & SPORTS DEVELOPMENT FACILITIES

- Balbriggan Sports Centre
- Collinstown Park Sports Complex
- Firhouse Sports Complex
- Killinarden Community School Sports Complex
- Palmerstown Community School Sports Complex
- Phibblestown Community Centre

FURTHER EDUCATION COLLEGES

- Blackrock Further Education Institute
- College of Further Education
- Collinstown Park Community College
- Deansrath Community College
- Dún Laoghaire Further Education Institute
- Grange Community College
- Greenhills College
- Sallynoggin College of Further Education
- Stillorgan College of Further Education

TRAINING CENTRES

- Baldoyle Training Centre
- Loughlinstown Training Centre
- Tallaght Training Centre

YOUTHREACH

- Youthreach Balbriggan
- Youthreach Blanchardstown
- Youthreach Clondalkin
- Youthreach Lucan
- Youthreach Priors
- Youthreach Rathfarnham
- Youthreach Rush
- Youthreach Sallynoggin
- Youthreach Swords
- Youthreach Tallaght
- Youthreach YES Centre



SECOND-LEVEL COMMUNITY COLLEGES

- Adamstown Community College
- Ardgillan Community College
- Balbriggan Community College
- Castleknock Community College
- Coláiste Pobail Fóla
- Coláiste Pobail Setanta
- Collinstown Park Community College
- Deansrath Community College
- Donabate Community College
- Ériu Community College
- Fingal Community College
- Firhouse Community College
- Grange Community College
- Greenhills College
- Griffeen Community College
- Kingswood Community College
- Kishoge Community College
- Lucan Community College
- Lusk Community College
- Luttrellstown Community College
- Mount Seskin Community College
- Riversdale Community College
- Skerries Community College
- St. Finian's Community College
- St. Kevin's Community College
- St. MacDara's Community College
- Swords Community College

ADULT EDUCATION SERVICES

- North East DDLETB Adult Education Service
Balbriggan – Swords
- North West DDLETB Adult Education Service
Riversdale – Blanchardstown
- South West DDLETB Adult Education Service
Tallaght – Lucan – Clondalkin
- South East DDLETB Adult Education Service
Dún Laoghaire – Dundrum

ADULT EDUCATION CLASSES

- Castleknock CC
- Fingal
- Lucan CC
- St MacDara's CC
- DATE
- Kilternan Adult Education
- BFEI
- DFEI

DDLETB Community Training Centres

- Blanchardstown Community Training Centre
- Dun Laoghaire Community Training Centre
- Ronanstown Community Training and Education Centre



Bord Oideachais agus Oiliúna Dublin and Dún Laoghaire
Átha Cliath agus Dhún Laoghaire Education and Training Board