TEAM DDL DEVELOPMENTS

NEWSLETTER #4 APRIL 2022

Frances Gibson
Development Officer
for SAEN & DEIS

FOREWORD

Being part of the Development Team in DDL gives me the opportunity to meet school teams across our organisation. It's a real privilege to visit you in your schools and see first-hand the time, effort and dedication that you put into supporting students.

This month's newsletter is testament to the steps that our schools take to achieve DDLETB's key goals and encompass our core values of Excellence in Education, Care, Equality, Community and Respect. We will take a snapshot of inclusive practices through the lens of implementing the framework for Universal Design for Learning. We'll look at our strategies in the classroom, within our wider community and as part of our school development planning.

This issue has been written largely by teachers who have recently completed the Digital Badge in Universal Design for Learning (UDL), I would like to whole-heartedly thank all of the participants for their generosity and dedication during an extremely busy time. It is a real reflection on your commitment to your teaching practice, and ultimately, your students that you have undertaken this professional development and invested in acknowledging the diversity within our schools and promoted the inclusion of all students.

I would like to thank our SMT (Caitríona, Debbie, Siobhan, Noel, and of course our Director of Schools, Adrian) for facilitating our work, and the Development Team who are an absolute pleasure to work with. Finally, thank you for your flexibility, commitment to T&L and resilience.

Frances Gibson
Development Officer for SAEN & DEIS

UNIVERSAL DESIGN FOR LEARNING

TEAM DDL
DEVELOPMENTS
NEWSLETTER #4 APRIL 2022

ddletb

INTRODUCTION

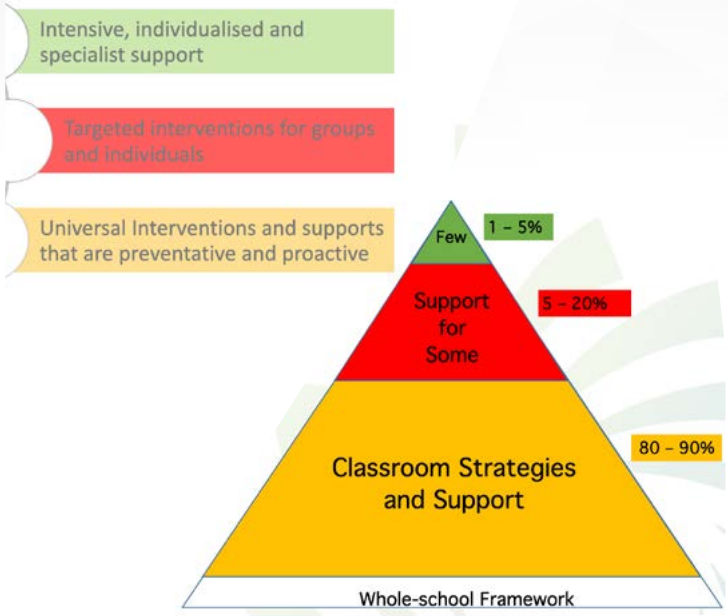
UNIVERSAL DESIGN FOR LEARNING

As educators we are fully committed to creating and facilitating classrooms that are inclusive and responsive – for our students this is the difference between 'being there' rather than 'taking part'.

Universal Design for Learning offers us a framework to reflect on our teaching practice and key areas that we might look at in order to meet the needs of most of our learners at the level of Classroom Support.

VIEW MAKING SENSE OF UNIVERSAL DESIGN FOR LEARNING NOW >>

Develop an Inclusive Framework of Provision



UDL, seeks to provide all students regardless of ability, with opportunities to learn to the best of their abilities. It argues that the traditional one-size-fits–all curriculum ignores the vast individual differences in learning strengths and challenges (Nelson, 2014).

As such it directly addresses the instructional challenges that teachers face in their classrooms and attempts to support pedagogical choices in meeting the needs of all learners.

The framework is a blueprint for creating flexible goals, methods, materials and assessments that work for everyone. There are three principles that are based on how educators represent the learning to students (recognition), how students express their learning (expression) and how they engage with the learning and stay engaged as learners (engagement). (Reynor, 2019)

IN SHORT, UDL IS A FRAMEWORK THAT SUPPORTS INCLUSIVE PRACTICE. THE 3 PRINCIPLES OF UDL INCLUDE:

- **Giving learners different ways to acquire information**
- **Giving learners different ways to demonstrate what they've learned**
- **Tapping into learners different interests, challenging them appropriately, and motivating them to learn**

As you read through the 'UDL in our classrooms' you will notice that you already implement a lot of the strategies. We know that you'll find the input from teachers interesting and hope that you also pick up some more useful strategies that will work for you and your students.

TEAM DDL DEVELOPMENTS
NEWSLETTER #4 APRIL 2022

ddletb

UDL IN ACTION IN DDLETB

Elish Walsh and Sarah Dunne in Kingswood CC have been implementing the UDL framework in their classes for the past number of years. Elish contributed to our recent UDL Badge and offered her 'Top Tips' in our December newsletter. Today, she will guide us on her best steps to developing inclusive teaching practice.

EIGHT STEPS TO ENACTING UNIVERSAL DESIGN FOR LEARNING IN YOUR CLASSROOM

Accept there is no "average" student
Every student is an individual. They have unique and evolving capabilities, needs and interests. Levels of effort and focus can vary greatly over their school lives. The "average student" is a mythical standard. It constricts our ability to support our students because we assume that most will interact with our lessons in the same way. Considering all students as individuals is to enact UDL.

Be clear on your learning goals
Our goal should be clear to ourselves and our students. Consider what exactly you are trying to achieve in the lesson/unit of learning and whether your pathway is true to this goal. Is your goal based on any assumptions about what the students already know or can do? Does your pathway necessitate mastery of other knowledge or skills that may not be relevant to your goal?

Align your learning goal with your assessment practice
Consider how best to assess the specific learning goal you have identified. How you assess a piece of learning should inform how it is taught and vice versa.
An effective assessment can be challenging while familiar to students in language, format, skills and content. Written assessments may not be the best option to ascertain whether every student has achieved the learning goal.

Identify possible barriers to learning
A barrier to learning is an obstacle which unnecessarily disadvantages a student. A barrier may be removed or scaffolded. Barriers are in lessons, not in students.
Examples include assuming that students interact with learning in the same ways and that they are starting with the same experiences and skill sets.

A difficult or challenging lesson can be barrier free. Consider what barriers may be present in your lessons and whether they can be removed or scaffolded.

Offer choice
Building opportunity for choice is a key aspect in enacting UDL. This can include choice in how students engage with the learning, choice in how students express the learning and choice in how we represent information for learning. Meaningful opportunity for choice can encourage ownership while opening-up the learning for students to interact with as individuals.

Scaffold
Scaffolding can be highly effective in helping students to overcome barriers to learning and to enhance self-regulation. Students provided with scaffolding material such as success criteria, exemplars, timings, templates, choice of modes etc., can choose the resource(s) that best support them. The teacher is key in this process by providing consistent feedback on the students' work and curating scaffolds based on student feedback.

Keep expectations high
UDL is about creating accessible and challenging learning for all students. Incorporating aspects of UDL into your classroom should not lower any expected levels of achievement or behaviour. Assessments can maintain their fidelity while accepting multiple modes of expression. Students as individuals may start at different points and select different supports on their journey but their destination should remain the same.

Involve your students in their learning
Student voice can be identified within each steps detailed here. Considering students as individuals with choice reframes the learning and their role within.
Ask students about their barriers to learning.
Ask students about their experiences in assessment.
Ask students how they might better represent their learning. Ask students how we might better present their course content. Ask students where they require support and what scaffolds might help. Ask students whether they are agents in or receptacle of learning.

***If you are looking to start your UDL journey I recommend Unlearning; Changing Your Beliefs and Your Classroom with UDL by Allison Posey & Katie Novak.*

TEAM DDL DEVELOPMENTS
NEWSLETTER #4 APRIL 2022

ddletb

UDL AND LOOKING AT OUR SCHOOLS

We have been working to embed UDL in our school for the past 4 years and have had our resources shared nationwide to help other schools do the same.
Our teachers are committed to creating learning environments in which every student can succeed. We discovered that it aligned closely with our teaching and learning methodologies.

In 2019, we chose to adopt it as a guiding framework and our SSE focus. We were aiming to embed UDL on a whole school level. To secure this, we needed to address whole school teaching and learning (LAOS Dimension 1) - specifically; in-class teaching strategies; student opinion/ awareness of strategies; efficacy of these strategies in an evidence-based study.

Research was conducted across four subjects with both a UDL Class and a Control Class. The teachers involved were also surveyed before and after their until of learning. In three of the four subjects, the UDL assessment group yielded a higher lowest grade compared with the Control assessment group.
From this, it can be proposed that UDL assessment supports lower-to-average achieving students in reaching a higher grade without compromising higher achieving students. The most common thread in teachers' feedback was that there is no stark difference in student results between UDL and control groups. However, there was improved engagement, enjoyment, and ownership over learning in UDL groups which is of considerable benefit to the learning environment.

The students of the UDL class groups can be seen not to have learned more or less than their control counterparts but have been given to the opportunity to show what they have learned in a more authentic way and gain the appropriate recognition for this.

UDL IN OUR CLASSROOMS

The best way to test if implementing the UDL framework enhances teaching and learning is to hear from our experts in the field. Thank you to our colleagues for sharing their experience of what UDL looks like in their classrooms.

Carolina Aicart (St Kevins CC)
"I see UDL as a game changer. I love the fact that UDL principles are made for everyone. Every one of my students is going to be involved in their learning and knowledge will be accessible for them. The idea of helping my students become independent learners and responsible for their learning is a priority for me. Introducing as many UDL principles as possible in my classes is the best thing I can do for my students"

Kate Farrelly (Kingswood CC), English
"I've been interested in UDL for several years and have worked closely with my school's UDL committee to ensure my lessons had UDL qualities. Coming into this project, I wanted to expand UDL outside of my junior classes and look at how it might help my students engage with practical learning elements. My project focused on using sentence starters in an OL 5th year English classroom. Having redesigned my lessons and implemented the new strategies, I came away knowing and feeling as if my students were more engaged in tasks and able to grasp the content better.
When I recently assessed them, their essays showed significant improvement. Although UDL has always been a feather in my cap, it was interesting to see senior students engage with it meaningfully. They told me they particularly enjoyed the choices and group work element in classes and felt more supported and confident in their work. UDL also challenged me as a teacher to evaluate how I teach and how my students learn. Most teachers are probably practising some UDL in their lessons; if you differentiate work, you cater to a learner. UDL is just allowing all students the opportunity to learn in a way that plays to their strengths. Building the principles of UDL into your lessons takes time, but it is worthwhile and helps teachers adapt to the ever-changing classrooms we work in, in 2022."

For more information on Kate's UDL Redesign Activity in English, 'Macbeth - sentence starters with the aim to improve literacy and essay answers'.

CLICK HERE >>

Jenny Farrelly, Lusk CC, Maths, Functions and Graphs – 'Barbie's Bungee'

VIEW NOW >>

Supporting reluctant readers and developing literacy skills is a challenge in many of our classrooms, Josephine Healy in Greenhills CC gives us an overview of how implementing the UDL framework supported her 2nd Years to engage and enjoy reading comprehension.

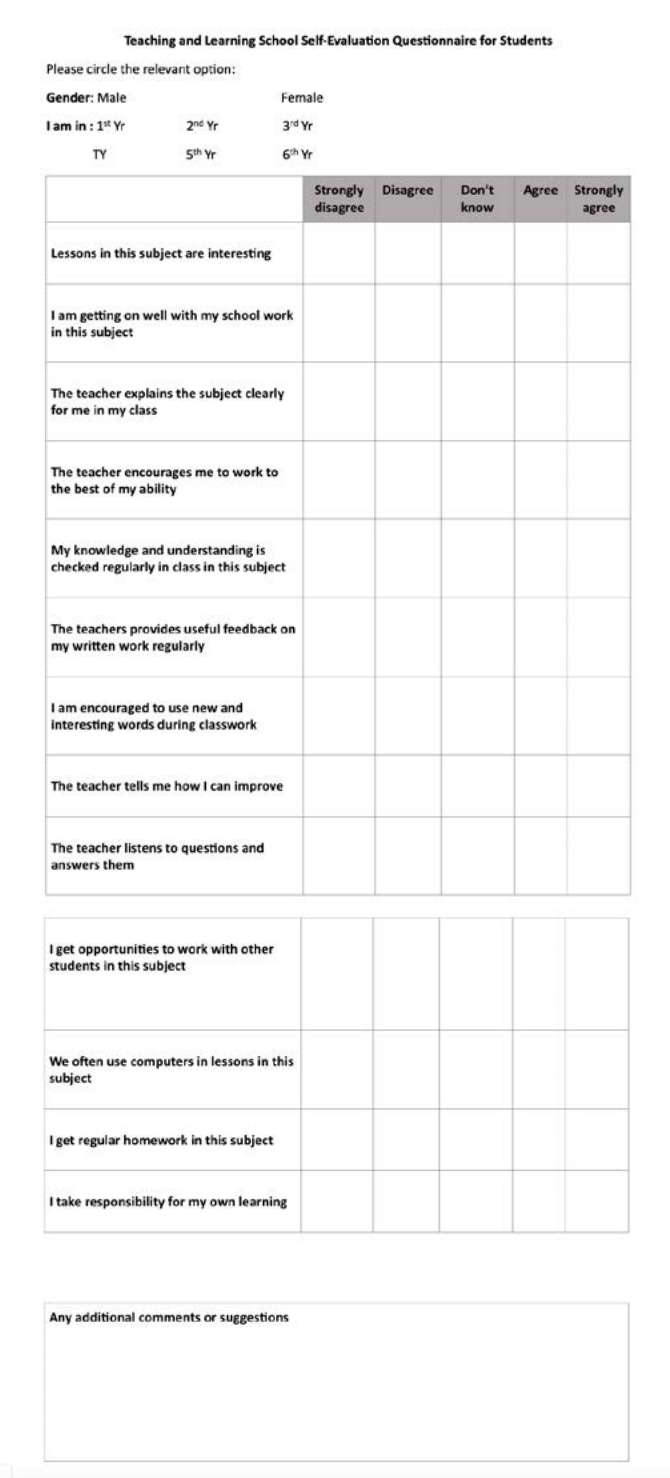
Brid Ni Mhathuna, Colaiste Cois Life, Wood Technology

I found that incorporating "Multiple Means of Representation/ Engagement" in classes was an eye-opener in terms of students' progress, particularly with topics that would normally cause difficulty.
This overall improvement in standard and enhanced learning was observed through classroom scanning, standard of student work and through interactions with the students e.g. questioning during demonstrations, debriefing at the end of practical classes etc.
By using our Orthographic Projection resources and combining them with our practical work, I found that the students got a much richer, fundamental lesson in which they will transfer these new skills to future projects and learning experiences, both within Wood Technology and other subject areas.

Josephine Healy, Greenhills CC - Engagement in Reading Comprehension through peer reading

"One of the principles of UDL is to provide multiple means of engagement to encourage and foster interest and motivation in their course content.

First of all, I administered a questionnaire on reading to find out who liked reading and what subjects they were interested in reading. The students came up with a list of topics they were interested in reading. Having surveyed my class using the School Self-Evaluation Guidelines for Post Primary Schools and reflected on the needs of my students with specific learning needs e.g., dyslexia, autism spectrum disorder reading, and writing challenges, and my own teaching practices, I found that all of my students learned more effectively from using mind maps to teach each topic in the class and from engagement in reading comprehension, through peer reading and reading to each other in class.



Teaching and Learning School Self-Evaluation Questionnaire for Students

Please circle the relevant option:

Gender: Male Female

I am in : 1st Yr 2nd Yr 3rd Yr TY 5th Yr 6th Yr

	Strongly disagree	Disagree	Don't know	Agree	Strongly agree
Lessons in this subject are interesting					
I am getting on well with my school work in this subject					
The teacher explains the subject clearly for me in my class					
The teacher encourages me to work to the best of my ability					
My knowledge and understanding is checked regularly in class in this subject					
The teachers provides useful feedback on my written work regularly					
I am encouraged to use new and interesting words during classwork					
The teacher tells me how I can improve					
The teacher listens to questions and answers them					
I get opportunities to work with other students in this subject					
We often use computers in lessons in this subject					
I get regular homework in this subject					
I take responsibility for my own learning					

Any additional comments or suggestions

VISIT: SCHOOL SELF-EVALUATION PAGE >>

1. I looked for ways to make the learning experience in my classroom relevant, challenging and engaging and more importantly to encourage all students to be active participants in the learning experiences.

2. The learning outcome comprised that students will understand the reading comprehension clearly and the vocabulary content.

It was clear that the needs of my second-year literacy group were met by implementing the UDL principles. I was able to focus on making my lessons more interesting and also implementing more pair work and group work in my classes which were the outcome of the questionnaire. In their self-reflection, students stated that they thoroughly enjoyed the classes and they felt that the layout of the hard copy comprehension sheets in different colours helped them focus on the different topics. In class, the presentation highlights/materials were shared in hard copy and online. This supported the expectations and requests from the questionnaire. A series of higher and lower order questions were provided to each student after they read their comprehension individually and with peers. The discussion around specific questions allowed them to scaffold their understanding of the topics. Teacher observation played a huge role in how the students were improving.

The proof is in the pudding, students increased their reading age over a six week period. It was clear that the needs of my second-year class literacy group were met by implementing the UDL principles.

Meeting students' needs goes a long way to supporting their learning, knowing our students is crucial to achieving this. But what about how our students express their knowledge. JP in Lucan CC wanted to address this challenge in his UDL Redesign by offering his Leaving Cert. Business students choice in how they demonstrated their learning.

JP Foley, Lucan Community College, Business.
"I am in my seventh year of teaching, and over that time I have taken part in a few different teaching and learning groups. Like all teachers, I want to make my lessons accessible to all my students. At times, I would say I am guilty of teaching some aspects of my subject the same way I was taught. I felt not all my students had the opportunity to show what they had learned in a way that suited them. This is something I wanted to address. I attended a few UDL meetings last year and I enjoyed the varied discussions we had. It felt more open than some other teaching and learning groups I had attended. When the opportunity arose to earn my UDL badge, I was keen to give it a go.

Like all new things, I had a slight level of apprehension as I went outside my comfort zone and changed the way I approached my lessons. Before starting the redesign itself, I found the online lessons very useful. They got me thinking about what I could change and made me realise I didn't have to totally revolutionise my teaching, just to make tweaks here and there and not be afraid to try something out.

I targeted a group I know I have a strong rapport with. Before I began, I explained to the students what I was doing and why. Students like consistency and I didn't want to just change it and have the students confused about why the format of my lessons was changing.

I wanted to make open up the ways students can show me what they have learned by allowing them to use multiple means of representation. To do this, I decided to try the flipped classroom method. I would record short videos of 10 to 15 minutes each using Microsoft Stream. For homework, these were posted as an assignment in teams. Then students were to summarise what they learned from the videos and they could use whatever method they felt comfortable with to do this.

I was very pleasantly surprised with the level of effort shown by my students. Mind Maps, Blogs, Voice recordings of their thoughts were among the common methods used to summarise their leaning. Some students even went as far as designing websites to display what they had learned.

TEAM DDL
DEVELOPMENTS
NEWSLETTER #4 APRIL 2022

ddletb

This is a sample of one of the websites created by my students.

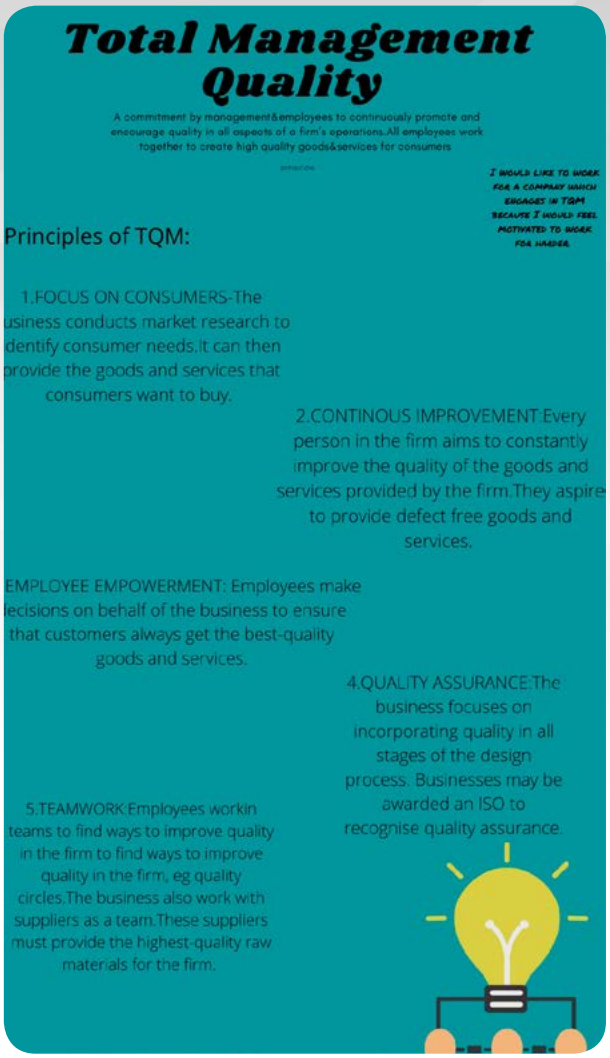
Some students preferred Mind Maps: Some simply drawn out, others used Canva etc.

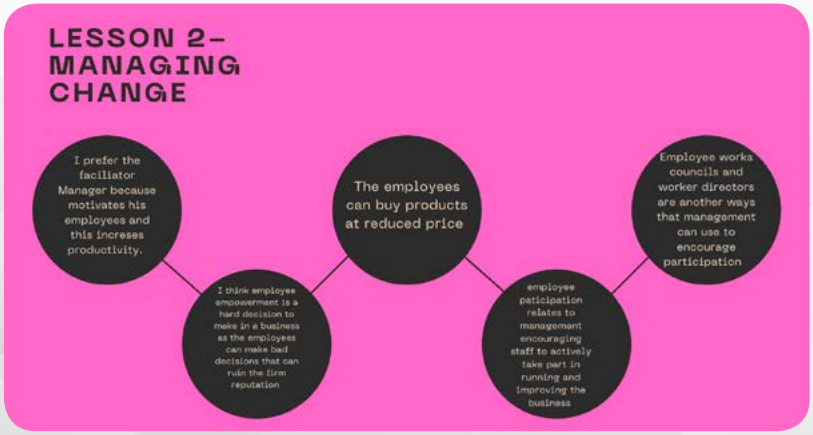
A few students used more traditional style questions and answers as that was their preference, but the main thing was, the students were free to choose the method that best suited them.

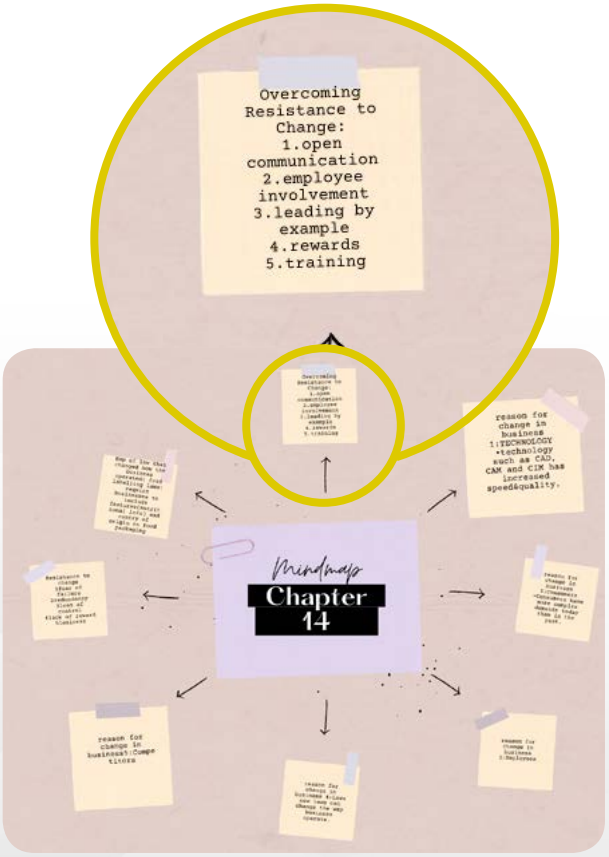
From a teaching perspective, the recording of lessons changed the method of preparation. Instead of just correcting written work at home, I was recording a lesson. This is actually a fairly efficient process with a bit of practice.

To continue giving the students a voice, I gave them an anonymous survey to complete. Overall, feedback was positive, but with room for a few improvements from me. And that is the essence of UDL, we adapt as we go. My lessons are less one size fits all now. I have adapted my teaching. Not all my lessons are pre-recorded, as that was less popular with the students.

However, I have a better understanding of what makes them tick and I have adapted my teaching with other groups too. The students have responded well to being able to express their knowledge in a way that suits their learner style.







TEAM DDL DEVELOPMENTS
NEWSLETTER #4 APRIL 2022

Emily Glynn, Swords CC, Music.
By honouring the fact that there are multiple ways to communicate ideas, you provide entry points for students from a multitude of backgrounds. Individual students have more of an opportunity to see themselves reflected in the work they are being asked to do, which in turn creates a more inclusive community and helps model the professional world our students will later enter.

REFLECTIONS FROM STUDENTS:

'I had a choice in how I did the work'

'I thought the rubric was very useful, I changed some things after I was finished'

'I loved all the examples, they were cool.'

'I could stop and start the (instructional) video as I tried to follow each step'

'I liked the (found sound) scavenger hunt'

VIEW MORE ON EMILY'S UDL ACTIVITY >>

Josef Szpara. Swords Community College.
Universal Design for Learning in the History Classroom.

"Traditionally history at both Junior Cycle and Leaving Certificate level is perceived as a text-based subject which often finds students' rote-learning to effectively answer essay-style long answers. In recent years this paradigm has shifted to focus on the critical assessment of the past, such as the causes, course and consequences of significant events. When combined with the values of UDL, the subject of history, which has previously been very challenging for students with literacy-based SEN, transforms into a universal discipline accessible to all.

How did UDL lead to the success of this task?
The continued focus on UDL in this activity was evidently responsible for the success of the task:

1. The diversification of the significant historical individuals available to select from meant that students maintained effective engagement throughout the activity.
2. The transformation of the assignment from an individual project to a group/pair task encouraged communication between the first-year students. The students who participated in the activity reported that they "found it easier to understand" information relating to their chosen historical individuals when they accessed information through the available videos or podcasts.
3. The projects created by the students in the first-year lesson expressed information on their chosen historical personalities through diverse mediums. The most prevalent medium (aside from text) was videos discovered on the internet, however many students also took it upon themselves to record personal videos explaining their historical individual's significance. In addition, one student recorded a podcast 'episode' and presented their project orally.

The implementation of UDL in this project aided the submission of work from students in the class with an SEN diagnosis such as dyslexia, dyspraxia and ASD."

Mary T Lynham, St. Kevins CC – How UDL has supported teaching and learning in my classroom.

I have many different personalities in my classes and ensuring success for all of them is difficult. I have found that the key is all about choice. I still have a curriculum to teach. How I approach this has changed. I now give the students a choice: why to engage, how to learn and how to express their learning. They choose the model that they feel they will have the most success with.

I found adding multiple means of engagement and representation easy enough as I am always looking at ways of engaging students and making learning more active and meaningful. I found the most difficult part of this design was multiple means of action and expression. Students are so used to tests and assessments in maths that they were unable to make a choice that they were unused to. Almost all students chose the assessment or written option. Going forward I will have to ensure they are more equipped to make choices by factoring these decisions into the learning module.

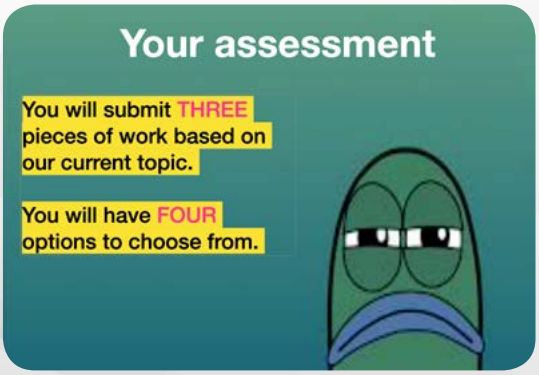
I know what I did made a change because I can see my students make connections, telling me different ways of answering questions and exploring possibilities.
While doing this, they are not afraid to explore and are not afraid to get it wrong. This is not a situation where you do it and it's done. It's a system of change and it needs to be tweaked again and again and again.
Keep going until you get it maybe not exactly right but better and better each time. I constantly see UDL now in all training and preparation I do.

I started UDL with the hope of improving the inclusivity of the learning experience for my students. I have started this journey, made some improvements and look forward to continuously making changes to help my students continue to take ownership of their own learning

ASSESSMENT

What a variety of experience and interesting approaches taken. We hope that you have some key take-away points that will support your teaching practice.
One thing that is common to all disciplines, of course, is assessment! Click on the link below to see Elish's sample assessment piece in English to give us ideas of how we might offer choice and flexibility to our students so that they can truly show us what they've learned.

Assessment by Elish Walsh, Kingswood CC



VIEW: KINGSWOOD ASSIGMENT >>

UDL AND THE WIDER SCHOOL COMMUNITY

Universal Design applies to all aspects of living in a community, it was originally applied in buildings and architecture and has made its way into education. The team in Greenhills Community College took on a UDL perspective when reviewing and redesigning their website. The implementation aims to increase accessibility for the wider community on their school website and importantly in relation to school policies.

Geraldine Leahy, Greenhills CC – School Website Redesign

Communicating with parents and the community at large is important in any school, but this issue has become ever more pertinent in the light of the current refugee crisis, having already taken five new students in the past week, we want to support our school community in accessing information about the college. We are currently redesigning our website and planning to introduce the IClass App in the coming weeks, I found this an opportunistic time to look at accessibility to important information pertaining to our college.

With prospective incoming 1st years and their parents in mind initially, I began to use UDL principles to re-imagine how we connect with the public. Incorporating elements of *Engagement*, was crucial in making this work.

We are always looking to *recruit interest* and engage new students in both our 2nd Level and Further Education sectors, so this seemed to be a valuable opportunity to take our website and redesign it with UDL principles in mind. Our focus was firmly on the diversity of our population of learners. Our policies are all statements of the inclusive nature of our college, why not make the policy documents themselves, accessible to all?

Feedback from parents indicated that they felt that they had no specific need to look at the policies section on our website at all, unless they were having a particular issue that needed clarification. In this scenario, they would be more inclined to talk to a member of staff directly, rather than refer to our policy on that issue.

They universally liked the idea of a graphic summary version that touched on the key points in a "user-friendly" way.

Working initially with a small group of 2nd year Digital Literacy students which was then expanded to a larger cohort, an uninspiring document (from a teenage perspective), becomes alive and takes on meaning. The Code of Behaviour, Anti-Bullying or Attendance Policy affect these students every day and now they can access the key points of it. These videos could also be used in a Wellbeing or SPHE class, for example as a classroom resource.

Although not yet published as our website is still a work in progress, I am now aware of the possibilities of this UDL led approach. In terms of *Engagement,* it is offering greater *flexibility* in an untapped area. By involving students and teaching them about UDL, they understand the *purpose and value* of the activity.

Anti-Bullying Policy

VIEW: GREENHILLS COMMUNITY COLLEGE ANTI BULLYING POLICY >>

Code of Behaviour

VIEW: GREENHILLS CC CODE OF BEHAVIOUR >>

UDL BADGE 2021-22

In November 2021 we commenced our second Digital Badge in Universal Design for Learning. This was no mean feat, school communities were already navigating significant challenges and asking teachers to dedicate time to the UDL Badge was a big request. Nevertheless, a team formed and there have been so many successful implementations. I would like to thank all of the participants for their commitment, resilience and dedication, it was a real pleasure working with all of you.

If you are considering taking part in the next iteration of the course, it might be useful to hear some feedback from a few of the team before making your decision.

Emily Glynn, Swords CC

As a participant of this year UDL Badge, I found it empowering and engaging, easy to navigate and informative. With the focus strongly on widening the participation of students to meet the needs of an increasingly diverse student population. By simply providing choice for students in terms of input of information, or their own output, is a step towards a culturally responsive classroom through the means of the three principles: multiple means of representation, expression, and engagement.

Through a supportive peer triad group, we navigated and explored the principles of UDL in our own school context and were better able to reflect on our teaching practices and how we could change our teaching methods in a step-by-step fashion towards improving teaching and learning in our classrooms/schools.

The Lusk CC UDL Team (Jenny, Niamh and Rachel)

We found the course content to be helpful. The structure meant that we worked through each principle in order, and this helped us to grasp each concept before moving on to the next one. By week 4, we began to think about the redesign activity, we were able to use each of the principals together and connect them to our own teaching. This gave us the opportunity to decide which elements of UDL were already part of our teaching and helped direct us to future changes we could make. We were also able to keep in mind the hidden barriers that may be experienced by our learners and address these to aid their development.

TEAM DDL DEVELOPMENTS
NEWSLETTER #4 APRIL 2022

ddletb

Peer Triad Support
Having deadlines and agendas assigned to us in our peer triad support group gave us a focus and was instrumental in assuring that we as a team and as learners, shared our thoughts and ideas around defining UDL and using it effectively in our different subject departments. Having peer support and feedback was invaluable to progression and understanding of the new concepts of universal design for learning.

Comments from students
Student feedback was overall positive in classes where UDL was used. Any feedback that was negative was aimed more towards gaps in knowledge and therefore, was more progressive than regressive. Students seemed to grasp concepts of grammar quicker in classes where a focus was placed on the elements of UDL such as engagement, representation, and action and expression. The fact that in some feedback, students themselves were able to recognise the gaps in their knowledge in a topic, in itself, is learning.

Some direct quotes from a feedback form students were asked to complete when this new methodology was implemented in their classes:

'I thought it was a cool way to learn because we had to do it ourselves, using all different types of resources our teacher had shared with us. I felt I took ownership of my learning.'

'CSPE can be boring at times because it focuses on so much and I am not really interested in some of the topics – with this way I could choose the people I wanted to learn about, the countries I wanted to learn about and the charities that interested me which was better.'

'It was great not just having to write paragraphs out. I liked how I got the choice to be creative with my assessment.'

Elaine McGrath, Balbriggan CC
Key findings from engaging with the UDL Badge:

- More variety of teaching methodologies is required in lessons for all learners to meet the needs of a diverse classroom.
- UDL is not a special Ed thing – just an Ed thing!
- The importance of multiple means of representation, engagement action & expression to improve the experience of all learners in my classroom.
- UDL helped motivate me to improve the learning experience of the learners in my classroom.
- From engaging with teachers in other schools I was able to pick up ideas about what they are doing in their classroom.

Darach Gorham, St. Kevins CC.
For me the study of the course and the implementation of UDL into my practice has been wholly positive. UDL aims for further inclusion in the classroom, and I found its structure, in my own context, worked well, with a greater level of engagement taking place in the classes. This was achieved through greater focus on learning goals and getting student feedback and input into the planning and implementation of each lesson. Through UDL I found overall class engagement began to improve with more pupils accessing the lesson and taking something from it.

I found what really worked for me was the creation of realistic and achievable learning goals for a lesson. Through the structure outlined by the course, I formed a new outlook on learning goals. After I had considered, planned, and created learning goals, I would then discuss them with the pupils, asking them what they believe they can achieve from these goals i.e. what will you be able to do with the information, and if the goals were achievable.

I would also ask what barriers they may perceive, although I would have considered some myself in the planning element and planned for them myself.
At the end of each class, or module, I would then discuss whether we achieved the learning goals for the lesson/ module with the pupils. The engagement from pupils increased over time and I feel they began to enjoy the deeper input into their learning. I hope this will lead to the pupils creating their own learning goals soon.

TEAM DDL DEVELOPMENTS
NEWSLETTER #4 APRIL 2022

ddletb

UDL SUPPORTING TEACHER PROFESSIONAL DEVELOPMENT

Laura Quinlivan – Lucan CC

I am a student teacher completing my first year of the Professional Master of Education (PME) in Trinity College Dublin. While I have some teaching experience as an English Language Assistant in Germany, this year is my first official year teaching. As I was warned about the great workload, time and effort involved in the PME by colleagues and lecturers, I was reluctant to commit to any additional responsibilities outside university and school placement. However, I must admit my interest was piqued when I was informed about the Universal Design for Learning (UDL) course. I loved the online and flexibility aspects of it. I thoroughly enjoyed that I was also placed in a group with fellow colleagues, as I was given the opportunity to get to know some of my co-workers better and that feeling of being alone dissipated, especially as a new teacher in the school.

I had learned about the concept of UDL briefly in university, however I didn't feel confident that I knew exactly what it meant, let alone how to implement it. I found the UDL course extremely informative and simple and I appreciated that they offered the choice of engaging with the material through voice recordings. Between preparing lesson plans and completing assignments, I found myself sometimes listening to the content on my daily walk. Talk about multitasking!

Even though it was hard work balancing everything, completing the UDL course in my first year of teaching was the best thing I could've ever done. Implementing UDL in my classroom is just the 'new norm' and it has influenced and inspired me so much to find new ways to be more inclusive and creative with teaching. It has made me look at the students more as individuals and that they should be given a voice and choice in the way they learn and are taught.

To be honest, the concept of inclusion daunted and overwhelmed me. However, I felt that this UDL course offered simple solutions to inclusion, which in turn made me more confident in my teaching.

As I became more self-assured in the way I teach, I was inspired to focus on various aspects of school, not just within the classroom. For example, I have recently set up a new volleyball club in the school I am teaching in, which has proved to be extremely popular. I am enjoying the teaching life more and I love trying new things and improving on my practice, which UDL encourages us to do. I believe that UDL and this course has made a significant impact on my confidence and enjoyment of teaching.

I can also see the students themselves enjoying my classes a lot more and my relationship with them is growing each day. I am very appreciative I was given the incredible opportunity to partake in this wonderful course.

TEAM DDL DEVELOPMENTS
NEWSLETTER #4 APRIL 2022

ddletb

UDL AS A SCHOOL DEVELOPMENT STRATEGY

Deborah Dunne
KCC Principal

Kingswood Community College started implementing the UDL Framework as part of their School Self-Evaluation in 2018. The function of SSE is to support schools in embedding best practice as defined in Looking at Our Schools (2016). Here we have an interview with Deborah Dunne, Principal of Kingswood CC to discuss how adopting UDL has supported school development in KCC.

INTERVIEW WITH DEBORAH DUNNE, PRINCIPAL, KINGSWOOD CC

FG: *What were your aims in adopting the UDL approach in the school?*

DD: Our journey started when we initially invited Dr. Margaret Flood who at the time was working on her Ph D thesis to work with our staff on CPD to better support our students following the Level 2 Learning Programmes L2LPs. Teachers and SNA's had a good relationship with these students and their families. We could see the whole person and, as educators, wanted to seek ways of helping these students achieve their real potential. We could see the barriers that traditional teaching and assessment practices were creating for; how the thoughts and indeed the fear caused by paper and pen was impeding their learning, leading to reduced confidence and an 'I can't do' mindset. Over the course of the year working with Margaret our discourse changed from trying to differentiate for a few to how UDL practices.

Our CPD with Margaret helped us explore UDL practices and identify strategies that we were already using that were in fact approaches that worked within the UDL framework, just at a whole class rather than individual or small group level. For example, as a digital school we have been implementing many strategies through the delivery and reception of content to and from students in a variety of modes (textual, verbal, visual, multimodal) could be used to support all our learners.
Since 2018, we as a school have moved from wanting to introduce UDL principals and practice to support students participating in L2LPs to using and embedding UDL to support and broaden the spectrum of all learns including our exceptional able students.

FG: *How does UDL support the vision of your school and its realisation in everyday T&L?*

DD: The vision for Kingswood Community College is a school where all students are valued and respected; a welcoming, happy, caring, secure and challenging environment in which every student is able to develop to his or her full potential. A place where all students are taught how to think rather than what to think; an environment where students can ask questions and question answers freely. But most of all, we ensure that our students will get the best opportunities to learn, with lessons that are well organised and designed to be active as well as demanding. We encourage and challenge our students to succeed to be the best they can be. Therefore UDL is a natural fit for our school, a digital, one-to-one iPad school where all staff are required to qualify as an Apple teacher by the end of their first year in the college. Coupled with our robust ASN facilities and support staff UDL enhances the support of students of varying educational and behavioural needs . At Kingswood Community College, we believe in bringing the learning to every student.
This combination engenders an inclusive school environment, geared toward 21st century learning.
From this, UDL makes sense for us for two main reasons:
As an inclusive school, using a tradigital approach with trained Apple teachers, together with a supporting framework of UDL, a sound pedagogical framework through which our teachers can support their students in accessing the curriculum at their optimum level.
Through the multiple options for representation, action and expression, and engagement, our teachers can create lessons that will appeal to all students in our diverse community, be they students with EAL, students

with additional support needs, students who are exceptionally able or students with no diagnosis. This is because UDL is not for the inclusion of just student with additional needs its for every student. The college has its first cohort of students now due to sit the Leaving Certificate examination in June 2022. Although we commenced on our UDL journey to support student learning through the Junior Cycle programme we as a school has seen the adaptability of UDL approaches a Senior Cycle setting and the benefits therein. Looking at future we hope that with the adaption of UDL in the classroom teachers are able to remove any barriers that hinder their students from achieving the learning goal without lowering standards of learning.

FG: *Has UDL impacted the development / enhancement of student voice, student participation and student leadership?*

DD: Through UDL, we continue to improve student opportunity for choice in the classroom. We work to create authentic learning experience in which students have a say in how they learn and how they showcase that learning. Our teachers design classroom experiences with choice in-built - questions to choose from, material to choose from, assessment to choose from. Our student's participation has increased significantly through the production of a plethora of multi-modal artefacts which demonstrate their mastery of learning and individual engagement with the curriculum at Junior and Senior Cycle. Students are provided access to the curriculum in a variety of modes. Our teachers make create a high proportion of their class content which includes text, images, videos, audio notes, discussions, and interactive quizzes. In this way, students are not tethered to textbooks alone and can master class content through a variety of mediums and practises. The option of choice in homework gives students a voice in their learning. In addition, the co-creation of success criteria and assessments also add a student voice as students have the building blocks from UDL to scaffold these. Students are offered a variety of ways to demonstrate learning. As we are a digital school of qualified Apple teachers, and we have been working to open-up assignments and assessments beyond that of exclusively pen and paper. Of course, written skills are es sential, but we also make use of our iPads as tools of expression. Students can demonstrate their understanding of a unit of learning through written work, movies, posters, presentations, demonstrations, audio recordings or any combination of these. Through the SSE process we engage with students through surveys, focus groups and interviews to ensure that their voice is always the loudest. UDL has also impacted on Student Leadership within our schools, through the growth in their confidence from tasting successes in the classroom students are inspired to put themselves forward in so many different areas of school; from developing 'teaching moments' for other students for example, "Recipe of the week" on our website to putting themselves forward as Digital Leaders and House Leaders.

FG: *What would you say has been the greatest success of adopting UDL as part of the schools SSE planning and implementation?*

Two elements; firstly, the commitment and drive of a team of teachers with a passion for UDL with the desire to effect change in our teaching and learning. Watching these teachers drive this initiative brought one back to why we want to teach – our vocation, that feeling of inner fulfilment we get when we see the impact on student learning, confidence, and mindset of what we do and how we do it.

Secondly; Time as Leadership team in our school we decided that for UDL to not only stick but to become integral to who we are an what we do, attention at every level was required. We ensured that all whole Staff Meetings UDL was on the agenda. Subject Department meetings; UDL was on the agenda. Assessment; UDL was on the Agenda.

Since 2018 through the SSE process, we have dedicated extensive time to the growth of a UDL culture in Kingswood Community College. We have monitored and continue to monitor our progress. For this, we prioritise the voices of our teachers and students. Feedback from the lived experiences of our classrooms is essential to gauge the status of our UDL journey and to adapt accordingly. From 2018 we have continued to place emphasis on Staff CPD, working with Margaret in person or virtually to continue to move on to the next stage of our journey, for example this year reflecting on assessment during Covid and our UDL team delivering inputs.

FG: *Has developing UDL promoted a culture of improvement, collaboration, innovation and creativity in learning, teaching and assessment?*

TEAM DDL
DEVELOPMENTS
NEWSLETTER #4 APRIL 2022

ddletb

DD: Developing a UDL mind-frame as well as recognisable UDL teaching and learning practices, has definitely promoted a culture of improvement, collaboration, innovation and creativity in our learning, teaching and assessment processes. Working collaboratively each subject department consider these eight techniques when designing of their curriculum - meaning that from Aug-May all subjects departments will have used each of these strategies at least once.

1. Instructional tools and strategies that are flexible and engaging and that allow learners to demonstrate learning in multiple ways.

2. Presentation approaches that, in addition to verbal and written, rely on resources that are appealing to different learning styles.

3. Alternative ways through which learners can demonstrate their knowledge.

4. A variety of scaffolding devices that incorporate charts and graphic organizers while material is presented.

5. Visuals that supplement printed materials.

6. Classroom configurations that allow for small-group work and collaboration.

7. A variety of instructional methods that stimulate student engagement and motivation.

8. The involvement of students through meaningful participation in learning activities.

Over the past three years different subject departments have presented on one aspect of the above strategies, sharing practices from one department that can be adapted and used in another has led to innovation in our teaching and at times forced us as educators to "think outside the box" and the confines we can as a subject department put ourselves in.

These sessions at our whole staff events lead on then to the development of our THEO (Teachers Helping Each Other) sessions, once again affording staff the opportunity to share and work with colleagues and their best practice. As a growing school we had a minimum of 10 new staff members joining our college every year, we went from a teaching staff of 6 in 2016 to 23 teaching staff in 2018 at the start of our UDL journey to a teaching staff of 63 in 2021.

It the collaboration of our UDL and Digital teams together with the shared vision of our school that staff work together to ensure that our new staff quickly upskill in our UDL practices as well as being support by their colleagues on their Apple teacher qualification.

Thanks so much Deborah for insights into how implementing a UDL framework can assist school development, support teacher professional practice and enhance inclusion by scaffolding students' learning and experience.

TEAM DDL DEVELOPMENTS
NEWSLETTER #4 APRIL 2022

ddletb

EAL UPDATE

Our schools are prepared and ready to receive newly arrived refugees. Our ethos of Care and Community will come to play in the early days to ensure all feel they belong and are welcome. Our ethos of Excellence in Education will come in to play when young people and their families settle in.

A WHOLE-DDLETB RESPONSE TO SUPPORTING FAMILIES.

Please link in locally with our Adult Education Services who are coordinating supports for adults across our organisation. The point of contact is Adult Guidance Counsellors in each area. ETBs are very well placed to support all students/learners from the age of 4 onwards. In DDLETB, we have 60,000 learners across 10 Community National Schools, 31 Community Colleges, 9 Further Education Colleges (PLC courses), 11 Youthreach Centres, Youth Services, 3 training Centres (apprenticeships) and 4 Adult Education Services. Our work is embedded in all local communities and we are actively linking in with other organisations, agencies and groups of volunteers to support all in our community. See websites for Welcome and Information events happening across DDLETB Wed 30th and week beginning 4th April.

CPD IN EAL FOR POST PRIMARY TEACHERS.

To continue to respond to the needs of refugees wishing to enrol in your school now or into the future, and to continue delivering excellence in education for all as per our ethos, please train up a team of EAL staff in each school. There is an intensive 32 ½ hour teacher training course taking place in June. All are welcome. Please register soon to be sure of a place marykenny@ddletb.ie This bespoke course is very likely to be oversubscribed this Summer.

The deadline for registering for Cambridge exams in May and June is Friday 1st April. Exams are open to all in senior cycle who speak English as an Additional Language: TY, 5th and 6th. Exams are funded for our post primary students as we consider having the language skills to have choices and to progress into the workforce or onto further study to be an essential lifelong skill.

Cambridge English exams are also open to all staff (on payment of exam fee) across DDLETB schools and services. To ensure inclusion of all, please support non-teaching staff to access English language classes as necessary. 24 mainstream subject teachers and SNAs have completed 10 hours of CLIL training in Donabate CC. This training leads to certification from Cambridge English (see below – TKT CLIL) and is again available to subject teachers in any DDLETB post primary school from September or Jan 2023. Exam fees are funded to ensure maximum uptake in any one school where the impact will be felt by all students who have language and literacy needs

TEAM DDL DEVELOPMENTS
NEWSLETTER #4 APRIL 2022

ddletb

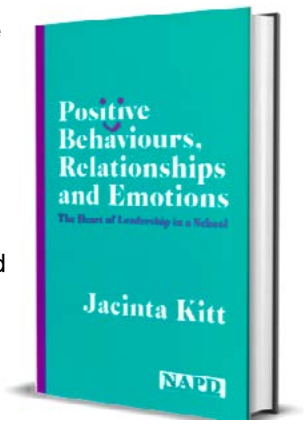
LEADERSHIP CONNECT PROGRAMME

LEADERSHIP CONNECT PROGRAMME

Our second 'optional' Leadership Connect session took place on March 2nd. This session was open to both participants from both TLP and MLP. The session was facilitated by the wonderful Jacinta Kitt (lecturer in Trinity College and Marino Institute of Education).
It was an insightful and informative session focusing on the importance of positive work environments for relationships and performance, and the role reflective practice plays in developing positive environments.

For further insightful tips and information check out Jacinta's book.

Our Leadership Connect Showcase and Certificate Ceremony for both TLP and MLP participants will take place on May 12th. Further details and an RSVP link will be sent to participants shortly. We are really excited to host our very first Leadership Connect graduation and we are delighted with the success of the programme this year.
Thank you all sincerely for your participation and support.



MIDDLE LEADERSHIP PROGRAMME

MIDDLE LEADERSHIP PROGRAMME

March was a busy month for MLP.
On March 10th we had a fantastic session with the Management Team from Lucan Community College @LucanCC1. This was an extremely interactive session for our participants and gave them an opportunity to network and collaborate, while providing them with an understanding of effective teamwork. The team at Lucan CC presented wonderful examples of successful teamwork, role dispersal and coaching.
The session was extremely well received by our participants.

March 22nd provided our participates with a practical and constructive approach to Curriculum Planning. Wonderfully presented by Noel Kelly (@IsMiseNollaig), Director of Schools for CNS and former Principal of Griffeen Community College. The session helped participants to delve into the exercise of Curriculum Planning and highlighted the importance of keeping the learner at the heart of the planning process.

Thank you to the Management team from Lucan CC (Diane Birnie, Stephen Brett, Elaine Brady and Grainne Malone) and to Noel Kelly for facilitating our sessions and providing valuable mentoring to our participants.

Our final session (before our Leadership Connect Graduation). Will take place on April 28th with Mr. Ian Malloy. Ian is the Assistant Manager at Tallaght Training Centre. He also lectures on the ICHAS Counselling & Psychotherapy degree programme on the Griffith College campus and as a trained Psychotherapist helps people overcome mental health issues, deal with conflict resolution and workplace pressure. For over 20 years Ian has facilitated management development training courses for organisations in both the public and private sectors.

Ian Molloy led TLP through an insightful session already this year. During General Learning Session 2; The Reflective Leader, participants were invited to reflect on the power of questions, motivation styles, attributes of a good team as well as the lessons learned from the amusing video on The First Follower. Thanks to Ian for sharing his knowledge, time and wisdom.

TEAM DDL DEVELOPMENTS
NEWSLETTER #4 APRIL 2022

ddletb

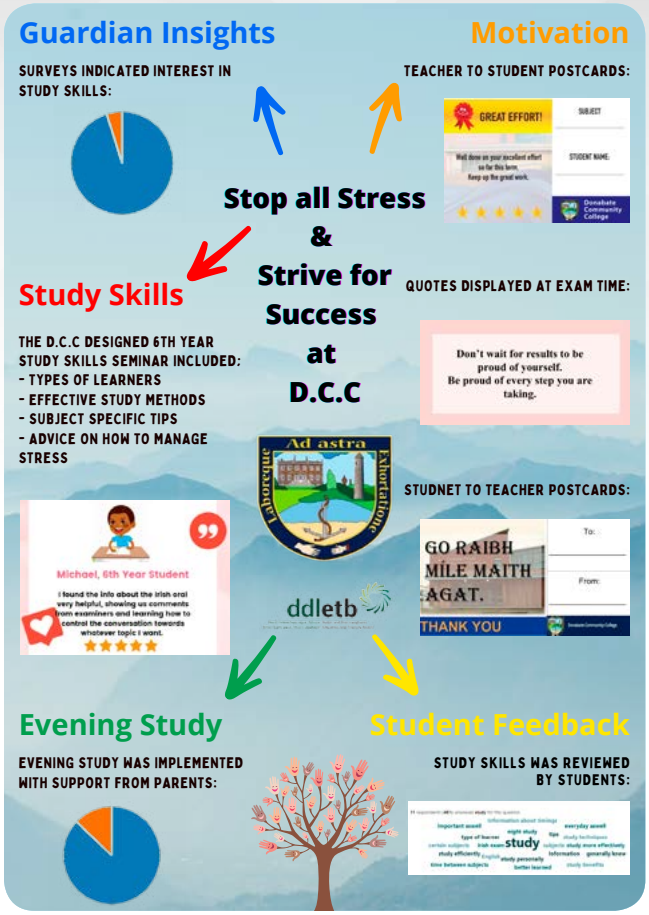
TEACHER LEADERSHIP PROGRAMME

TEACHER LEADERSHIP PROGRAMME

March saw the TLP Facilitators meeting for the first time in person as their final training day took place in Head Office. The day proved to be a great opportunity to reflect on the TLP year and the many achievements of TLP Teams. We learned about each other and from each other. Thanks to the facilitators for bringing such enthusiasm and fun to the day!

TLP SPOTLIGHT: DONABATE CC

TLP Teams have been working hard on capturing the work of their projects in Posters which will be displayed as part of the showcase event in May. Take a look at the poster from Donabate CC



ETHOS: RESPECT

RESPECT:

In an ETB school, respect is about upholding the dignity, rights, and recognition of the identity and background of each member of the school community. It is exemplified in relationships between all members of the school community, and decision-making that impacts positively on the rights, feelings, and aspirations of the diversity of people within the school community. ETB Patron's Framework on Ethos, pg.18

ETB PATRONS' FRAMEWORK:

From September all post primary schools within DDL will be engaging with the ETB Patrons' Framework.
This Framework is designed to support schools and provides them with a detailed look at effective practices in relation to ethos. The document offers scope to schools in identifying and achieving excellence in relation to living out the ETB ethos. 'As with the LAOS document, schools should not see this framework as an inflexible checklist but rather as an enabler of critical self-reflection that allows them to meet the needs of the school community.' (ETBI Patron's Framework on Ethos, pg. 9)

For a more information on the framework and to see students from both Lucan CC and Lucan CNS articulate their thoughts on school ethos have a look at this video.

VIEW: Patrons' Framework Video >>

TEAM DDL
DEVELOPMENTS
NEWSLETTER #4 APRIL 2022

ddletb

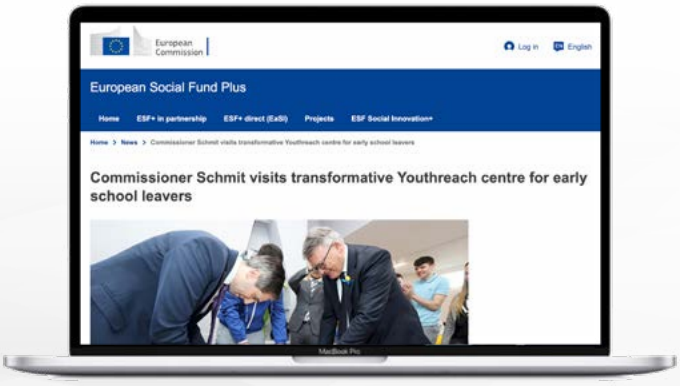
Clondalkin Youthreach Centre hosted an amazing visit from Mr Simon Harris, Minister for Further and Higher Education, Research, Innovation and Science, and EU Commissioner for Jobs and Social Rights, Nicolas Schmit.

Commissioner Schmit stated, 'It was very inspiring to join Minister Harris for a tour of the Youthreach Clondalkin Centre which is jointly co-funded by the EU and the Government of Ireland. The young people we met told us that Youthreach is like a community where they are really supported. Their talents are developed, and they find jobs or further education.'

The event was relaxed and fun as both the special guests along with many representatives from the EU and the Department, chatted with students and staff about how Youthreach has transformed their lives and how much the staff are involved in supporting their journeys and creating a positive learning environment. Minister Harris and Commissioner Schmit experienced some classes in maths, art, cooking, creative writing and heard about the Centre's achievements. Thanks to the positive learning environment and inclusive approach, Youthreach students achieve their full potential, and Youthreach Clondalkin have won national awards for their innovation and leadership with LIFT Ireland and for their mental health project as part of the Young Social Innovators. Youthreach puts a strong emphasis on personal development, integrating life skills courses into its many programmes. Centres provide up to two years integrated education, training and work experience, offering a choice of vocational options, a work experience programme, and focusing on core literacy/ numeracy, communications and IT skills.
Youthreach centres were able to continue helping students throughout the pandemic. Thanks to preliminary preparation to support online learning, students were able to access courses and training remotely, and the programme operated over 30 social media platforms across Facebook, Twitter, Instagram, Snapchat and YouTube. Youthreach Clondalkin along with many centres offered laptops and stationery packs to support their students. The use of virtual platforms also allowed for sessions to be delivered covering mental health awareness and psychological support services to students, teachers, parents and guardians. To see how this great day unfolded please visit our YouTube channel or view the video on DDLETB website.

VIEW: CLONDALKIN YOUTHREACH VIDEO>>

VISIT: CLONDALKIN YOUTHREACH PAGE>>



VISIT: COMMISSIONER SCHMIT VISIT >>

Youthreach is co-funded by the Government of Ireland and the European Union

KCC RECOGNISED

AS AN APPLE DISTINGUISHED SCHOOL.

Kingswood Community College have been recognised as an Apple Distinguished School, 2021 – 2024 for their innovative and creative use of iPads in their teaching and learning.

Since the foundation of Kingswood Community College, the staff have embraced Digital Technology and the iPad. They developed and enhanced their skills through CPD and with the support of DDLETB Digital Connect. As the school developed students became the Digital Leaders and have developed a student-led initiative to offer peer-to-peer support to the younger year groups. Their student team has been and continues to be integral in the successful implementation of the iPad in KCC.

Well done to the innovative, hard-working team of staff and students at Kingswood CC. We congratulate them all on their success.

Find out more here about their story to becoming an Apple Distinguished School here >>

Images from the official launch and celebration on March 30th.

"I have always been a strong advocate for the enhancement of teaching and learning through appropriate uses of technology. We can't keep doing the same thing repeatedly and expect to keep up with the needs of our students. The creativity possible on iPad has put a powerful resource in our students hand. A resource that provides an independence and autonomy in their learning and fosters a problem solving culture amongst students. With our UDL focus, personalised learning has reached a new high. This formed the golden thread through our successful application to become an Apple Distinguished School."

Robert Dunne,
KCC Apple Distinguished School Coordinator.

TEAM DDL DEVELOPMENTS
NEWSLETTER #4 APRIL 2022

ddletb

DIGITAL MEDIA

Our Digital Media Strategy and Research is now complete.

Our team are currently compiling our recommendations and drawing up plans for going forward. We are looking forward to connecting with our social media Leads from our schools and centres, before the end of this academic year. This will give use a vital opportunity to develop our network and share our final strategy and plans.

Remember to follow us on Twitter, Instagram and Facebook, @ddletb and don't forget to tag us @ddletb and #Teamddletb in your posts.

You can also connect with us and list us as your employer on LinkedIn at Dublin and Dún Laoghaire ETB

SOCIAL MEDIA

@ddletb
@ddletb
#TeamDDLETB

Many of our schools and centres are currently redesigning or redeveloping their websites.
We're here to help if you need guidance or information, contact janetmurphy@ddletb.ie.

It has been a great few weeks on social media and it was wonderful to see our schools and centres celebrating important events. From Professional Development Programmes to International Women's Day to Seachtain na Gaeilge, #Teamddletb have been busy!

PRINCIPALS NETWORK:

In March the Principals' Network had their first in-person meeting in two years. It was a great opportunity to reconnect. John Doran led a thought provoking and entertaining presentation and left us with the reminder that; 'the least selfish thing a leader can do is look after themselves'.

Take 1 Programme
Education for Sustainable Development in ETB Schools
Rialtas na hÉireann Government of Ireland

Thanks to Valere Lewis who completed Take 1 Training with the Principals and Deputy Principals this term.

SEACHTAIN NA GAEILGE 2022

Bhí an t-uafás imeachtaí ar siúl inár gcuid scoileanna agus ionaid le ceiliúradh a dhéanamh ar Sheachtain na Gaeilge i mbliana. Bhí sé go hiontach an Ghaeilge agus an cultúr Gaelach a cheiliúradh i dteannta a chéile.

Idir thráth na gceist, lá éadaí uaine, ceol, aithris filíochta agus comórtas phoc fada, bhí go leor imeachtaí ar fáil do dhaltaí agus múinteoirí araon.

Bhaineamar ardtaitneamh as bhur gcuid imeachtaí a fheiceáil sna meáin shóisialta. Seo blaiseadh beag díobh!

There was so much going on in our schools and centres to mark Seachtain na Gaeilge this year. It was wonderful to be able to celebrate together, celebrate in style and celebrate all things Irish, especially our wonderful language.

From table quizzes to 'green dress up days', music to poetry recitals and Poc Fáda to dancing, there was a lot on offer to entertain both students and teachers.

We really enjoyed seeing all your activities and events posted on social media. Here is a tiny snippet of some of them!

#SnaG2022

TEAM DDL DEVELOPMENTS
NEWSLETTER #4 APRIL 2022

ddletb

NEW PRINCIPAL WELLBEING/ TEAMBUILDING DAY.

Our CE, Caitriona Murphy and Director of Schools, Adrian Flynn were delighted to welcome our new Principals (those who took up their role in the last two years) to a lovely Teambuilding Day. Facilitated and hosted by Anthony Creevy, Principal of Donabate Community College, his management team and members of the Principals Planning group.

The aim of the day was to provide new Principals with an opportunity to meet in-person and discuss challenges they have faced in their new roles during these past 2 years. The day consisted of a presentation by Anthony and our SAEN Coordinator, Frances Gibson and an opportunity to collaborate and exchange ideas. The morning session was followed by lunch at the beautiful Shoreline Hotel and finally a 'wellbeing walk' along Donabate Beach.

It was a special day and a wonderful opportunity to experience the welcoming atmosphere of Donabate Community College. Our ETB Ethos and Core values are evident at every turn in the college, and we were overwhelmed by the displays of students work.

TAKE A LOOK AT OUR LITTLE VIDEO OF THE DAY >>

Dublin and Dún Laoghaire ETB New Principals' Teambuilding Day.

Thank you to Anthony and the Principals Planning group for providing a mentoring experience and for hosting an enjoyable day for our new Principals. We look forward to repeating the day with our new Deputy Principals on April 26th.

WELLBEING FOR OUR HEAD OFFICE STAFF.

These past two years have been extremely difficult for our entire DDLETB Team and we all need to remember to mind ourselves and look after our mental and physical health.

Our Head Office staff were recently invited to attended an online session with Mr. Tom Coleman, Wellbeing Coach and Sleep Expert.

Tom took attendees through an enlightening and engaging session and provided clear, simple, practical, yet highly effective solutions which contribute to improving many aspects of sleep and overall wellbeing.

#FindYourBalance
www.tomcoleman.ie

DEVELOPMENT SUPPORT TEAM:

janetmurphy@ddletb.ie
carolinedaly@ddletb.ie
francesgibson@ddletb.ie
marykenny@ddletb.ie
lornalavelle@ddletb.ie

SOCIAL MEDIA

@ddletb
@ddletb
#TeamDDLETB