

Report of the
Inaugural BEACONS Event

Ennistymon

16/17 May 2019

An Teach Ceoil



Participating partners

CBS: Scoil Mhuire: Vocational School: Mol an Óige Steiner NS: Scoil Mhainchín NS: Family
Resource Centre

with

The Teaching Council & Burren College of Art

Inaugural BEACONS Event

Purpose: This, the first Prototype BEACONS event, was the fulfilment of a long-held vision of the Director of the Teaching Council (TC) to catalyse a conversation process among parents, teachers and students in their local areas to allow them say what's important – what's in their hearts – about the future of education in a safe, inclusive, inspirational way. Taking its inspiration from the conversational process that underpinned the [Symposium](#) 'Towards a More Creative Education System' hosted at the Burren College of Art in September 2018, the focus was on igniting a process which, like a conker breaking open, would allow new shiny fruit to emerge. The hoped-for fruits included tapping the insights, hopes and aspiration of diverse participants as well as shedding light on how such a BEACONS process might best be facilitated to grow on a national scale.

Participants: The first BEACONS prototype was arranged in Ennistymon, coordinated by the Burren College of Art, and shaped by the five local schools and resource centre. It started with an ice-breaker session on Thursday 16th May from 7.30 pm to 9.30 pm in the local hotel followed by a full school-day on Friday 17th from 9am to 3pm in the local 'Teach Ceoil'. The participants on the opening evening were 6 from Steiner ('Mol an Óige'), 7 from the National School, 5 from CBS, 7 from the Vocational School, 8 from Scoil Mhuire and 8 from the Family Resource Centre together with participants from the Teaching Council, Burren College of Art as well as representatives from other schools hoping to host similar events. The participants included 4 principals, 6 teachers, 5 parents, 5 primary students, 11 second-level students and 6 observers. These numbers were augmented on Friday with additional students and observers. Chris Chapman was the facilitator as part of the Burren College of Art team.

This Report: What follows is (i) a report of what participants had to say over the day and a half of this first BEACONS event; (ii) Reflections from the Director of the Teaching Council and (iii) the harvest of documents from which the report derives.

Opening – Invitation to name a word you want in the conversation? Homework (problem with); Philosophy (of education); Curiosity (x2); PE (more of); Environment; Happiness; Respect (in and out of class); Engagement (with learning); Listen; Exams; Excitement; Choice (of education); Partnership (between the school community); Tactility (engagement with creative materials); Inclusion; Creativity (music); Gaeilge; Time-table; Fun; Language;

Animated; Education; Friends; Soccer; Daring (different – do/think); Humane/kind; Sports; CBA (Class-based assessment); Bullying; Drawing; Time; Sport (more for girls).

What is Education like for you? (Discussion in Constituency groups)

Teachers Table:

- We care about students but students don't believe it given the time-table, class size and discipline;
- We like fun and don't like home-work;
- We want good relationships;
- We want more spaciousness.

National School students want:

- Less pressure through testing;
- More language tuition for foreign students;
- Less talk and more action about the Environment;
- More excitement in Irish and maths – should want to learn and go to school;
- More group work vs solo writing down;
- Consultation before making rules;
- Less drag from students not doing home-work and disruptive students.

Secondary Students

- Irish is very important but the course turns students off;
- There is little opportunity for drama;
- CBA causes stress as we must then move to formal exams;
- We get restless – need more PE;
- Bullying is an issue.

Parents

- There is a will to learn;
- Creative approach to those with learning difficulties;
- Want children to be comfortable;
- Stress on parents as result of academic intensity and 'one-exam' stress;
- Huge transition from national school to secondary if non-academic and more creative with a huge impact on confidence.

Principals

- Students are at the heart of everything – we want the best and that they are happy in their skin;
- Accountable to myriad parties – DES/Trustees/Management Bodies/TUSLA/Parents/Legal Structure/Circulars – this pre-empt a lot of time;
- We are part of a community – past/present/support staff etc and part of greater community;

- As principals we are learners as much as students and parents – a community of practice;
- We see students as individuals with staff and parents of different backgrounds – we are at the coalface of society – a microcosm;
- Our job is most challenging and rewarding.

Observers – what are you curious about?

- Empowering students to have a voice – particularly Generation Z, the first digital natives;
- What will the impact of connecting schools be?
- How to give students a sense of agency?
- How teachers (secondary) can become life coaches as well as subject specialists.

What are you Curious about now? (collective comments)

- If teachers and principals are so caring why is there so much discontent?
- Too much home-work and CBA;
- Our principal doesn't believe in home-work;
- Why don't we have other teachers present here – pre-school and adult education?
- There is scarcely time for sitting down;
- Students eating in front of others observing Ramadan fast;
- What is the genesis of this project?
- What kind of 'Vision-board' would students create of the education they want?
- Teachers, in giving home-work, don't realize how much other home-work we have;
- Students are afraid to speak up;
- Students experience lack of consistent practice between different teachers and substitutes;
- The system that is creating the stresses we hear of is not in the room;
- We are the system;
- What is the role and space for the self-directed learner – as with hedge-schools tradition?
- Teachers would like feed-back on what's positive.

Final Comments

- When shy student at back of class raises hand and gets overlooked by the teacher that causes stress;
- We need places for overwhelmed students who can't cope – fidgeting and ADHD;
- Different people learn in different ways – many things don't work;
- What is the TC's view on religious education?
- There is a real will to develop the best education for those in the room. We can enable the system to hear their voices and the system will meet their needs;
- The conversation is timely.

Friday 17th May 2019 – An Teach Ceoil

Words for the Conversation from new Participants: Love; Listening; Learning styles; Student-directed learning (e.g. Sudbury); Collaboration (learning from difference); Respect; Sport; Flow.

Recap of last evening

Possibilities: Talking better together; Greater student voice; Connecting schools; Teachers as life coaches.

Issues: Bullying; learning styles; Stress; Environmental Action; Homework and CBA; Impact of some students on others; Respect and consistency; talking without being afraid; constructive feedback; religion in teacher training; time and space for imagination and vision.

Anything else: Going within before going without.

Appreciative Enquiry into Good Education Experiences (groups of 3)

- Auxiliary students helping teachers with IT in class;
- Teacher going the extra mile for traveller child – resulting in ‘A’ in foundation Irish;
- Irish as part of home environment so never experienced as a struggle (unlike other children); the course turns people off.
- Required wellbeing hours are great but are overdone causing stress for teachers and time-tabling and boredom for students – ‘not that again’;
- In TY giving students discretion to decide what works well for mental health (Sport/music) – Choice and Respect; and there are those students who want clear direct guidance; this template works for students and teachers and provides more flexibility than the JC;
- More choice – more practical things, the meaning of life and things you can’t google;
- Practice of language – following your heart;
- Teaching as sharing generously multiple perspectives;
- Teachers who are passionate with passion for their subject.

- **Summary words for good education soup:** Passion; Smile; Enthusiasm; Sport; Choice; Vulnerability; Out-of-classroom experience; Love of reading; Respect; Equality; things you can't google.

How to get more of these qualities in School? (groups of 6)

- More time for teachers to plan cross-curricular cooperation – integrated learning across subjects;
- Social space for communal learning outside class and time for applied learning without marks;
- Less power-point and more drama;
- Clear communication and expectations;
- Less exams – universities taking responsibility for entry requirements – not the secondary schools.

Heard in the Coffee Break: the stress of CBA combined with exams and homework. CBA is supposed to reduce stress but is having the opposite effect. Teachers are terrified – haven't acquired the rhythm of the new system.

Open Space (Participants host Conversations on Subjects they care about)

1.0 Imagining Life without the Leaving Cert (x2)

- Some schools experimenting with [P-Tech](#) which allows mentoring in coding and IT skills at levels 4/5/6 so students leave with a qualification and often get jobs with the mentoring companies;
- Google recruits without reference to points – looking for creativity, applying with video etc. Interviews are more attentive to **personality** and having balanced teams in finance/IT/HR. Facebook schedules chat with staff every few weeks – 'how are you?'
- Steiner schools look at the personality of their students. In Alpha schools the teacher is a coach and chats with kids once a week;
- There is need for **time and space to excavate subjects well** and do CBA. Alpha (unrecognized by DES) takes 2/3 weeks to explore themes in depth, with time for reflection – and students can progress through IT channels; IT's are supposed to take 30% of entrants through non-CAO channels;
- **21st Century Skills** include creativity, resilience, capacity to work in teams i.e. soft skills vs 'learning-things-off' model of LC.
- **Assessment** is the problem – the challenge is how to bring your best self to the assessment game;

- **We need a new currency and language of measurement and success.** I may have 550 points, my preferred option requires only 250 but the pressure is on to choose a high-points option. The LC system suits some but we need other paths.
- In Europe there is a **Badge System** allowing the recognition of non-formal skills and providing a Passport with a set of badges. This provides a new currency and language of success which can be validated in job interviews. In the new JC there is scope for crediting the non-academic but it warrants just a line on the certificate.
- The LC fails people. It's an industrial model at a time when we have the **first generation of 'digital natives'**. We need a **larger process** with interviews, portfolios and FETAC credits for young scientist and other accomplishments. We need to look to the world of work and what attributes will be required – no point having high-points degree if the world of work doesn't want it.
- **Alternative Education** has much to teach the mainstream.

2. Anxiety Levels & Solutions

- Transition to big secondary schools can be fraught with anxiety compared with primary experience when free from social media, peer and separation anxiety and aggrophobia;
- Managing transition requires training in mindfulness and building resilience;
- To prevent students tuning out teaching needs to address themes vs segmented areas of knowledge.

3. Bullying & Resilience

- We need role playing and empathy training;
- Need to encourage up-standing vs by-standing;
- Need a whole-school approach;
- School need to keep eyes open and separate students where an issue causes dissent.

4. The Environment

- Action on litter and plastic – water-fountain in school and more litter bins;
- Reward civic action – in Sweden they pay for return of bottles;
- We need beauty in our surroundings;
- Provide secure storage for bicycles and skate boards in schools;
- Reduce packaging in deli-food.

5. Home-work: people love reading at home and the habit should constitute a reinforcement of what's learnt at school.

6. Teacher-Ed in Religion: ideally religion should be elective (as should Irish) and trainee teacher should not be constrained to self-hypocrisy.

7. Art in Education

- From realism to multiple perspectives;
- Art should be used in other subjects – but needs more time;
- Art can express feelings and relate to the environment;
- It opens to more flexible way of thinking.

8. Critical Thinking: Over-thinking is the enemy of creativity. Education should facilitate **Life Long Learning**.

9. Exercise: important for getting the body healthy and helps calmness and concentration; we need more time for exercise, PE, sport.

10. Discipline:

- It brings up issues of anxiety and stress as well as perceived fairness;
- It's difficult to discipline but students crave boundaries;
- Important not to sweat the small stuff;
- Restorative approaches are important as is understanding why student is misbehaving;
- Importance of student contracts – and the applying of consistent rules, consistently.

I. What do I want to come out of this Process? (in pairs)

- Big impact over time; going round the country capturing picture of whole system;
- Capturing what people feel as well as think;
- It's a process – I can apply in school on Monday morning;
- Be aware what's happening in UK – violence, ADHD, anxiety etc.; we need to focus on keeping calm and creating safe space;
- More project work as in the Alpha school with cross-subject learning;
- Reconceptualise the role of teachers as professionals working together;
- Teachers instilling curiosity by being curious vs report-writing;
- High expectations; more enjoyment and creativity and the class outside;

- Hearing everyone's voice will allow things to happen vs 'Us and Them';
- **Accountability:** Students feel nothing every changes so the take-away has to be ownership of change in a replicable model. Observers at today's event will host conversations in Tallaght (x2), Inner-city Dublin and Galway. We will follow-up on this BEACONS in January/February to see if it has achieved what is hoped for.

II. What do I want to come out of this Process? (Students/Parents/Teachers/Principals/Observers)

Observer Group (Replicating the Process)

- The elements of the process seem apt: evaluation from the Teaching Council, co-ordination and facilitation by BCA and schools providing the agenda, venue and catering.
- In Tallaght, the Education Centre can provide the venue, catering and could also provide the facilitator. In Galway Eleanor can lead with support from Máirín (EC). In inner city Dublin Larkin can lead and can co-opt supports from NCAD.
- BCA might provide a crib sheet of experience in coordinating the first BEACONS as a guide for others. The video being prepared by the Teaching Council will also be useful.
- 'Just do it'.

Student Group

- Listen to other perspectives/voices; acknowledge that all are doing their best and recognize that change is possible;
- Ask students and parents what they think – more sport, music and drama;
- Curiosity is central to learning.

Mol an Óige (Steiner): immediate take-back is create student council immediately, install a water-fountain instead of bottles and create a gold-fish pond.

CBS

- Engage student voice with dialogue café; have chat once/month and listen to ideas;
- Make CBA, exams and timetable more student-friendly;
- Bonding and friendship vs bullying;
- No-phone protocol for away-days;
- Pre-exam de-stressing practices;
- Outdoor water-filter.

Scoil Mhuire

- Better mutual respect and awareness of what students feel;
- Get guest speaker from SOAR;
- Have informal chats with teachers.

Vocational School

- Change culture re bullying with better student/teacher discussions and relationships;
- All local schools should meet;
- Have more meetings one-on-one between students and teacher.

Messages to the System (Open forum)

- We listened/they listened – the video will provide the evidence;
- With climate change, environmental education needs to be part of the conversation – using words/concepts that can't be gleaned from Google's cyber-reality; time for place-based learning;
- We can create a language and currency for what we value in education that is other than points.

Closing Comments (open forum)

- **Student:** Today was great – I hope what comes from this will be for the better of our future lives;
- **Teacher:** There is much guff about parent/teacher/student dialogue – today it's happening. Ask your teacher – I love to be asked.
- **Chris:** Focus on how communication happens after today for those not present and thanks for being here and sharing very valuable perspectives;
- **Principal:** Conversation is grounded in our community – enabling similar things to happen for other communities. The local is very important – let's build on this;
- **Observers:** I feel privileged to be here and very excited; what we're doing today is revolutionary. I hope something will happen – small changes can make a big difference; this is really important work.
- **BCA:** Thanks to all the school for making it happen and, in particular to Seosaimhín;
- **Tomás:** thanks to BCA, schools, teachers, parents and young people being vulnerable. I want to learn and report back to the policy centre allowing the conversations to make a difference, allowing the local to inform the national. This one event has spawned 5 others – this is doable, magic happens. This is a 'big challenge' – it's been done nowhere else. It's a testament to the power of the spoken word.

Reflections from the Director of the Teaching Council

I understand from my readings of [Theory U](#) to date that we are called upon to lean into the emerging future, so as to lead from it. This may sound nebulous, vague and a touch too academic. But having attended the first BEACONS prototype event in Ennistymon on 16 and 17 May, I have a much a better sense of what leading from the emerging future means, for each one of us, for our communities, for our nation and our world. In many ways, leading from the emerging future is quite simple – it is about being still and listening. Leading from the emerging future is about an open, honest yet safe engagement in a flow of conversation where we can orient ourselves in the landscapes of our lives and communities, and help each other climb the mountain we are all on, regardless of whatever pathways we may wander on the way.

Let's anchor this balloon a little. There are two parts to the strategic vision of BEACONS – Bringing Education Alive for our Communities On a National Scale. The first is to do what no other country has managed to do to date – develop and grow a scalable model of more and better conversations between teachers, parents and students for all of our school communities. There are models of facilitating open and honest conversations between a diverse range of participants. And there have been events both in Ireland and in other jurisdictions (including Lithuania) at a national level. BEACONS, however, aspires to be a process, not a project, a process whereby any school community can access supports and resources to facilitate its teachers, parents and students in having conversations about things that matter to them.

The second part of the BEACONS vision stems from this – developing a wild atlantic way of education – a mapped network of learning spaces where any learner, including teachers, can map their learning journey in spaces and at times that work for them. By supporting the embedding of a conversational dynamic at the local level, the evidence thus far suggests that the sense of place will emerge as part of that process. At the Ennistymon event, two schools committed to installing an outdoor fountain to replace plastic bottles. And there were calls at the opening session for early years and adult education to be included in future events. We also have representation from the Outdoor Education Centres of the ETBs on our Tribe. We will need to keep paying attention to this as BEACONS grows, and develop a supportive structure around a mapped network of learning spaces.

What have we learned from our first prototype event? Most if not all of the issues raised were not new – should the Leaving Certificate be retained?; bullying /

resilience; environmental issues / climate change; CBA's in the new Junior Cycle. And many of the ideas and opinions expressed, as well as the solutions, have been aired before in other meetings and other fora.

What was unique about BEACONS was how the people who attended owned the solutions which they discussed, and made clear commitments to their implementation. They even went as far as insisting on their own follow-up event in December / January as a self-accountability mechanism – they will check in with themselves to see if they have done what they said they would do. This is why BEACONS is a process, not a project.

If we can learn from this and the other prototypes, and develop a scalable model for more and better conversations between teachers, parents and students in any school community, then our collective potential to bring teaching and learning alive for all learners will be limitless. We will connect the people at the heart of our system with each other, and with those who develop policy with the best of intentions, so that we can help each other be the best we can be – help our communities and nation be the best that they can be.

This will be a gamechanger like no other – where those on the stands, those on the pitch, and those who helped them all get there – will gather from time to time, work within a shared national vision, so that we can live from our hearts to the wider world – and back again.

BEACONS set itself the vision of creating a dynamic that would be invitational, inclusive and inspirational. Ennistymon was all of these things – inviting people from near and far to participate fully; including many diverse groups (Syrian refugees; Traveller community; Polish community); and all local participants inspiring us with their enthusiasm, honesty and determination. For this reason, Ennistymon has given us a fourth “i” – invigorating!

To Ennistymon – I say thank you for helping us take a spark to light the kindling of the BEACONS torch.

Tomás Ó Ruairc
27 May 2019

Appreciative Enquiry into Good Educational Experiences and how to Scale them

- Ice cream
- Time
- Passion
- Informal Learning
- activities
- practical space

Space & Time ①

Passion ②

Out-of-classroom Activities ③

- Better learning when people are happy
- Surprises/spontaneity
- Choice
- Calm
- Sports
- Friends
- extra-curricular
- bonding & mutual respect
- Problem of over regulation
- Don't be a bully

- constructive feedback in a lesson
- time to have conversations
- develop critical thinking skills
- teacher letting go of all conversations
- Visual thinking strategies - 3 girls
- philosophy at basic level
- balance between skills & conversations

Homework - less? None?

Choice over work

Time for collaboration using teachers (cross-curricular)

Practical skills (eg coding) not exams

Less terminal exams → alternative? Personal statements?

Project based work

- Choice - 100% choice works, timeliness, movement, mindless
- Free subject opportunities - girls' movement - boys' movement
- Choice of homework
- Social Space - (lunch room) / connection + outdoor play / food
- less regulation / more common sense
- risk rich environment
- Life Skills - basics
- Relationships - more chances to be able to communicate with teachers.
- Drama/Speelplay

stopped outside system

Relationship / trust.

library - love of reading

school as process - becoming more able for it

- Conversation + Curiosity
- A teacher who pays attention
- Taking learning outside the Four Walls.

- Parents, students + teachers need to communicate more often + more directly with each other.
- Students should be able to tell their teachers directly what problems are. → safe place / open / my → link action → communicate
- student voice - student council - needs to be meaningful → ideology of this works but in practice it doesn't always work
- active learning: more double classes would support this → double classes must be practical → less prepared → drama based projects

- Keep your word
- clear communication
- flexibility
- managing expectations
- simplicity
- all voices being heard.

(lower) project work

group work

Space + Time

rearrange spaces for free learning

cross-curricular work/activities.

Passion

Out of Classroom Activities

Student setting their own goals

more variety of methods

use of drama + projects

use of drama + projects

use of drama + projects

Choice = more interested, connect more if don't like particular areas - do another subject

Practical skills = we can use in life + things you can't Google.

Language applied learning = speaking it in the class more

following your heart - your passion

Passion student has for subject

Passion teachers have = Projects on to children

Vulnerability = should I do it / don't I

Multiple Perspectives

Open Space – 7 Subjects we want to explore

A photograph of a piece of white paper with handwritten text. At the top, the word 'TOPICS' is written in blue ink and underlined. Below it, a list of seven topics is written in red and green ink, with numbers to the right of each topic. The topics are: 'Anxiety levels → Solutions' (7), 'Bullying + resilience' (7), 'Environment' (10/9), 'Homework' (3), 'Imagining no leaving Cert' (6), 'Empowering parents to help with homework' (3), and 'Religion in teacher training' (4). The paper is slightly wrinkled and has some faint blue markings on the left side.

Topic	Count
Anxiety levels → Solutions	7
Bullying + resilience	7
Environment	10/9
Homework	3
Imagining no leaving Cert	6
Empowering parents to help with homework	3
Religion in teacher training	4

Open Space: Anxiety; Religion in Teacher Education; the Pluses/Minuses of New JC

① Anxiety Levels → Solutions

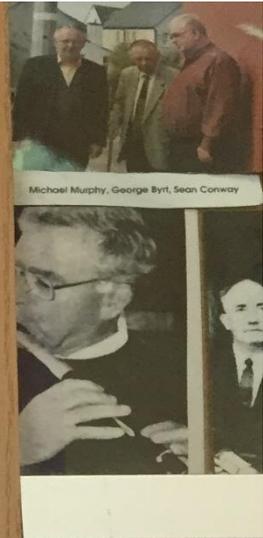
Key Notes

- Rising anxiety issues: younger + younger
- What's it coming from? Social Media, inherited, Peer Anxiety?
- Separation Anxiety, Agoraphobia → Scale of School?
- Transition
- School Refusal often arises from home
- Truancy → often school related

Upstaders not = bystaders

Actions

Managing Transitions from Crèche to Primary School to Senior Primary School to Post-Primary
 Mindfulness / Building Resilience - ^{based around} ~~Transitions~~ ^{Transitions} ~~off~~
 How to Teach, not what you teach.
 Themed Weeks - not individual classes over a Year's time tabling



⑦ Religion in Teacher Training

- an issue of fairness and inclusion.
- arising in built hypocrisy in system.

elective modules eg: Educate together

New IRELAND inclusive embrace breadth of cultures. + choice.

The Pluses & Minuses of the new Junior Cycle

Pluses

- More continuous assessment ^{driven}
- More real-life & oral practice in MEL CBA
- Freedom to choose your CBA topics
- More growth mindset - ^{driven}
- More workplace-like experience of an earlier, strategic stage
- Students ^{and} v. supportive of each other
- Interests / learning styles accommodated more fully

Minuses

- It hasn't gone far enough
- The 90% / 10% Exam / Assessed Test Split
- The Junior Cycle / C. C. gap
- Bottleneck of CBA's
- Not enough time to prepare for CBA's in school

Actions

- Go further
- Make it more 'love of learning' - driven
- Break up the CBA bottlenecks

Open Space – Bullying, Resilience and the Environment

BULLYING & RESILIENCE

- ✓ vulnerability - share personal stories. Guest speakers.
- ✓ Increase empathy
- ✓ roleplay. drama
- being different.
- upstander v bystander how difficult it is.
- Social media
 - fake accounts
 - anonymous apps - share gossip
- "laugh it off" "don't react"
- "bottling up feelings."
- "Depression" - huge. - fake feeling depressed.
- whole school approach - we need help.

Bullying / social media / resilience

- Real stories can have real effects
- Sharing
- group work
- *sp:it balls
- Keep eyes open - Teachers

Environment.

- Litter (e.g. single use plastic bottles)
- Action: Water Fountains in schools & around the town.
- Action: More public bins on the street
- Beauty in the environment
- Action: Storage (secure ^{maybe even self-cleaning} for bikes & storage. on free, strong bike locks provided on fence/rack.
- Safety in our environment (e.g. areas of anti-social behaviour to be cleaned up)
- Action:

Disposable cartons for deli food:

Action: → reduce packaging (bring your own bottle/ lunch)

- Reward civic action e.g. voluntary litter picking should be rewarded
- Action: i.e. money back for car. bottles
- Fashion, sustainable-fashion.
- Water - use less water
- Food Waste

Open Space – Art in Education

ART in Education

- Move beyond realist & observational art, allow for variety of perspective
- Use art in other subjects as an aid to accuracy & learning
- Longer periods for each subject to allow for a more creative approach.
- Use art as a way for students to express feelings
- Environmental Art
e.g. sculptures from
picked beach litter.
- Jobs/roles that our children ^{might} do/fulfill have not yet been invented / created

Open Space: Imagining there is no Leaving Certificate

Imagining no leaving cert to get to University. ①

- Home schooling → routes - alternatives
- ? Credits to build up to entry course
- Post leaving cert courses could be expanded ... access to education
- Apprenticeship need to be strengthened
- TY work placement powerful
An application to get in - video, essay etc.
(circular - template)
- Crediting soft skills e.g. Mentoring 1st year
- crediting life skills / 21st cen. skills
adaptability / resilience / creativity
- key skills necessary - Biology, accounting etc
- assessment narrows the fields of learning
- What does a point system do to learning / to learners

Tables

②

- system needs to respect extrovert & introvert
- how do we push/persuade people to be their best selves
- Language - how we conceptualise styles of learning
- We can learn from the UK Model A level career focused subjects
- H Pat - terribly stressful for potential medical students
- placements enrich personal decisions on careers
- Success needs to be measured with a different currency
- current changes are causing stress to all
- system is going backwards - not relevant
- current model is exclusive

Tables

③

No leaving cert!!

- set up to be fair - not sure it's working
- flexibility needed to honour different aptitudes
- points become prestigious ∴ to be aimed for.
- Language we as educators use 'smart' 'brainy' needs to change
- Career guidance needs to grow 1:400!!
- Language + Currency - New
- aptitude / EQ / IQ / Kinesthetic / spiritual / holistic
- acknowledge personality traits (e.g. 9000)

No Leaving Cert ①



Good Areas of work - Teams - Competitive -
Balance / Red / Creative / Blue
- interviews based on personality / temperament

- Mentoring e.g. PTEK Model
- coaching Model
- redefine / reimagine role + skills of teacher
- 1:1 once a week
- conversations + relationships N.B

Badge system in Europe - recognizing soft skills
PALS system / Youth Pass - 3rd level recognition
→ This is the new currency

- Time & space to collaborate to build holistic education
- Topic based / project based engagement - Alpha
- 3rd level access - IT's 30% access 2017 CPO

Educate the whole person ②

YSE
Alternative education models need to be helped into mainstream

- Alpha Model needs to be looked at further - progression rates → TY → L.S. → IT
- poor recognition of EU L.C. equivalent
- look at how teachers are allowed to teach
- how do we frame the discussion to begin to move away from the L.C.
- look at how system is failing young people
- Make room for every one's way of learning
- L.C. is fuelled by third level only taking points
- interviews / portfolios / extra curricular
- make L.C. less important

no leaving cert

③

- get credit for Young Scientist / YS Innovator
- a new currency
- look at how happy organizations from the world do it & mirror practices in L.C. / schools and mirror practices in L.C. / schools
- Market led - L.C. is a problem.
- 3rd level is no longer the currency used
- we need to hear about what's not working
- 590 points - accounting - unemployed
unfriendly - no 3rd level. Mechanic - can't

Open Space: Discipline

Reviewing contracts Discipline

Reward class - still focuses on subject.

Do the parents support the ^{code of} behaviour

In school suspension

Time & space - calming down time

Why is the student misbehaving?

Time & language to explain their behaviour.

Restorative conversations

↓
Able to 'move on'.

⑥

fairness - treat everyone the same??

teacher / principal find it hard

Students crave some discipline and boundaries in the room.

Trivial v. big serious issues

Short reprimands

Teacher shares their feelings and frustrations.

Consistency between teachers / and self
Student contract (inc. punishments & rewards)

What I'd like to come from this Process - 1

① What do ~~to~~ you sense this could be the beginning of?

- Change - New approach to bullying
- Students & teachers meet to discuss issues
- Better communication
- Building stronger relationships
- All schools in Emstoyron meet

② What does our group/school need to take away from this?

- Solutions from talking to each other
 - More meetings w/ teachers & students
 - Timetabling on CBA's
 - Homework policy
 - Write your own books for stuff
 - Month of May lots of stuff
- Quizzes
Flashcards

① What do you sense this could be the beginning of?

- better mutual respect
- share vulnerable stories
- (SOAR guest speakers - v. effective)
- awareness of what other people are going through.
- Irish - fun. Plan a school swap day. activities through Irish.

② What does our group/school need to take away from this event?

- Facilitation skills - opportunities to speak and be heard.
- Yeargroup - shared opinions honestly.
- conversations
- yearhead

how share what happened today?

- ^{informal} chats with teachers without acting on it
- informal chances to chat?
- craic with teachers

① What do you sense this could be the beginning of?

- Start of conversations.
- Gradual move towards change
- Taking time to reflect on system.

② What does our group/school need to take away from this event?

- Student voice — listen & engage.
— "dialogue cafe" once a month
- CBA / Assessment Timetabling

Bonding / friendship — "Trips - no phone"

Activity / day out — before exams, stress relief

Role play — bullying — SPHE

Parent's
Relation
teach
Stude
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pers

① What do you sense this could be the beginning of?

- listening to other voices/perspectives
 - exchanging ideas, other ways of doing things.
 - acknowledgement that all parties are doing their best - teachers/parents/children
 - that change is possible - small things can make a big difference to all parties.
 - an openness to change and doing things differently.
- 

② What does our group/school need to take away from this event?

- asking pupils what they think and parents - more consultation/co-operation.
- more sport/physical activity/surfing/music
dram
- 2 stars and a wish
- curiosity central to teaching & learning
- I wonder.....
- ~~Social~~

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- Student Council
- Filtered water on tap (water fountain idea)
- Pond as idea to be discussed by Student Council

