

Report of the *Review BEACONS Event*

Ennistymon

22 November 2019

An Teach Ceoil



Participating partners

St Joseph's CBS: Scoil Mhuire: Vocational School: Scoil Mhainchín NS: North West Clare
Family Resource Centre

with

The Teaching Council & Burren College of Art

Review of Inaugural BEACONS Event



The Stage is set

Settling in

Purpose – ‘so what’: At the first Prototype BEACONS event in Ennistymon in May 19 students were high in their appreciation of this new initiative which 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. However the students present also called for accountability – would anything change as a result of this novel conversational model, would their views be reflected in real action within their schools and in the wider education system? An undertaking was given that another Beacons event would be held before the year end to allow this ‘so what’ question to be answered.

Participants: As with the original event, the review was shaped by the participating schools with four of the original five schools participating together with the North West Clare Resource Centre. There was no need for an ice-breaker session with participants diving straight into the conversational process from 9.30am. The participants included, 6 from the National School, 5 from CBS, 5 from Scoil Mhuire, [] from the Vocational School and 7 from the Family Resource Centre as well as 8 representatives from the Teaching Council, DWEC, Burren College of Art and other observers hoping to host similar events. The participants included 3 principals, 2 teachers, 2 parents, 4 primary students, 6 second-level students and 8 ‘observers’. Máirín Ní Chéileachair of DWEC provided the efficient back-up administration. As in the previous BEACONS Chris Chapman was the facilitator as part of the Burren College of Art team.

This Report: What follows is (i) a summary of the main themes emerging; (ii) a report of what participants had to say about changes since the first BEACONS and what they wanted to discuss further and (iii) reflections from the Director of the Teaching Council and (iv) the harvest of documents from which the report derives.

Summary of Main Themes

A primary purpose of this event was to review whether the inaugural event held in May had made a difference in the lives of the school community. It was a response to the 'so what' question posed as to whether the BEACONS process would make a difference locally and more generally? It was the fulfilment of a promise to reconvene before the end of the year to see what had changed.

The conversation around the topic of change revealed not only the major advances that had been made but also the areas which continued to be problematic. The challenge of how to sustain change was also prominent in the conversation.

Positive Change: There was a strong feeling that the BEACONS process had had a significant positive impact both qualitative and practical:

- It had brought about a change in the dynamic of teacher/student relationships with the institution of a dialogue café in at least one school to facilitate freer communication;
- There was a perception of better mutual understanding between teachers and students – with students being surprised at how much teachers really cared. Staff were providing feedback on staff notice-boards. One student changed his mind on moving schools as a result of his perception of his teachers;
- Student voice was being heard and there was more support from teachers and principals. Barriers were breaking down.
- Culture was changing with less bullying and more friendly encounters – there was greater awareness of the power of a smile from a TY buddy to transform the experience of a first year student;
- The concern with environmental issues that was evident in May had resulted in real changes with one school winning a green flag and water fountains being installed externally and internally to obviate the need for plastic water bottles. There was serious engagement with recycling;
- The 'why' of subjects was being addressed;
- In the national school there was an increase in the range of activities and homework had decreased.

Not changed enough: The May BEACONS experience had not magically solved all the nitty-gritty challenges of school life:

- A bullying issue in at least one school was resisting easy resolution. However honest conversations during the course of the day seemed destined to facilitate resolution. Already there were plans to engage a BEACONS-style conversational process with creative suggestions as to how one might use non-verbal communication to transcend barriers to mutual hearing;
- Neither had anxiety and stress disappeared, nor discipline. The paradox of CBA's and orals being a source of stress was an ongoing reality. There was a request for greater support in dealing with anxiety and learning emotional literacy.

Sustaining change: The need for ongoing engagement with thorny issues was evident from the choice of subjects chosen for discussion - student voice, stress, bullying, social media, the environment and inclusion. A search for 'space' and less homework also claimed attention. Education on social media safety awareness reflected concerns voiced in all BEACONS.

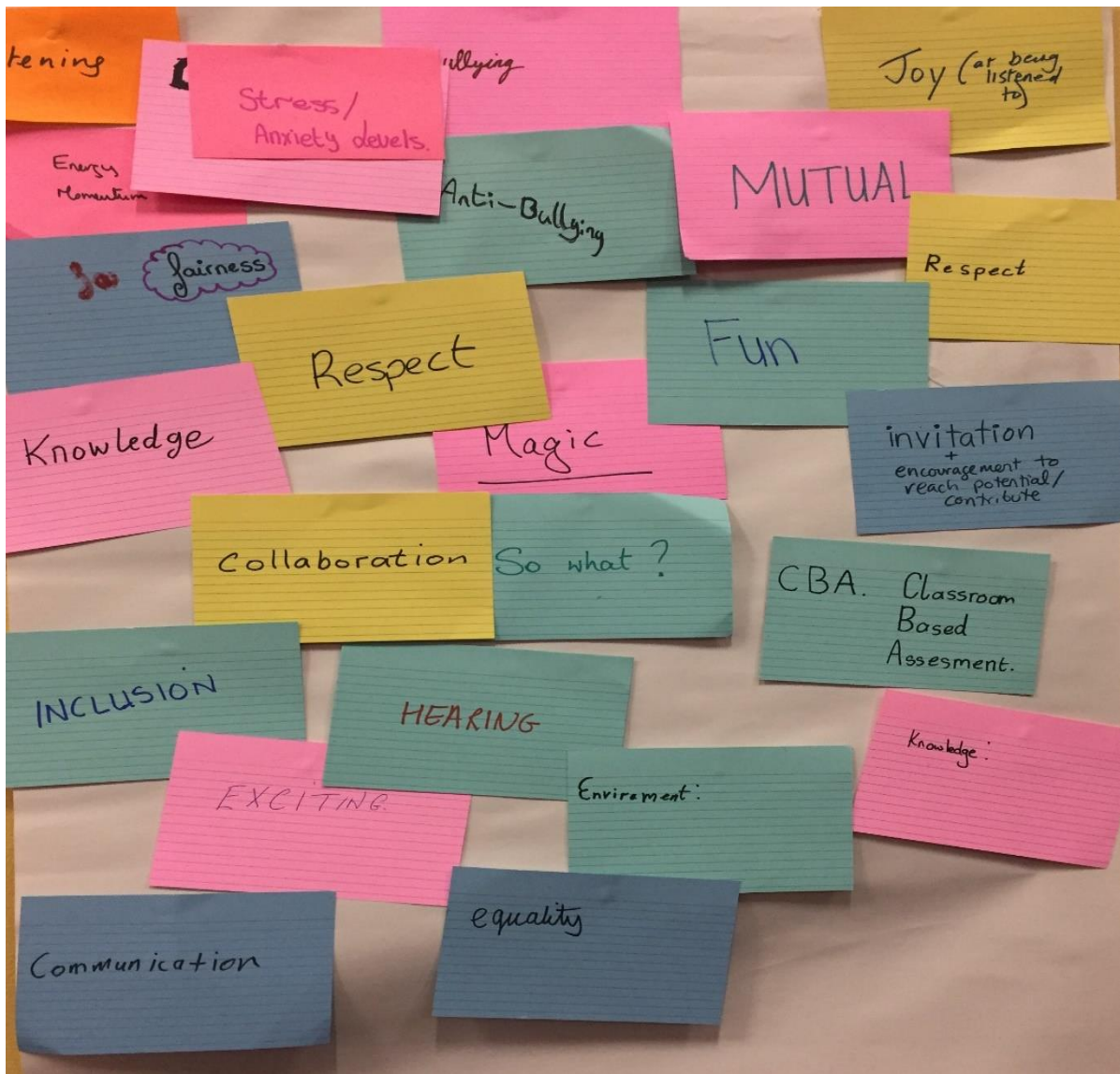
An interesting question was how to institutionalise the gains from the BEACONS process? The experience itself was hugely positive but then students and teachers returned to a school context where a majority had not had the benefit of the experience. How to rectify this by having a BEACONS process as part of the school culture - of SSE/SIP, of staff, student, parent and Board meetings? There was a need for champions among all the constituent elements of the school community – principals, teachers, students and parents. Could student agency be reflected in the composition of school boards? There was need to promote greater awareness that student voice and agency were now governing concepts at policy level.

The overwhelming sense of the day was the value for all parties of being part of an open, safe conversation process that allowed everyone to feel heard, to say what needed to be said and to be part of a process of democratic change.

The Opening

Opening the event Chris indicated that the focus would be on reviewing what had happened since the first BEACONS event, there would be space to raise any questions that were live for participants now and we would be looking to the future. We were learning by doing – by hosting conversations that allowed people to feel heard, to collaborate with others and to join the dots at local level and between the local and the national. Tomás (Director of the Teaching Council) put the event in the wider context of the two other BEACONS that had followed Ennistymon in Baltinglass, Co Wicklow and North East Inner City Dublin and there would be a year-end evaluation event in the Teaching Council on 13th December which would aim to connect the three local events to the national policy space. He was very conscious of the question from students in Ennistymon and elsewhere as to whether this process would change anything? He was also conscious that the process had a life of its own and that he was in service of what was seeking to emerge.

Opening – Invitation to name a word you remember from last May or a word you want in the conversation?



Video of Inaugural Beacons

The [video](#) of participants' responses to the original BEACONS event was shown:

- The intention was to replicate the preceding Burren College of Art symposium with school communities, where the emphasis shifted from the keynote speaker to the central importance of listening;
- Students emphasised the importance of being listened to, of not feeling alone and of having an opportunity to speak with teachers on a different basis;
- 'All our opinions are respected';
- A lot of people wanted to change things – beacons of hope in our system;
- Things were already happening in schools.

What changed – even a sense/feeling - following the first Beacons last May?

The general consensus was that a lot of positive things had happened as a result of the first BEACONS but some issues were yet to be dealt with satisfactorily. On the positive side:

- Less bullying and better support from principal;
- Better relationships between students and teachers; less homework;
- Stuff was being dealt with because child could speak to teacher (parent perspective);
- Better management of stress related to CBA's; more physical exercise and sports;
- More conversations and model for handling bullying between parents, staff and student;
- Inception of 'dialogue café' where students can raise any topic with teachers and questions to staff can be replied to on notice board – helps understand why something not happening;
- 'Success criteria' stipulated for subjects so we know the 'why' we need to learn stuff;
- Welcoming parents in September helped bridge gap with school;
- Outdoor and indoor fountain of filtered water – no need for plastic bottles of water;
- I had awareness that teachers cared – it transformed my experience of school.

On the 'more-to-do' side were:

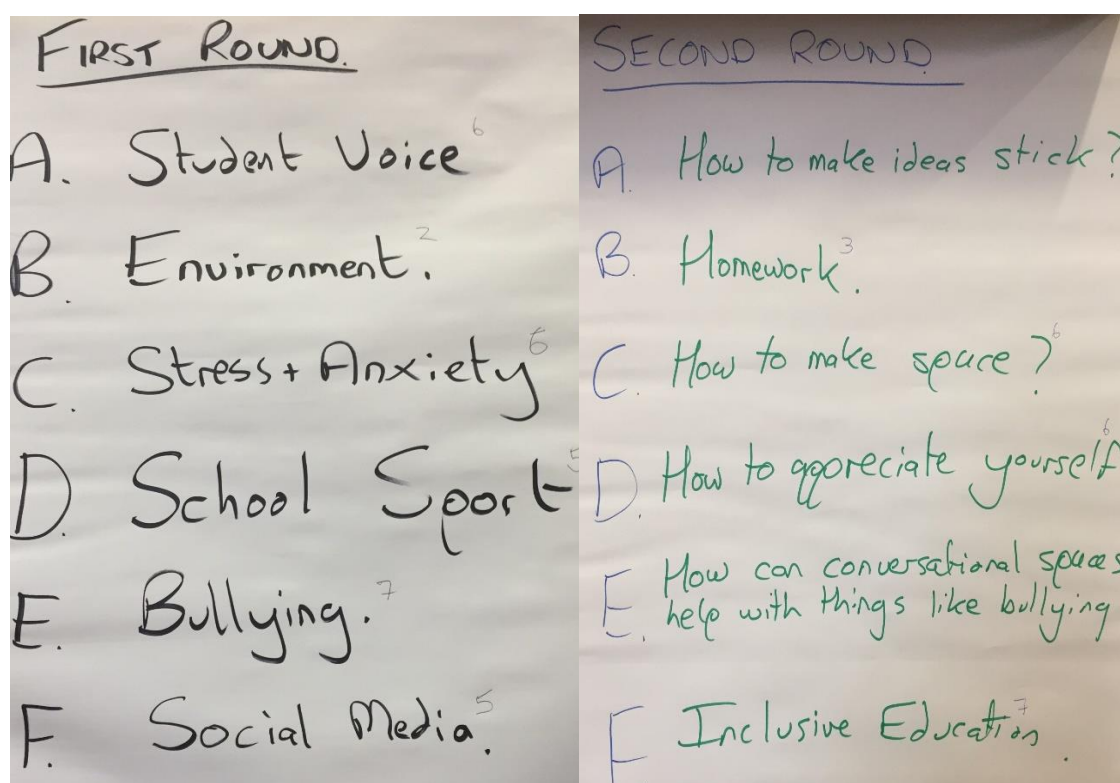
- Bullying hadn't been satisfactorily resolved in one context;
- How to have accountability to reinforce the BEACONS model in school – need to build in a feedback session at least once a year;
- You leave BEACONS with motivation but back at school they don't have the insights you've had and this can lead to cynicism;
- CBA introduces two assessments systems with attendant stress but no additional resources;
- Talking about 'wellbeing' in class won't
- bring it about.



'Sos Beag' – where the best conversations happen & time for a selfie

Open Space

(Participants host Conversations on Subjects they care about)



Summary of Actions from Open Space Dialogue

Student Voice:

- Disseminate information about the emerging policy initiatives in relation to student voice;
- Give greater agency to student voice through Board of Management membership;
- Use Lundy Model for effective student voice;
- TY students need to be heard - cultivate a buddy-system culture – smile/use of name in the corridor;
- Provide feedback to TY co-ordinator on TY students buddying with 1st years.

Environment

- Slow down, take care, think before we do;
- Have storage space for bikes;
- Get advice on what may be recycled and install recycling bins;
- Support banning of all single-use plastics and reduce printing/use of paper.

Stress & Anxiety

- Develop relationships and an awareness throughout the school of the importance of relationships;
- Have “one good adult” each student can rely on;
- Make connections between teachers and students and between CSPE/SPHE and life skills;
- Get out each day to ‘walk & talk’.

School Sport/Recreation

- Introduce gymnastics and golf;
- Getting out and being fit are important; team-based activity creates friends and builds confidence; encourage other to try sport out.
- Have opportunity once a week to showcase other skills - dance, art, drama, baking, debating, jewellery-making, poetry, board games, quizzes.

Bullying

- This can be challenging to handle and requires space where different/difficult perspectives can be heard and empathy developed;
- Plans to use conversational BEACONS-style process;
- How about creative non-verbal methods?

Social Media

- Have safety awareness classes – how to spot fake profiles etc;
- Create alternative channels for ‘cries for help’ – seeing online can be stressful;
- Build resilience because we can’t control online bullying;
- Need to make bullies aware of their ‘why’.

How to make BEACONS process/good ideas stick

- Make BEACONS process part of school culture;
- Incorporate into SSE/SIP;
- Identify champions among principals, teachers, parents and students;
- Have it part of agenda of meetings of student council, staff meetings, parents’ council and Board of Management + part of school reporting + spreading BEACONS awareness nationally.

Homework

- Introduce more kinaesthetic learning – learn by doing e.g. measure things for maths;
- If doing experiments in class let reflection on the process be the homework such that the learning sticks;
- Study within the class work – not using the book;
- Creative homework/study e.g. watch the news and come back with three questions.

How to Make Space

- Take responsibility – who leads?
- Create physical and mental space for conversations, to hear and listen, for time out, to give time to breathe; students should have a safe/sanctuary space;
- Strategies – ‘nurture/nature rooms’, calm quiet spaces, collaborative conversations for all to engage and understand.

How to appreciate yourself

- Time for students to journal about their week;
- Learning how to compliment and accept compliments;
- Give everyone a chance to do what they are good at;
- Relaxation.

Inclusive Education

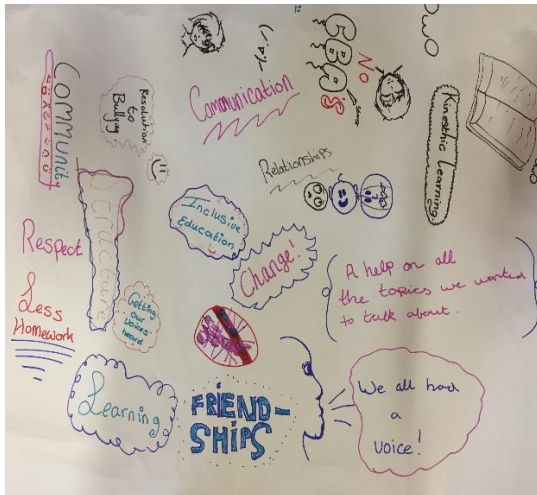
- Having everyone together; talking to – not about;
- Can’t be forced to include – create activities requiring participation;
- Be kind to each other;
- Greater clarity about ways of behaving and working;
- Relaxing more will create more openness.



Lunch time & time to catch up with emails

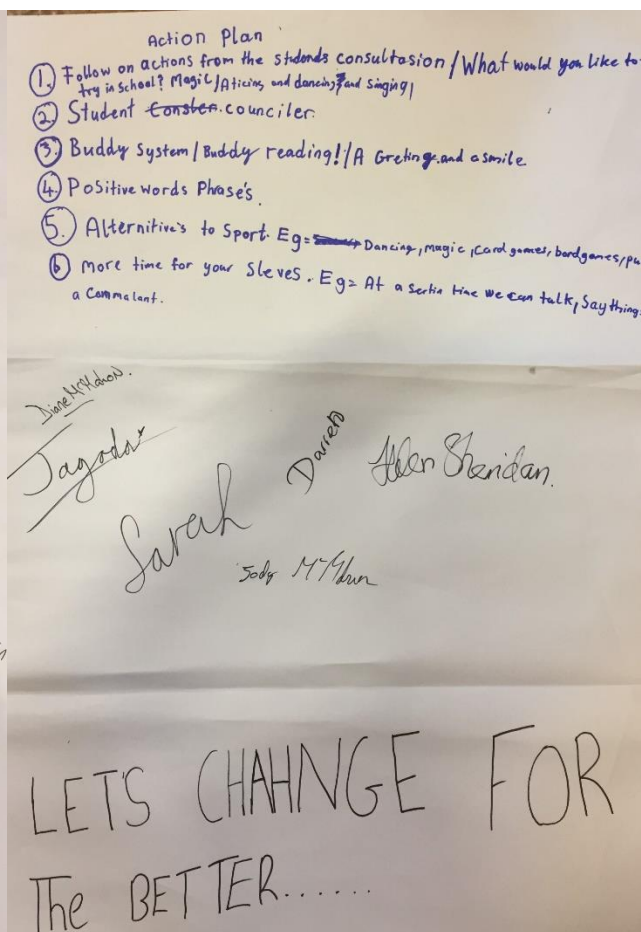
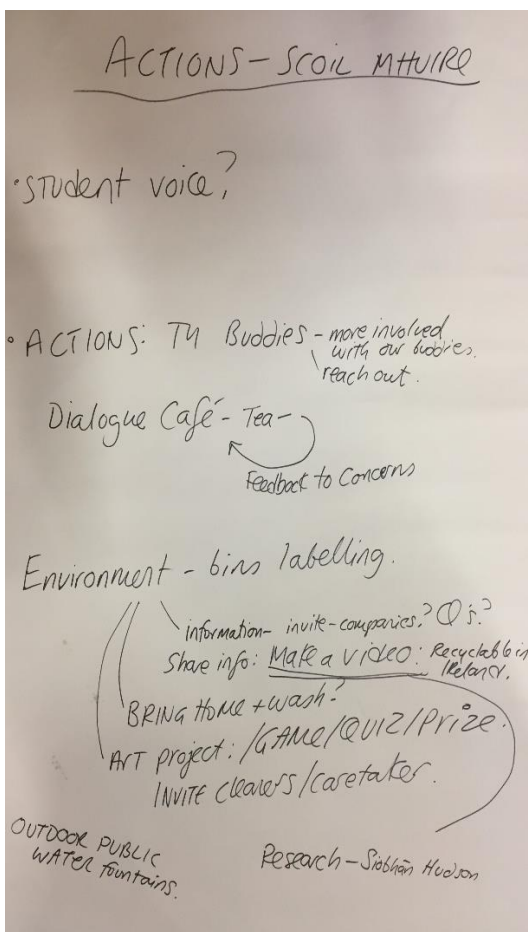
Schools/Observers discuss what's most useful for their contexts

Mixed Group (Scoil Mhuire + Vocational School) – Friendship



Scoil Mhuire

Scoil Mhainchín NS – Let's Change for the Better



CBS [To be completed on Monday!

Other/Observer Group – Now what?

- Beacons will vary with local need while based on common processes such as open-space technology;
- We need an inclusive understanding of communities e.g. new principals, schools, geography;
- Students need to see actions, even small actions resulting;
- ‘Start somewhere, follow everywhere’ – making space, making connections, beginning the conversations;
- Why not use some of the wellbeing time for Beacons process – while avoiding its being another thing to be done?
- Capacity-building is essential – a professional community of learners learning how to facilitate;
- Thematic BEACONS: using networks such as IPPN and NAPD connect electronically (e.g. mentimetre) with, say, 100 schools; show them a video of a BEACONS event and deploy a simple questionnaire to ascertain what they’d like to explore – they set the agenda.

Closure – Open Forum

Messages to the System

- There needs to be more engagement with the environmental issue;
- There is too much talking and too little action.

Closing Comments

- Thanks to all the students for their honesty;
- It’s great to realize teachers care – they’re here today;
- Our voices were heard; we need to get other teachers’ perspectives;
- We could express how we feel – we felt like we had a voice;
- Thanks to Tomás and Chris for coming and hearing;
- **Tomás:** Thanks to DPER and Teaching Council for funding this, to Chris for facilitating and Burren College of Art for gestating the concept. Thanks to the students, to the teachers for their courage and to my colleagues. We will review progress to date on 13th December with the three BEACONS communities and with 50% participation from the policy space and will explore how to take this forward. I love how the original vision that grew at BCA is developing.

Reflections from Teaching Council Director, Tomás Ó Ruairc

It is always good to return to the place where something had its beginning.

Normally, much time has elapsed before such revisiting – many people have moved on, it has almost been forgotten, and people gather, typically in circles, to remember, commemorate, and perhaps even celebrate.

To return to a place where something began mere moments after that beginning is a rare privilege and joy. For we found in Ennistymon that the same people were engaged in the process; we gathered in the same place, but at a different time. And we had conversations that both echoed those we had in May, but also harked forward to an exciting, ever unfolding future – a future emerging from our hearts and shared humanity.

There were a few reasons why we returned to Ennistymon. Firstly, the school community declared it to be so – they wanted to reconvene to hold themselves to account, a powerful and practical example of local agency. Secondly, we were invited. BEACONS has exemplified from its very gestation the inclusion of diverse voices from other places – reflecting how each of us cherishes our own sense of place, which is an element of our shared humanity. Yet that personal sense of place is also distinctive and striking. We therefore amplify our shared humanity when we share our common yet distinct perspectives on this world and our lives - #paradox.

And last but not least, we all came together to see if BEACONS would be what many other things still strive to be – a process, not a project. Would BEACONS be more than a one-off event? Could a community really unlock its creative and collective sense of local agency to make small changes in their own world?

BEACONS on 22 November declared quietly, loudly, proudly and humbly that yes, people can change their world, especially if they acknowledge their shared humanity.

There has been a palpable joy and energy in each BEACONS community when they begin to talk to each other and realise how much they share in common, and how little they understand about each other's world view. There has been an equally palpable hunger for these conversations to be heard at the national level. Take the example of the student in NEIC who asked me five times if this would make a difference at the national level!

Ennistymon was no different. I was particularly impressed by one student who complained about a bullying issue that had not been dealt with, but still valued BEACONS for giving her and her peers the opportunity to air these views and have further conversations. In this way she drew a nuanced distinction between the issues to be discussed, and the means in which they are discussed.

There was another student who summed up the views of his peers when he spoke clearly about the small yet important changes that were made immediately after BEACONS in May. Small changes, he said, can make a big difference.

As we conclude this phase of the BEACONS process, and look ahead to our Sharing Learning Day on 13 December, and beyond into 2020, this paradoxical linking of small with big seems a very appropriate note on which to close. That statement from a student was a powerful

declaration of the reality that while the challenges and issues of concern to us can sometimes seem so overwhelming, there is always so much that we can achieve in collaboration with each other.

This reminds me of the closing lines from Brendan Behan's poem, "Begin":

*Though we live in a world that dreams of ending
that always seems about to give in
something that will not acknowledge conclusion
insists that we forever begin.*

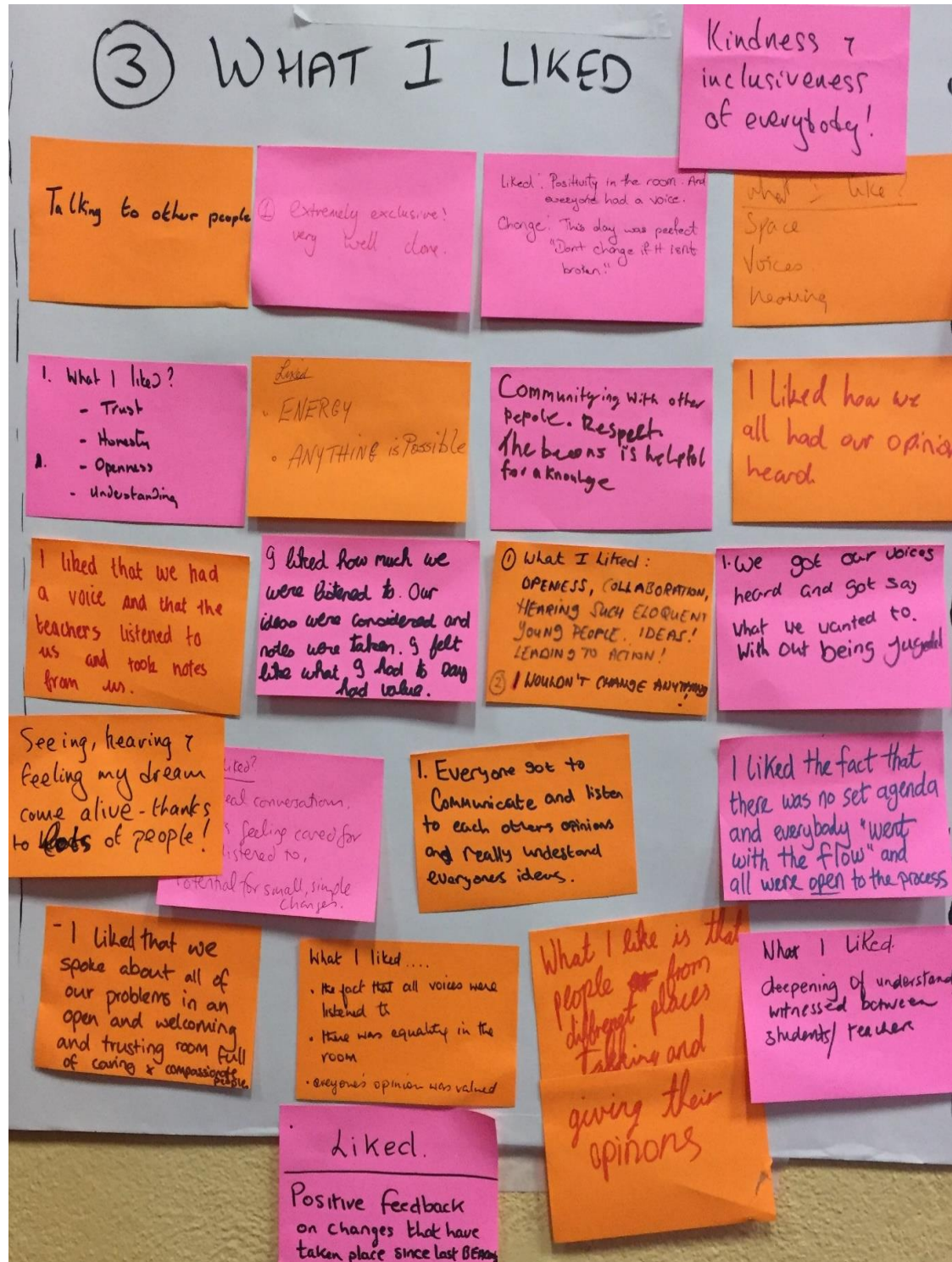
Let's keep beginning through BEACONS!

Tomás Ó Ruairc

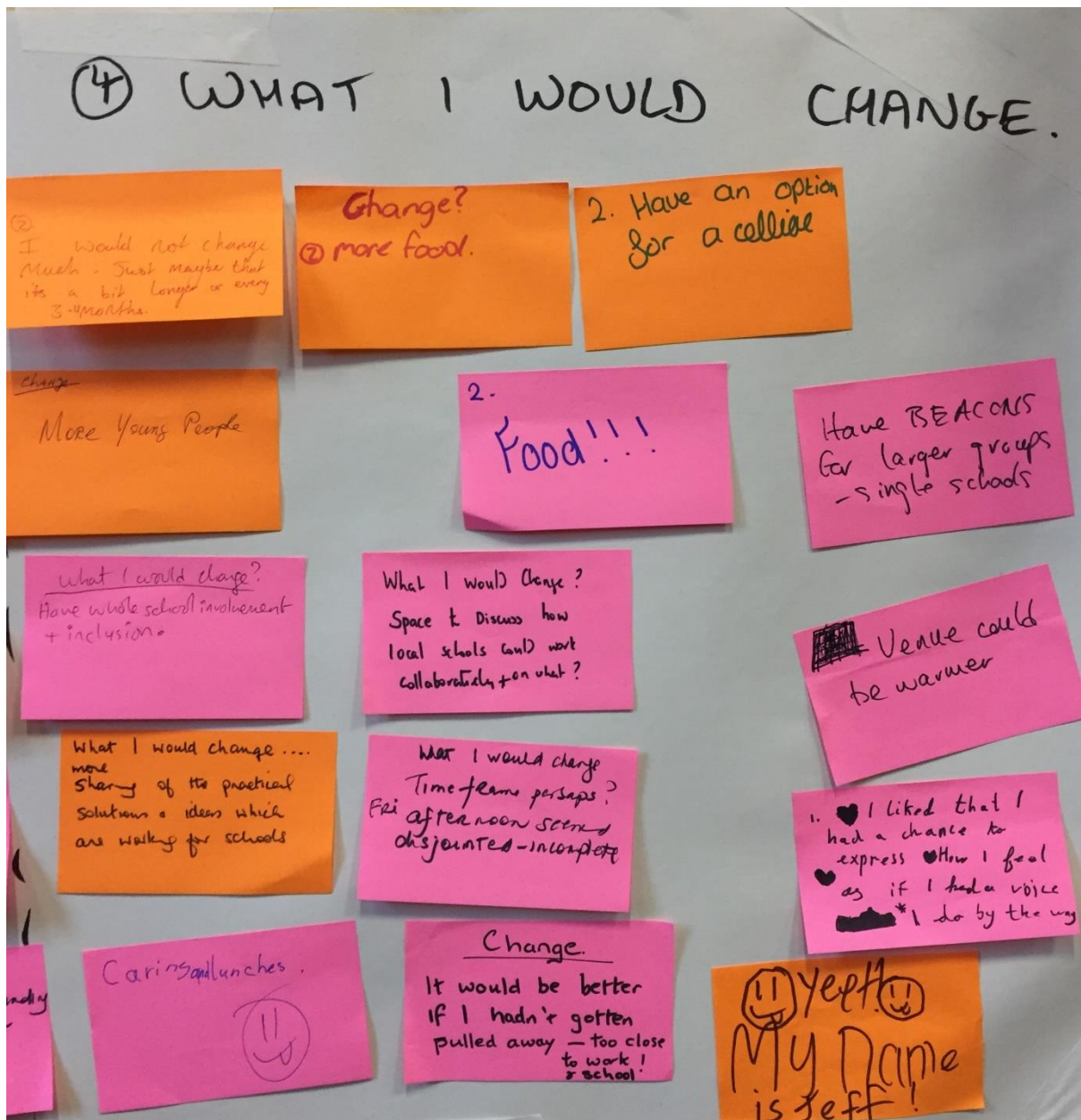
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Evaluation

What worked well?



What I would change

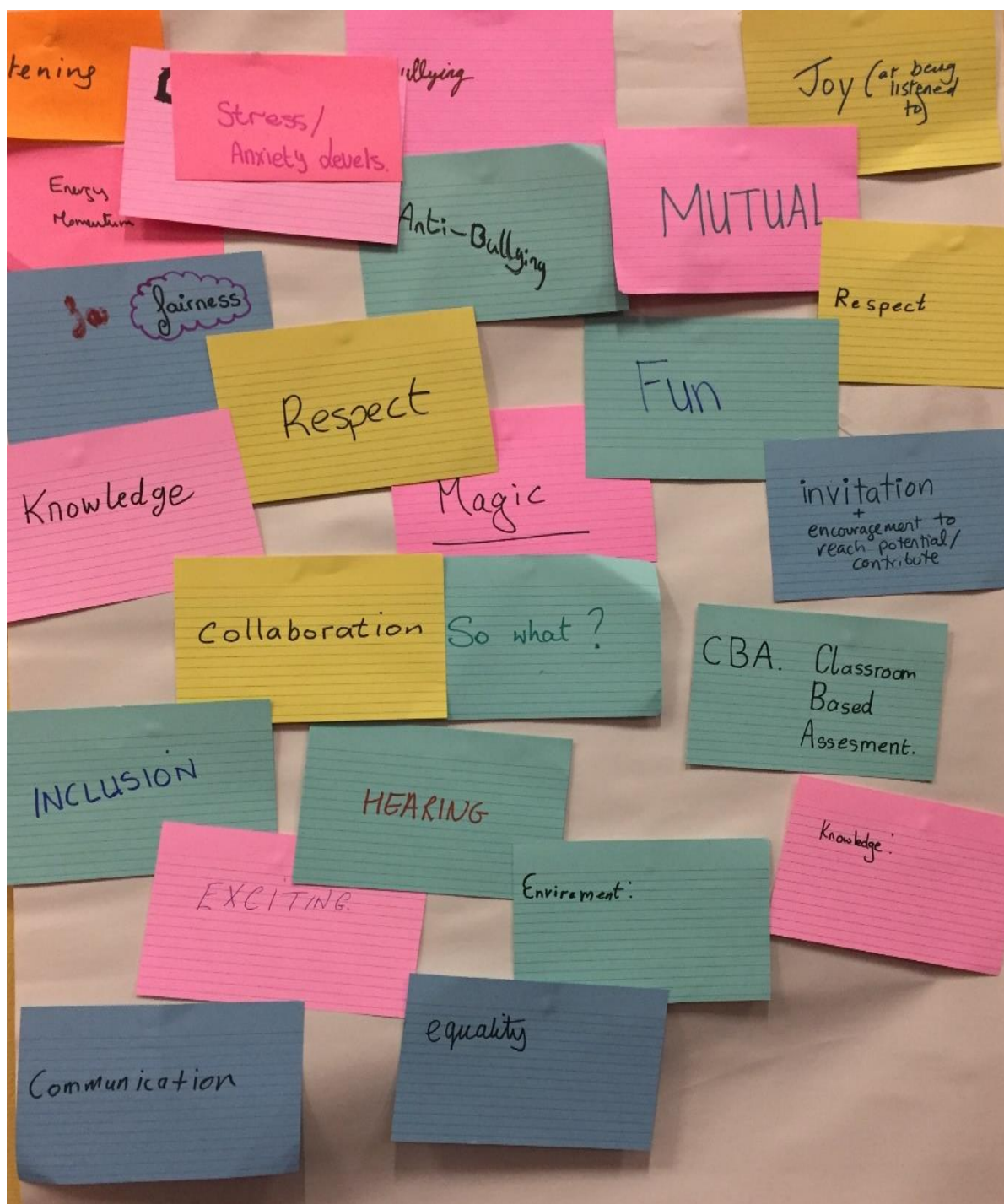


MH

26.11.19

HARVEST OF DOCUMENTS FROM THE REVIEW BEACONS IN ENNISTYMON

Opening: Words from last May or Words we want in the Conversation



What has changed since the first BEACONS last May?

① What Changed?

- More Activities as golf, gymnastics, Basketball.
- Less bullying and more friendly encounters.
- Helping the environment as we got green school flag.
- Homework has Decreased.
- A better Staff and Students and sharing opinions with Staff.

Success Criteria for all Classes
The Why of Subjects

Awareness that Teachers Can and
Changed Experience
of school

Open SPACE - invitation @ lunchtime.
welcome - break barriers.
For pre-arranged meeting about what goes on
in school.

Connected.
Suggestion Box - student council.

Dialogue Cafe at Lunch Time
Teachers + Students [Monthly]
Feeling listened to.

13yrs. Meetings
6/1/10

Bullying is not dealt with.
Things have got worse.
Gordy people into friend groups.
Deals with anxiety but not in depth.
French CBAs turn around but don't face the people
and actually face anxiety.

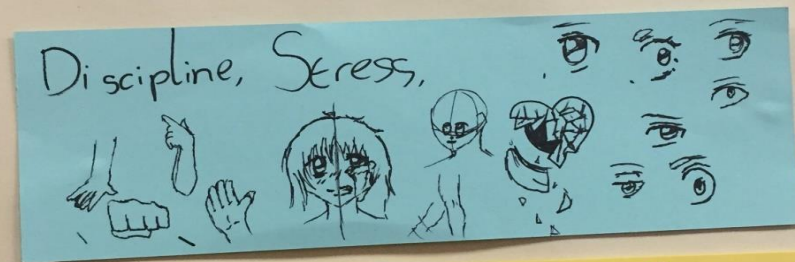
Water bottles - water
bottles.
+ Radiation with tears later.

Special Treatment
Issues
Equality
School Staff
Feeling Bullied, Stressed
and not treated
equally

+ Lots of support from teachers + friends.
- Not enough support on Anxiety, Nervous + Stress.
+ Student Council.
+ Online site online to do Homework + make it a student
is out.

What hasn't changed enough?

② WHAT'S NOT CHANGING (OR NOT ENOUGH!)



- Bullying is not being dealt with properly or for a long enough length of time
- Teach them how to deal with their emotions
- + We need more help with anxiety/confidence (CBAs, Orals, presentations)

Open Space

Discussion/Action on 12 Subjects we're interested in

Student Voice

Environment

A) Student Voice

- Being Told Vs Being Heard
- T.Y: Student Input to Trips & Programme
- Buddy System: T.Y v 1st Yr
- Culture of Mutual Support
- Voice on Board
- Voice in Classroom
- OFCD - Student Agency
- DES - Charter Parents/Student

A) Student Voice What Needs to Happen Next?

- Feedback to T.Y Coordinator e.g. how to buddy 1st Yr
- Buddy-system Culture (Smile/Name in Corridor)
- Agency: Rep. on Board.
- Spread Word ABOUT EMERGING Policy in this area. Handy list

B) Environment

- move water fountains.
 - in airports.
 - security → confiscating bottles
- Green schools - 4 student reps - recycling.
- More cycling to school → shed space.
 - ↳ more exercise.
- More bins → car parks.
 - school yards
 - technology → analyse before it
- move car accept
- Use less paper - stop using paper.
- Use bins correctly.
- Animals - mistreatment of them.

B) Environment

- mutual care.
- greater take-up of electric cars.
- more respect for the ^{+ care} environment.

Slow down, take care
→ ~~more~~ Think before we do.

→ storage space for bikes

→ Increase competition for bins to analyse rubbish.

→ Govt. - ban all single use items + printing

B) Environment.

Stress & Anxiety

Stress + Anxiety

CBAs - Work - Homework - lead to increased anxiety
 ↳ look at the pressures allowed for this
 No help: Old junior cent v New JC

↓

How do we get time?
 Other activities ... where do we get time
 to walk, dance, do sport?

How can I get all of this information into my brain
 ↳ reading information from a book: can we look
 at more creative ways of learning, trips,
 experience-activity based, discovery learning helps
 us learn much more.

Does the system need to grow, evolve & change?
 Suggestions: online homework options, Apps - own the
 positive side of online environment

Technology, parent concerns, "a massive thing"
 ↳ also causes stress and anxiety -
 online issues regarding self-esteem - can be
 hugely damaging.

"On all the time" comparisons on social
 media - Instagram
 be sad to get attention, almost trendy to
 be depressed. This can divert from the
 people who are really struggling

Orals: - so stressful to speak in public
 How do we as teachers put supports in
 place for our students?

The same things are causing stress for
 us all - teachers, pupils, parents?
 Can students see hope for the future?
 - might not be enough time to change for
 those in the room
 - may be time to effect change for those
 in first year.

Students know how stressed teachers are
 - they have to work hard
 - deal with difficult pupils

School is amazing - but it's not easy to
 - classes in life skills - finances / taxes
 - preparing for the future
 - budgeting

'That's what we need'

*NB: The importance of hearing what students
 are saying
 What else stresses you: issues at home, sadness
 ↳ need support - can teachers check in with
 students on a personal level - students
 acknowledged the value of this
 communication - Relationship

What needs to happen
 next? (Stress & Anxiety)

Develop relationships
 ↳ Develop awareness throughout
 the school of the importance
 of relationship

'One good adult'
 Make connections between teachers & students


A little bit
 of "chill"
 ↳ between subjects CSPE
 SPHE
 + life skills

Get out and walk + talk
 space to chat

School Sport

The School Sport.

1. football, soccer, Basketball, Karate, Gymnastics, Golf.
2. Sport is good for Exercise, and getting fit.
3. Sport is a break from work.
4. Sport is encouraging team work, Making friends
5. You will develop a skill and confidence.
6. Other people need to ~~convince~~ people ~~don't~~ like Sport.
- 7.

 Soccer ball.

Emphasis on Soccer & GAA Sport.

Need more variety for non-footballers.
 & Move Creative subjects options.

re

RECREATION

1. Dance, Art, Drama, music, Baking, stories
 Debating, Iron, Jewellery making, pottery, cards, board games,
 quiz, ~~etc.~~

Magic

Social Media

- Social Media
- Tired of 'bashing' social media.
 - Resilience is key
↳ learn?
 - Danger of fake accounts
 - Strangers online — good experiences
'pen pal' / gaming
— bad experience draining.
 - Teaching 'media awareness' re. fake / bad people/profiles 'savvy'
 - 'Cries for help' online — 'NRS' etc...
 - 'bullying' — can depend on who shares the photos/make the comment

→ MORE social media safety awareness
(classes about how to spot fake profiles etc...)

→ Alternatives to online cries for help, can be stressful

How to make good Ideas stick

(A) How to Make things/Ideas Stick?

- Beacons need to be part of school culture → Habit in Ennistymon
- Need CHAMPIONS + Community of Ennistymon Champions
- Not Another 'Have to' but way of doing things e.g. SSE/SIP
i.e. Attach to part of school planning Process in an organic way.
- Beacons on School/BoM Agenda
⇒ Principal needs to be one of the Champions + Parent Council
- Connect to wider Community through Social Media + School Annual Report.
- Student Council communicate to student body + hold school/champions accountable. Make part of county-wide 'Best-Practices' approach.

(A) MAKING Good Ideas Stick What Needs to Happen?

- MAKE PART of School Culture
- Incorporate in SSE/SIP:
- Identify CHAMPIONS — Principal / Teacher / Parent / Student
+ Community of "
- Structurally: On Agenda of
 - = BoM : Staff Meeting
 - = Parents Council
 - = Student Council
- Community Awareness: Use Social Media + Annual Report
- Nationally: Beacons Program as PART of Best Practice in Education (Teaching Council)

Homework

Homework

④ Too much

- Homework from multiple teachers isn't taken into account
eg. 1 hr English 1 hr Maths

- "You can use the book" how is this showing what we know?

- 3rd year:
 - CBA's
 - Study for GC
 - Homework
 - Extra curriculum
 - Jobs
 - Social life
 - Sleep

- Life Skills: Home work; Write A CV.

- Irish "Go home turn on News, and write it down as *Gaeilge*"

- History: Watch the T.V. Watch a documentary.

What happens next? (Homework)

* Kinesthetic Learning

* Experiments - reflection is theory

- Science walk
- Measure things for maths

* ~~Homework~~ ~~within~~ ~~Homework~~

- not ~~using~~ the book

* Creative Homework/study

- Irish radio & belly

How to make Space

How to make space?

How do we stop and think more?

"I can't not go..."

Creation of space - really important
to follow through.

- Causes
 - commitment
 - care about others
 - our busy lives ...

A First world problem.

Dealing with the space you find yourselves
in

Create / Provide / Make the space

"An Cathaoir Gorm"

The Nurture / Nature room.

Making the space - to begin the conversation
- time to begin

Teacher vulnerability

- afraid to appear incompetent

How to make space

What needs to happen next.

Take responsibility WHO leads?

- Create space (mental & physical)

- for conversations
- to hear + to listen
- for time out
- to give time to breathe

Strategies

- Nurture rooms / Nature rooms
- Calm quiet spaces
- Collaborative conversation
for all to engage and
understand

The person it matters to ...

How to appreciate yourself

Conversation Space to help with Bullying

- How to appreciate yourself.
1. Taking a nap.
 2. ~~Be~~ Be grateful for what you have.
 3. Have a me time.
 4. Do nice things for other people.
 5. Listen to music.
 6. Read a comic book.
 7. Do what makes you happy.
 8. play videogames
 9. Winking in the Mirror and say everything is awesome.
 10. ^{when} people makes you laugh.
 11. Journaling
 - 12.

- Time for students to journal about their week.
- Learning how to compliment people and accept compliments.
- Give everyone a chance to do what they are good at.
- Relaxing.

Bullying

Bring together
to enable perspectives to
be felt - empathy develop

* use non verbal methods?

Emma's group at
Youth Resource Centre initiating.

Inclusive Education

(F) Inclusive Education

- inclusion of physical disabilities
- everyone
- have every body together no matter what.
- variety of subjects - so that students feel they have a say in what they do.
- talking to every body ^{NOT} about them.
- get everyone involved, ask questions - get them to start their own conversations - courage & confidence.
- some things we don't include
- Thihsoply - Catholics, atheists.

Free to express? Inclusive Education.

- school outing
- Religion at S.C. -
- common ground, open space.
- lunch.
- Group work with friends.

Inclusion can't be forced

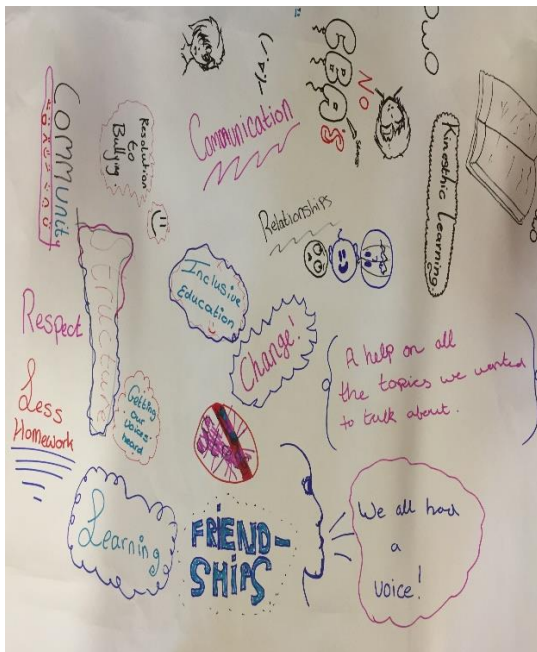
- activities for specific interests.
- this activity - rounds.
- Greatness of moment.

→ hard to include someone who doesn't want to be included.

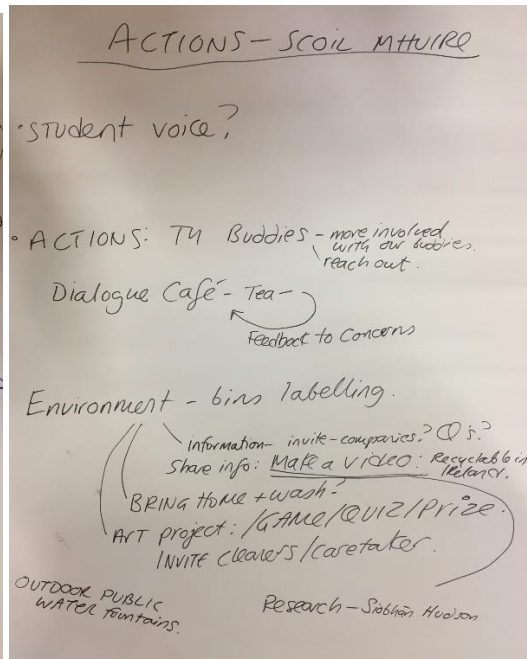
- Be kind. INCLUSIVE EDUCATION
- Let us be kind to each other.
- Activities for specific interests
- Greater clarity about ways of behaving & working
- Relax!

What's most useful to do in my Context?

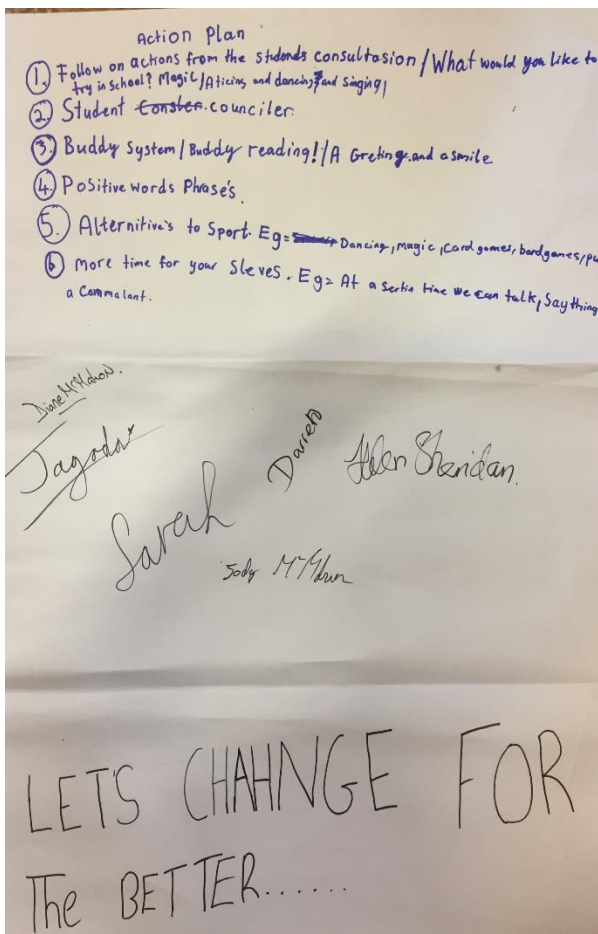
Mixed Group – Friendship



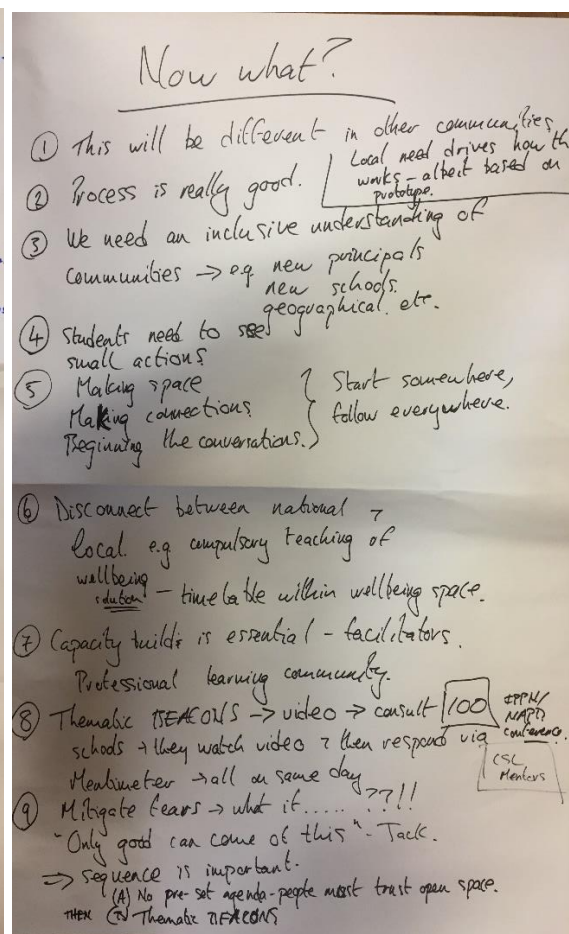
Scoil Mhuire



Scoil Mhainchín – Let's change for the better

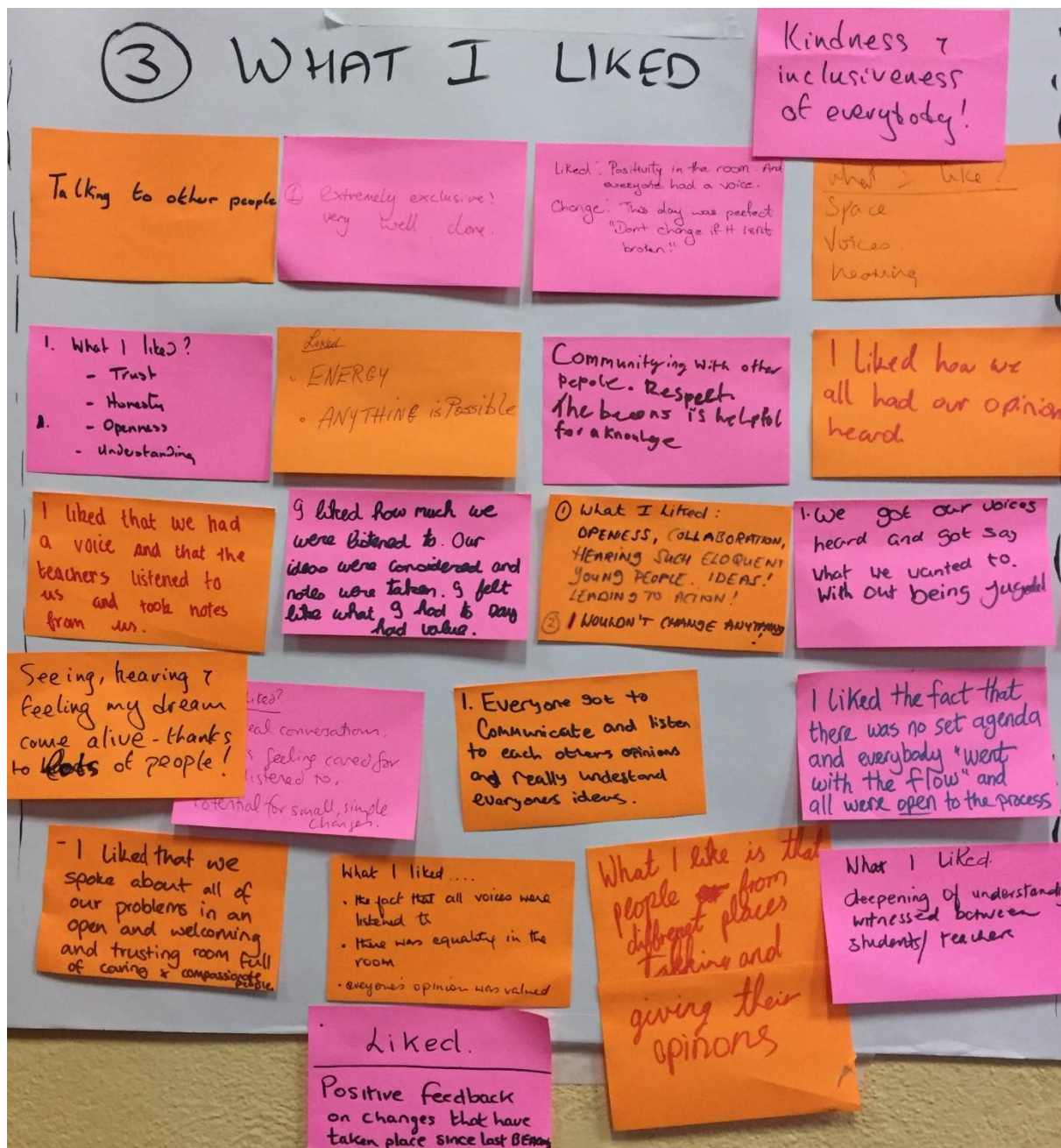


Observer Group – now what?



Evaluation of Event

What I liked



What I would Change

④ WHAT I WOULD CHANGE.

② I would not change much. Just maybe that its a bit longer or every 3-4 months.

Change?
② more food.

2. Have an option for a celiase

change

More Young People

2.

Food!!!

Have BEACONS for larger groups - single schools

What I would change?
Have whole school involvement + inclusion.

What I would Change?
Space to Discuss how local schools could work collaboratively on what?

~~the~~ Venue could be warmer

What I would change
more sharing of the practical solutions & ideas which are working for schools

What I would change
Time frame perhaps?
Fri afternoon seems disjointed - incomplete

" I liked that I had a chance to express how I feel as if I had a voice
* I do by the way

Caring and lunches.



Change.

It would be better if I hadn't gotten pulled away - too close to work! & school.

😊 yeet 😊
My Name is Jeff!

