

AUTUMN | 2019



Educate
Together

Newsletter For Educate Together
teachers and Boards of Management

Ethical Education Matters

TEACHER
SUMMER
DIARIES

Global Citizenship
Education

CALENDAR OF
EVENTS/CPD
Ethos Uncovered

Summer
School
Takeaways



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3–4 JUNE
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*Lá speisialta do Ghaelscoileanna agus do scoileanna Gaeltachta 5ú Márta 2020

12 New schools



Drogheda ETSS was one of the 4 new 2L Educate Together Schools opened this year, in the photo are students at Drogheda ETSS

A record number of Educate Together schools are opening their doors for the first time this year including, 7 new national schools, 4 new second-level schools and 1 new 'divestment' national school. We welcome all the staff, students and their families to the Educate Together Network

Primary Schools

- **South Lee ETNS**, Cork City
- **Goatstown Stillorgan ETNS**, South Dublin
- **Dublin 13 ETNS**
- **Harold's Cross ETNS** – Dublin 6
- **Killester Raheny Clontarf ETNS**
- **Leixlip ETNS**, Kildare
- **Newtownmountkennedy ETNS**, Wicklow
- **Westport ETNS**, Mayo

Second-Level

- **Drogheda ETSS**, Louth
- **Dublin North East ETSS**
- **Galway ETSS**, Galway City
- **Wicklow ETSS**, Wicklow Town

New Look Newsletter & Survey Results

We have added a fresh new look to our newsletter over the summer and now provide the option for schools to receive the newsletter electronically, if you'd like to opt for this please contact info@educatetogether.ie.

We also asked you to tell us what you thought about the newsletter and we have tried to incorporate some of your suggestions into the new layout and content. Included in this is a new name – the newsletter is now called Ethical Education Matters with an obvious play on the word 'matters'. We didn't have an outright winner, but the new title is a combination of the suggestions of:

Laura O'Flanagan, Bremore ETSS who suggested "Educate Together Matters", and **Noel Reilly**, Rush & Lusk ETNS who suggested "Ethics Matters".

NEW!

Principals An important date for your 2020 diary

2020 Principals' Conference
Thursday 12th & Friday 13th
March 2020.

Watch out for a survey coming to you shortly for your views on location and programme, etc.

Ethical Education Summer School

Westport, Mayo



A TEACHER'S REFLECTION

Paul Glennon, Holywell ETNS

One Monday morning in mid-August, with a little apprehension in my belly and the comforting smell of fresh coffee from my trusted travel mug, I hit the road Westport-bound for the first ever Educate Together Ethical Education Summer School. Never having been to an Ethical Education Conference before, I wasn't sure what to expect, but I was definitely hoping for inspiration and challenge for the mind.

On arrival, the conference room was a-buzz with friendly chatter: always a good sign. As I scanned the room for familiar faces, I was pleasantly surprised to see a healthy mix of ages and gender – and relieved not to be the odd one out in a room of young, exuberant 'ethics-warriors'! I sat down and joined in the usual Six Degrees of Separation introduction (max 2 degrees in the small Educate Together world!) and soon the conference was underway.

Fionnuala, Laura, Sandra and Aoife had put together a kind of summer Educate Together ethics boot camp with bursts of high-intensity brain-training, mind-extensions, moral-flexing and thought-stretching, perfectly balanced with intervals of lighter activity (in the waterholes of Westport). A number of speakers were invited and all of them were challenging and thought-provoking. The themes ranged from inclusion, diversity and cultural perspectives to sustainable development, morals and beliefs with many themes over-lapping and building on what we had already heard – fair play to the organisers! It was quite refreshing how, rather than just talking, each speaker

engaged us in stimulating philosophical discussions, leading us to new levels of understanding for the themes and how we should approach them in our classrooms.

A Head Full of Ideas

By the end of the week, my head was full of ideas. Here are just a few of them: encourage children to express their cultural identities, giving them space to show this in their work (in their stories, artwork, drama and music etc.); make space in the curriculum to encourage respect for cultural identities – including all Irish identities; present cultural perspectives that are representative of contemporary identities; rethink what real 'development' is; promote critical thinking skills so that children learn to make their own moral judgements using their own rational arguments.

On Friday afternoon, I left Westport with a delicious vegetarian curry in my belly and the invigorating feeling of having been challenged to think and inspired to act, my commitment to Educate Together strengthened and fresh focus for the year ahead.

A TEACHER'S REFLECTION

Elaine O'Dea, Celbridge Community School

This summer I had the pleasure of attending the Ethical Education Summer School. It was a week of very interesting talks on various ethical issues with a focus on how we might be able to relate these ideas and thoughts to the classroom space.

I have been going to Educate Together's Ethical Education Conference over the past few years. Each year, I've found these events to be very informative and thought-provoking. They push me to consider complex ethical issues and consider how I might address some of these topics with my students. When I heard that Educate Together was planning a week-long version of this conference I was delighted. It's such a great space to meet like-minded teachers and share concerns and innovative ideas.

Sindy's Talk Touched a Nerve

The most memorable session was probably the talk we had from Dr Sindy Joyce, the first Mincéir (Traveller) to get a PhD in Ireland. Her 4-hour workshop was emotional, informative and hard-hitting. As a speaker, Sindy wore her heart on her sleeve and touched on some very upsetting truths about the shocking level of discrimination that exists, largely overlooked, in Ireland. People from the Mincéir Community are 7 times more likely to die by suicide, with the average life expectancy for a Mincéir woman being about 11.5 years less than women in general. Much of this social discrimination begins in school and so Sindy's talk touched on a nerve for most of us. I found that more than any other talk, this one stoked the flames of discussion. Some were quite heated. The level of passion and engagement it stirred in us reflected the emotion that Sindy brought to us in her talk. She spoke from the heart, a powerful mouthpiece to ignite reflection and, I hope in time, substantial change.

"This summer school was much more comprehensive and practical than any other CPD I've been on."

I learned a lot of new methodologies and gained practical ideas for critically analysing and rethinking our role in relation to the imbalance of wealth around the world; discussions around moral codes and extremism in the classroom, and thoughts on exploring world religions and their philosophies in much more open, inclusive ways.

A strategy that I will definitely use is the '30 second randomiser' discussion activity designed to get students to listen to each other on different topics such as love, animals, money and school. It encourages a focus on similarities between students and a safe space to explore differences of opinion without judgement.

I found this summer school to be so much more comprehensive and practical than any other CPD I've been on. The mixture of quality time with other teachers, allowing for helping discussion and thought after the workshops, along with the quality and expertise of the speakers themselves, resulted in a rich learning experience for all. I definitely feel more equipped to promote ethical, critical thinking in a safe and productive way in my classroom going forward.





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North Wicklow ET Secondary School App - launched September 2018

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Ethical Education Resources

Teaching Global Citizenship Education

E-learning course now available on the Educate Together Learning Resource Bank at www.learning.educatetogether.ie

- What is Global Citizenship Education and why is it important?
- How does Global Citizenship Education connect to learning in other subjects?
- Where can I find resources for teaching Global Citizenship Education?

Global Citizenship Education is an education process aimed at increasing awareness and understanding of the rapidly changing, interdependent and unequal world in which we live. It forms an important part of the Ethical Education Curriculum and links to learning in all subject areas. This short online module has been designed specially for Educate Together teachers to help further develop understanding of Global Citizenship Education and to enhance knowledge of active teaching methodologies.

What do teachers think of the module?

"It is clear, easy to understand and engaging."

Ciara, Kishoge CC

"It has plenty of content and allows teachers who might not feel very confident in teaching about GCE access to resources and lesson plans that will guide and support them as they teach."

Sarah, North Wicklow ETSS

"There is so many resources out there that I wasn't using I am now able to access them easily."

Aidan, Ballymakenny College

"It would empower a teacher who is new to the subject, rather than overwhelm them. It is also an excellent refresher and bank of info for those who are already teaching the subject."

Aine, Firhouse ETSS

"It is an excellent introduction to GCE and provides great resource and methodologies for new teachers of Ethical Ed and CSPE."

Pam, Cork ETSS

The module was written and developed with the support of funding from Irish Aid WorldWide Global Schools, an organisation that supports second-level schools to embed Global Citizenship Education in teaching and learning.

In the Summer issue of this newsletter Educate Together Ethos Guidance Officer, Aoife Blood outlined the work that she is doing to develop guidance in relation to the Educate Together Charter. In this issue we begin a series where Aoife gives a flavour of some of the guidance being developed. Keep an eye out for more in future issues and if you'd like to share or suggest areas to address please get in touch with Aoife.



ETHOS UNCOVERED

Seasoned Advice: Autumn

Aoife Blood, Ethos Guidance Officer

A termly column drawing readers' attention to ethical issues that might arise during the upcoming term.

Ethnocentrism

Ethnocentrism is defined in the Merriam-Webster dictionary as 'the attitude that one's own group, ethnicity or nationality is superior to others.'

Many textbooks are written from an ethnocentric viewpoint, in that they portray the dominant culture as the norm, and therefore it is important that teachers are aware of this and consider the appropriateness of some content in textbooks. Holidays can be particularly ethnocentric affairs, for example Halloween and Christmas. These are holidays that are celebrated and marked by many people, but not everyone, so they have the potential to be exclusionary to students who do not celebrate these holidays.

Questions to Consider:

- How many times throughout their schooling will your students have learned a poem about Hallowe'en and compare that with how many have learned a poem about the Hindu festival of Navaratri.
- Do you diverge from the textbook and choose some more inclusive content in your lessons? What do you need to do this more often?
- Can a subject team/ whole staff agree on alternatives that can be included in the school plan for different subjects?

Partnering with Charities/ Goodwill Projects

As socially conscious, politically engaged citizens, the communities of Educate Together schools frequently become involved in activism and charity work. Schools should aim to critically assess the charities and projects that they partner with, to ensure that the ethos of those organisations is in sync with that of Educate Together.

While organisations that are affiliated with particular religions/ belief systems can carry out valuable socially-conscious work, those that combine this work with proselytization are not in keeping with the core principles of Educate Together.



STRAND 3: BELIEFS & WORLDVIEWS

ETHICAL EDUCATION CURRICULUM

Justin Chera



The Educate Together Charter: Democratically Run

The management of any school is the ultimate responsibility of the Board of Management as laid out in the Education Act, 1998 and therefore not open to interpretation. Outside of the legal and regulatory framework there are practical considerations as to why the myriad of decisions that make up the day-to-day running of a school, can not be put through a democratic process, largely as operations would simply grind to a halt. Nevertheless, occasionally there are misunderstandings between, and within, various stakeholder groups as a result of an overestimation/ misunderstanding of the boundaries of their respective roles.

The graphic below has been designed to illustrate the balance of power of the various stakeholder groups in the school community.

While the Board of Management and Principal must have oversight of all aspects of the organisation, students, parents and staff all have important roles in supporting the necessary work of the Board and in proposing activities and initiatives that ultimately become the heartbeat of the school.

The Educate Together charter commits Educate Together schools to being 'democratically run, with active participation by parents in the daily life of the school, whilst positively affirming the professional role of teachers.'

Distribution of Power of Decision-Making



How parents, students and teachers participate in decision-making

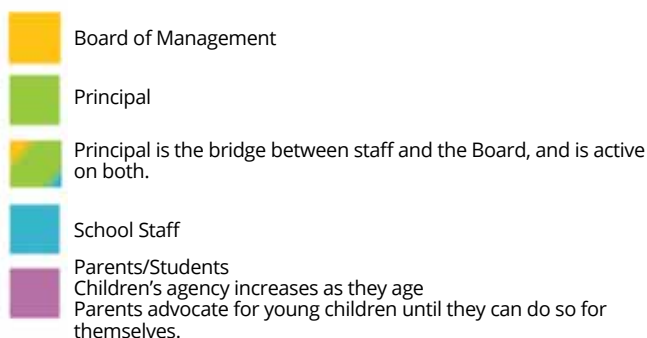
The most effective way to participate democratically in decisions affecting the school is to be active in your respective constituent group: PA/PTA, Student Council/ Student Assembly, Staff Meeting. A school that is democratically run will give voice to these groups, most often via the Principal, who liaises with (representatives of) each of these groups and is the link with the Board.

Sometimes, individuals misunderstand the role of a nominee to the Board. It should be noted that parent, staff and student nominees (where applicable) are not representatives of their groups at Board level. It is not their role to speak on behalf of their group, but rather to represent the general viewpoint of their respective groups. Similarly, they may not report back on the confidential proceedings of the Board to their group. Rather, the Board should issue a report after each meeting, which should be made freely available to interested parties.

For its part, the Board of Management of each school should aim to include all stakeholders in as many decisions as possible, and to be open to input and initiatives originated outside the Board setting.

The obligations of Boards of Management, as well as their responsibility to their school communities are among many topics that will be teased out and discussed at our regional training sessions (The Board as a Corporate Entity) throughout this winter and spring. Training dates are listed on page 20. Online training is also available.

This graphic and explanation are excerpts from draft guidance on the Educate Together Charter being compiled by Aoife Blood, Ethos Guidance Officer. If you have any feedback on the principles outlined here, or the accompanying graphic, Aoife would be delighted to hear from you, at aoife.blood@educatetogether.ie



Navigating the Educate Together Charter: Grey Areas?

Ideally, meetings of a Board of Management should begin with a reflection on the Educate Together ethos to ensure a focus on our fundamental aims. The Educate Together Charter should be on display in the school or, at a minimum, readily available to the Board and the rest of the school community.

Such reflection might involve a 5-minute exploration of an aspect of the ethos. This practice would give Board members an opportunity to engage critically with the spirit of the Educate Together Charter. Such explorations will be beneficial when the Board is met with the challenge of dealing with differing and conflicting interpretations of the charter.

Outlined below are five 5-minute grey area teasers for Boards:

- The Student Council submits an agenda item for the Board meeting advocating for a student representative to sit on all recruitment panels. What is the Board's reaction?
- A (second-level) Senior Cycle student wishes to study an extra subject but their parents are of the view that they would be overstretching. Should the school facilitate the study of the extra subject?
- The Parents' Association vote to use funds raised by the PA to pay an external teacher to teach PE at the school from now on. Does the Board approve this?
- A family has enrolled their Second-Class child in faith formation classes after school. Does the child's teacher have a role in marshalling the child to the class after school?
- The Student Council votes to spend all of the funds raised by the Student Council in the past school year on a team-building trip to a theme park for the members of the Student Council only. Does the Board intervene?

These questions are simply proposed to facilitate regular, meaningful engagement with the Educate Together ethos, as outlined in the Charter. If you would like to suggest teasers that would elicit thought-provoking discussions, please email them to Ethos Guidance Officer –

aoife.blood@educatetogether.ie.

New Primary Schools Boards of Management – Educate Together Training Dates

New Boards of Management for primary schools will come into being on the 1st December 2019. Educate Together is planning multiple training sessions across a number of locations over the course of this school year. The training is for all Board members (new and experienced) and will focus on the concept of “The Board as a Corporate Entity”, which is the foundation training for all Board activities.

It is important that as many Board members as possible attend, in order to ensure that all members understand their role and that of the Board as a collective entity. We realise that it's an additional time commitment, from hard-working volunteers, but we really feel that good training helps Boards to make better decisions, informs those decisions in a way that makes them easier to make, and generally enhances the work that's done by voluntary Boards.

Although the Boards don't come into effect until 1st December, Chairpersons are likely to be known in November, and so we've set a November training date for any Board member who has been appointed by then.



Educate Together / Children's Rights Alliance EU Hustings event as part of our LITTLE (Erasmus+) project: Sandra Irwin-Gowran, Frances Fitzgerald, MEP and Saoirse Brady, Children's Rights Alliance

Ethos School Self-Evaluation Pilot in Educate Together Schools

We will shortly begin the piloting of the Ethos Quality Framework in approximately 20 Educate Together schools. This is a great opportunity for your school to:

- Have an SSE lead person trained in the process of SSE, with substitution and travel costs provided.
- Conduct your official SSE process in an area of ethos – this is approved by the Inspectorate as counting for your school's SSE process.
- Help Educate Together develop an Ethos Self-Evaluation Process that works for Educate Together Schools.

To take part in the pilot, contact Educate Together's Education & Support Manager, Sandra Irwin-Gowran Sandra.irwingowran@educatetogether.ie.

Training will be led by Dr. Shivaun O'Brien of the Centre for Evaluation, Quality and Inspection in DCU. It will take place across 4 days (10am-1pm) at DCU. See page 20.



Junior Infant on his first day at Leixlip ETNS

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Deirdre O'Donoghue

Board Members

Thank you for your dedicated service to Educate Together Schools

As the current Boards of Management finish their term of office at the end of November 2019, this is the last Newsletter that current Boards will receive.

We would like to take this opportunity to thank each and every Board Member for their work, on behalf of all the school communities they serve. Being a Board Member can be satisfying, fulfilling and affirming, an opportunity for personal growth, and a chance to engage in the education of our children. It can also be frustrating, worrying and exasperating! We hope that overall the experience has been a positive one!

New Boards

We need you to encourage others

The new Boards of Management will come into being on the 1st December 2019. Between now and then, elections will take place for Parent Nominees, and a Teacher Nominee. As the best restaurants say, if you've enjoyed your time on the Board, tell your friends, and encourage them to think about going forward to the new Boards. And if you haven't enjoyed the experience, tell us!

The education system could not survive without the many hours contributed by volunteer Boards of Management.

Thank you!

Free Workshops:

Introduction to Restorative Practice with Michelle Stowe

This year Educate Together is delighted to be able to offer Educate Together schools a number of workshops on Restorative Practice, led by one of the leading lights in this field in Ireland, Michelle Stowe. Many Educate Together schools have already engaged with Michelle seen here with another leader in RP, our very own Claire Matthews, Principal of Firhouse ETSS.



To find out more about Restorative Practice watch Michelle's TEDx Talk on YouTube, **"Empathy: The Heart of Difficult Conversations"**.
<https://www.connectrp.ie/news>

We are offering 4 full-day sessions with Michelle over the coming school year for teachers from primary and second-level schools – see calendar on page 20 for exact dates.

The first session is an Introduction to Restorative Practice and Michelle's *Connect In* programme. The session will take place in Dublin, at a venue to be confirmed, on Saturday, 9th November. We will shortly write to all school principals of Educate Together schools inviting them to send one teacher free of charge.

Thereafter we will invite all attendees and their schools to continue their Restorative Practice Journey by sending two school representatives to a Certified day. Teachers will leave this session with a presentation to bring back to their schools. Individuals must have participated in the Introductory Session, either the one above or a previous one to be eligible for this follow-on training.

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THE INVITE IN
YOUR INBOX
SOON.





“This was an enormously rewarding experience and taught us all valuable lifelong lessons.”

SUMMER TEACHER DIARIES

Kolkata 2019 – Froebel Hope Partnership

Eimíle Thornton, Griffeen Valley ETNS

Since 2009, New Qualified teachers from Froebel College of Education have volunteered, travelled and worked in partnership with the HOPE Foundation in Kolkata, India, as part of the Froebel HOPE Teacher Education Partnership. This year, 17 eager NQTs travelled with 3 lecturers to engage in HOPE's educational programmes. This was such a rewarding experience, filled with many highs and opportunities for learning along the way.

The NQTs are involved in teaching children alongside the local teachers, in the Hope foundation centres. The children that attend the centres live on the streets and in the slum communities in Kolkata. The teaching experience is very different from our experiences on school placement, from having no furniture to few resources. We were encouraged to make resources with materials bought in local shops and any left-over materials we came across. This was to help the local teachers replenish resources or supplies. We also learned that we were a valuable resource in the classroom, through using songs and dance and changing words to well-known nursery rhymes to suit the local area and make them more relatable to the children.

We quickly adapted to life in Kolkata, being welcomed by all, in particular the communities we worked in, with many parents and siblings joining the classes. The mornings were spent working in the Nabaashas, teaching children aged 3-6 while the older children attended state schools. In the afternoons, older children attended the centres. Here we helped with homework and also played games with the children.

Seeing the way people lived in Kolkata, with their whole lives on the side of the streets, was tough to get our heads around at first, and although many of the children living there don't have much, their attitudes towards education and learning were both positive

and rewarding. For many of them, school was an opportunity to better themselves, education was a privilege and valued by all.

Although working in Kolkata didn't come without its challenges it was an enormously rewarding experience and taught us all valuable lifelong lessons. As emerging professionals, it has developed and enhanced our global outlook with regard to the provision of education.





Volunteering in Greece: A Teacher's Diary

Ciara McMackin, Kishoge Community College

This year I spent the summer holiday break teaching English to young people and adults, who live in camps and shelters in Lesvos, Greece, as they seek asylum in Europe. They must make their way to European soil before they can seek asylum, working through that multi-year process in the first European country in which they arrive.

It will take me a long time to fully digest this teaching experience. I am still caught up in connections to the community I encountered, and in the feelings of love and sadness, joy and immeasurable pride, despair, doubt and triumph these connections provoked.

My experience teaching refugees was, to try and sum up the impossible, a stark encounter with vulnerability and resilience, coexisting in nearly every moment. I knew of students' vulnerability not only because they mentioned, in passing, their stomach aches, sleepless nights, and absentee parents - but also because of their constantly slumped shoulders and sad eyes in the unconscious moments between laughter and joking. Simultaneously, I saw people support each other with a fierceness I had never before witnessed - adults painstakingly teaching each other to swim and spell, teenagers fist bumping with their nominal "younger brothers", always watching, looking out for each other. I saw students try, and try again- teaching themselves English, guitar, music, art, as well as how to cook, manage money and stay away from drugs and alcohol, and how to manage memories nobody should have to remember.

Teaching refugees on Lesvos was also perhaps my most powerful encounter with mankind's "shared humanity". I thought I understood it before, but I had never fully internalized that the wants and desires, the pleasures and sorrows that underpin the daily lives of young people from Afghanistan, Iran, Syria and Congo are identical to those which also fill Irish school corridors with conversation. The young people I met, living on a dollar a day still crave cold coffees with friends, and haircuts their peers will admire and all the sensory and identity based pleasures that dominated my own thoughts at that age (and, often, at this one!).

My time at Gekko School was much like my time in my own school in Dublin. I taught tutorials to 17-year olds, we used songs, board games and pictures to hook students in. We used dramas, gap-fill exercises and pair work to get them talking. We assessed their learning, working on social skills as well as academic, shared our passions and built on theirs in a bid for progress in English, maths, drama, STEM, photography, art, Greek and music. There were differences certainly,

but fundamentally though, the experience was the same - when I was patient and energetic the young people learned and were successful. When I was open and persistently kind they responded with participation and invitations into their lives and life stories. Some classes I succeeded, some classes I failed. It was both a privilege and a challenge - the same reasons I love every day in my own school and the reasons I would recommend this volunteer experience to every teacher.

The students' time at Gekko school, however, was not "much like" that of students in Dublin. For them, school was not just a place of guidance, recognition, warmth, adult care and support, emotional support and learning - it was, for many, their main or only place of recognition, warmth, adult care and connection, emotional support and learning. This was the reason so many students hated to leave school - corridors bustled and school steps were crowded even when classes were over.

To conclude in the spirit of education (we teachers can't help it!) - what can be learned from my brief and limited experience? Perhaps consider sharing skills by volunteering or making a donation to support education, infrastructural support or emotional reprieve for people who both need and deserve it. Simultaneously, know that such admirable actions, while invaluable, are band-aids. Such altruism prevents painful bleeding from a wound that will not heal - until the European electorate fully recognize that asylum seekers are not opportunistic mercenaries threatening "our" livelihoods and cultures, but our peers, born on soil of a different location, but with the same spectrum of human emotion and intellect as that of humans born here.

In the meantime, let's lessen the pain, here are a few places to start:

Volunteer <https://www.betterdays.ngo/>

Donate <https://movementontheground.com/>

Give music to soothe <https://www.connectbymusic.com/en/connect-by-music/>

Amnesty's Iwelcome Campaign
<https://www.amnesty.ie/iwelcome/>

Sanctuary Runners <https://sanctuaryrunners.ie/>

Your local TD office



Once a year we encourage our school communities to host an event of their choosing on our behalf.

The What? Last year we saw Fancy Dress, Bake Sales, a Witches Walk, Disco's, a Magic show and much more!!

The Why? Fundraising allows us to provide our confidential helpline, to offer free training and books, and to develop our Ethical Education curricula and unique ethos-related resources.

The How? A fundraising pack has been sent to your school and is available on the 'Fundraise' page of our website. If 25 October doesn't suit, simply choose another date that works well.

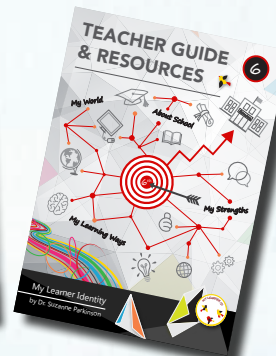
Get in touch with fundraising@educatetogether.ie for help, tips, or to let us know how you'll be celebrating this year – photos and stories welcome.



MY LEARNER ID



A New Child-Centred Programme supporting Learner Wellbeing,
School Self-Evaluation and Assessment Practices

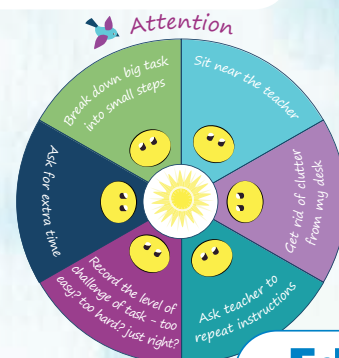


My Learner ID is a new and **innovative** programme that teaches children 'how to learn' and helps **track** their **learning progress**. The programme was written and developed, in Ireland, by **Dr. Suzanne Parkinson**, Developmental & Educational Psychologist. **My Learner ID** is a timely, unique and practical programme, which provides a logical and developmentally appropriate framework to support children in **becoming learners** and **promoting their voice** as the learner.

MY LEARNER ID PROGRAMME

The **3rd - 6th Class Programme** consists of the following elements at each level:

- Pupils' Record Book and Evaluation Booklet
- Teacher's Guide
- Classroom Posters & Strategy Wheel Stickers
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Partnerships update

Salesforce.org

We are in full swing of delivering the Salesforce.org grant, with all schools receiving new and engaging Ethical Education books and over 250 teachers participating in CPD events such as the Ethical Education Summer School, Teacher Exchanges and Cluster Meetings to name a few.

There are a number of CPD events and days planned over the coming months which would not be possible without the support of this grant, see the calendar for a full list and read about other initiatives being supported by this grant later on, including the Quality Framework, Ethos Guidance and Learn Together Review, to name but a few.

Folens Book Publishers

Folens Book Publishers and Educate Together are now in their fourth year of partnership.

Educate Together schools that purchase books and literacy resources directly from Folens receive a discount on their order. In addition to this discount to schools, for every order that an Educate Together school places directly with Folens, the National Office receives a much-needed percentage rebate. This contribution is enormously important in helping the National Office to maintain supports and services to schools.

Group Insurance Scheme

Brady Insurance have over 25 years' experience with Educate Together and understand the unique needs and ethos of our communities.

As renewals come up in October, we encourage participating schools to share their experience with others. Those considering a change can contact claire@bradyinsurance.ie or call 01 5676797 for more information. If you are working with Brady Insurance and have an endorsement please email bridget.dawson@educatetogether.ie.

The Ireland Funds

Set in the docks of New York City, Educate Together was proudly featured as The Ireland Funds grantee partner at their Annual Gala event earlier this year. The Ireland Funds is a global philanthropic network established to promote and support peace, culture, education and community development throughout the island of Ireland.

At the event we were endorsed by Irish Actress Saoirse Ronan and Educate Together Parent and Film Director Lenny Abrahamson, you can watch their speeches on our YouTube Channel.

"A sense of community flows through the veins to the beating heart of Educate Together. Individuality is celebrated by fellow students and teachers alike. Educate Together recognises that every child is different and every child has something within that is special and unique to them, something that is only waiting to be discovered, nurtured and put into practice."

– Saoirse Ronan

"We have used them since we opened in 2015 and I have to say I find them brilliant to deal with - they are so quick at getting back to me with any queries and are always so approachable!"

– Caitríona Ní Cheallaigh, Principal, Pelletstown Educate Together National School.

So far 42 Educate Together schools are signed up. The more schools we have, the greater our bargaining power will be for stable premiums and reductions in the future.

The partnership will see us building links with US-based donors and like-minded organisations to support the advancement of the Educate Together School Network. It starts with a generous €22,000 grant to assist one of our newly divested schools and the delivery of the StudentMeet and Phenomena-based Learning/Integrated Learning Symposium later this year.



Saoirse Ronan in conversation with Educate Together CEO, Paul Rowe.



The Community for
Schools in Europe

- Enhance your pupils' digital skills
- Provide a safe online environment for your pupils
- Avail of professional development opportunities
- Collaborate with schools across Europe

eTwinning is the main European Union e-learning programme for the effective integration of ICT in education and training systems in Europe. The Digital Strategy Action Plan 2019/2020 recommends using eTwinning as a means of 'fostering collaboration between schools'.

etwinning.ie



Erasmus+

OCTOBER DEADLINE!

11:00am 01 October 2019

Join over 50 schools that have received Erasmus+ grants this year for staff training courses and job shadowing in Europe under **Key Action 1 Mobility Projects**. There is a second deadline for these projects on 01 October 2019. We will hold **application clinics on 11 September (Athlone) and 14 September (Dublin)**. For more information and to register, contact tbulnes@leargas.ie



Learn Together Advisors

Would you like to act in an advisory capacity for EDUCATE TOGETHER? The role of the Learn Together advisor includes but is not limited to:


















- **Developing resources**
- **Giving presentations**
- **Hosting school cluster meetings**

This is an unpaid position. If interested please send your CV to fionnuala.ward@educatetogether.ie







Educate Together CPD Calendar 2019/20

CPD & Events 2019	Date	For	Location
  Ethos Quality Framework Pilot - Training Day 1	03/10/2019	SSE Lead	DCU, Dublin
 Educate Together Global Citizenship Education	04/10/2019	2L Teachers	Dublin
  Ethical Education Network CPD and AGM	19/10/19 10am- 2pm	All teachers	Dublin TBC
 Learn Together Coordinators CPD	October - TBC	Primary	Dublin TBC
 2L Deputy Principals Network	October - TBC	2L	Dublin TBC
 2L Principals Network Meeting	October - TBC	2L	Dublin TBC
  Introduction to Restorative Practice with Michelle Stowe	09/11/2019	All teachers	Dublin TBC
  Second-Level Schools Planning Day	07/11/2019	2L Schools	Dublin - TBC
  Ethos Quality Framework Pilot - Training Day 2	14/11/2019	SSE Lead	DCU, Dublin
 The Board as a Corporate Entity	23/11/2019	Chairpersons	Dublin
  Restorative Practice Continued - (Certified) with Michelle Stowe	30/11/2019	All teachers	Dublin TBC
  Active Global Citizenship with Amal Azuddin & Euan Girvan	03/12/2019	2L Schools	Dublin - TBC
 Ethical Education Network Workshop: "How do we talk to students about populism?"	05/12/19 6-8pm	All teachers	Dublin West Education Centre

CPD & Events 2020	Date	For	Location
 The Board as a Corporate Entity	11/01/2020	All BoM	Dublin
 Restorative Practice Continued - (Certified) with Michelle Stowe	18/01/2020	All teachers	TBD
  Ethos Quality Framework Pilot - Training Day 3	23/01/2020	SSE Lead	DCU, Dublin
 The Board as a Corporate Entity	25/01/2020	All BoM	Dublin
 The Board as a Corporate Entity	01/02/2020	All BoM	Cork
 The Board as a Corporate Entity	08/02/2020	All BoM	Portlaoise
 Restorative Practice Continued - (Certified) with Michelle Stowe	08/02/2020	All teachers	TBD
 The Board as a Corporate Entity	29/02/2020	All BoM	Galway
  Ethos Quality Framework Pilot - Training Day 4	05/03/2020	SSE Lead	DCU, Dublin
 The Board as a Corporate Entity	07/03/2020	All BoM	Limerick
 2020 Educate Together Principals Conference	12/3/20- 13/3/20	All Principals	TBD
 The Board as a Corporate Entity	21/03/2020	All BoM	Waterford
   Global Citizenship Education Student Showcase	28/04/2020	2L Schools	Bremore ETSS

Key

	Teachers
	Board of Management
	Students
	Principals / Deputy Principals

To book a place on any of these events,
email info@educatetogether.ie

- To submit an article to the next newsletter, email resources@educatetogether.ie
- Cover image: Students from several Educate Together schools put tough questions to Dublin candidates for the European Elections last May at the Educate Together / Children's Rights Alliance EU Hustings event
- Opinions expressed in this newsletter are those of the authors and should not be read as constituting official Educate Together policy unless otherwise stated.