



**Ollscoil
Mhá Nuad**
Ollscoil na hÉireann
Má Nuad

machnamh

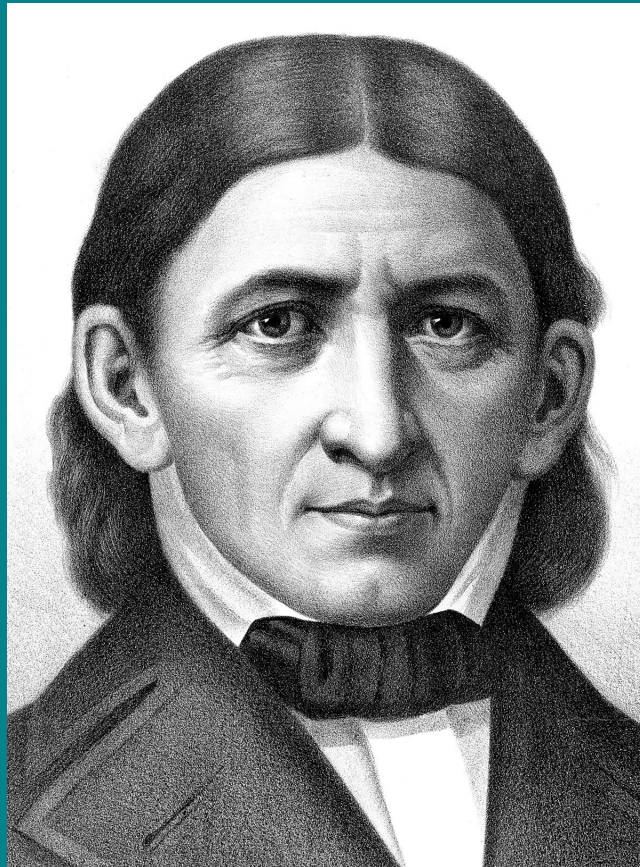


November 2018

Issue 4

Froebel Department of Primary
and Early Childhood Education

Mission Statement of the Froebel Department of Primary and Early Childhood Education



Guided by the philosophy of Friedrich Froebel and the principles and values of Maynooth University, our mission is to prepare and inspire caring educators in their pursuit of excellence in teaching, learning and research towards the holistic education of every child in a changing Ireland.

Contents

- 02 Mission Statement
- 04 Foreword - *Marie McLoughlin*
- 05 Preface & Acknowledgements - *Colm Keane*

Nuacht Froebel

- 06 Staff Welcomes
- 11 Student Welcomes
- 13 Ruth's Retirement

Research and Scholarship

- 12 Staff Publications
- 13 Staff Presentations

Teaching and Learning

- 23 "Learn Together"
- 25 "Fair or Foul"
- 26 M. Ed. Programme
- 27 Eleathanach
- 29 ResearchMeet 2018

Partnerships

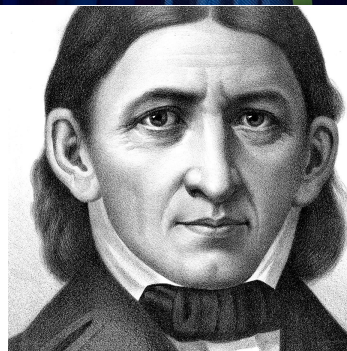
- 31 Kolkata 2018
- 34 International Froebel Society Conference
- 37 "Life After Froebel"
- 39 Turn to Teaching Project
- 44 AgroCycle Kids Mission to China 2018

Student Engagement in MU

- 46 Cuallacht na Gaeilge
- 48 A snapshot of MUMS

Student Engagement in the Froebel Department

- 49 Yoga with the IPPEA
- 51 Froebel Society
- 53 Mosney Midterm Camp



Foreword

Fáilte romhaibh ar ais i ndiaidh Samhradh gnóthach anseo i Roinn Froebel, Ollscoil Mhá Nuad!

It is with great privilege that I welcome readers to the fourth edition of Froebel's newsletter Machnamh. In essence, Machnamh seeks to showcase and highlight the ongoing achievements and activities of staff and students alike. In documenting the internal and external developments of our thriving community, we strive to give readers a taste of the wealth of talents, discoveries and leadership to be found in the Froebel Department.

In this semester's issue, the broad range of contributions demonstrate the Department's aim of enhancing the sphere of education through various avenues. Particular highlights include: ResearchMeet 2018, Turn to Teaching Project, the International Froebel Society Conference, Kolkata 2018 and a guest article on "Life after Froebel".

This edition of Machnamh is the first student-led publication of its nature. In developing student leadership, the editorial team has compiled an array of contributions resulting in 55 pages of content!

Finally, I would like to extend my gratitude to each and every one of you who have contributed to this issue of Machnamh. The collaborative efforts allow for Machnamh's continued success - Ní neart go cur le chéile.

Marie McLoughlin
Head of Department

Preface & Acknowledgments

Colm Keane

Welcome one and all to the fourth issue of Machnamh! Since its conception, Machnamh has sought to become a focal point for celebrating the achievement of staff and students, as well as to act as a historical document recording the hectic daily life led by all in the Froebel Department.

It is with great pride that the editorial team present to you the first student-led publication of Machnamh.

In prefacing this publication, I would like to acknowledge and thank Séamie O'Neill for presenting the editorial team with this new venture into Dissolving Boundaries in Educational Leadership. It has proven to be an interesting journey of continual drafting and overcoming various challenges.

Furthermore, I would like to thank each and every one of you that have contributed to our most comprehensive and diverse issue of Machnamh to date. This publication could have been achieved without the diligence and professionalism conveyed by all involved.

Finally, I would like to thank the editorial team of Adam Carroll and Fintan Harrington for epitomising the collaborative process in assisting in the designing, drafting and editing of Machnamh. Go raibh maith agaibh.

Staff Welcomes



Dr. Suzanne O'Keeffe & Edel Fahy

The Froebel Department of Primary and Early Childhood Education would like to extend their warmest welcome to our newest staff members, Dr. Suzanne O'Keeffe and Edel Fahy.

Staff Welcomes - Dr. Suzanne O'Keefe

Dr. Suzanne O'Keefe joined the Froebel Department of Primary and Early Childhood Education on October 1st 2018. Suzanne lectures in Sociology of Education and S.P.H.E. Suzanne, a native of Limerick, has over ten years teaching experience in mainstream primary school classrooms. Many exciting adventures were had by her in the classroom, such as hosting visits by Mr. Séan Kelly (MEP) and the current Deputy High Commissioner of the Republic of Malta, Ms Chantal Sciberras, as well as facilitating the school's first successful entry to the BT Young Scientist & Technology Exhibition in the RDS.

Discover Primary Science



machnamh - Nuacht Froebel

Suzanne graduated with a PhD in the field of Education from Mary Immaculate College (MIC) Limerick in 2016. Her doctoral studies examined the daily experiences of male primary school teachers. She is the proud recipient of the MIC Postgraduate Award 2015 on the strength of this doctoral research and in 2018 received a bursary from the John Coolahan Research Support Framework (Teaching Council) to continue her work in this area. Suzanne has published in national and international peer-reviewed academic journals and has presented her work in Braga (Portugal), Cambridge (UK), New York (USA) and in many locations around Ireland. Prior to joining the Froebel Department Suzanne lectured in Mary Immaculate College.

Suzanne hopes to pass on her love of teaching in the primary classroom to Froebel students as well as the practical advice she has gleaned over the years. She looks forward to making many encouraging contributions to the Froebel Department and to the lives of its students.



Staff Welcomes - Edel Fahy

Hello there, my name is Edel Fahy and this year, I am covering for Dr. Triona Stokes who is currently on maternity leave. I am lecturing in Drama in Education, PPSTL (Personal and Professional Skills for Teaching and Learning) and Curriculum Methodologies. A graduate of Mary Immaculate College, I am a primary school teacher with twenty years educational experience. I have taught all classes from Junior Infants to Sixth Class and am passionate about teaching and learning.



I have worked as both a Drama Trainer and Arts Cuiditheoir with The Primary Curriculum Support Programme (2006-2008). I then went on to work as a Curriculum Advisor with The Primary Professional Development Service (2008-2009). These insightful positions involved designing, facilitating and delivering in-service training to principals, teachers and post-holders in the curricular areas of Drama, Music and Visual Arts. In 2009, I moved to Dubai where I was Head of Music and the Performing Arts (2009-2015) in GEMS Wellington International Primary School. During this time, I also was an accredited member of the GEMS Professional Development Programme and Head of the GEMS Primary Drama Network facilitating workshops in Drama, Music and 'Effective Lesson Planning'.

machnamh - Nuacht Froebel

Since my return to Ireland, I have lectured in Music in Education in Froebel Department of Primary and Early Childhood Education (September – October 2016) and with DCU Institute of Education, St Patrick's Campus, Drumcondra (October 2016 – June 2017). Most recently (August 2017- August 2018), I have worked as a Lecturer in Education with Hibernia College, overseeing School Placement. I have also worked with Hibernia College as an onsite tutor, facilitating the curricular areas of Drama, Music, Visual Arts, and Integrated Arts.

I firmly believe in 'lifelong learning' and throughout my teaching career, I have continued to develop professionally, engaging in study in many different areas of education – I have completed my Licentiate Teacher's Diploma in Speech and Drama, a Master's Degree in Film and Television, Higher Diploma in the Arts in Education and a Master's Degree in Education.

Working in Froebel Department of Primary and Early Childhood Education has been a very rewarding and enriching experience so far and I am thoroughly enjoying teaching and working alongside the students and staff of the department. I believe that that every individual should be provided with the opportunity to reach and achieve their full learning potential and look forward to continuing to provide and engage students in rich teaching and learning experiences, equipping and enabling them to become catalysts of change and future leaders in primary education.

Student Welcomes



B. Ed Year 1

Fáilte romhaibh! A warm welcome to the incoming first years of the Bachelor of Education Programme. The students and staff of the Froebel Department wish you all the best for the coming years and we look forward to seeing you flourish and develop over the next four years.

Student Welcomes



PMEd Year 1

Fáilte agus comhghairdeas daoibh! A warm welcome to the incoming first years of the Professional Masters of Education Programme. The students and staff of the Froebel Department wish you all the best for the coming years and we look forward to seeing you flourish and develop over the next two years.

Ruth's Retirement



Class of 2014-2018 pictured with Dr. Ruth Forrest

Following the recent retirement of Dr. Ruth Forrest, the staff and students of the Froebel Department would like to wish Ruth all the best during her retirement. Ruth has been an ever-present source of support, care, wisdom and intelligence in the Department since her arrival and she will be dearly missed by all. Go n-éirí leat a Ruth!

Below is an extract from the thoughtful letter of farewell from Ruth herself:

I have loved every day that I have been privileged to work with you and previous groups of students, since I returned to the Froebel family in 2006. While this has entailed hours of travel every day, it has always been such a rewarding experience. Whether it was in the lectures learning together, in the school classrooms on placement, or when we sat together in my office, I was consistently taken with your genuine enthusiasm and personal and professional authenticity. I have always espoused the importance of the relational aspect of teaching and learning and you have allowed me to be part of your lives on many different levels. For this, I am very appreciative. I have repeatedly been in awe of those of you who have overcome personal challenges, be this in terms of health, familial circumstances or in other domains. Your resilience has and will stand to you in your future lives.

I am excited to have been in a department which is so central to the education of the children of Ireland. As a lecturer, while I have been in the position of sharing theory and practice with you, based on my own personal and professional experience, I have learned so much from you in terms of your energy, enthusiasm and creativity. I feel sure that if I were to return to the classroom again, I would be a better teacher than I was when I left it in 2006 to join the Froebel College, as it was then. As a department, we are a community of learners and I have learned as much, if not more than, as you have learned from me. So let it be with the children with whom you come in contact.

Staff Publications & Presentations

It has been another busy few months here in the Froebel Department with a number of staff members producing publications and leading presentations. The following is but a few examples of the exceptional, ongoing work undertaken by the staff:

Reviewing Peer-Placement in Initial Teacher Education: Cleamhnas, Pre-Nuptial Agreements, and *the seven-year itch*.

Dr. Ruth Forrest & Dr. Tríona Stokes

Seven years following the introduction of a peer school placement as part of the Bachelor of Education programme at Maynooth University, arising from Teaching Council policy (2011), this study represents a year-long reflective process, culminating in the design of a 2018 strategic plan for the development of the peer-placement aspect of the related university module. As part of the critical evaluation of peer-placement, this paper explores the interconnection between personal and professional aspects of emerging teacher identity with reference to school placement. The structures for establishing peered pairings for School Placement (SP) are compared to a 'cleamhnas', or arranged marriage, replete with 'SP pre-nuptial agreements'.

The Froebel Department of Primary and Early Childhood Education through the module, Personal and Professional Skills for Teaching and Learning, introduces students both to different models of working teaching partnerships and to co-teaching (Friend and Cook, 2014; Walther-Thomas et al, 2000). The philosophy and practice of critical friendship are presented with a view to preparing student teachers for peer-teaching (Schuck and Russell, 2005). As part of their preparation to peer-teach, student teachers work through a shared contractual agreement, whereby they discuss and try to reach consensus on their approaches to teaching matters, from behaviour management strategies to planning practicalities such as photocopying duties. Considerations relating to the process and administration of the 'SP pre-nuptial agreement' and associated issues are explored, leading to a synthesis of seven years of reflective feedback. Reflective practices conducted by the module leaders since 2011 serve to inform conclusions and an aligned set of recommendations. Language regarding co-teaching and team-teaching is critically examined with reference to the Irish Teaching Council Guidelines on School Placement (2013), for the purposes of contextualising the theory and practice of peer-teaching, and the devising of the aforementioned 2018 strategic plan.

The publication will be launched on 13 December 2018 in the Education Matters Yearbook 2018. The publication is edited by Brian Mooney and includes publications relating to all education sectors in Ireland.

machnamh - Research and Scholarship

Dr. Patricia Kennon has won an inaugural Louise Seaman Bechtel Visiting Travel Grant for her research project on picturebooks. As part of her Grant, Dr. Kennon will be conducting archival research at The Baldwin Library of Historical Children's Literature at the University of Florida in spring 2019. The Baldwin Library is one of the largest collections of Anglo-American children's literature in the world.

Dr. Patricia Kennon is on the organising committee for the recently established MUSEXGEN network. This scholarly and interdisciplinary network aims to support Maynooth University faculty, researchers and students' academic, research and career projects in the areas of sexualities and gender. The network meets fortnightly at 1pm on Tuesdays in 1.33 in the Iontas building. All are welcome!

Follow @musexgen or join the network community at MU_SG at <https://listserv.heanet.ie>.

Gendered Positionality among Irish male primary teachers: the staff room as a site of performative masculinity.

Dr. Suzanne O'Keefe examines the staffroom as a site where masculinities are performed to include and exclude in the primary school.

The concept of masculinities has traditionally been defined in terms of crises associated with boys' underachievement, the violence of homophobia, the underrepresentation of males in caring occupations, the rituals and discourses of laddism, and perceptions of disaffected and unrealised talent. Whereas the topic of masculinities has long been associated with warrants for distinctive and diverse male identities, it has a comparatively more recent history in the research on male Irish primary teachers as a particular social category. Two key findings are discussed in relation to performative masculinities—a form of strategic manoeuvring designed to exploit gender discourses, practices for control, power, and privilege. First, the findings show the staffroom as a bellwether or highly developed locus for teacher socialisation through gendered discourses, events, and actions. Second, the findings show nonsynchronous performative masculinities not only between male and female teachers but also with male colleagues. Therefore, it is argued that this frequently forgotten and neglected seam in the grand narrative of schools and schooling in Ireland needs to be more fully understood as a variable of quality, social justice and democratic practices across the full scope and sequence of the teacher continuum and as a prerequisite component in all teacher leadership programmes.

Advancing academic knowledge through democratic research designs.

Dr. Suzanne O'Keefe examines ways of conducting research that is collaborative and transparent rather than hierarchical and traditional.

This paper is a call for academic research in teacher education that has transformative potential: intellectually, educationally, and socially. It is an argument to think differently, to produce knowledge differently, and to produce different knowledge. Specifically, this paper examines the experiences of eleven Irish male primary teachers in Irish teacher education colleges. Whilst, Ireland has been an enthusiastic participant in all major reviews of teachers and teacher education, reviews such as Males into Primary Teaching (2006) and an extensive promotion campaign in 2006 to attract more men into teaching called MATE (Motivation, Ability, Teamwork, Excellence) have had little impact on the numbers of male entrants to teacher education colleges and on the lives of male teachers within the profession. This paper suggests that if we dare to teach and learn, we must challenge ourselves by moving academic research in the direction of long-term, sustainable social transformation. One practical way of achieving this goal is through democratic research designs. Democratic research designs facilitate long term change by challenging accepted forms of knowledge. The research design detailed in this paper consists of three rounds of interviews, whereby collaboration, reflexivity, and feminist ethical perspectives are major considerations.

Dr. Suzanne O'Keeffe (Presentations):

'Research on Men in Teaching', ResearchMeet, Féilte 2018, Mary Immaculate College, 6th October 2018.

'Advancing Academic Knowledge through Democratic Research Designs', 7th Annual Research Conference, Waterford Teachers' Centre, 13th October 2018.

'Collaboration in Research' workshop, 7th Annual Research Conference, Waterford Teachers' Centre, 13th October 2018.

Séamie Ó Néill (Presentations):

'Culturally responsive teaching in an after-school homework club for children from the Irish Traveller Community'. 13th Annual LITSA Conference, Port Elizabeth, South Africa, 6th October 2018.

This study combines insights from multicultural education theory and an action research project undertaken as part of the Initial Teacher Education (ITE) programme in Maynooth University Froebel Department. This ITE programme prepares students to work in diverse environments and builds their conceptual understandings of social justice, intercultural and global perspectives through integrating Development and Intercultural Education (DICE) across a number of programme modules.

This study investigates pedagogic practices that contributed to culturally responsive teaching and examines how the dispositions and cultural responsiveness of the student teachers contributed to the programme.

machnamh - Research and Scholarship

'The identity and visibility of teacher education and teacher educators in Ireland', 3rd National Teacher Education and Teacher Educator Forum, Trinity College Dublin, October 23rd 2018, presented with Rose Dolan.

Gráinne Deery (Presentations):

'The Reflective Practitioner', RIAM Teaching & Learning Network Conference, RIAM, June 2018.



This interactive session investigated the concept of the reflective practitioner and considered the value and scope of critical thinking for instrumental and vocal teachers. Reflecting on related theory, contemporary research, and by working through practical examples, the dimensions and skills that are involved in the reflective process were explored.

Conference Committee Member and Session Chair, 8th Annual SMEI (Society for Music Education in Ireland) Conference, November 2018.

Froebel PE Lecturer **Tony Sweeney** was honoured to have been invited to travel on an academic mobility experience to Canada in October. Dr. Maura Coulter of DCU and he visited Brock University in Ontario to discuss self-study in Initial Teacher Education, and meaningful physical education research projects with Dr. Tim Fletcher. One of Professor Fletcher's Ph.D students, Stephanie Beni also facilitated a fascinating school visit to observe PE class at the Eagle's Nest Christian Academy in nearby Niagara on the Lake. The Irish PE lecturers were also very impressed with the appropriate team nickname of the Brock University varsity sports teams !



"Learn Together" - Visit to North Kildare Educate Together National School

Thomas Cunningham, B. Ed. Year 4

As part of the 4th year and PMEd 2 elective 'Learn Together', a group of students had the opportunity to visit North Kildare Educate Together N.S. on the 22nd of October 2018.

The objective of the visit was for the students to get an insight into the everyday operations of an educate together school and make links between the theory from lectures and the practice taking place in the school. Through relaxed conversations with the principal, Pat Crowe, the students had time to discuss and ask questions in relation to the ethos of an educate together school, enrolment policies and how the schools reflect the diverse society we live in today.



machnamh - Teaching and Learning

During a guided tour of the school, the students were introduced to a number of innovative classroom practices including 'The Classroom Den', 'The Garden Time Capsule' and interconnected resource classrooms. During this tour, Mr. Pat Crowe emphasised the importance of these resource rooms in the school, explaining how students who go for 'withdrawal support' don't feel like they've been withdrawn from class. The children have come to see these interconnected rooms as a space for everyone with only a transparent window dividing the students from the rest of the class. As a result, the idea of inclusion is fostered while also catering for the individual needs of every student.

This was a great opportunity to consolidate learning from lectures, and also gave the students some ideas to take with them into their final placement and future practice.

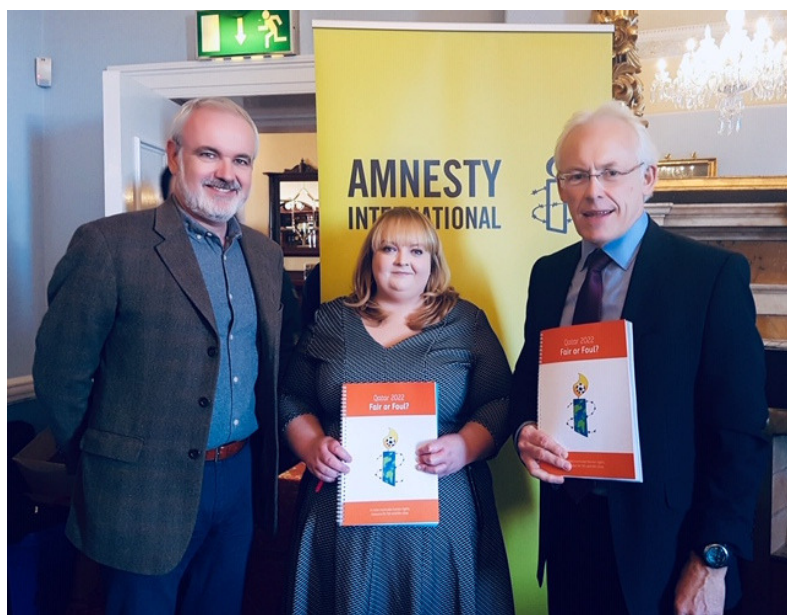
Launch of 'Fair or Foul':

A new HRE cross-curricular resource for 5th and 6th class

The DICE Lecturer, Aoife Titley, is one of the writers and editors of a new human rights education resource for primary schools. 'Fair or Foul?' is a cross-curricular resource which focuses on the human rights abuses of African and Asian migrant workers in the run up to the World Cup in Qatar in 2022. There are five different modules (SESE, Language, SPHE, Visual Art and Taking Action) as well as a range of supplementary resources such as film clips, weebly websites, photocopiable sheets and suggested differentiation/ AfL strategies. It is a useful and timely publication for engaging with complex justice issues in the classroom and could be a great project for senior primary classes! E-version available for free on the Amnesty website here:

<https://www.amnesty.ie/human-rights-education-primary-school-resource/>

Some hard copies are also available in the resource room, and schools can buy a copy for 23 euro from Amnesty International Ireland by emailing hre@amnesty.ie.



Aoife Titley, DICE Lecturer, with Séamie O'Neill and Executive Director of Amnesty International Ireland Colm O'Gorman, at the launch of 'Fair or Foul?', October 2018.

Master in Education (Research in Practice)

Dr. Bernadette Wrynn

The new Master in Education with a core focus on Action Research was successfully launched by the Froebel Department in June 2018 and the first cohort of students registered in the following August. The summer school Module (The principles of Action Research), a recognised summer course, took place in late August and students were able to avail of 3 EPV days as a result. The new Masters programme incorporates blended learning elements throughout each Module which was very well received by the students throughout the first months of the course. The collaborative approach taken by our colleagues from NEARI (Network for Educational Action Research in Ireland), staff and students engaged in the programme has been highly positive and plans are already in place for our next cohort of potential participants through upcoming University open days (February 2019) and Froebel Department related events. We wish all our students well in the coming months as they undertake their research action plan in schools.



Eleathanach Uimhir a 300!

Máire Nic an Bhaird & Fiona Nic Fhionnlaoich

Chuir Séamie Ó Neill tús le Eleathanach sa bhliain 2008. Le linn an ama sin tá nasc láidir ag fás idir COGG agus léachtóirí Roinn Froebel a chomhoibríonn le chéile chun an áis iontach seo a chur ar fáil. Ar dtús bhí 20 eagrán in aghaidh na scoilbhliana ach de bharr an aiseolais dhearfaigh a fuaireamar ó lucht léite an Eleathanach tá seo forbartha go 30 eagrán in aghaidh na scoilbhliana. Is nuachtlitir leictreonach í an Eleathanach le hait a mhúsclaíonn spéis na ndaltaí. Tá sé dírithe ar rang a cúig agus a sé sa bhunscoil ach baintear úsáid as i gcomhthéacsanna eile mar shampla sna meánscoileanna agus le foghlaimeoirí fásta in Éirinn agus thar lear.

Bronnadh an Duais Eorpach do Theangacha i mí Mheán Fómhair 2009 ar an tionscadal Eleathanach. Ba mhór an onóir do na rannpháirtithe go léir an t-aitheantas idirnáisiúnta a fháil. Tá aiseolas leanúnach faighte ag an Eleathanach ó pháistí, thuismitheoirí, chigirí, mhúinteoirí, phríomhoidí agus léitheoirí ar fud na cruinne. Seo samplaí den aiseolas a fuaireamar ó dhaoine a léann an Eleathanach gach seachtain:

‘Is breá linn na hait spéisiúla faoi dhaoine cáiliúla cosúil le Justin Bieber.’ Gráinne i rang 5

‘Tá an Eleathanach an-suimiúil mar tá spéis againn sa nuacht agus cabhraíonn na pictiúir linn chomh maith.’ Seán i rang 6

‘Cabhraíonn an Eleathanach go mór liom le mo chuid Gaeilge. Tá foclóir níos fearr agam anois.’ Lisa, Foghlaimeoir Fásta.

Cuireadh eagrán 300 amach i Mí Dheireadh Fómhair 2018. Chabhraigh Scoil Alexandra leis an Eleathanach ón tús. Ba mhaith le Roinn Froebel ár mbuíochas a ghabháil le Reuben Ó Conluain agus leis na cailíní ó Scoil Alexandra a chabhraigh linn thar na blianta. Beidh scoil áitiúil i Má Nuad ag cabhrú leis an Eleathanach ó Mhí Eanáir 2019.

Eleathanach302

Dé Luain 15 Deireadh Fómhair 2018

An Banphrionsa Eugenie

Phós an Banphrionsa Eugenie Jack Brooksbank Dé hAoine seo caite. Tá sí 28 bliain d'aois. Tá Jack 32 bliain d'aois. Chaith sí dhá ghúna. Bhí an chéad ghúna bán agus chaith sí an gúna sin sa séipéal. Bhí an dara gúna bán dearg. Chaith sí an gúna sin ag an bhféasta.

Is í Beatrice deirfiúr Eugenie agus chaith sí gúna gorm agus is í Fergie máthair Eugenie agus chaith sí gúna glas.

Bhí a lán daoine ag an mbainis. Bhí Robbie Williams, Cara Delevingne, Demi Moore agus Kate Moss i láthair. Chan Robbie a amhrán cáiliúil 'Angels' ag an mbainis. Bhí an gaoth ag séideadh agus chuaigh go leor hataí suas san aer!



Open House

Bhí *Open House* ar siúl i mBaile Átha Cliath ón 12- 14 Deireadh Fómhair 2018. Bhí go leor foirgneamh ar oscailt ar fud na cathrach. Is ócáid ailtireachta í seo: baineann ailtireacht le cruth agus dearadh foirgnimh. Bhí cead ag muintir na hÉireann dul isteach chuig foirgnimh éagsúla. Bhí a lán daoine ag cabhrú thar an deireadh seachtaine.

Thug daoine cuairt ar Áras an Uachtaráin agus ar fhoirgnimh an Rialtais. Bhí cead ag grúpa amháin dul isteach chuig Oifig an Taoisigh. Leo Varadkar is ainm don Taoiseach.

Labhair Leo leis an ngrúpa agus thaispeáin sé don ghrúpa na pictiúir a bhí ar an mballa ina oifig. Mhínigh sé don ghrúpa cén fáth ar roghnaigh sé na pictiúir sin. Bhí sé an-deas ar fad. Bhí cead ag daoine grianghraif a ghlacadh agus shuigh go leor páistí i suíocháin an Taoisigh. Bhí an Busáras ar oscailt freisin. Bhí cead ag daoine dul suas chuig barr an fhoirgnimh. Tá radharc iontach ón bhfoirgneamh. Tá fógra ar gach urlár leis na focail seo 'Má tá Gaeilge agat labhair í'.

Eire agus an Danmhairg

Bhí cluiche sacair ar siúl Dé Sathairn sa Staid Aviva. Ba chluiche tábhachtach é. Bhí an cluiche mar chuid den *UEFA Nations League*. Is é Martin O'Neill an bainisteoir. Is é Richard Keogh captaen na foirne.

Tháinig Harry Arter ar ais. Chaill sé amach ar dhá chluiche toisc go raibh argóint aige leis an mbainisteoir cunta Roy Keane. An scór a bhí ann ag deireadh an chluiche ná Éire 0; An Danmhairg 0.

Beidh an chéad chluiche eile ar siúl oíche Dé Máirt sa Staid Aviva. Tá siúl ag an Eleathanach go mbeidh an bua ag foireann na hÉireann.



Roinn Froebel don Bhun- agus Luath- Oideachas, Ollscoil Mhí Nuad, OÉMN, i gcomhpháirt leis an Idirbhliain, Coláiste Alexandra, BÁC 6.



ResearchMeet 2018

DJ Hanley

This year's research meet took place recently. Five NQTs and Froebel graduates from the B.Ed. and the P.M.Ed. programmes were invited back to present their action research which they carried out last year as part of their dissertations during their extended school placement.

First to present was Roisín Meehan who presented her research exploring the use of classical music in the classroom to support children with maths anxiety. Aly Egan had explored differentiation by choice, focusing on the use of different strategies in the classroom. Rebecca Urquhart then presented her work on dialogue in the classroom, which explored its impact on social skills and identity. Elizabeth Behan presented her dissertation on language acquisition and how she taught Spanish in the classroom. Finally Emma Gillis had researched the use of circle time as a way of improving social skills in the class.



machnamh - Teaching and Learning

This years' current B.Ed. Year 4 and P.M.Ed. Year 2 students attended the event to support their current action research which they will undertake as part of their extended final year school placement this January. The event was useful as it gave helpful tips before undertaking the research.

Kolkata 2018

Tara Nerney & Róisín Meehan

B. Ed. Graduates 2017/2018

During the Summer we spent 5 weeks teaching children from a variety of backgrounds in Kolkata. It's difficult to put this experience into words because it was filled with so many highs and lows.

During our time we were faced with many challenges. One of these was the lack of resources which were available to us. We were so used to going into school every day during school placement ready with a range of resources, that this came as a bit of a shock.

However, we soon learned that as teachers, we were the resource and we learned to use anything we could, whether it was changing the words of a well known nursery rhyme or using pasta and thread for teaching fine motor skills.



machnamh - Partnerships

Seeing the way people lived in Kolkata, with their whole lives on the side of the streets was also quite difficult to adjust to at first.

Although many of the children living there don't have much, they are some of the happiest children we have ever met. Their appreciation for things we would deem ordinary was phenomenal. This can be seen through the scenario we witnessed upon entering a creche on our very first day, when the children were given one biscuit each by a visitor in the crèche. Many of these children were between the ages of 2 and 6 and for most the access to food was extremely limited. Because of this, a child receiving a biscuit in school would have a major treat. However, when many of the children were given those biscuits that particular day, they offered them to us without delay. This moment stands out for us as a unique and memorable one which will not be forgotten as it truly showed the gratitude and appreciation they had for their education.

Such an experience caused many of us to stop and think about all the complaining we do about small things at home and made us appreciate what we do have on our return. This is something that will definitely stick with us for the rest of our lives.

Although working in Kolkata was quite challenging, it was also such a rewarding experience. Working alongside the local teachers was invaluable and we learned so much from watching them teach the children. One thing we found particularly rewarding was the attitude of the children to learning. For them, being in school was a reward and they were so happy to be there and get a chance to an education.

machnamh - Partnerships

Aside from teaching, being given a chance to enter an environment where the culture, traditions and lifestyle are so incredibly different to our own was life changing. The systems that are in place with regards to transport was unbelievable and only something you can truly understand when given the chance to witness with your own eyes. We both are so happy that we decided to undertake this journey and hope to continue a similar style of work in the future.

The International Froebel Conference 6-8 September 2018

Katherine Lally

Marie, Patsy and Katherine appreciated the opportunity to represent the Froebel Department at the recent International Froebel Conference held in Hiroshima in September 2018.



In advance of the conference, we had a fascinating visit to Ochanomizu University, Tokyo, which houses the oldest Kindergarten in Japan, established in 1876. We witnessed the purity of the Froebelian philosophy, which was as evident today as it was when it was founded, only twenty-four years after Froebel's death. The IFS conference in Hiroshima began with an excursion to another Kindergarten, the Jogakuin Gensu. The photos overleaf show the dedication to the Froebelian principles of Play, choice, and respect for children which are espoused in Japan.

machnamh - Partnerships



The theme of the conference was “Education for peace – Froebelian contributions at global and local level”. The theme was made particularly poignant by locating the conference in Hiroshima, which witnessed such devastation in the wake of the atomic bomb in August 1945.



machnamh - Partnerships

We were moved by the accounts of survivors, one of whom, Prof. Dr. Michio Ogasawara, presented a keynote address. He described the key impact of Froebelian education in the 73 years since the tragic event, and referred to the need to “develop students’ motivation and attitude to contribute to world permanent peace.” Our presentations on the “Froebelian Influence on Early Childhood Education in Ireland” (Patsy), “Keeping the Peace or Challenging the Status Quo? Instilling Agency for Change in Froebelian Student Teachers” (Marie), and “Playing Froebel Forward; Student perspectives through the Froebel Gift Award” (Katherine) aroused interest and were well received. We benefitted from this opportunity to rediscover how Froebel’s belief in the unity of all living things can make key contributions to an education aimed at international peace.



Preparation for workshop of Block Play, Hiroshima, 2018.

"Life after Froebel"

Ruaidhrí Fennell

I graduated with a PMEd in Primary Teaching in 2017. Since then I have been dipped, the old fashioned way with an inspector and now into my second year as a Mainstream teacher.

When I graduated last year, I was given my very own class and it was completely daunting. I wasn't sure if parents would believe that I was an adequate teacher and I was nervous that the children wouldn't respect me as a teacher. I think I felt like this because when you're in teacher training, you're taught how to teach children during the middle of the year. You're never taught what to do on the very first day. However, everything fell nicely into place and I asked myself why I was worried in the first place.

Another thing that people question is the difficulty of the dip year. I always tell them that you can make it as difficult as you want. Some people spend hours upon hours planning and creating displays, while others did their plans and resources at their ease. The planning gets easier throughout the year I found as you get into a rhythm. I still had plenty of time for my sports, meeting up with friends and watching plenty of Netflix series.

The great thing about being a Froebel graduate is that a lot of principals respond well to our method of teaching. Having the child-centred philosophy receives a positive response from all. Also the children do achieve a lot when they're kept away from workbooks and using concrete materials.



Some of my friends last year were also worried that they might not get a job in a Droichead school. My advice is that if you get a dip school or a Droichead school, it doesn't matter. They require the same amount of paper work, you're still being inspected and you still have to attend some NIPT meetings. Just pick a school that you can see yourself building a good relationship with staff and students.

As I said, it is scary leaving university and then being landed with your very own class and being the main person responsible for 25+ children. And just like all jobs, teaching can get exhausting and stressful. But I'm into my second year now and I absolutely love having my own class and using some of my own methods in the class. You will quickly get used to having your own class and get into the rhythm of planning, but you will have a social life if you want. If you enjoy watching children develop, you have chosen a fantastic way to see that first hand.

Maynooth University's Turn to Teaching Project: Diversifying Initial Teacher Education

Gareth Burns



In September 2018, Maynooth University launched the highly innovative Turn to Teaching Project, which is a collaborative project between Froebel Department of Primary and Early Childhood Education (MU), Department of Education (MU), Department of Adult and Community Education (MU), and the Maynooth University Access Programme. The Turn To Teaching Project is a unique three year programme that aims to support 100 students from underrepresented groups in teaching to move into Initial Teacher Education. The programme, funded through the HEA and Maynooth University, aims to address the academic, social and personal challenges faced by underrepresented groups within the teaching profession. It will offer meaningful pathways into Initial Teacher Education for students from the Traveller community, migrants, mature students, and students coming from DEIS schools.

machnamh - Partnerships

Turn To Teaching comprises of three educational programmes that have been designed to address these barriers to ITE and support the participation of the most marginalised to become teachers. The programmes include:

1. *'Think About Teaching'*: The 'Think About Teaching' ITE Foundation Course is the first course of its kind to be offered in Ireland. The programme offers 25 students from underrepresented groups in teaching with the opportunity to prepare academically, culturally and socially for a primary and secondary teaching degree in Maynooth university. Accredited at level 6, the course structure and ethos recognises that the Irish education system, as it currently stands, favours students who come from affluent backgrounds, and that Leaving Certificate points are correlated with the level of cultural and academic capital within a student's home and schooling. Thus, students who are marginalised, who do not have access to extra-curricular supports, and/or who attend DEIS schools, may not perform well in the Leaving Certificate, despite having the potential to become excellent teachers.

Based on this ethos, the 'Think About Teaching' ITE Foundation Course provides students with meaningful opportunities to develop the skills necessary to succeed as a primary school or secondary school teacher. Froebel staff members Dr Patricia Kennon, Eddie Costello and Séamie O'Neill have been central in the development of the programme's curriculum. The Think About Teaching course co-ordinator is Dr. Katriona O'Suillivan.

2. *'Rising Teachers, Rising Leaders Programme'*: The Rising Teachers, Rising Leaders Programme is a school outreach programme which supports the teaching aspirations and the social and academic development of 40 senior cycle students (The Rising Teachers) from DEIS post-primary schools. It also provides 20 teachers (The Rising Leaders) who come from underrepresented groups in teaching with a suite of funded University accreditation/CPD options to support the development of their' leadership capacity and career progression. The development of culturally responsive mentoring and teaching skills will be prioritised. The student and teacher participants on the programme are embarking together on a two-year leadership journey. Core elements of the programme are jointly delivered to allow the Rising Teachers (senior-cycle second level students) to meet and be mentored by the Rising Leaders. In partnership, the Rising Teachers and Rising Leaders are provided with an opportunity to create a powerful national campaign about the need for diversity in teaching. Dr. Máire Nic an Bhaird, Aoife Titley and Laoise Ní Chléirigh from the Froebel Department have played an instrumental role in the development of the programme. Laura Thornton, from the Froebel department is also a key contributor, facilitating multiple workshops using the medium of art to explore the participants' journey through the programme. The Rising Teachers, Rising Leaders course co-ordinator is Dr. Gareth Burns.



Brian Fenton, Dublin footballer and current Footballer of the Year was a special guest at the recent Welcome Evening for participants on the Rising Teachers, Rising Leaders Programme, which was held in the Iontas Building on October 2nd. The mentoring relationship between the Rising Leaders and Rising Teachers is at the heart of the programme, and Brian spoke of the role of teachers and mentors in his remarkable rise to the top of his sport, describing the Rising Teachers, Rising Leaders programme as providing young students with “great opportunities to follow their dreams and become teachers”.

Also pictured above are Dr Gareth Burns, Rising Teachers, Rising Leaders Programme Co-ordinator; Rising Leader: Lisa Howell, teacher in St John’s College, Ballyfermot; Rising Teacher: Ethan Mooney, student at St John’s College, Ballyfermot; and Dr Katriona O’Suillivan, Co-ordinator of the Turn to Teaching Project.

machnamh - Partnerships

3. In partnership with Froebel Department of Primary and Early Childhood Education and Lárionad na Gaeilge, the **Tar Linn ag Teagasc** programme provides students on the Think about Teaching foundation course and the second-level students on the Rising Teachers, Rising Leaders programme, with tailored Irish supports to assist them to reach the entry requirements for primary teaching and to encourage participants to become future teachers of Irish. Professor Marie McLoughlin and Dr Máire Nic an Bhaird have played key roles in the design of this central element of the programme.



Students on the primary teaching strand of the Think about Teaching ITE Foundation Course pictured with the courses' Irish tutor, Sailí Ní Dhroighneáin and the Tar Linn ag Teagasc co-ordinator, Gareth Burns.

AgroCycle Kids Mission to China 2018

Dr. Máire Nic an Bhaird & Laoise Ní Chléirigh

Dr Máire Nic an Bhaird and Laoise Ní Chléirigh from the Froebel Department, Maynooth University were part of the recent AgroCycle Mission to China. Máire and Laoise taught classes in the Affiliated Primary School of Beijing Forestry University. They explored the AgroCycle Kids message with the children, which introduces our younger citizens to concepts such as the circular economy and fosters their creativity in designing solutions for environmental issues. The 5Rs concept of "Refuse, Reduce, Reuse, Repurpose, Recycle" was the message delivered in Beijing. The 200 children between 10 - 12 years of age who undertook aspects of the AgroCycle Kids programme in Beijing understood the importance of the AgroCycle Kids message.

The AgroCycle project has produced new ecofriendly products such as edible straws from rice bran, flower pots and cups from potato pulp. The children in Beijing were excited about the innovative products coming from the AgroCycle partners around the world. They were fascinated by the items and by how potato pulp was valorised in such a clever manner. The edible straws were a firm favourite, and as a global awareness of the futility of 'single-use -plastics' is rising, the timing of the AgroCycle research could not be more appropriate. The children themselves thought that the products were exciting and innovative and will help address the often problematic issue of plastic for our planet.

AgroCycle Kids is a free web-based platform for teachers and children full of resources, which were tried and tested by 10 - 12 year old children in Beijing and Ireland. The AgroCycle Kids programme will inform any conscientious school community about the enormous impact that waste has on our lives from agri-waste to domestic waste.



The AgroCycle Kids website will be live at the end of November 2018: www.agrocycle.eu. AgroCycle Kids has brought younger researchers into the conversation, by engaging with the free resources, children have the opportunity to get outdoors, and using nature as their guide, design for a circular economy.

Cuallacht Cholmcille, Mhá Nuad

Sinéad Ní Scolaigh



Cuallacht Cholmcille
Mhá Nuad

Haigh a chairde! Is mise Sinéad Ní Scolaigh agus is mac léinn na ceathrú bliana mé i Roinn Froebel. Anuas ar sin, is mise an Leas Uachtarán an Chumainn Ghaelaigh, Cuallacht Cholmcille, anseo ar champas le dhá bhliain anuas. Cuireadh ceist orm píosa a scríobh maidir le luach an chumainn dar liom agus conas a chuir sí le mo shaol ollscoile.

Tá an Chuallacht thar a bheith speisialta agus tábhachtach domsa. Oibrím mar chuid d'fhoireann iontach gach bliain chun an Ghaeilge a chur chun cinn i mbealach taitneamhach timpeall na hollscoile. Éagraímid turais, oícheanta amuigh agus ócáidí seachtainiúla chun é seo a dhéanamh. Táim páirteach leis an gCuallacht le ceithre bliana anuas agus tá feabhas mór milteach théis teacht ar mo chuid Ghaeilge, mo scileanna cumarsáide agus mo scileanna eagrúcháin!

machnamh - Student Engagement in MU



Ach níos tábhachtaí ná sin, tá cairde buan agam atá chomh díograiseach faoin nGaeilge agus atá mé féin mar gheall uirthi. Thug an Chuallacht deis dom mo shaol san ollscoil a mhaireachtáil trí Ghaeilge, deis nach raibh agam riamh mar Áth Cliathach a togadh le Béarla agus a d'fhreastal ar scoileanna lán Bhéarla! Labhraím Gaeilge gach lá anois, agus is mór an phribhléid é seo dom.

Mholfainn do gach duine páirt a ghlacadh leis an gCuallacht. Idir an cairdeas, an Ghaeilge, an craic agus an spraoi, ní fhéadfá teacht ar chumann níos fearr ar champas! (Nílím claonta in aon chor!)

MUMS – Maynooth University Musical Society

Cormac Dredge

While this year is my final year in Froebel, it also my final year in MUMS – Maynooth University Musical Society. While you may think final year means being less involved in the society it is actually quite the reverse – I am more involved than ever. I am currently on the committee as the Productions Liaison and I am also co-directing “Waitress” for our Mini Musical Festival, which is one of our main events every year. Our other main events are our Intervarsities competition and our full-scale musical. We also run other events like open mic nights, workshops and movie nights. Joining this society was one of the best decisions I ever made. As we all know, life in Froebel can be very intense sometimes and some people may be wary of dedicating a lot of time to anything else. However, I can tell you from experience how rewarding it is to pursue your interests outside of teaching.



Performance of American Psycho in 2018

machnamh - Student Engagement in the Froebel Department

Warning: Yoga may cause extreme happiness!

Claire Greene

On a cold crisp Monday evening in October, final year students from Froebel Department of Primary and Early Childhood Education, St. Patrick's Campus, DCU and Marino Institute of Education were warmly greeted by the Irish Primary PE Association to a workshop with Elaine Harris of The Yoga Shed at Maynooth University.

Throughout the guided workshop Elaine spoke extensively on how yoga can be just the antidote children need in their technology saturated lives. She passionately told of the therapeutic benefits of yoga in encouraging authentic expression, emotional intelligence, healthy body awareness and self-confidence within children.



machnamh - Student Engagement in the Froebel Department



Elaine created a serene sense of calmness throughout the almost two hour workshop, advocating and spreading awareness on how yoga can help children become strong in mind and body, whilst simultaneously helping to build resilience and refine coping skills. The workshop explored the many benefits of using yoga in the primary school setting, with particular focus on the inclusion of children with special educational needs. Elaine expressed the importance of giving children with SEN the tools to self-regulate and find a place in themselves where they can feel safe and at ease. Her extensive experience in working with children on a journey towards relaxation and helping them find peaceful moments capsulated the room. Elaine's credence in her philosophy of "Yoga for All" was infectious throughout the most enjoyable workshop.

machnamh - Student Engagement in the Froebel Department

Froebel Society 2018/2019

Niamh McHugh

This years Froebel Society consists of 8 members with a variety of roles such a president, treasurer and public relations:

Colleen Fraher (third year) is the society president this year, Marie Carey (second year) is vice president, Aileen Ryan (third year) is society secretary, Evelyn Paul (third year) is society treasurer, Gabrielle Walsh (third year) is one of the events officers, Aine Moore (fourth year) is public relations officer, Kate Conniffe (second year PME) is society networker and finally my name is Niamh McHugh, I am in final year and I am the second events officer.

We had great success with the quiz for the Froebel/Hope Partnership at the start of the year and have many more events planned for the rest of the year. It has been a great year so far and there is only better to come. We are all looking forward to organising a great Froebel ball this year for everyone. Keep up to date with all of our upcoming events on our Facebook @froebelsocietymu and instagram @froebelsociety and we hope to continue seeing a great turnout at all future Froebel soc events!

machnamh - Student Engagement in the Froebel Department



*Top (L-R): Colleen Fraher, Marie Carey, Aileen Ryan, Evelyn Paul
Bottom (L-R) : Aine Moore, Niamh McHugh, Gabrielle Walsh,
Kate Conniffe*

machnamh - Student Engagement in the Froebel Department

Froebel/ VSI mid-term activity camp in Mosney Direct Provision Centre

Mosney is the largest direct provision centre in Ireland, with approximately 650 asylum seekers as well as 200 refugees currently resident there. Due to many child protection concerns, the system of Direct Provision is regularly criticized as an 'unsafe' and 'unsuitable' environment for children (Special Rapporteur on Children's Rights 2014). Conversations in the DICE modules over the last few years have left students feeling compelled to take some action and support children living within this system. We spoke with many parents in direct provision to see what needs they had, and they shared that it can often be very difficult to keep children occupied during school holidays as a result of budgetary constraints (adult asylum seekers receive €21.60 a week).

As a result, we partnered with VSI to set up activity camps during the summer and mid-term holidays. This is the third camp that we have run, and we have facilitated sport, music, art, science and other participatory activities with the children. I would like to take this opportunity to thank all of the students who have so generously given up holidays to support this important initiative. The project would not be able to run without the creativity and energy that Froebel students have brought to the camp. The Mosney Mid-Term Camp remains an important part of the Froebel department's commitment to social justice.

Aoife Titley

machnamh - Student Engagement in the Froebel Department

'I've had a real interest in working alongside refugees and asylum seekers in some way since being made aware of all the restrictions of life in Direct Provision through the DICE modules. I had previously worked with disadvantaged students at Sunshine with SVP, so I hoped to bring some of my past experience to Mosney. I wanted first-hand experience of how it is for these children growing up in Ireland. I also wanted to hopefully help these children have a fun midterm break. I was struck by the resilience of the children and their hopefulness. Although the girls I mainly worked with were only 10/11 years old they already had their eyes set on UCD, UCC and DCU and I found this so uplifting. They are incredibly positive and engaging and general seem willing to get involved in every activity on offer. I came away from Mosney with a very different view than what I expected. The children do not seem to have let their circumstances negatively affect their outlook on life and they very much maintain a sunny disposition. Their resilience is inspiring and has reminded me of both how lucky I am and also the power of positivity'

Niamh McHugh, B. Ed. 4



Some of the students who volunteered for the Mosney Mid-term Activity Camp

machnamh - Student Engagement in the Froebel Department



A selection of artwork from the mid-term camp