

**Educational Disadvantage Centre's submission to College response to DES Draft National Plan to Improve Literacy and Numeracy in Schools**

January 2011

**Initial Teacher Education**

**Educational Disadvantage Option Electives 2010/2011:**

- **Powerful Literacy Instruction for all Readers and Writers in the Classroom**  
Course director / facilitator: Dr. Bernadette Dwyer
  
- **When Writers Read: A Holistic Approach to the Teaching of Reading and Writing**  
Course director / facilitator: Dr Eithne Kennedy

**Education Disadvantage Centre**

- Director as advisor to **National Economic and Social Forum** for its report *Child Literacy and Social Inclusion* (2009)
  
- **QDOSS Submission to the NESF Child Literacy and Social Inclusion Project Team January 2009** Submission on behalf of the QDOSS network by: Dr. Catherine Maunsell, St. Patrick's College, Drumcondra, Dublin 9
  
- Dr. Eithne Kennedy's research paper *Improving Literacy in Disadvantaged Schools: Policy and Implementation Issues* was commissioned for and presented to the NESF project team.
  
- **Ballymun Book Exchange** was initiated in February 2009 to encourage reading in the Whitehall Ballymun Partnership Area and has continued the first Thursday of every month since then. Administrator has an active role in running this monthly event

Dooley, T & Corcoran, D. (2007). *Mathematics: A Subject of Rights and Wrongs?* in Downes, P & Gilligan, A.L. (2007). *Beyond Educational Disadvantage*. Dublin: Institute of Public Administration (pp 216- 228).

Downes, P, Maunsell, C & Ivers, J (2006) *A Holistic Approach to Early School Leaving and School Retention in Blanchardstown: Current Issues and Future Steps for Services and Schools*. Dublin: Blanchardstown Area Partnership

Downes, P & Gilligan, AL (2007). *Some Conclusions* in Downes, P & Gilligan, A.L. (2007). *Beyond Educational Disadvantage*. Dublin: Institute of Public Administration (pp463-491).

Downes, P & Maunsell, C (2007) *Count us in: Tackling early school leaving in South West Inner City Dublin: An integrated response*. Dublin: Commissioned by the South Inner City Community Development Association.

Kazmierczak, S. (2007). *Preventing Potential Weaknesses in Early Literacy Instruction* in Downes, P & Gilligan, A.L. (2007). *Beyond Educational Disadvantage*. Dublin: Institute of Public Administration (pp 183-192).

Kennedy, E. (2007). *Literacy in Designated Disadvantaged Schools* in Downes, P & Gilligan, A.L. (2007). *Beyond Educational Disadvantage*. Dublin: Institute of Public Administration (pp202- 215).

Mullan, Y. (2007). *Raising Literacy Levels Locally* in Downes, P & Gilligan, A.L. (2007). *Beyond Educational Disadvantage*. Dublin: Institute of Public Administration (pp 193-201).

Mullan, Y & Travers, J. (2007). *An Early Intervention that Counts* in Downes, P & Gilligan, A.L. (2007). *Beyond Educational Disadvantage*. Dublin: Institute of Public Administration (pp 229-242).

Quinn, S. (2007). *'Only Brainy and Boring People Read'* in Downes, P & Gilligan, A.L. (2007). *Beyond Educational Disadvantage*. Dublin: Institute of Public Administration (pp 172-182).

### **Volunteering within the EDC with emphasis on literacy work with children:**

- **Sports 4 Success** continues this year with two groups of senior infant class boys, totaling 24 children, from St. Vincent's NS, North William Street. Ten St. Patrick students have volunteered to assist and mentor at this after-school club
- Two off-campus after-school projects are being supported by students through the aegis of the EDC. 6 students volunteer with the Community After School Project, **CASPr** with sites in Mountjoy Square and Seán McDermot Street, while 8 students are volunteering with the **Dorset Street After-School-Project** in Wellington Street.
- St. Patrick's College's **Vincent de Paul Society** in conjunction with the Educational Disadvantage Centre run an in-school volunteer project in St. Vincent's School, North William St., Dublin 1. The initiative involves three B Ed students engaging in drama, the visual arts and music with a group of 12 primary school pupils from North William St. every Tuesday. This project is assisted by Sinéad McCauley, a teacher in St. Vincent's School and Graduate of the College, who is currently taking the M.Ed., Special Option in Educational Disadvantage in the College – and by Pat Courtney, school principal.

### **Post Graduate Studies**

- PhD

**Sylwia Kazmierczak.** Topic: A Systems Theory Framework to Examine the Effectiveness of Sound-Field Amplification Systems on Children's Speech and Language Development in Contexts of Disadvantage (2008-) First Supervisor: Paul Downes, Auxiliary Supervisor: Gerry Shiel. Ph.D formal review: Scheduled for June 2 2010. Reviewers: Dr. Nick McDonald, Senior Lecturer in Psychology, TCD; Dr. Anne McGough

**Masters in Education. Special Option Educational Disadvantage. Theses:**

**Mullan, Yvonne (2005)** Mathematics and educational disadvantage: The impact of the 'Number Worlds' programme on the number knowledge of children in a junior infant class

**Quinn, Susan (2005)** Only Brainy and Boring People Read

**Collins, Anne Marie (2007)** An evaluation of the implementation of the First Steps writing programme as a literacy initiative in an Irish disadvantaged primary school

**Oates, Gwen (2007)** Literacy student/prisoners' perspective of a Freirean Model of adult education within the Irish educational system

**Redmond, Brian (2007)** The role of the Home School Community Liaison (HSCL) Co-ordinator in engaging parents in literacy and numeracy initiatives: An action research project in a south Dublin area

**Crawley, Elaine (2009)** "IT'S EASY, YOU JUST WRITE THE PICTURES" Examining the impact of using visual arts to motivate children to write: A case study of first class in a disadvantaged school

**Kilbane, Emma (2009)** Motivation makes Reading a Reality. The Implementation of a Cross Age Reading Group and its Impact on Sixth Class Girls' Motivation and Attitude to Reading and Learning in a DEIS school

**Larkin, Joan (2009)** A study of the impact of participation in the medium of clay on the oral language skills of students in first class in a designated school setting.

**Walsh, Bridie (2009)** Narrative Language perceptions, assessment and collaborative practice

**O'Neill, Una (2010)** "Family reading fun": Approaching infant literacy through parental empowerment in language development, using Bronfenbrenner's theory of dyadic interaction Supervisor: Sylwia Kazmierczak- Murray

**Henry, Siobhan (2011)** An exploration into the efficacy of the components of Reading Recovery that may have lead to its success in a designated disadvantaged inner city primary school, with specific focus on student profiles and teachers' opinions Supervisor: Sylwia Kazmierczak-Murray

**Lawlor, Rosaleen (2011)** Teachers' and Principals' Opinions of the Paradox of the Excluded Child in a Compulsory Education System. Supervisor: Paul Downes

**McCafferty, Kate (2011)** "Bright Sparks" Developing Potentials of Gifted and Talented Children in a Community of Socio-Economic Disadvantage Supervisor: Catherine Maunsell

**McCauley, Sinéad (2011)** Examining the relevance for teachers of in-class sensory integration approaches for children in DEIS schools: Developing a theoretical framework and a focus on process Supervisor: Paul Downes

**McCormack, Annette (2011)** Parental Involvement in Literacy through "A Parent Tutor Reading Program" Supervisor: Thérèse McPhillips

**McDonagh, SORCHA (2011)** 'The Feminisation of Education': An insight into parents', teachers', and children's attitudes and perceptions of the imbalanced gender nature of the teaching profession Supervisor: Simone Murray

**NíBhroin, Síodhna (2011)**Examining the Impact of Using an Arts Based Approach to Motivate a Third Class in a Disadvantaged School to Write Supervisor: Regina Murphy

**Pentony, Antoinette (2011)** JCSP, Junior Certificate Schools Programme Educational Incentive or Compromise? Supervisor: Catherine Dooley

**Reilly, Sarah (2011)** "Hitting the 'Write' Note": The Motivational Impact of Musical Instruction on Reading and Writing Supervisor: Simone Murray

**Ward, Donal (2011)** Video for Teacher Reflection: An examination of video of self teaching as a facility for self- reflection towards improved classroom management in a DEIS School Supervisor: Hugh Gash

**Weldron, Niall (2011)** The Importance of Student Well-Being in Second Level Teaching. Perspectives and Practice in Three North Louth Secondary Schools (2011) Supervisor: Dermot Stokes

## Research

- **The Educational Disadvantage Centre** was awarded a grant of 158,158 Euro from the Pobal Dormant Accounts Fund to install sound-field amplification systems in 8 primary schools in Ballyfermot and North Inner City Dublin, and to engage in a 2 year research programme on their benefits for speech and language, behaviour management and prevention of Attention Deficit Disorder. The aim of this research was to study the impact of classroom sound field amplification on individual children from designated disadvantaged schools who were considered by their teachers to experience the most severe speech/language problems.
- Carrigan, J. & Downes, P. (with Byrne, I.) (2010). *Is there more than what's the score?* Exploring needs and skills checking for literacy as part of a holistic initial assessment process in a lifelong learning society. Funded by the Department of Education and Skills
- Therese McPhillips is assisting with the evaluation of a The Better Reading Partnership Programme across Finglas primary schools, based on a model developed by Bradford

Local Education Authority in the UK. Paul Downes is a member of the Advisory Group for the evaluation conducted through the Tolka Area Partnership.

- Mark Morgan is evaluating the Better Maths Partnership Programme with the Tolka Area Partnership.

### **Publications:**

Kazmierczak S. (2006). The importance of phonological awareness training in infant classes. *Reading News*. Reading Association of Ireland Newsletter.

'Mags for kids call'. (Tuesday September 18th 2007. Irish Daily Mirror)

Morgan, M., & Kett, M (2003). *The prison adult literacy survey*. Dublin: Department of Justice and Law Reform.

McGill, P., & Morgan, M. (2001). *Ireland's learning poor: Adult educational disadvantage and cross-border co-operation*. Armagh: Centre for Cross Border Studies.

Morgan, M. (2000). Levels of literacy in Ireland: the educational system and the general population. In D. Bates (Ed.). *Words Alone* (pp. 169-181). Dublin: University College Dublin Press.

Morgan, M., Hickey, B., & Kellaghan, T. (1997). *International adult literacy survey: Results for Ireland (A report to the Minister for Education)*. Dublin: Government Stationery Office.

Morgan, M. (1998). Early school leaving and literacy: Implications of the International Adult Literacy Survey. *Learn: Journal of the Irish Learning Support Association*, 20 108-116.

Morgan, M. (2005). Reading to learn: A major social and educational issue. In Kennedy, E., & Hickey, T.(Eds). *Learning to read and reading to learn*. Dublin: Reading Association of Ireland (ISBN 0-9526511-6-5)