

CATHERINE MCAULEY NS 2019/20

WELCOME!

- Daily reading
- Perseverance
- Growth mindset
- Partnership

INTRODUCTION TO STAFF

Room 1: Ms Cronin

Room 2: Ms Walsh

Room 3: Ms Roche & Ms Flynn

Room 4: Ms Murphy

Room 5: Ms Kennedy

Room 6: Ms Callanan

Room 7: Mr Jenkinson

Room 8: Ms Bourke

Room 9: Ms Ni Chinnéide

Room 10: Ms Jackson/Ms McKinley

Ms McCauley (Resource)

Neasa Sheahan

Karen O'Brien

Carmel Hennessy

Evelyn Kinney

Joan Lacey

Debbie Burke

Elaine Egan (Chairperson)

SHORT SURVEY!

- What has been a positive so far?
- What is still a challenge?

PERSEVERANCE BUILDING THE SKILL IN SCHOOL

Benefits of placement



STRUCTURED SYNTHETIC PHONIC APPROACH

closed syllable →	<u>c</u> at	Exception w <u>i</u> ld	
v-e syllable →	<u>v-e</u> cake	Exception <u>g</u> ive	
open syllable →	<u>o</u> mē	r-controlled syllable →	<u>r</u> burn
“D” syllable →	<u>d</u> boat	-le syllable →	<u>-le</u> puzzle

EXPLICIT TEACHING

A central programme feature in any intervention that is consistently supported in the literature is the need for instruction to be direct, explicit and systematic (NRP, 2000; Farmer, S., Ellis, S. & Smith, V., 2006; McPhillips & Shevlin, 2009; Torgesen, 2001).

Direct

Explicit

Systematic

SCHOOL RULES

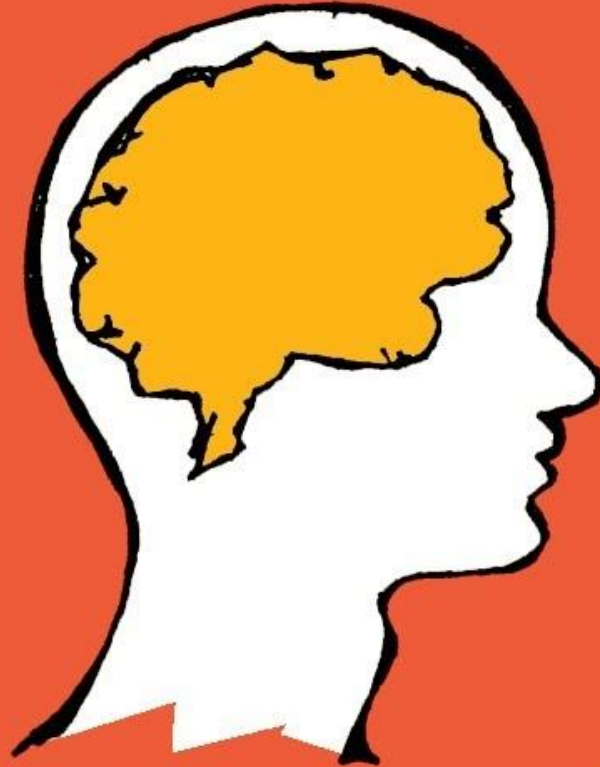
- Bus (Bus Eireann) Positive communication with the bus driver. Text Bus Driver (absence) Red weather alert = no bus service
- Class
- Homework
- Yard (rewards and sanctions)
- Trips
- Medication
- Rewards and sanctions (Code of Behaviour p. 4-15/Anti Bullying Policy p. 2-7)
- Independence and ownership
- Attendance – taken at 10am
- Absence reporting to Tusla (mandatory 20+ days)

“If you think you can do a thing or think you cant do a thing, you’re right”

Henry Ford



FIXED



GROWTH

MINDSETS

ZONES: LANGUAGE USED IN SCHOOL

Comfort

Stretch!

Where learning happens

Panic

PERSEVERANCE

BUILDING THE SKILL AT HOME

- Self awareness for students (strengths and needs)
- Realistic praise builds resilience
- Increasing independence with preparation
- Good independent homework habits
- Actively encouraging perseverance with difficult tasks
- Change process

FRAMING THE EXPERIENCE



- Struggles = opportunities for growth –
- Being positive about school while acknowledging difficulty
- Let students ‘catch you’ talking positively about school
- Supporting and modelling how to cope with change

READING AT HOME

Five Finger Rule

0-1 = too easy

2-3 = just right

4 = okay to try

5+ = too hard



- Open a book to any page. Start reading. Hold up a finger every time you see a word you do not know. •

ASSISTIVE TECHNOLOGY

Voice typing with google docs

Using gmail account:

- Log in to gmail – students have a login for the year
- Choose Google Apps
- Choose ‘Docs’
- Click on ‘blank document’
- Select ‘tools’ then ‘voice typing’

Accessibility features on tablets/smartphone/pc

Apps to develop literacy/maths:

Stop Motion

Seeing AI

Book creator

4pics 1 word

Hit the button

UPCOMING DATES

- Information evening for parents interested in joining the PA in the new year date TBC
- Christmas performance 18th December approx.
11 am
- Evening talk about cyber bullying in the new year, date TBC

AGREED COMPLAINTS PROCEDURE

- Your child's welfare is of paramount importance at all times
- Dignity in the workplace

All schools have an agreed procedure:

1. Communicate with the teacher to resolve an issue
2. If unresolved, approach the principal
3. If unresolved, approach the Chairperson

PARTNERSHIP

A good nights sleep

Consistent attendance (no term time holidays)

Homework complete - reading heard by a human (!)

Journal signed

Note for absence (in the journal) – awareness of impact

Inform bus driver if absent or leave early (text)

Note for explanation (not a verbal message)

Support for the class teacher - communication

Support for discipline on the bus

No mobile phone – monitoring of gaming/social media

No chocolate, fizzy drinks, crisps or sweets

Increasing engagement and independence



PARTNERSHIP CONDENSED

Preparation with all on the
previous slide

Consistency – with attendance and
homework

Typing skills