

MUINÍN INTERIM REPORT 2

September- December 2020



MUINÍN TO DATE



Summary of activities delivered to date, Sept - Dec 2020

We are delighted to share our latest news with you, our funders, in this report, including our plans for strategic development and longer-term; the creation of a newsletter for public dissemination of Muiín Catalyst. With Covid 19 restrictions still in place, we have been working hard to continue to deliver the project which has now been extended from Sept. 2019 until May 2021, at no extra cost to funders. This will increase delivery numbers and with smart match funding we are able to complete this academic year 20 / 21.

This year we were focusing on bringing teachers on board to work with the resources we developed with a view to how we might improve them while expanding the teachers' tool box. To this end, our core delivery is with with 2 student groups and 6 teachers consistently to embed the concept of linked and project-based learning within place-based STEAM.

ARTICLES IN THIS REPORT:

- Muinín update - 1
- Finance update - 2
- Review July - Dec 2020 - 3
 - Coláiste na Sceilge
 - Seeding Sustainability
 - DREAM Designs
 - St Brigid's Killarney
 - Internet of Things
 - GAISCE
 - Green Schools
 - Administrative Hire
 - Dissemination
 - Feedback
- Strategic Development - 10





FINANCE UPDATE

Cost Centre	Projected Drawdown 1 - 16 months	Actual	Variance
Director 1	6204.52	5940	264.52
Director 2	6204.52	12395.46	-6190.94
Admin	1620	1530	90
External Expertise	2000	2250	-250
Equipment	6420	4499.88	1920.12
Supplies	1000	240	760
Utilities		0	0
CPD/ Conferences	1500	0	1500
Pre -Christmas - used for Director 2	3500	1850	1650
Totals	28449.04	28705.34	-256.3

Notes to budget variance - actual delivery to date 15 months on 50% total budget. Small overspend is deducted from 2021 budget, which is balanced in phase 2 budget.

1. Director 1 - added value from other funding enabled Muinín full academic year 2020 / 21 with weekly hours increasing Jun - Aug and decreasing Nov - May
2. Director 2 - overspend covered by 50% advance drawdown €3.5K and reduced director 1 fees
3. Conferences c/fwd to 2020 / 21 - both directors have submitted to a number of conferences with less costs due to virtual presentations. This enabled the conference costs to be transferred to salaries and extend the project.



EDUCATION IS THE MOST POWERFUL WEAPON WHICH YOU CAN USE TO CHANGE THE WORLD.

— NELSON MANDELA



REVIEW JULY - DEC 2020

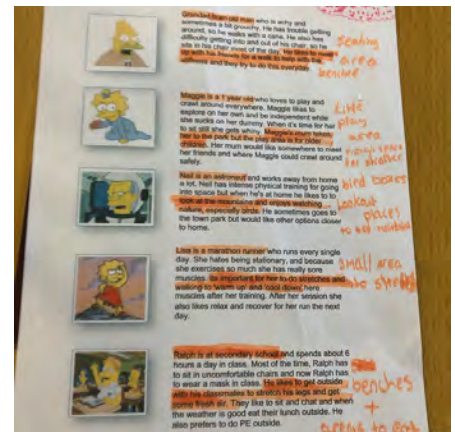
Coláiste na Sceilge: At the start of the academic year, we resumed communication with interested teachers and were able to meet with several others who would like to get onboard, using the resources we have developed. Pádraig Murphy, the new head of Transition Year, approached us with the idea of creating a 1km walking trail around the school for students, staff and wider community use. This seemed a useful opportunity with buy-in from the school and enabling us to ground the ideas and process more productively. We have been able to build local faculty, with local expertise brought in with the hire of James McCarthy, Landscape Architect in advisory capacity. Developing local links transforming perceptions of local expertise both for students and the local community. We have worked through aspects of the all the stages of the Design Thinking process;

1. Empathy - students have begun to think about their user and their needs as well as understanding the 'problem'.
2. Define - students have defined the problem through observation and mapping as well as aspects of landscaping
3. Ideate - using the empathy maps students began to explore their ideas in 3D using plasticine, sticks, card
4. Prototype - their end of term project was to produce a diorama of their team's 'node'. Unfortunately due to Covid restrictions and cases in the school, we were unable to have the class presentations.



CHILDREN MUST BE TAUGHT HOW TO THINK, NOT WHAT TO THINK.

— MARGARET MEAD



Images from Seeding Sustainability - 1 KM health and Well-being trail:



REVIEW JULY - DEC 2020

DREAM Designs: We had planned to start the DREAM Designs project with 3 teachers in Jan 2021, Science/Maths, Geography and Art. However, with the latest restrictions the teachers, aren't back to school until 11th Jan and all classes until 31st Jan as online. There will be some aspects we maybe able to begin with students not in school, but this will need revision and we won't be able to begin this process until the teachers are back to school 11th Jan.

GAISCE: There have been numerous discussions with the GAISCE teacher with a number of possibilities presented, but communication is very poor. Some of it as simple as changing the teachers' their mindset to think beyond 'snatched conversations in the staff room' to 'real-world' interactions. Despite being in the school since 2017 this seems to be a key issue that is slow to resolve. This has been confirmed in conversations with ETB. We will be developing the activities in the new year through subsidising communications with the TY co-ordinator.

Green Schools: This has been placed on hold, but will be resumed in the new year with submission of previous years work and flags awarded and new work planned. There has been documentation of activities in the last term, but it has not been co-ordinated and unfortunately, with students in and out of school, this is just not a current priority for the school.

Alternative plans: Due to the impact of COVID and restrictions, it has not been possible for the school to arrange work-experience, usually undertaken at the beginning of February. The school is planning to develop community action plans and projects over those two weeks. We had been approached for impact before Christmas and we are going to use this opportunity to develop both the DREAM Designs project and work on the Seeding Sustainability 1 KM walking trail to try and boost their input on both projects and make up for lost time in Jan. We hope that this can be resolved in the beg. of Jan in time for a Feb. start.



EDUCATION IS
EDUCATION. WE
SHOULD LEARN
EVERYTHING AND THEN
CHOOSE WHICH PATH
TO FOLLOW."

EDUCATION IS NEITHER
EASTERN NOR
WESTERN, IT IS
HUMAN.

— MALALA YOUSAFZAI,



REVIEW JULY - DEC 2020

St Brigid's Killarney: We have two teachers trialing the resources this academic year. Both Geography teachers, with second subjects in Business Studies, Tourism and English. We have set up a dedicated Microsoft TEAMS group for communication and information dissemination. In the new year, one of the teachers is planning to use the Seeding Sustainability as the base of a 10 week module.

We will be following up with these teachers in the new year, which has been delayed due to return to school date now as 11th Jan.

Internet of Things, Microsoft and ETB: We have continued to try to embed the project within Coláiste na Sceilge despite Covid. Developments with the ETB learning officer (see strategic development section), has been really productive, both in terms of implementation and longer term strategic possibilities.

We will try to embed this from Feb onward and we have a meeting 13th Jan to discuss implementation. We are excited about this project which will be a first in second-level education which we could extend into all Kerry second-level schools.

Administrative Hire: In August, we hired Stephanie Mahey as an Administrative Assistant. Her role predominantly involves; coordination and content development of social media, research and document preparation.

Dissemination: Since July, we have presented the Muinín Catalyst project in a number of ways;

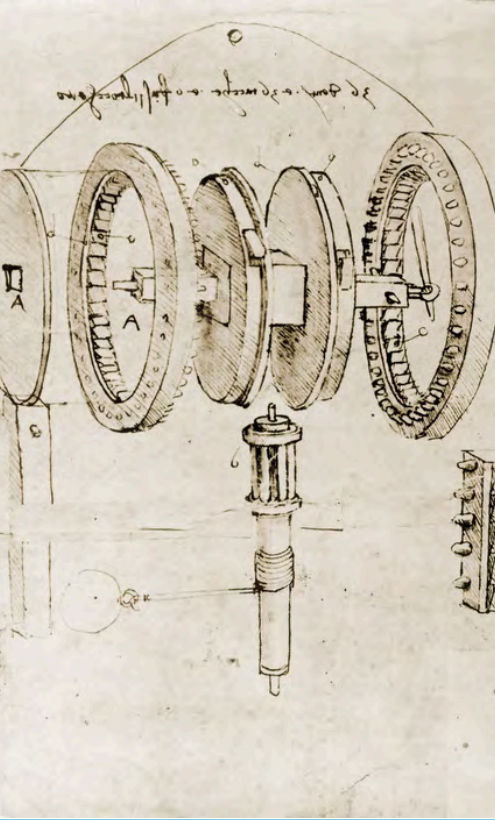
- Doha Teaching & Learning Forum: facilitated a seminar on place-based, design-thinking, using the 1km walking trail as a case study
- Iveragh Learning Landscapes: Rebecca was on the organising team and spoke about the project during the open discussion



EDUCATION IS OUR
PASSPORT TO THE
FUTURE, FOR
TOMORROW BELONGS
TO THE PEOPLE WHO
PREPARE FOR IT
TODAY.

— MALCOLM X





REVIEW JULY - DEC 2020

- Architecture–Media–Politics–Society (AMPS): paper submission to journal accepted, delivery January 2021
- Ireland International Conference on Education: proposal submitted for 2021 conference
- GESS Dubai 2021: proposal submitted for 2021 conference.
- Toolkit submission to Learning Planet festival

Strategic Dissemination

As part of our proposed attendance at GESS we will be linking into the Ballroom project through our market development for place-based STEAM education and learning. GESS also operates as trade show for education products and we aim to develop the potential for residential CPD in Cahersiveen.

We will be developing marketing materials and will be seeking funding to support this strand of work through LEO, Enterprise Ireland and other business development mechanisms



STUDY WITHOUT DESIRE
SPOILS THE MEMORY,
AND IT RETAINS
NOTHING THAT IT TAKES
IN.
— LEONARDO DA VINCI

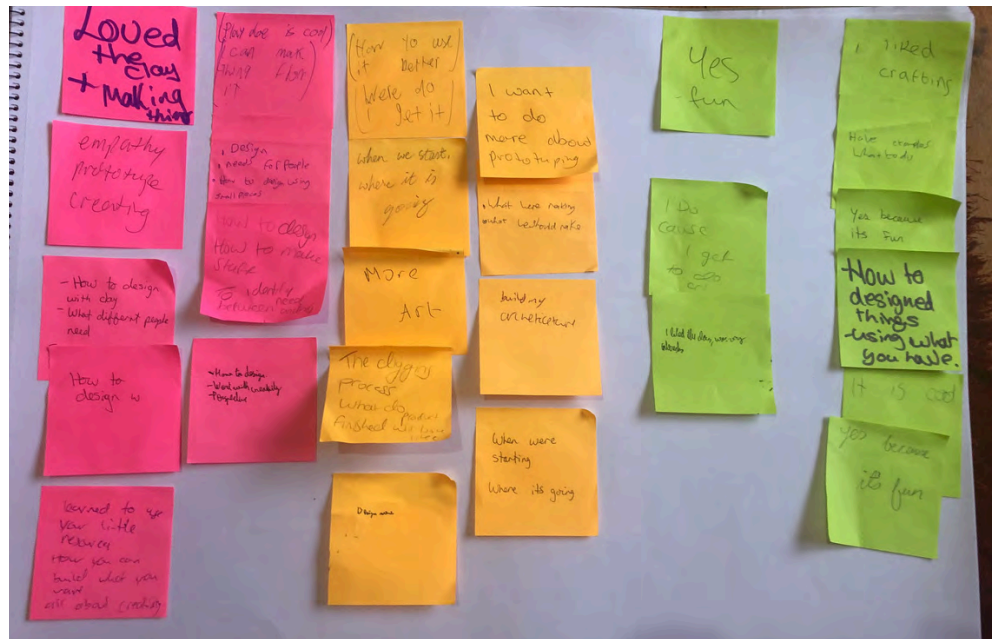
The Muinín CATALYST programme aims to support the next generation to be responsive to the challenges of the 21st Century through inspiring creative and critical thinking.

The stages of Design Thinking

- Feb. 2019, identified that the jobs least at risk from AI are those in education, research and development, arts, media and culture-led sectors. (Spatial and Regional Economics Research Centre UCC, Crowley and Doran, 2019)
- Potential growth areas; advanced manufacturing (3D printing/additive manufacturing and rapid prototyping, aqua and agri-tech, Internet of Things, sharing and SMART economies amongst others (NSS, 2025).
- Encouraging a culture of innovation and up-skilling through the development of innovative and equitable entrepreneurial skills.
- Further, the EP 2025 recognises the untapped potential within the Creative Industries, ICT, Green Tech and Environmental Services, Marine, Maritime and Inter-coastal disciplines as well as educational services.

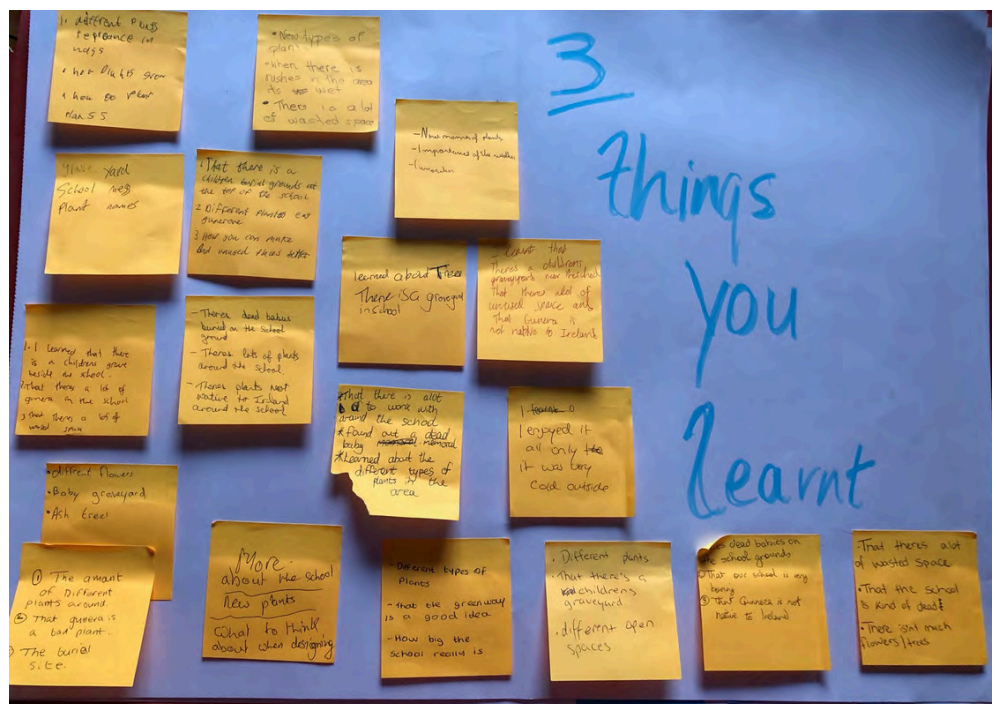
PROJECT FEEDBACK - LEARNERS

Each class is evaluated using a 3-2-1 method; (three things they learnt, two things they would like to know more about, and one comment on their overall opinion of the class or improvements. This enables us to constantly monitor our impact on the students as well as see what is working and where we can improve. It also builds trust and confidence in the students in their ability to analyse experiences, assess their needs, wants, and articulate them. Student responses vary, including consistent numbers, but they are useful indicators as to impact. Below are some examples of their responses.



3 Things you learnt

- Empathy, prototype, creativity
- Design, needs for people, how to design using small places
- How to design things using what you have



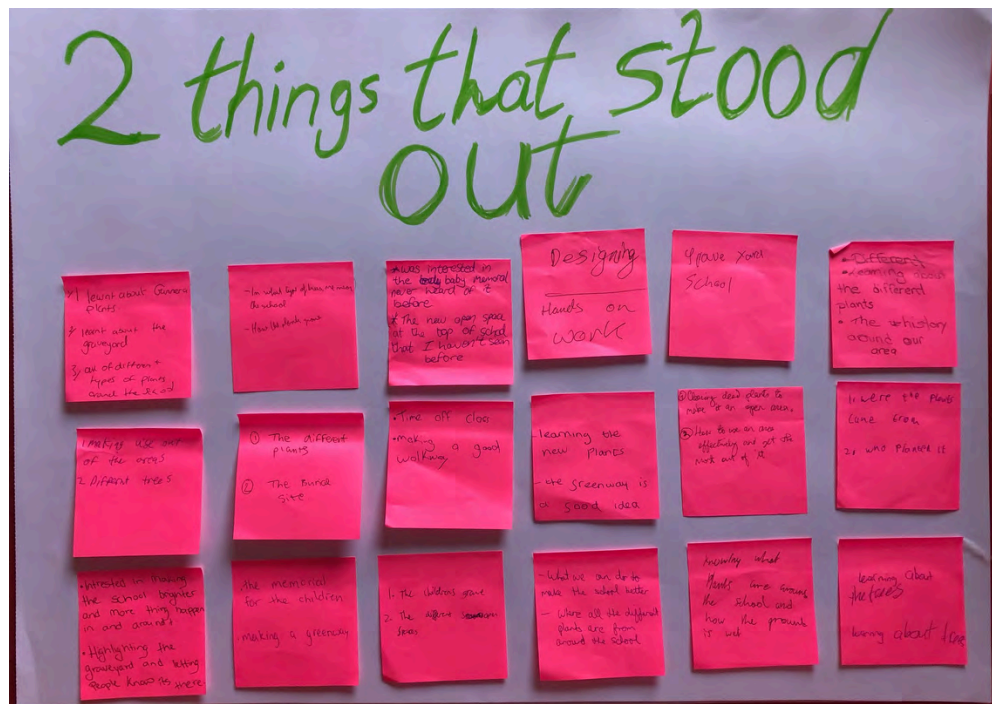
Examples of Student Feedback



TELL ME AND I FORGET,
TEACH ME AND I MAY
REMEMBER, INVOLVE ME
AND I LEARN

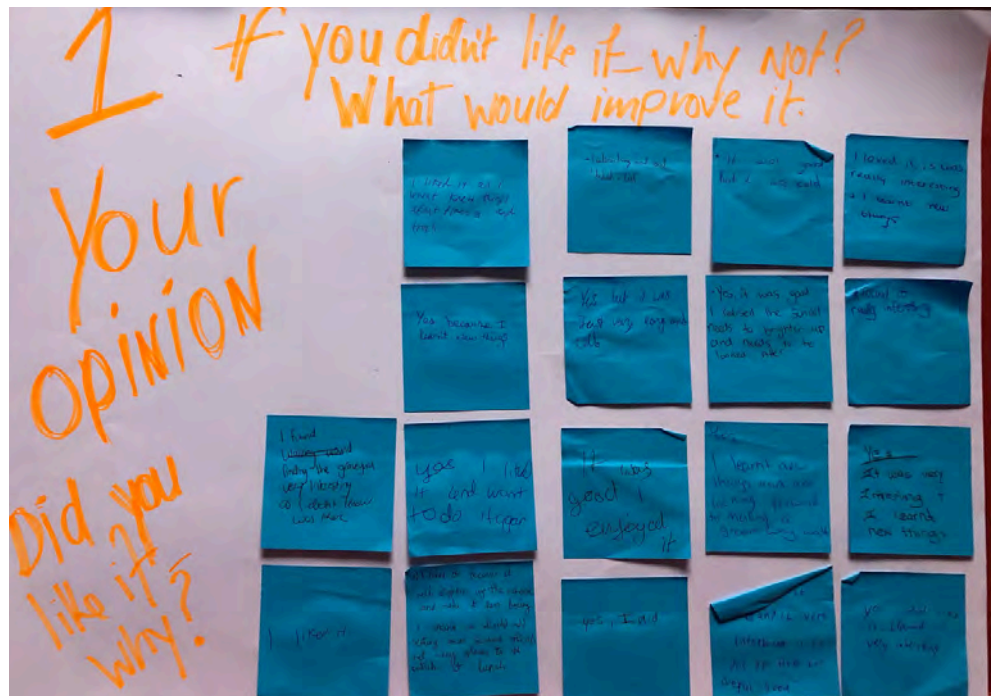
- BENJAMIN FRANKLIN

PROJECT FEEDBACK - LEARNERS



2 things that stood out

- Empathy, prototype, creativity
- Design, needs for people, how to design using small places
- How to design things using what you have



1 - Your opinion. Did you like if not how would you improve it?

- It was very interesting and I learnt new things.
- Yes it was good. I realised the school needs to brighten up and needs to be looked after
- I loved it, it was really interesting and I learnt new things



TELL ME AND I FORGET,
TEACH ME AND I MAY
REMEMBER, INVOLVE ME
AND I LEARN

- BENJAMIN FRANKLIN

PROJECT FEEDBACK - TEACHERS

lkm - health and well-being walking trail

I have found working with Anita and the team to be extremely resourceful throughout our process of engaging with my TY Geography students. They have a modernized viewpoint which helps connect with the thoughts and feelings of the students when working with them.

It was great to see the level of detail included within their lesson plans and the outline of the SDG's within each micro-module makes it much easier for us as a school to reach our targets in teaching students about these factors.

It has added something different to my student's current daily timetable and allows them to be creative and imaginative. The approach has been very well accepted by the students and I hope to work on many more projects with Anita and her team going forward.'

TY Teacher, Coláiste na Sceilge

SEAI competition, One big Idea (students were selected for regional finals)

Looks like ye had lots of fun yesterday evening - I spoke with the boys today and they were really happy with it and looking forward to completing it this evening. Great work.

TY Teacher, Coláiste na Sceilge

Media resources

Thank You for this I think its is a great idea and would really work well for our Project. The Project I have asked them to do is - The Chemistry of... so whatever topic they like for example fake tan, chocolate, fizzy drinks etc.

I think it would be great as I do want them to present it to the class when they have it done. They will be working in pairs. It forces them to present rather than read from the Powerpoint - which is great. Thank you

TY Teacher, Coláiste na Sceilge

Challenges of TY / Covid restrictions

I believe if the students were available on a more consistent basis it would help everyone to achieve their targets in a much more efficient manner.

TY Teacher, Coláiste na Sceilge



“
SPOON FEEDING IN THE
LONG RUN TEACHES US
NOTHING BUT THE
SHAPE OF THE SPOON.”

— E.M. FORSTER



STRATEGIC DEVELOPMENT

We had a very productive strategy meeting in early Dec and have developed short, medium and long-term goals to continuing and developing the work of Munín Catalyst, post-Living Iveragh and CPL Ltd funding.

SFI - We were unsuccessful in our SFI submission in June and looking at other avenues for funding, many of which have been refocused towards COVID solutions and have excluded education projects.

Their feedback was very useful and we are developing a re-submission for a pilot project focused on Kerry rather than national, this will build on conversations with ETB in December.

Education Training Board (ETB) - we had two long but useful strategic conversations with Jeremy Wrenn, Kerry ETB Technology Enhanced Learning Officer. This had emerged from conversations between VP Ann Marie Killen and Jeremy Wrenn in relation to the proposed Internet of Things with Stephen Howell, Microsoft.

Through this we have access to all 8 secondary schools in Kerry and we will be utilising this to develop the SFI pilot project as well as the possibility of developing the Internet of Things project post-CnS pilot.

ETB/Microsoft - we are still in discussion with Microsoft to deliver the Internet of Things project and now have buy-in from Kerry ETB to house the project on their server. This not only solves a technical problem (storing data) but also develops a showcase project in Coláiste na Sceilge that the ETB will support and help promote and possibly roll out.

Dept. Education and Skills - Following on from our ETB conversations and strategy meeting, the next stage is to meet with Ann O'Dwyer with regards to the Kerry proposal as a stepping stone to the Dept. and Minister Norma Foley

CPD - We have developed an approach to having our work accredited and will be pursuing this in 2021.



THE TASK OF THE
MODERN EDUCATOR
IS NOT TO CUT DOWN
JUNGLES, BUT TO
IRRIGATE DESERTS.

— C.S. LEWIS

MUINÍN CATALYST IS
SUPPORTED BY

