

ANNUAL REPORT 2018



Adult Lifelong Learning
lifelong

Warrenmount CED Centre CLG - Company Number 357738 Charity Number 14856
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Chairperson's Foreword 2018

Margaret M. Healy
Chairperson BOD



2019 A Year of Learning (Charities Regulatory Authority)

Charity Trustees are the persons ultimately exercising control of a charity. Where a charity is a company the Trustees are the Board of Directors of that company. Charity Trustees can delegate tasks but not responsibility. The Board may delegate tasks to individuals or to sub-committees who report back to the Board. However, ultimate responsibility for the company and its activities rests with the Board. By law, Charity Trustees have individual and joint responsibility for what happens within the charity.

In recent months the Charity Regulator launched the **Charities Governance Code**. This code explains the minimum standards Charity Trustees must meet in order to effectively manage and control the charity. Good governance involves putting in place systems and processes to ensure that the charity achieves its charitable objectives with integrity and is managed in an effective, efficient, accountable and transparent way.

The Charities Governance Code consists of:

- Six principles of governance which all charities should apply
- Core standards that all charities are expected to meet when putting the principles into action
- Additional standards that reflect best practice

The Board of Directors of Warrenmount CED Centre, as Charity Trustees, is responsible for the governance of the Centre and must ensure that the following governance principles are being applied:

- Advancing its charitable purpose
- Behaving with integrity
- Leading people
- Exercising control
- Working effectively
- Being accountable and transparent

Legally Charity Trustees must:

- Comply with the charity's governing document
- Ensure the charity is carrying out its charitable purposes for the public benefit
- Manage the charity's resources responsibly
- Act in the best interest of the charity
- Act with reasonable skill and care
- Be accountable and comply with the law

Charity Trustees are now obliged to report on compliance with the Code as part of their annual reporting to the Charities Regulatory Authority. 2019 has been designated by the CRA as "a year of learning". As part of our year of learning, the Board has decided to initiate this process by reviewing our actions and identifying the evidence of compliance, one principle at a time per month.

I thank the Board of Directors who generously and freely give of their time and expertise to exercise their governance functions on behalf of the Centre.

I thank the Presentation Sisters whose ongoing support continues to be a very significant factor in the development of the Centre.

On behalf of the Board of Directors, I congratulate all who teach and learn at Warrenmount CED Centre. The Board expresses its gratitude to Pauline, to Lia and to all the staff for their ongoing support of the Centre's Vision and Mission Statement and for their enthusiastic welcome for all learners. The Board is very appreciative of the commitment of its many volunteers who support the Centre's vision and mission on a weekly basis. While much has changed over the years it is heartening to know that the underlying spirit and atmosphere of the Centre remains a constant and permeates what the Centre offers.

Vision, Mission Statement and Values

Vision

Our vision is that Warrenmount CED Centre will be perceived as a Centre of Excellence in the provision of community education.

Mission Statement

At Warrenmount Centre, we aim to meet the needs of the local community by creating opportunities, building confidence and developing skills. We do this through a learning style that is **person-centred**, **participative** and **informal**. Through this, we hope to give people a voice enabling them to create a better society.

Guided by the charism of the Presentation Congregation the Centre is committed to providing an open, friendly, welcoming atmosphere where people are respected and valued.

Values



Centre Director's Introduction 2018

Pauline McGaley
Centre Director



'Community education is adult learning which takes place in local community settings across Ireland. It is learner-centred and responds to the needs of the local community. Community education has a track record of effectively engaging with people who wish to return to education but may not have the confidence or opportunity to do so in a formal setting'. (AONTAS)

The programmes and courses in Warrenmount Centre reflect this definition of community education developed by the membership of AONTAS. It is also reflected in our Centre's Mission Statement. We consistently evaluate our courses to ensure they meet the education and learning needs of our community. In these times of almost full employment on a national level there are still many people in need of upskilling in our local area and every effort is made to ensure our courses address this need. Many more attracted to our Health and Wellbeing courses, are discovering that embracing the opportunity to 'learn something new' in a community setting enriches their lives. Our newest course, Well Now, initiated by NALA, is well attended and fits along with other non-accredited classes like Local History, Reflective Colouring, and Positive Living to name but a few.

Reflecting on the Sustainable Development Goals as defined by the United Nations, we recognise our contribution and possibilities for ongoing development.

Goal 3: Good Health and wellbeing for all - we are responding to this goal through the Well Now Programme, Reflective Colouring class, the Gardening and Horticulture Modules, Positive Living Skills and the various Art classes available at the Centre

Goal 4: is the one most obvious and central to all we do - to provide education for all. We embrace diversity and provide language support for many learners. We see this as essential in a Centre that supports sixty nationalities.

Goal 15: Biodiversity - this is part of our ongoing development of the Centre Garden. As it develops specific plants and flowers will be selected to encourage bees and butterflies to an urban area.

These goals can only be realised through the commitment and goodwill of the community here in Warrenmount Centre. We appreciate the involvement and enormous contribution of our staff, tutors and volunteers. This Annual Report again reflects the vibrancy of the Centre. Together we can make a better world for our learners and the wider local community.



17 GOALS TO TRANSFORM OUR WORLD

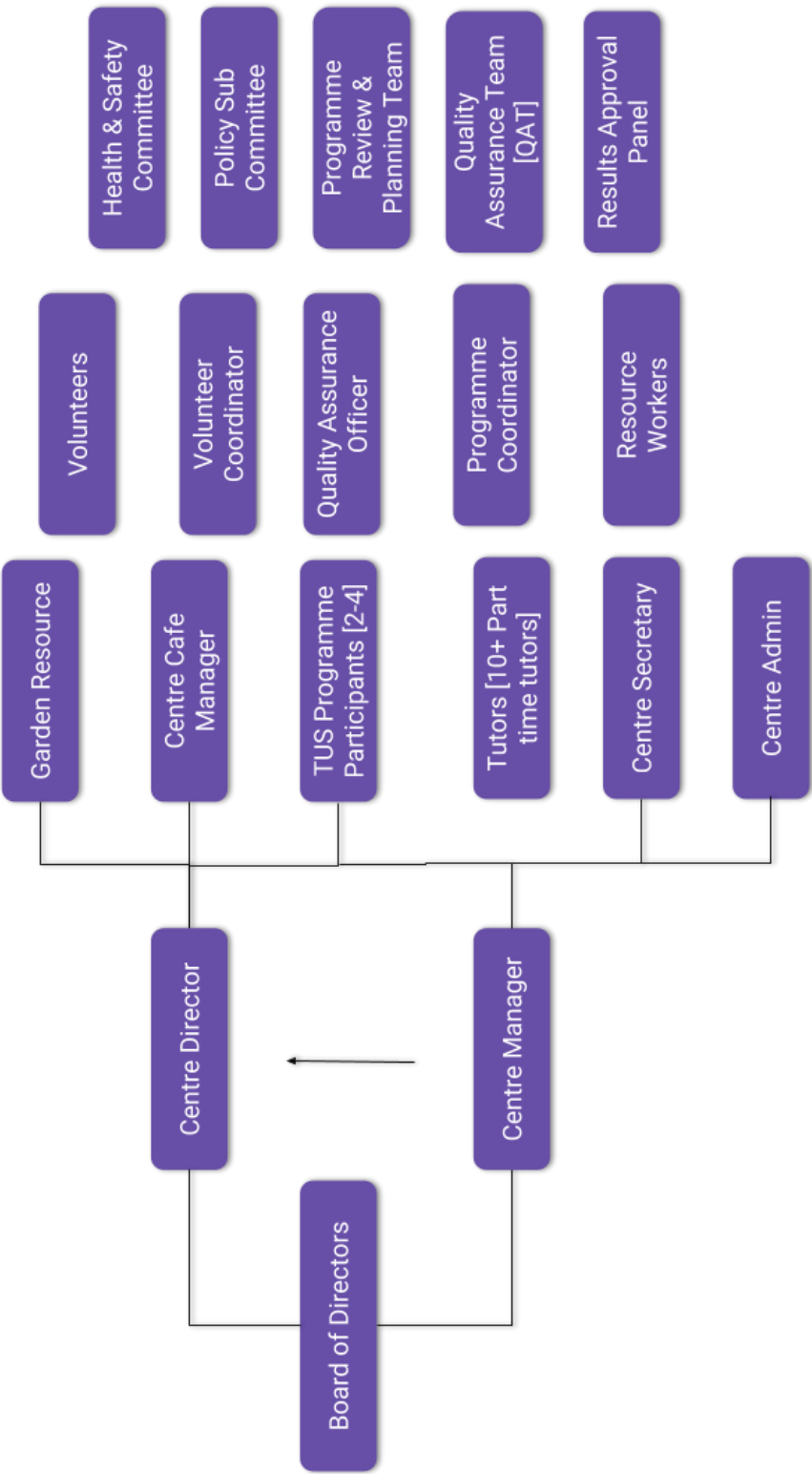


Sustainable Communities

The Sustainable Development Goals (SDGs) invite people to 'think global and act local' to end all forms of poverty, fight inequalities and tackle climate change. There is enormous potential for communities to drive this agenda at a local level, by nurturing what is working already and growing new ideas through innovation. [Quoted from the Wheel's Sustainable Toolkit]

Strategic Plan 2017 - 2020			
OBJECTIVES		ACTIONS	
Quality Community Education 	<p>To provide quality community education that responds to the needs of learners.</p>	<ol style="list-style-type: none"> 1. Maintain an open dialogue with learners to discern their needs 2. Review programme courses, on an on-going basis to ensure it meets the needs of the learners. 3. Review and explore opportunities for use of technology in course provision. 4. Identify the core competencies for critical roles. 5. Schedule bi-annual staff/tutor developmental sessions. 6. Review and update tutor handbook. 7. Maintain tutor appraisal process. 8. Ensure that existing sources of funding are maintained and developed. 9. Review annually the learner/organisational profile 	
	Safe Environment	<ol style="list-style-type: none"> 1. Review/develop evaluation procedures for learner achievements. 2. Review and update Feedback procedures. 3. Review the Registration/Induction process. 4. Review the ethos and culture of the Centre's learning environment. 	
Influence 	<p>To influence policy and practice at local, national and European level.</p>	<ol style="list-style-type: none"> 1. Actively participate in complementary agencies and associations. 2. Explore opportunities for developing relationships with complementary organisations. 3. Continue to avail of opportunities to participate in EU and other projects. 4. Identify and, where appropriate take the lead in influencing policy and practice 	
	Excellence	<ol style="list-style-type: none"> 1. Continue to develop a strategy to facilitate promotion of the Centre. 2. Continue to increase public awareness of the Centre's physical environment. 3. Review and update internal/external communications strategy for the Centre. 4. Communicate effectively, both internally and externally, the quality of courses and the learning environment. 5. Ensure compliance with the voluntary/community sector Governance Code and Charity's Act 2015 6. Ensure compliance with Quality Qualifications of Ireland (QQI) requirements for quality assured programmes 7. Research, implement and encourage innovation and creativity. 8. Review the effectiveness of the Centre in meeting the needs of the local community 	
To promote the Centre as a Centre of Excellence.			

Organisational Chart 2018



Centre Manager's Report 2018

Lia Clarkson
Centre Manager



Each month I submit a report under the four main headings of the Strategic Plan 2017 to 2020 to the Board of Directors. These reports help to keep the focus on the Centre's objectives, and provide an overview of the activities each month.

We had a busy year in the Centre. The learner numbers have remained steady, albeit with a drop in the number of people who are taking accredited courses, a reflection of the improving economy. Looking towards 2019, we are looking at ways to maximise the options for our learners and making sure that we offer relevant accredited courses and modules.

During 2018, we have been working to ensure that the Centre is prepared for QQI Re-engagement, due to happen in the third quarter of 2019. The Quality Assurance Team meet weekly and the Policy Sub-Committee review the related policies and procedures to ensure they are in place and up to date.

During the year, a new Adult Education Officer, Caoimhe Kerins, took over from Eithne Doherty who had supported the Centre for a number of years. Caoimhe kindly agreed to present the Learner Certificates in December. The National Course Calendar (PLSS) has become an integrated part of our administration and we have attended a couple of training events mandated by the CDETB in order to ensure that it is used correctly.

Externally, we continue to work with AONTAS' Community Education Network, which provides valuable supports for the sector, not only regular networking and information events but also in organising a training programme in the area of Quality Assurance and setting up and supporting the QQI Re-engagement Community of Practice. We also have quarterly network meetings with the other City of Dublin ETB funded education providers in our area of Dublin 8, and attend regular meetings and exchange of information with the Community Organisations and Residents Network (CORN), a network of diverse community and voluntary groups in this area of the city.

Last, but not least, I would like to say thank you to the staff and tutors who work hard to ensure that the Centre not only provides quality educational opportunities, but is also a welcoming and vibrant space in the community.

Achievements 2018 – Challenges 2019

Achievements for 2018

- Adherence to Strategic Plan 2017 – 2020
- Steady number of learners attending the Centre
- Ongoing work towards re-engagement and revalidation with QQI
- Revised and Ratified Policies and Procedures, including GDPR and Health and Safety
- Revised tutor and learner Handbooks and Health and Safety Video
- Diversity Learner Event with AONTAS' European visitors and launch of video about the Centre by Aisling Crudden
- Adult Learners Festival: International Food and Wellness Days
- Class outings: Arbour Hill, EPIC Museum, St. Patrick's Cathedral, Jeanie Johnston, Monto, RHA, National Gallery, Mansion House, Cathal Brugha Barracks, National Archives, Dublin City Library and Archive
- ERASMUS+ visiting tutor and students from Mallorca, Spain
- Totally Dublin Article on Failte Isteach at Warrenmount Centre
- Hosted Heritage Week and Festival of History Talks with Liberties Cultural Association
- Performance of 'Beezie' by Sheila Flitton for the Well Now Programme
- Suffragette Hat making workshop and celebration in Richmond Barracks
- Learner Certificates Presentation

Challenges for 2019

- Adherence to Strategic Plan 2017 – 2020
- Re-engagement and re-validation with QQI in third quarter of 2019
- Ongoing review of Quality Assurance Policies and Procedures
- Maintain, increase, certification levels
- Consolidate our QQI Major Awards
- Update the Centre's website for improved end-user experience and to publish required information
- Highlight CPD training opportunities for staff and tutors
- Continue to enhance relationships at Local, European and International levels

Staff and Tutor List 2018



Pauline McGaley Centre Director



Lia Clarkson Centre Manager



Anne Flynn Centre Administrator



Cathy Dwyer Centre Secretary



Anne Hannan Quality Assurance Officer
& Tutor



Stephen Flitton Programme Coordinator &
Tutor



Barney Joyce Data Resource & Tutor



Helen O'Keefe Tutor



Mary-Claire Hally Communications
Resource & Tutor



Louisa Crowley Tutor



James Madigan Tutor



Aileen Lebrocquy Tutor



Pamela Jordan Tutor



Maria O'Reilly Tutor



Gbemisola Owolabi Centre Café Manager
& Tutor



Catherine Higgins Tutor



Joshua Golding Trainee Tutor



Eoin O'Brien Tutor



Piotr Dabrowski TUS Participant



Riina Laur TUS Participant



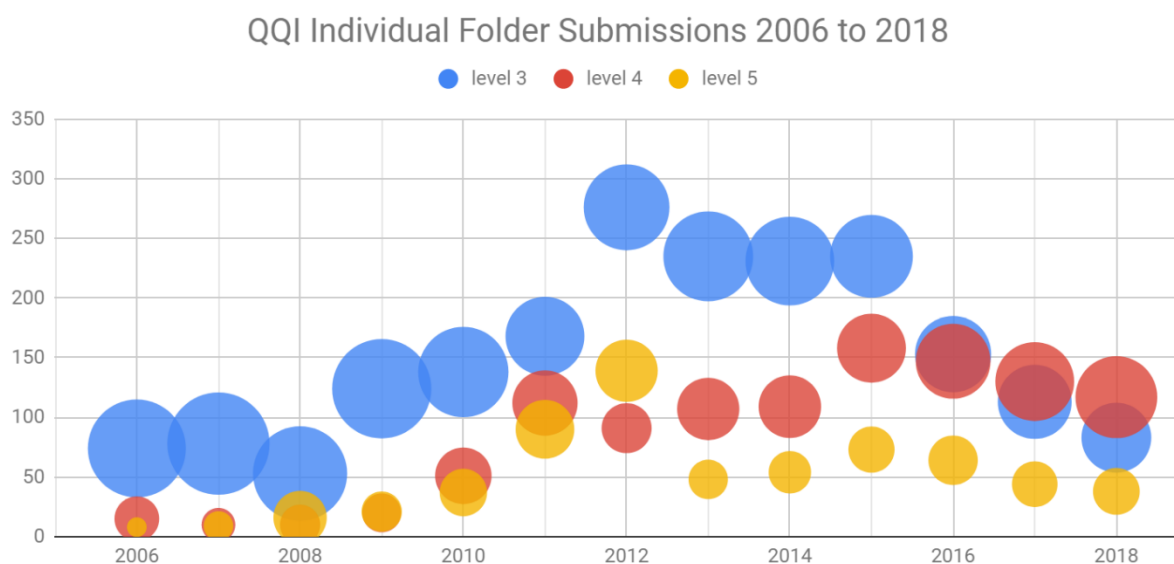
Paul Roche TUS Participant

Our yoga tutor, Daya Lupinacci, was unavailable for a photograph. We wish every success and many thanks to tutors Aisling Crudden and Stephen Cahill who left during 2018.

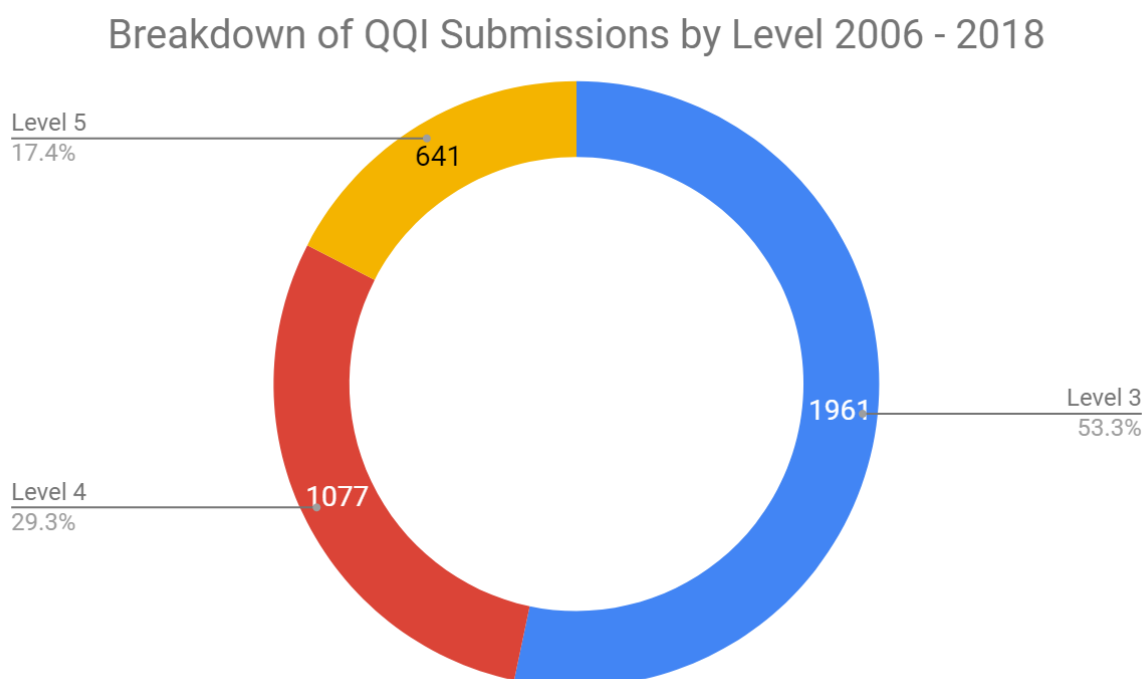
Statistics 2018

QQI Folder Submissions

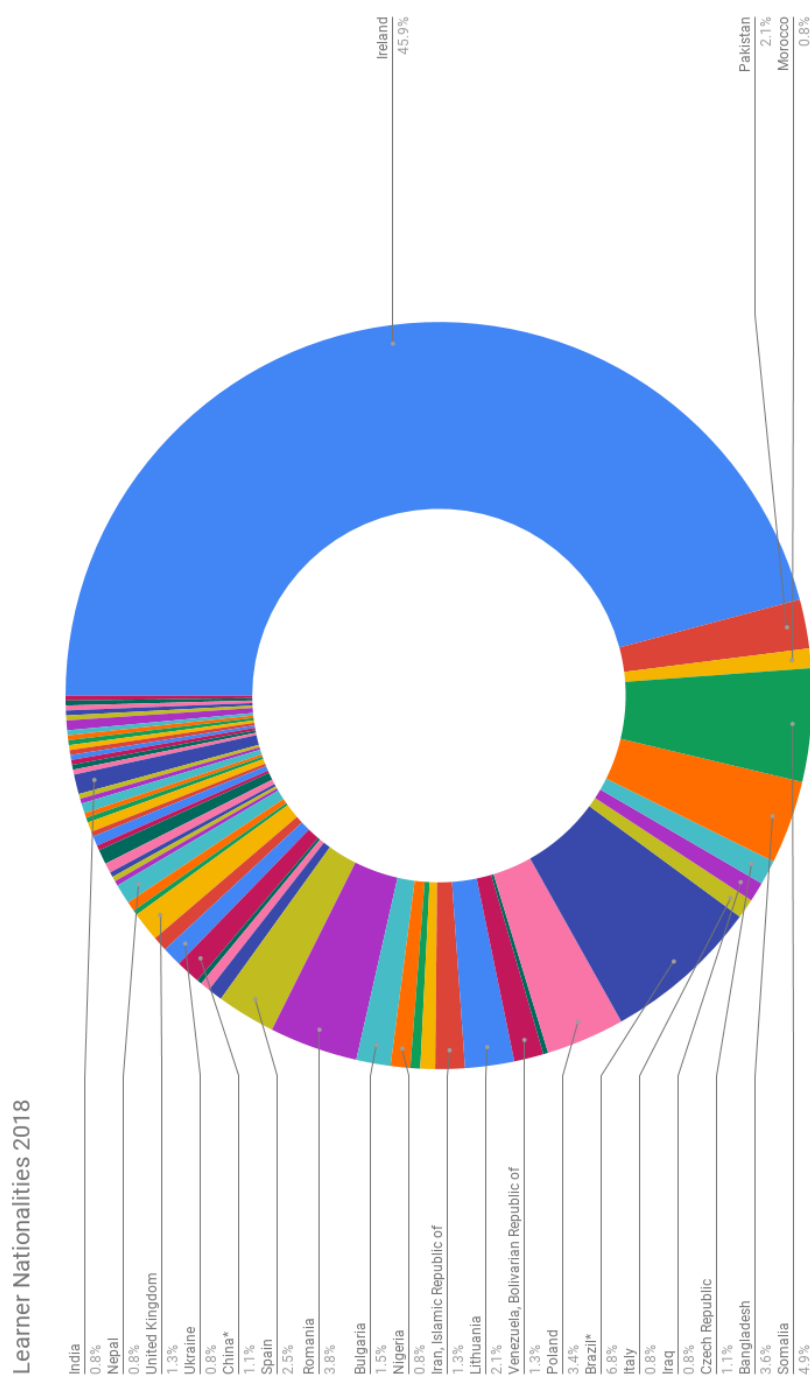
In 2018 the Centre submitted 238 Learner Folders to QQI for accreditation. These comprised 83 Level 3 folders, 117 level 4 folders and 38 level 5 folders.



The graphs on this page show how through the years 2006 to 2018 there has been an increasing number of level 4 folders with a reduction in the number of level 3 folders, whereas the number of level 5 (Childcare) folders has remained reasonably consistent.



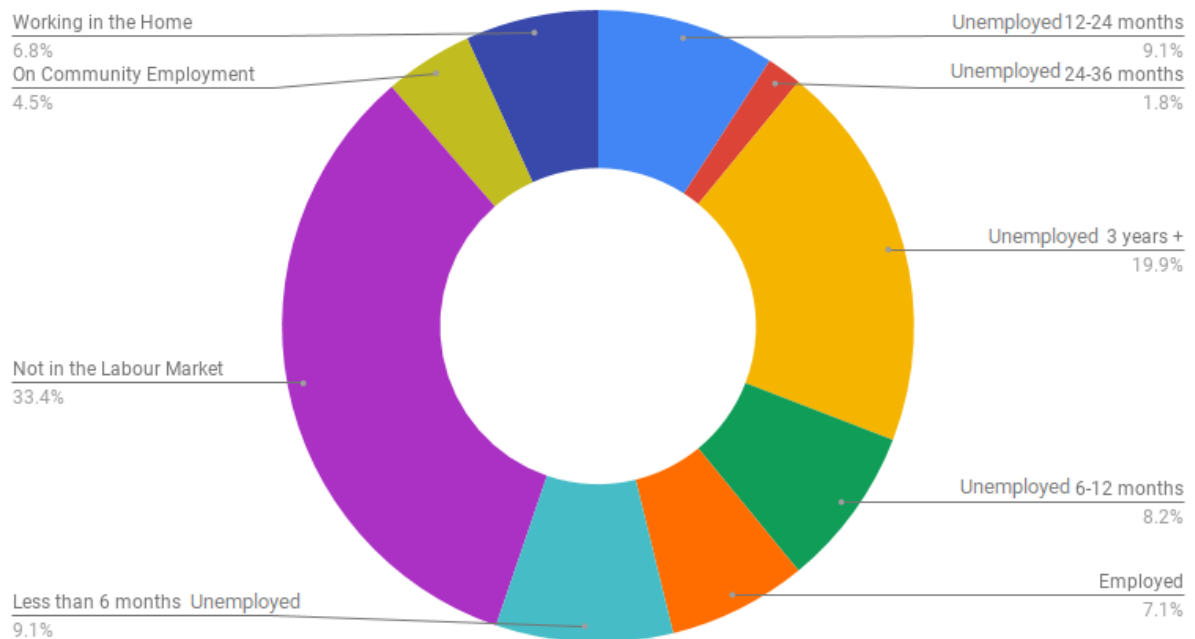
Learners' Countries of Origin



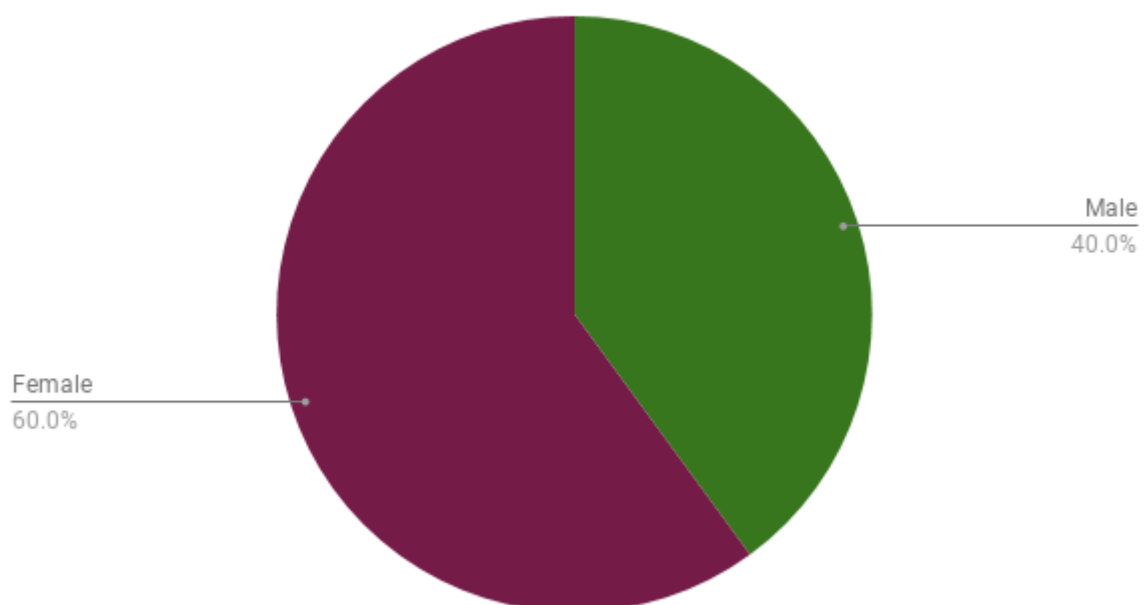
In 2018, we had people from 60 countries attending classes in the Centre.

Statistics Continued

Learner: Economic/Employment Status

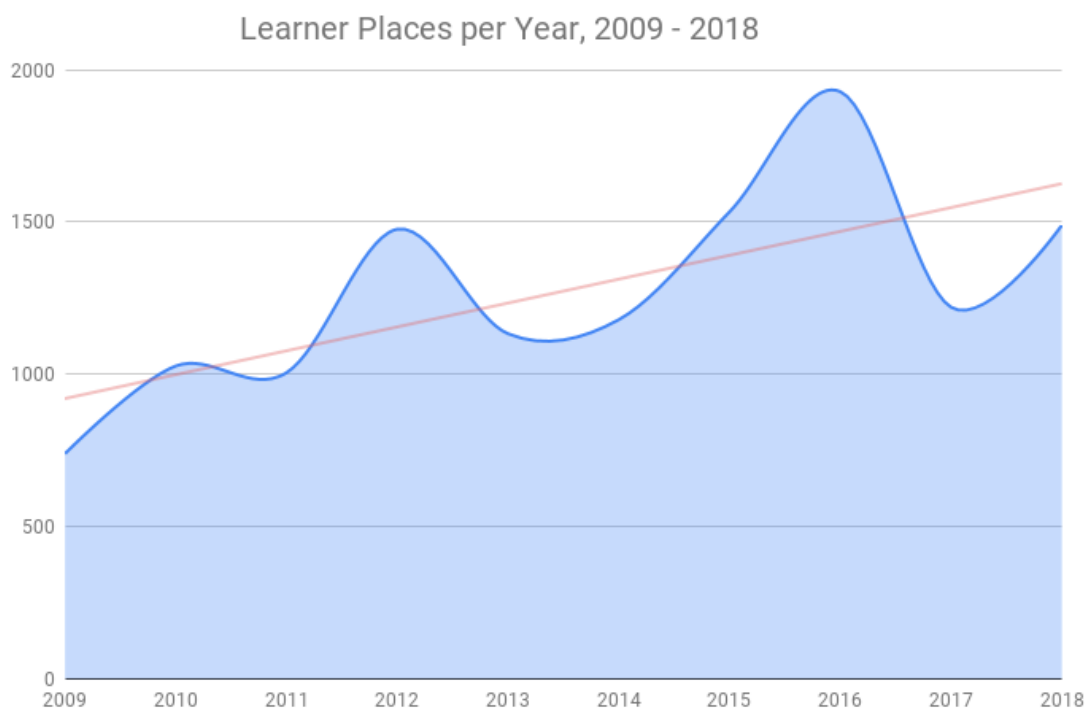


Learner Gender 2018



In 2017, there were 33% Male and 67% female learners attending the Centre.

Statistics Continued



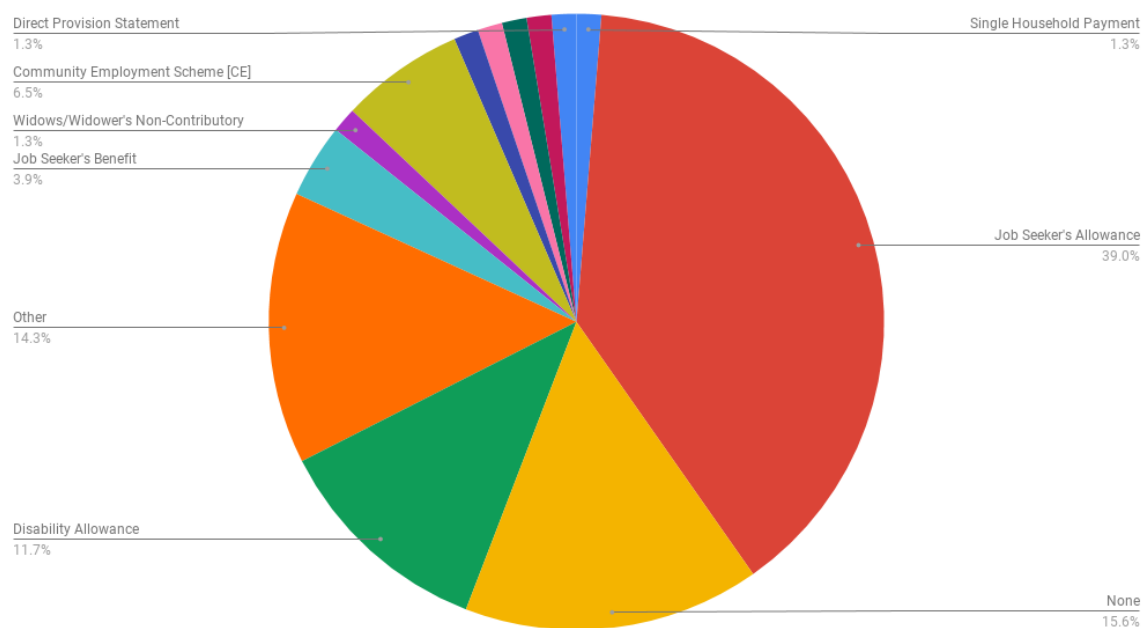
In 2018, 468 individual learners attended the Centre taking 1427 class places. This compares to 465 people in 2017, attending 1191 class places.

BTEI Statistics 2018

BTEI 2018 Gender Breakdown: 34% Male 66% Female

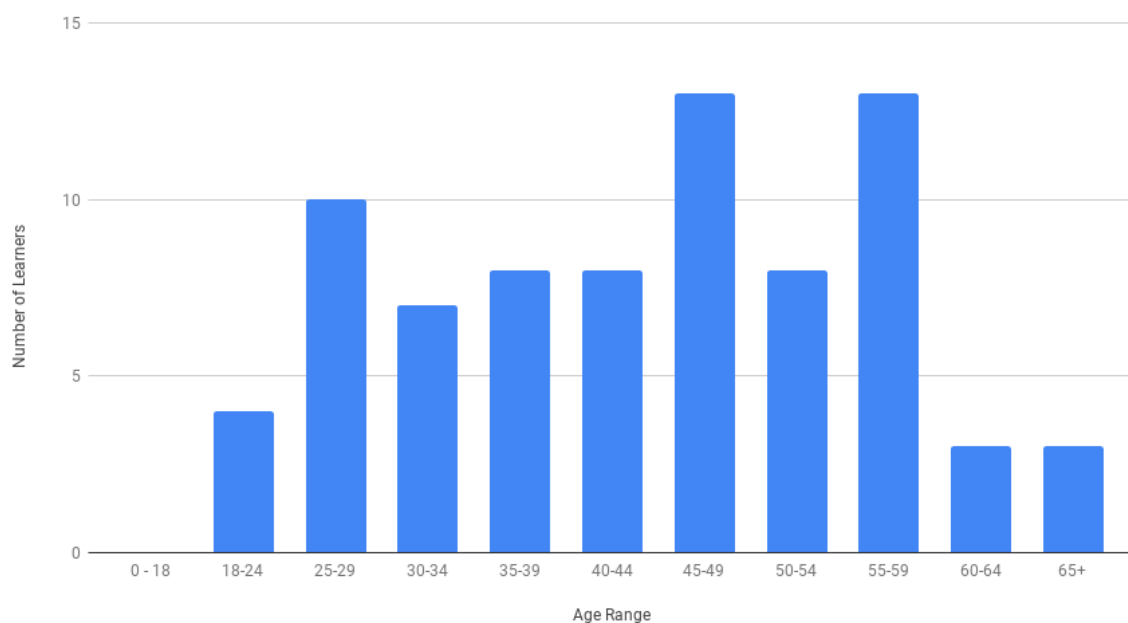


BTEI 2018: Social Welfare Payment



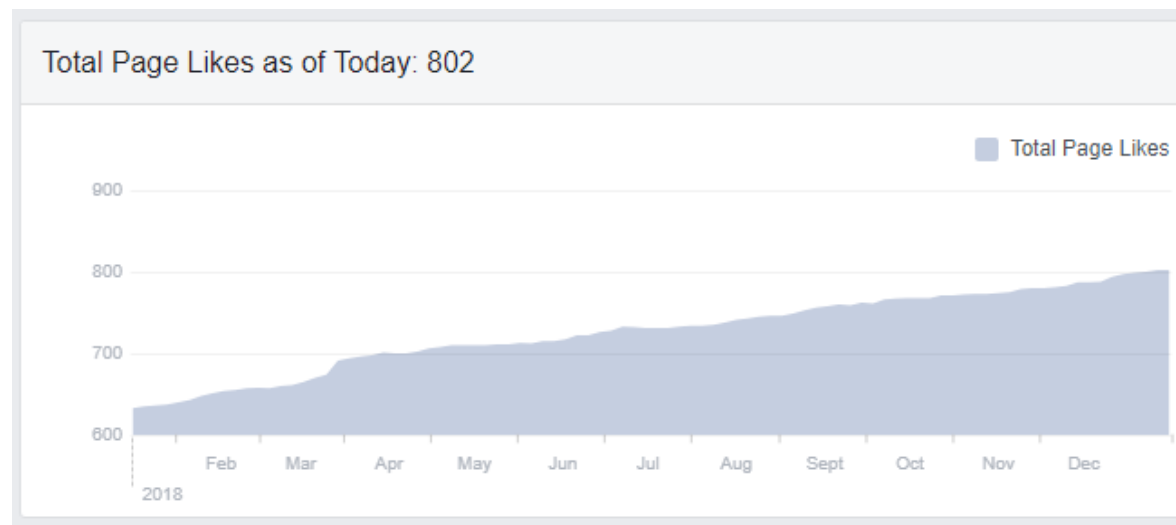
Our courses under the Back to Education Initiative (BTEI) funding are in Childcare Level 5 and General Learning Level 3. In 2018, 78 individual learners attended 126 places in courses funded in the BTEI category.

BTEI Learners 2018: Number vs Age Range

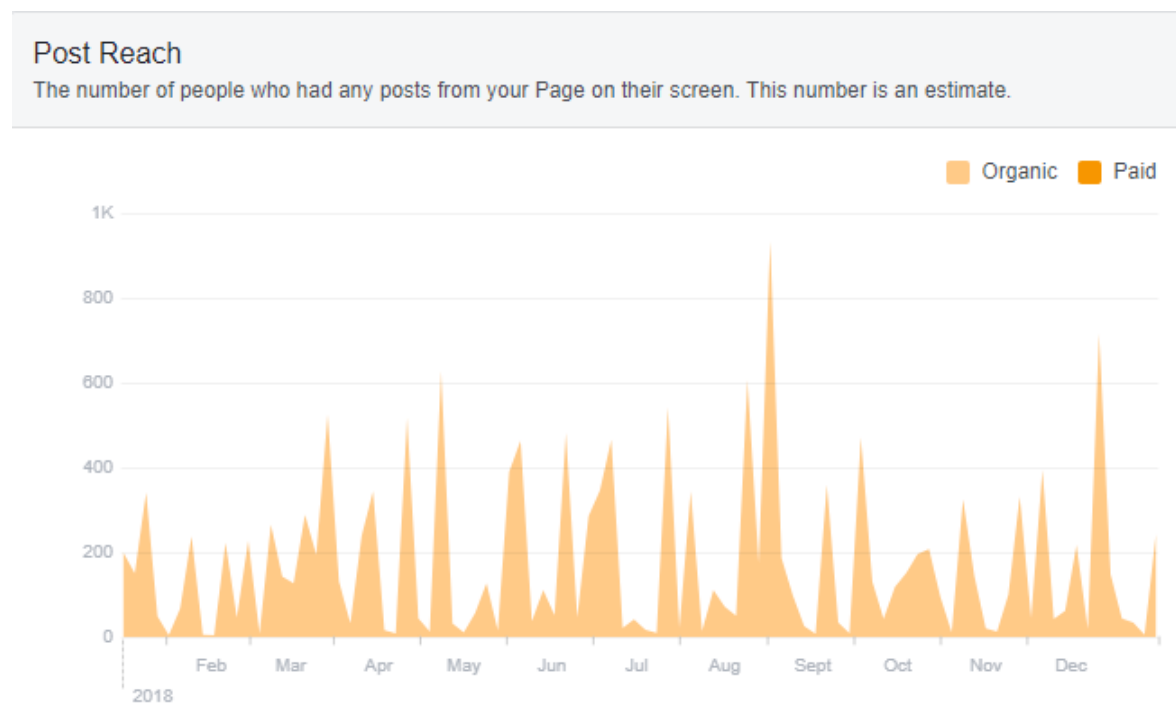


Social Media Reporting

Facebook: January to December 2018



Our total likes are up to 802 from 655 at the end of 2017



Find us on 



 Like

Web Analytics Reporting

Barney Joyce
Data Resource

Warrenmount Community Education Centre Website Activity 2018

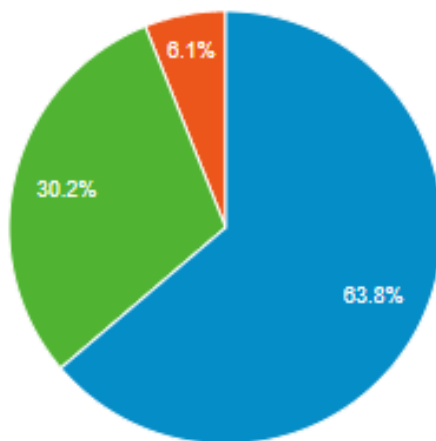
Introduction

The website is becoming a key channel for new student inquiries and a support channel for course information. This is reflected in the website statistics for 2018. The comparison below spans 2 years as it highlights activity at a key point in the year.

Devices

Visitors to the website are increasingly more likely to visit using a mobile device [a phone or tablet]. This is a trend in line with student lifestyles and reflects our investment in a responsive, mobile friendly website. Almost 50% of our site visitors are now on a mobile device.

Jan 1, 2018 - Dec 31, 2018

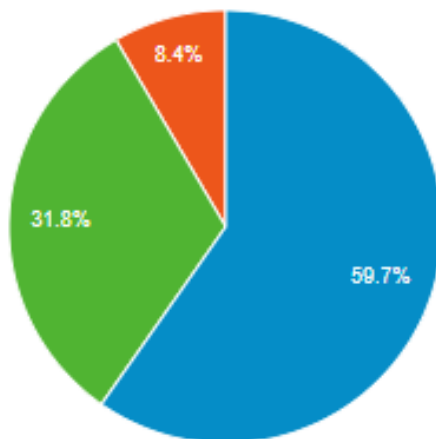


Tablets

Fixed Devices

Mobile Phones

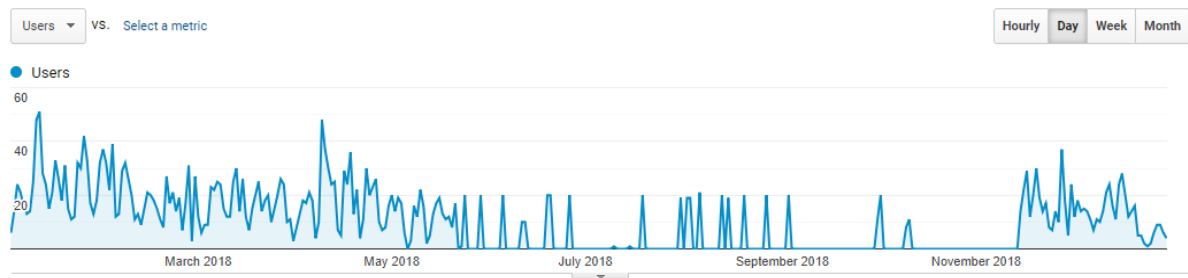
Jan 1, 2017 - Dec 31, 2017



Web Analytics Reporting (2)

Audience

There are more new users visiting the website, spending more time on the website & viewing more pages.



Acquisition

Visitor numbers are up marginally, with greatest increases from social channels especially Facebook which has increased visitor numbers by almost 95%. Further website optimisation should reap benefits in increased numbers from organic channels, especially Google.

Behaviour

After the home page, the most popular pages are general course pages or pages specific to a given course. This is as would be expected and with further improvements we can streamline access to these pages for the benefit of site visitors and search engines.

Conversions

Google Tag Manager is now deployed and we will be measuring conversions in the form of Prospectus Downloads, Inquiries and Video views.

Quality Assurance Update 2018

Anne Hannan
QA Officer



POLICY & PROCEDURES REVIEW

Since we started work on our Quality Assurance (QA) manual, a comprehensive review of our existing policies and procedures in line with QQI guidelines has been ongoing. This work produces action items targeted to keep us on track to meet our reengagement deadline in the third quarter of 2019.

Tasks and action items have been divided between various committees and subcommittees to streamline our QA process. These committees and subcommittees have been set up with associated Terms of Reference (ToR). Meetings are scheduled weekly during term time to complete outstanding tasks focusing on our reengagement deadline.

- Programme Review and Planning Team (PRPT)
- Quality Assurance Team (QAT)
- Programme Sub-Committee (PSC)

A systems flowchart for our QA system has been created by the Programme Coordinator which visually maps out our current QA process.

Updated policies and procedures continue to be reviewed and ratified by the Board of Directors during their monthly meetings.

HANDBOOKS

The tutor and learner handbooks were reviewed and updated. We plan to review them annually and update as required in Term 3 each year.

PROGRAMMES

We changed the scheduling of some of our modules at level 3 and level 4 in 2018 so they ran over a shorter duration, with a more intensive schedule. This was to encourage completion of one module before continuing on to the next one. These seemed to work well in terms of completion and attendance rates.

A Healthcare Programme 'Specific Purpose' at Level 5 with some of the core modules required to work in Childcare [Care Skills, Care of the Older Person] is being considered in conjunction with progression routes to complete the Major Award elsewhere should a learner wish to do so. This programme is still under consideration. No new programmes for validation are scheduled for 2019.

Programme Coordinator Update 2018

Stephen Flitton
Programme Coordinator



This was another busy year for the Centre, our learners, staff, volunteers, and for the Programme Coordinator. The main part of the building work on Mill Street and Blackpitts has now finished. The noise levels and general disruption has dropped, leaving us with new buildings around us, and new neighbours. In the year that brought us freezing temperatures, snowstorms and Brexit negotiations, the work of the Centre continued (although we did have to close for the snow).

The Centre is working on ratifying and reviewing policies and procedures for our Quality Assurance and for Re-engaging with QQI. We developed a good system for ratifying policies and procedures and formed:

- The Quality Assurance Team
- The Programme Review and Planning Committee
- The Policy Sub-Committee

These teams meet regularly to keep our Re-engagement processes on track.

In addition to attendance at these meetings, the Programme Coordinator has:

- Reviewed and updated the Tutor and Learner Handbooks
- Reviewed and updated the Health and Safety Policy & Health and Safety Statements for the Centre and the Centre Café
- Created new induction material including a new Health and Safety video and induction presentation
- Created QA System Outline Diagram
- Contributed to Gap Analysis for Re-engagement

A sizeable portion of the Programme Co-ordinator's time was spent working on Re-engagement and Validation with QQI. In addition to the various meetings here in Warrenmount, there were Aontas (CEN) meetings and workshops outside the Centre to attend. The QQI Re-engagement process is complicated and often confusing and frustrating, but it is necessary if we are to continue offering our learners QQI accredited courses. Re-engagement allows us to take an objective look at Warrenmount Centre in terms of what we do well and what we need to improve on. It also furnishes staff members working on it with a comprehensive view of the Centre. Re-engagement with QQI will firmly place Warrenmount Centre at the 'cutting edge' of Adult and Community Education.

QQI Certificates Presentation 2018

Caoimhe Kerins, Adult Education Officer, City of Dublin ETB, presented Certificates at our Awards Ceremony in December 2018. Below are some of the learners who received certificates.



Riina Laur Information & Communication Technologies QQI Level 3



Anthony Lakes Internet Skills QQI Level 3



Corneliu Burghilea Spreadsheet Methods QQI Level 4



Lisa Greene Childcare QQI Level 5 Major Award



Anthony Fashayo Word Processing QQI Level 3



Manuela Grgeta ESOL QQI Level 3

Learner Comments



*I think the Centre is very well organised because the teacher and the team are available to us for any questions. **Agustina Pia Di Bari** ESOL QQI Level 4 and Failte Isteach*



*I had a computer for a long time but I was only using Youtube. Since I came here I've been able to update everything and it's opened a hell of a lot of doors. **Thomas Pepper** Online Learning, Basic Computers, Internet Skills QQI Level 3 and Digital Media QQI Level 3*



*The building is beautiful and very well kept. The equipment, like the Chromebooks and the Whiteboards, are all fantastic. **Eric Masterson** Basic Computers and Internet Skills QQI Level 3*



Waffa: When I finish this course I want to look for a job to help my family to lead a good life in Ireland.

Angela: In a short time we have to do a lot of things but it's interesting and I like it.

Waffa Abu Sharekh and Angela Simonyi
ESOL QQI Level 4 and Customer Service QQI Level 4



*I hadn't a clue about computers and I was a bit scared but from knowing nothing to what I know now on them is phenomenal. **Mark Reilly** Basic Computers*

Tutor Reflection

Pamela Jordan
Technology Tutor



I have had the privilege of being a member of the teaching staff of Warrenmount Centre for 17 years.

When I first joined the team, as an IT Tutor, I worked in the attic room which was the only computer lab at the time. The building we worked in was divided between ourselves and the Presentation Sisters as it was then the convent. We didn't have a café; we had a room at the side of the building where we could make a cup of tea or coffee. How things change, not only can we sit in a lovely Café and socialise with the staff and students, we also have state of the art facilities in a refurbished building.

Technology has also changed, little did we know that Warrenmount Centre would have its own Website, we would be using Interactive Whiteboards, all our notes would be up on an 'app' called Google Classroom, we would be 'liking' and 'sharing' our Facebook page and commenting on Twitter, "Who'd have thought?"

The one thing that hasn't changed is the relaxed teaching atmosphere, the encouragement and support from the tutors to help our adult learners gain new skills, so that they will have the confidence to continue in education.



I didn't expect that in 2019 I would still be part of the teaching team and I hope that I will be still be walking through that Red Door for many years to come.

I have to say, that only for the commitment of the Presentation Sisters, the Board and the Staff, Warrenmount Centre would not be the Centre of excellence it is today.

Learner Reflection

Diana Megherea
Childcare Learner



Diane is originally from Moldova. She is studying Childcare at Level 5 and has been in Ireland since 2011. Diane has three children. The oldest boy was born in Moldova and the youngest two boys were born in Dublin. She followed her brother and her mother to Ireland with her husband and her three and half year old son.

Before Diane came to Warrenmount Centre she wanted to get a job but, with young children to look after, a normal, 9 to 5 job did not suit her. She came up with the idea of working in childcare where she 'can drop the kids to school and go to work, and come back and collect them.' This was a new direction for Diane. In Moldova, she qualified as an Accountant. To follow this career here in Ireland she would have had to do a course here. Entrance to the course was very difficult and very expensive. Diane decided that was not the right path for her.

After making the decision to change her career, Diane went to Citizens' Information where they told her about Warrenmount Centre. After an interview, she started on the course. That was 2 years ago and now Diane is coming to the end of the Level 5 Childcare course. Since she put QQI Level 5 Childcare on her CV she immediately began getting calls from potential employers. She did her work experience in St. Brigid's in Christchurch (a Montessori School for the staff of Dublin City Council). Diane says that the work experience was great for her as it opened up more opportunities.

Along with the improved career prospects, Diane has also learned some new skills that she makes use of with her own children. Her children are bi-lingual, so she encourages them to read more in English and Moldovan. She has also made new friends who share her interests although they are from different backgrounds and work in different organisations.

Diane plans to continue on to Level 6 in Childcare so she can improve her skills even more. When asked to describe Warrenmount Centre, Diane says;

"I think it's the place where you can start to believe in yourself again. An opportunity to get better... to do something new... make a change in your life."

Class Photographs 1

Art and Crafts QQI Level 3



Functional Maths QQI Level 4

Communications QQI Level 4



Learner Poem

Best Days of my Life

A Poem

by

James Farrell

Level 4 Communications



James Farrell Poem

Best days of my life

We got the dog eight years ago,
T'was in the year we had the snow,
I did not want her at the start,
But now we never are apart.

We got Daisy as a pup,
And I've loved watching her grow up,
That first year she wrecked the house,
Now she's quiet as a mouse.

At the start she scraped the plaster,
At chewing things she was the master,
Shoes and socks were all fair game,
I'm sure to her they're just the same.

They said that this would last two years,
This almost made me shed some tears,
But those two years went by so fast,
That mad behaviour is in the past.

Now every time that we go out,
I talk to her I never shout,
I just tell her sit and stay,
And my commands she will obey.

I take her walking every day,
And far from me she will not stray,
She likes to chase the birds in flight,
But always keeps me in her sight.

When I take her for a walk,
I sometimes wish that she could talk,
I'm sure we'd have great conversation,
Solving the problems of our nation.

But alas she cannot talk,
All she can do is run and walk,
And chase the tennis ball I throw,
Or chase the heron and the crow.

Summertime, up with the lark,
Today it's off to Bushy Park,
The forest here is new to Daisy,
New smells and sounds must drive her crazy.

Squirrels, Birds and Bumble Bees,
Sunlight flickering through the trees,
I'm sure that Daisy's all a quiver,
She knows she's heading for the river.

At last we reach her swimming spot,
The sunshine's made her really hot,
In she goes with lightning pace,
I'm sure this is her favourite place.

She's swimming with a dog called Rover,
Half an hour and it's all over,
Then I get a call to say,
My lift home is on the way.

So if you suffer stress or strife,
Or something's lacking in your life,
Get a dog and you will see,
They bring great joy and company.

James Farrell 2018 - Communications L 4

"I kind of surprised myself with the poem. I just sat down one day and said, "I'll write a poem about the dog." I just wrote down a few thoughts about things that the dog does and what she did when she was younger. When I started writing it just seemed to flow." James Farrell

Class Photographs 2



Childcare QQI Level 5



ESOL QQI Level 4



ESOL Basic



ESOL QQI Level 3

Student Tutor Reflection

Joshua Golding
Student Tutor



Like any great adventure, our **Well Now Programme** started out with a close eye on the map but soon had us going down many interesting, uncharted routes. As a student teacher, I considered myself very lucky. I had a group of about 24 learners; I had an excellent mentor in Centre Director Pauline and an excellent learning environment in Warrenmount Centre, where I was quickly starting to feel very much at home.

The scope of this programme was so wide that the difficult part of the planning process was not so much deciding what to do, but rather finding a focus or a way of framing the 10 weeks that would allow learners to get the most out of the experience. This meant that, we needed input from our group to steer us in the direction we needed to go.

Pauline and I had come up with some ideas of what we thought would be good activities for the group. Some of these included talks on various topics (mindfulness and yoga). We also felt music should play some part in the sessions along with a form of relaxation or meditation. Another plan we had was for our learners to map their journey through the programme by keeping a reflective journal or creating a scrapbook.

With all this in mind, we began our first session with a group discussion, which quickly gave us plenty 'food for thought.' Most of our suggestions were met with enthusiasm and this initial discussion gave us the springboard from which to launch our Programme.

The first term was underway and the weeks began to go by quickly. Each class started with a 15 – 20 minute meditation led by Pauline. This really set the tone each week and helped create a very relaxed and reflective environment. We had a talk on mindfulness from Anne Hannan, a class around healthy eating, a session on 'Chair Pilates,' videos about keeping a healthy brain, tips on shopping for healthy foods, among others.

One week we joined with the English Language (ESOL) Learners for some Irish dancing. Our group taught them 'The Walls of Limerick,' which was captured on video and posted for all to see on YouTube. Most of the group agreed that the highlight of our first term was a very special performance from Sheila Flitton of her one-woman play 'Beezie,' which told the story of the sole resident of an island in Lough Gill, Co. Sligo.

Upon reflection, we packed a lot into our first five weeks. We soon discovered that what had started out as the 'Well Now' programme had grown into something different, (which was not necessarily a bad thing). We would have to make some important decisions about how we would progress with our second term.

Part of the 'Well Now' programme involves self-reflection. We knew from our class discussions that this was part of the appeal for some people that wanted to get to know themselves better and to gain confidence. With this in mind, we offered the 'Well Now' group the option of splitting our sessions. The first class of the day would be a module in **Personal Awareness** and **Interpersonal Skills** (PIPS for short). Our second class of the day would be on meditation, relaxation and (hopefully) some group outings in the local area. After we ironed out some of the details around what the PIPS classes would involve, we were all set for our second term.

Student Tutor Reflection Continued:

In delivering the PIPS classes, I would be 'flying solo' for the first time. It was somewhat daunting but was essential for my studies as an aspiring teacher. With such a willing and able group of learners, I could really get my teeth into it. This smaller group would cover topics such as effective listening, decision making, emotional awareness and general personal development.

Each Wednesday morning we would do some in-depth personal reflection and mental 'heavy lifting.' At 11.30 we would re-join the larger group where the learners could reflect and meditate. This newly structured programme was now a place where people could come together, leave their daily stresses at the door and indulge in some 'me time'. We took a trip to St. Patrick's Cathedral to see art installation that a couple of our group members had been involved in. Over 30,000 leaves hung from the ceiling of the Cathedral to represent those Irish Servicemen that had died in the First World War.

Personally, this past term in Warrenmount Centre has been such an enjoyable experience. I feel so welcome and part of the team there. It has given me a great opportunity to develop as a teacher and so much practice to reflect upon, but most importantly, it has introduced me to so many wonderful people, tutors, staff and learners alike and has reinforced my desire to get involved in community and adult education and for that I am so very grateful.



Sheila Flitton performs '**Beezie**' as part of the *Well Now* Programme

Class Tours



Local History tour to Arbour Hill, Term 1 2018



Local History tour to the 'Monto', Term 2 2018



Local History tour to Mansion House, Term 2 2018



ESOL Group Tour of Jeannie Johnston, July 2018



Well Now tour to St Patrick's Cathedral, Term 4 2018



Local History tour to Cathal Brugha Barracks, Term 4 2018

Volunteer Update

In 2018 we had 26 volunteers trained and available for Failte Isteach, One to One Literacy Support and On Line Learning (Computer Support). There was an average of 18 tutors attending each week. We calculate that our volunteers contributed in excess of 1,230 hours



Volunteers 2018

Aideen O'Grady
Alicia Byrne
Angela Devereux
Angela Moylan
Catherine Leen
Catherine Higgins
Christina Murtagh
David Heap
Dorothy Benson
Eamonn Coates
Finian O'Shea

Fiona Shiels
Howard Smith
Josephine Keane
Joshua Golding
Julie Lordan
Margaret Healy
Marie O'Reilly
Mark Hynes
Mary McArdle
Nuala Gray
Paul Green
Teresa Ruddy



We appreciate the time, commitment and generous contribution of all our volunteers.

Volunteer Reflection

Finian O'Shea

Fáilte Isteach & Literacy Volunteer



A year before I finished full time work, I attended a course run by the Retirement Planning Council of Ireland, in which I learnt four important things –

1. I needed to be able to get down and up off the floor unaided,
2. I needed not to become obsessed with fibre,
3. I needed to learn something new, and most importantly,
4. I needed to plan my life post-full-time employment.

As part of this planning, I trained as a TESOL teacher, located a Spanish language course and found an art teacher who would be willing to teach me.

Once I was retired, I dropped my CV into a dozen organisations and charities I knew worked with people who needed support with literacy or English language. I had worked as a teacher for the first half of my career and as a teacher-educator, for the second half. Warrenmount Community Education Centre was the only reply I received, which I took as an omen. Sr. Pauline got in touch and asked me to come to the Centre and meet with her. That day I sat in on my first “*Fáilte Isteach*” session and I knew I had found somewhere a little unique and special, and somewhere person-centred and participative where I could both be of help and belong.

Every week for that first year, I was privileged to meet people from all over the globe, all with the one ambition, to learn or improve their English. I witnessed huge acts of small courage as people struggled to make themselves understood and wrestled with the vagaries of the English language. My own concurrent experience as a Spanish language learner stood me in good stead. Not only did I learn from them how to take a deep breath and ‘have a go’ but I also learnt how immensely difficult the experience was for some. Yet they turned up week after week and put themselves out there, hoping that this week they would do better. Their trust in me to hold all of that for them, was a very humbling experience.

I now work as literacy support, working with people who wish to improve their literacy skills in reading and in writing. Each week we begin with filling out blank forms and move on to reading articles from the newspapers, which we discuss and write about. They work hard from the time they arrive until it is time to go home. Their stories trickle out from time to time but they focus on the future and not on looking back. We set goals for the term and goals for each day. At the end of each session, they list off what they have learned that day. Were I to list off all that I had experienced from working with these learners, words such as ‘admiration, awe, bravery, inspiration and privilege,’ would appear.

2018 Highlights



AONTAS' Adult Learners' Festival, March 2018



Heritage Week Talks, August 2018



Meditative Colouring Group Work, Term 2 2018



Launch of our film about the Centre at the Celebrating Diversity Event (with Aontas Policy Summer School), June 2018



Open Day for Registration, August 2018



Festival of History Talk, September 2018

The Suffragette Hat Project

Regina Mennella-Tighe
Learner



When Pauline (Centre Director) mentioned a workshop to make hats in celebration of the Women's Suffragette Movement, I thought I'd like to give it a go. The workshop was given by Marja Almquist who brought with her everything we could possibly need for our hat-making. The tables were covered in hats of all colours, shapes and sizes, with boxes of coloured ribbon, feathers, trimmings and badges. Everyone there got excited at the lovely array of colour and our creative abilities began to emerge. First we tried on various hats and modelled in front of the full-length mirror to see what suited our individual tastes. I chose a blue straw hat, put it on and pulled down the brim to give it that authentic look for a bygone era.

On Saturday 15th December 2018 we displayed our hats as part of the 'Suffragette Hat Celebration' in Richmond Barracks. It was a wonderful sight as over 100 women from a number of hat-making projects modelled their fantastic creations. The programme for the morning consisted of us joining the Resistance Choir to sing protest songs from 100 years ago. Voices rang out with *"Oh dear, what can the matter be? Women are wanting the vote."*



Some women were interviewed and told the stories of what inspired their hats. They posed for photographs and there was a ripple of excitement as the R.T.E. crew arrived and we were featured on the 'Six One News' that evening.



The Suffragette Hat Project was an interesting and uplifting experience.

Centre Café 2018



Funders' Overview



The Board of Directors thank all who support our work

Audited Accounts