

Scoil Fhursa

Erasmus +

Projects | Mobilities | Teacher Training | Job Shadowing



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Enriching lives, opening minds.





Since 2020, our school has proudly been a part of the Erasmus+ program, which offers exceptional opportunities for teacher training, job shadowing, and international travel. Through Erasmus+, our teachers have visited Spain, Croatia, France, Italy, Finland, the Czech Republic, and Hungary, acquiring new skills and methodologies that they have brought back to enhance our educational practices.

The E-Twinning platform has allowed students to develop international friendships with penpals, fostering cross-cultural understanding. We have also welcomed numerous visiting teachers who have shared their diverse cultures and experiences with our students.

In 2023, we were thrilled to receive Erasmus+ accreditation, marking a significant milestone in our journey. This accreditation acknowledges our commitment to continuous improvement and strengthens our resolve to grow and excel as an Erasmus+ school in the years to come.



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Don't Be A Bully Be A Buddy

2020-1-IE01-KA101-065751



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Overview Of The Project

Our school was privileged to be a part of an amazing project to combat bullying and discrimination, particularly in schools. The goal was to unite students and demonstrate that being a buddy is more enjoyable than being a bully. This two-year project, extended due to COVID-19, involved 5 partner schools from all over the EU. For more information on all the amazing activities we carried out go to our website:

[Don't Be A Bully Be A Buddy Website](#)





Ecole Notre Dame Langueux

19 rue Saint Ilan, Langueux 22360, France

Website:

<http://www.ecole-notre-dame-langueux.fr>



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Osnovna škola Pantovčak

Hercegovačka 108, Zagreb 10000, Croatia

Website:
<http://os-pantovcak.skole.hr>



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7th Primary School of Keratsini

Kesarias & Kountouriotou , Keratsini 18756, Greece

Website:
<https://7dim-keratsini.gr>



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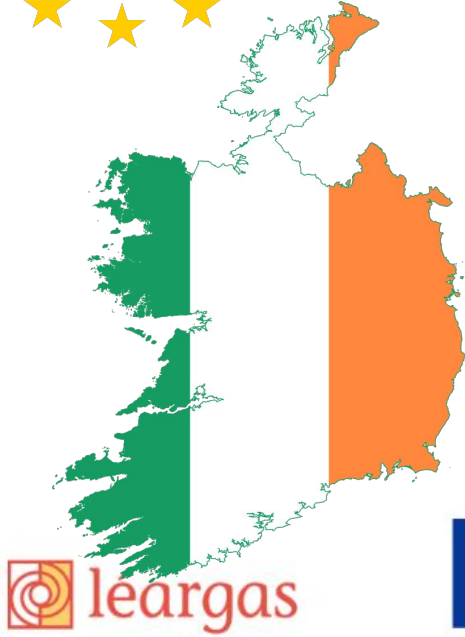




Scoil Fhursa

Cromcastle Green, Kilmore West, Dublin 5

Website:
[https://scoilfhur
sa.ie](https://scoilfhur
sa.ie)



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Mansikkamäen koulu

Huovihongantie 3, Kouvola 45200, Finland

Website:

<https://kouvola.fi/koulut/mansikkamaen-koulu>



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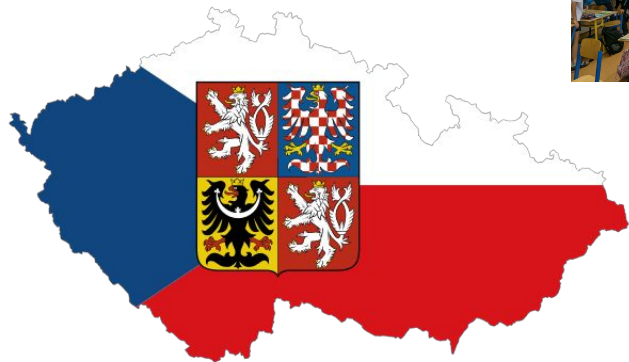




Zakladni skola Haj ve Slezsku

Školní 90, Háj ve Slezsku 74792, Czech Republic

Website:
<http://zshajve.slezsku.cz>



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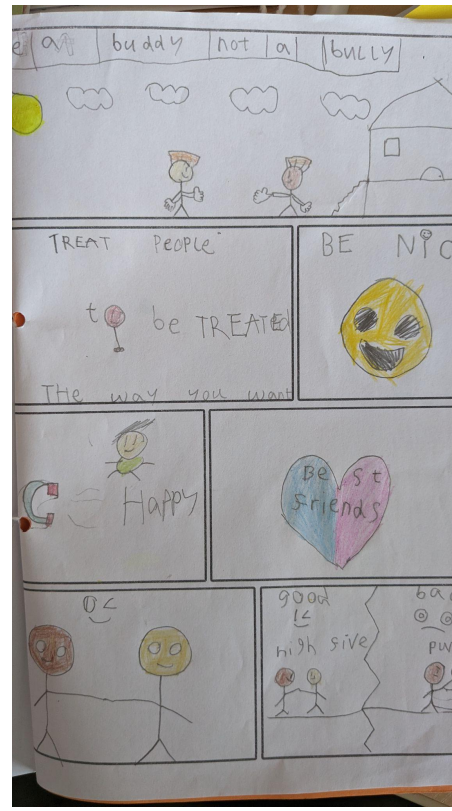
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Illustrated Stories About Bullying - Scoil Fhursa

2023





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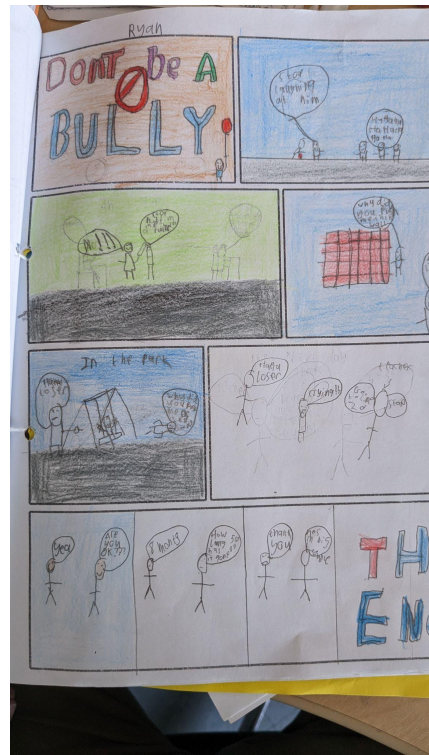
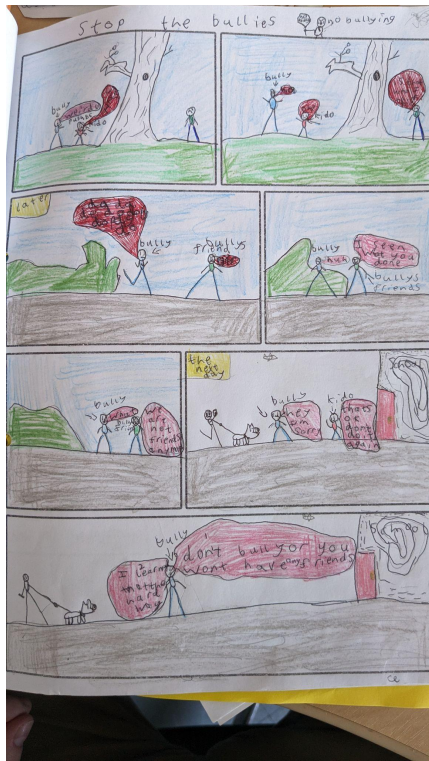




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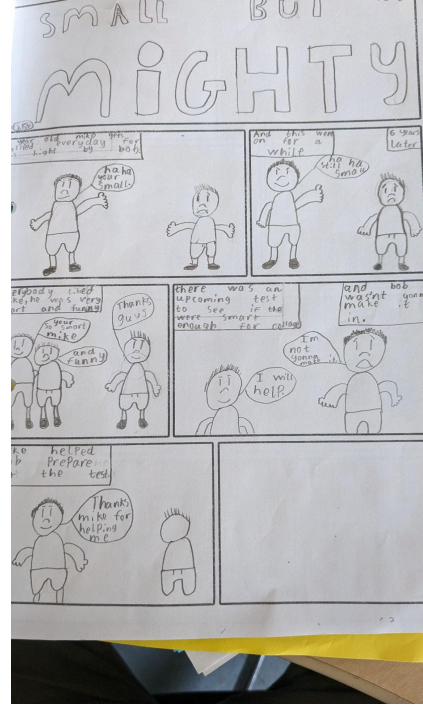




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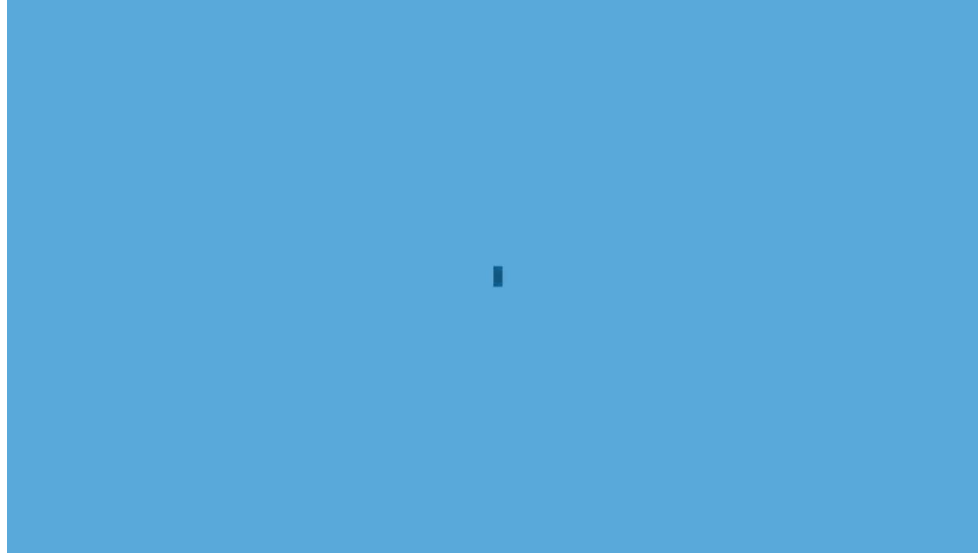
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Logo Competition Winner - Cole Murtagh



Anti Bullying Video Made By Our Boys



Demonstration Of Irish Sports



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Introduction to Dublin For International Visiting Teachers



Hello Video From Our Boys



Ms Carr and her Third Class boys.



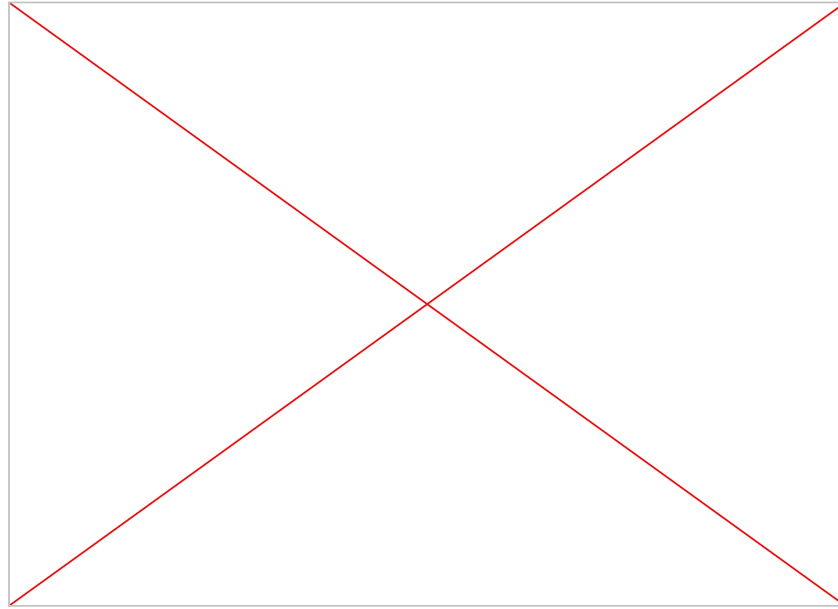
Mr. Mac Eoin On French News



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Our School On RTE News2Day

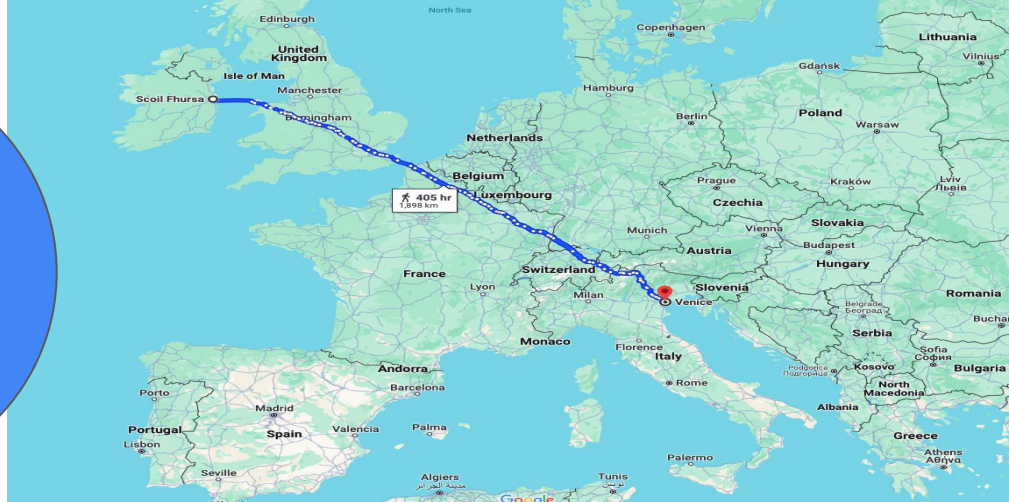


Anti Bullying Mural Created By Our Boys



Venice April 2022

Teaching
Language
Through
Art



Mr. Mac Eoin and Ms. Carr



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WHAT WE LEARNED IN VENICE

- **Visual Thinking Strategies:** They learned how to apply visual thinking strategies to enhance language learning. This involved understanding the elements of art and principles of design to develop students' critical thinking and visual literacy skills, making language learning more engaging and effective.
- **Content and Language Integrated Learning (CLIL):** They gained practical experience in integrating content and language learning. Through hands-on practice and theoretical sessions, they learned how to design lessons that simultaneously teach subject matter and language skills, fostering a more holistic educational approach.
- **Collaborative Lesson Planning:** They participated in small group workshops focused on lesson plan development. This collaborative effort helped them refine their teaching methods, share best practices, and create effective lesson plans that can be implemented in their own classrooms to improve student outcomes.



Teaching Irish History Through Art

Mr. Mac Eoin & Ms. Carr 2022
Scoil Fhursa



Lesson Structure:

- Display the image for your class level.
- Play the story alongside the image.
- Allow the children to observe the work of art for 2-3 minutes after the audio is complete.
- Teacher questioning to elicit understanding and inspire discussion:

What do you see?

What do you wonder?

What do you feel?

- Once the children have discussed the image and the story they can create their own piece of art inspired by the visual & the story combined.



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Lesson 1: Junior & Senior Infants

Story: [Salmon Of Knowledge Story](#)

Suggested materials: Coloured Paper, Scissor, glue.



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Art Piece: Bigfish is a printed ceramic mosaic sculpture by John Kindness.



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Lesson 2: 1st & 2nd Class

Story: [Story Of Tír Na nÓg](#)

Suggested materials: Chalk/ Watercolour pastels & A3 Paper.



Art Piece: Tir Na Nog: Niamh Of The Golden Hair by Ralph Horsley



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Lesson 3: 3rd & 4th Class

Story: [Children Of Lír](#)

Suggested materials: Colouring pencils & A4 paper.



Art Piece: The Children of Lír - Animated Story Book



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Lesson 4: 5th & 6th Class

Story: [Setanta](#)

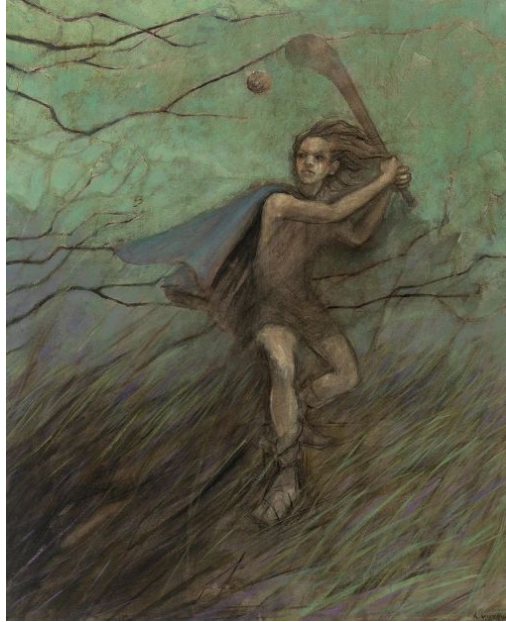
Suggested materials: Charcoal/ Chalk, black / white sugar paper.



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Art Piece: An Gásur Setanta - Cú Chulainn - Irish Legends - Fine Art Print: Ann Mc Kenna



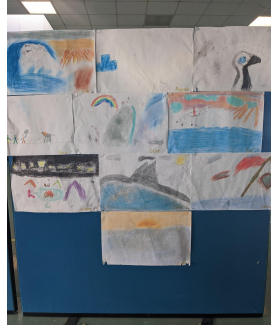
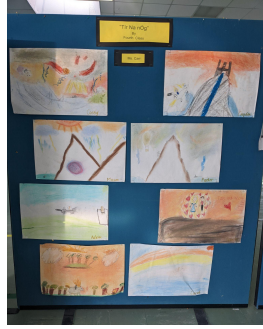
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Teaching Irish History Through Art - Children's Art Exhibition

Mr. Mac Eoin & Ms. Carr 2022
Scoil Fhursa





The boys created some amazing art works and we had an exhibition for their friends and families.

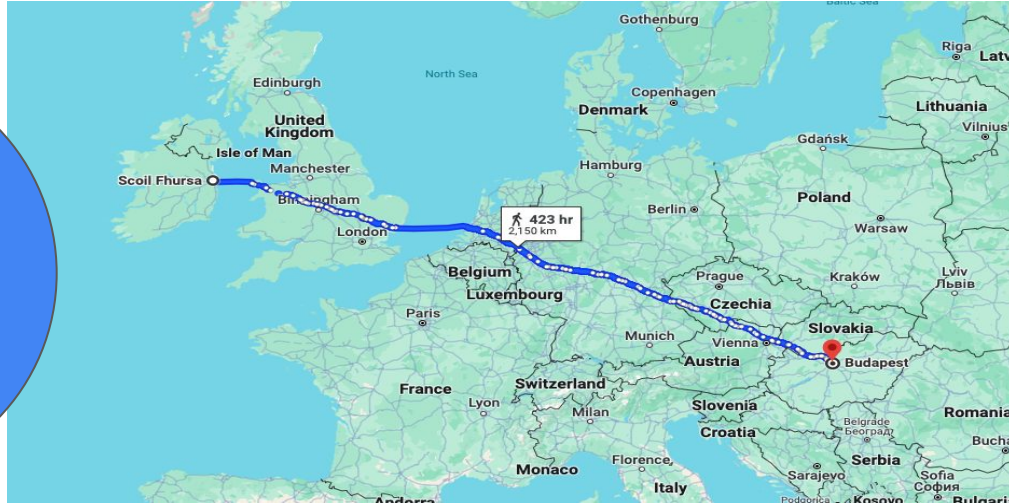


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Budapest November 2023

Creativity
In The
Classroom



Mr. Gallagher and Mr. Kelly



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WHAT WE LEARNED IN BUDAPEST

From our incredibly insightful walking tour during the course we learned that **creative outdoor education can be a fantastic way to enhance learning in schools**. It offers students the opportunity to learn in a hands-on and engaging environment, which can lead to increased motivation and better retention of information. By incorporating outdoor education into the curriculum, students can develop a range of skills such as teamwork, problem-solving, and resilience. It also provides a break from traditional classroom settings, allowing students to connect with nature and learn in a different context. Overall, it can be a valuable addition to the educational experience.



HOW IT HELPED OUR SCHOOL

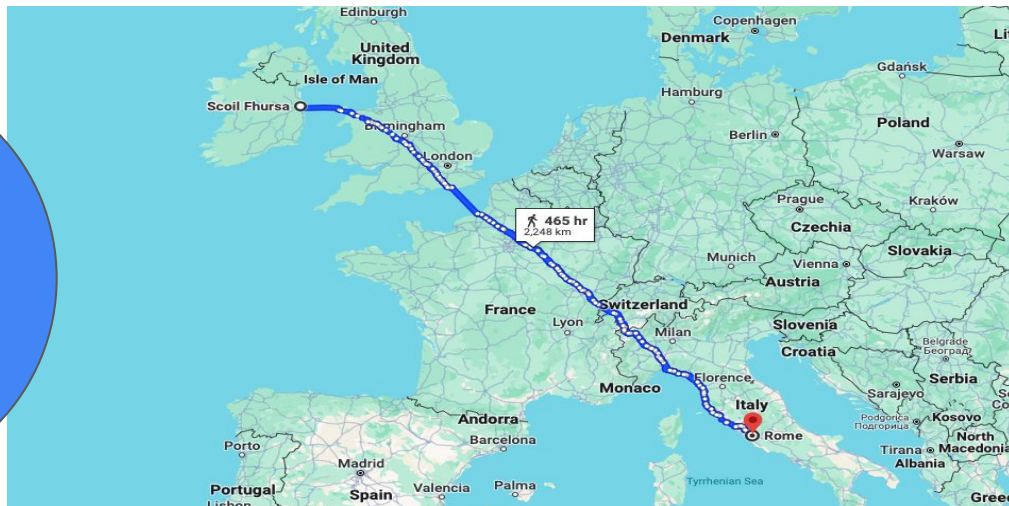
We learned about the **positive impact of open ended learning activities** and we took part in a number of these activities during the week. An example of one is the collaborative construction of the highest tower using spaghetti and blu tac. These active activities promote critical thinking and problem-solving skills as students are encouraged to explore and find solutions independently. By engaging in such activities, students develop creativity and innovation as they are not limited to predefined answers but are encouraged to think outside the box. Moreover, active open-ended activities foster collaboration and communication among students.

We learned about the **five core attitudes for creativity amongst children**. Self-discipline, openness to experience, risk-taking, tolerance for ambiguity, group trust. The course outlined specific ways to foster this from the children and we took part in concrete and practical examples which would allow us to embed the concepts into the curriculum and daily classroom routines.



Zagreb December 2023

Job
Shadowing
Osnovna
škola
Pantovčak



Mr. Mac Eoin & Ms. Hanley



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WHAT WE LEARNED IN ZAGREB

- **Enhanced Cross-Cultural Collaboration:** Observing the Green Enterprise project in Zagreb highlighted the effectiveness of international collaboration among students. When our teachers returned, they implemented similar collaborative projects in our primary school, fostering cross-cultural understanding and teamwork among students from diverse backgrounds.

- **Incorporation of Innovative Teaching Methods:** By observing Croatian teachers, Mr. Mac Eoin & Ms. Hanley learned new and innovative ways to teach subjects like English and Music. These methods were adapted and incorporated into our curriculum, making lessons more engaging and dynamic for our students.

- **Promotion of Sustainable Practices:** The green enterprise initiatives designed by the students in Zagreb inspired our primary school to place a greater emphasis on sustainability. We introduced new environmental programs and projects, encouraging students to actively participate in eco-friendly practices and develop a deeper understanding of environmental issues.

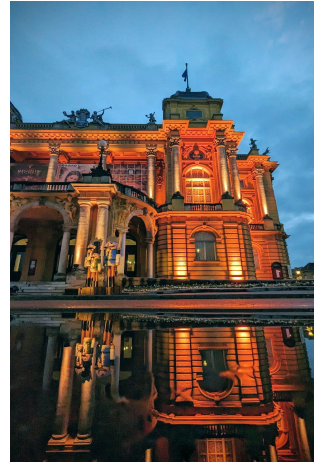


HOW IT HELPED OUR SCHOOL

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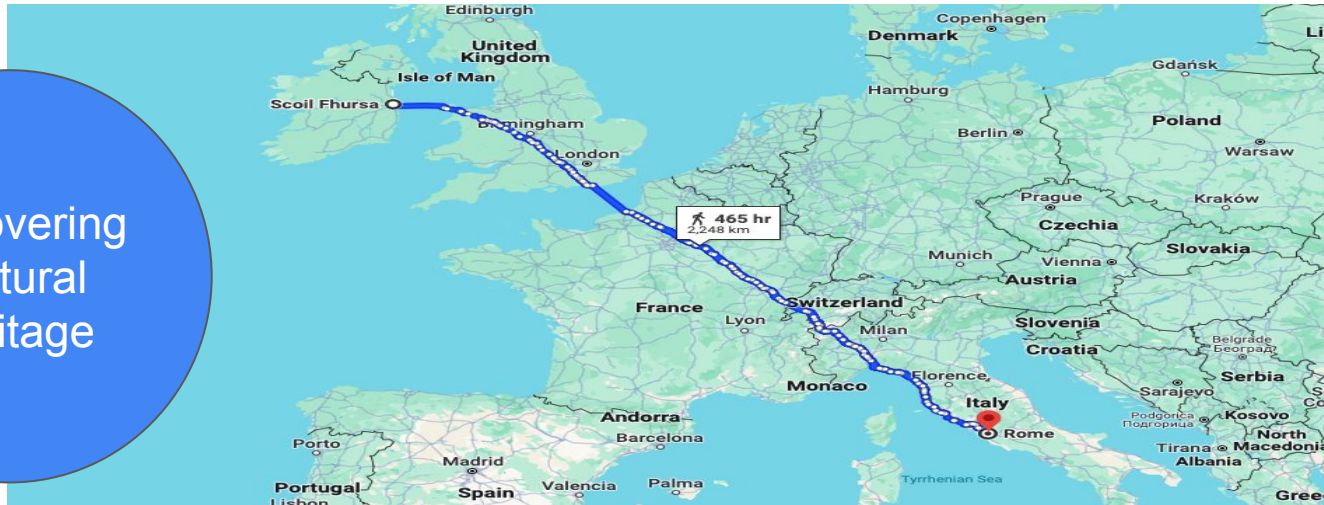
- **Learned About International Project Participation:** We shared with our students and their families how they could get involved in their own international projects, traveling to different countries to learn from peers, develop relationships, and foster a sense of European unity and identity.

- **Promotion of Sustainable Practices:** The green enterprise initiatives designed by the students in Zagreb inspired our primary school to place a greater emphasis on sustainability. We introduced new environmental programs and projects, encouraging students to actively participate in eco-friendly practices and develop a deeper understanding of environmental issues.



Rome February 2024

Discovering
Cultural
Heritage



Mr. Mac Eoin & Ms. Crawford



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WHAT WE LEARNED IN ROME

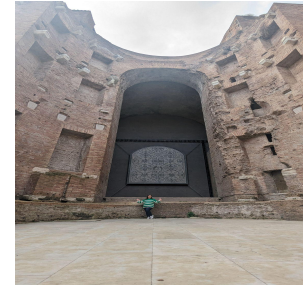
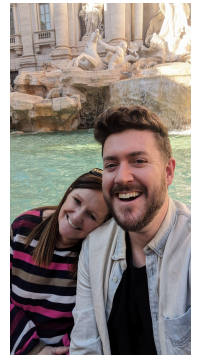
- **Historical and Cultural Framework:** They gained a comprehensive understanding of Rome's rich cultural heritage and artistic history, including Baroque and ancient Roman art and architecture. This knowledge provided a robust framework for teaching cultural heritage and its significance in fostering a European identity.
- **Critical and Visual Thinking Skills:** The course emphasised fostering critical and visual thinking skills. They learned how to motivate students to engage in active learning by analysing and interpreting classical works of art and architecture, encouraging a deeper appreciation and understanding of cultural heritage.
- **Digital Integration in Cultural Heritage Education:** They explored the use of digital tools and archives in teaching art and culture. By integrating these resources, they learned how to enhance classroom experiences and organise educational visits to historical sites, helping students connect with their European heritage in a modern context.

HOW IT HELPED OUR SCHOOL

- **Enhanced History and Art Activities:** Mr. Mac Eoin and Ms. Crawford brought back innovative ideas and methods to introduce new history and art activities at Scoil Fhursa. These tools will help students explore and appreciate cultural heritage more deeply in upcoming projects.

- **Increased Parental Involvement:** They developed strategies to involve parents more actively in their children's education, particularly in cultural heritage projects. These tools will enable parents to participate in family visits to local historical sites and museums, fostering a shared appreciation of cultural heritage and strengthening the school community.

- **Amplified Student Voice:** They learned about new platforms for students which will help them to express their views and ideas about cultural heritage. These tools will enable student-led projects and presentations, allowing students to take ownership of their learning and share their insights with the school community.

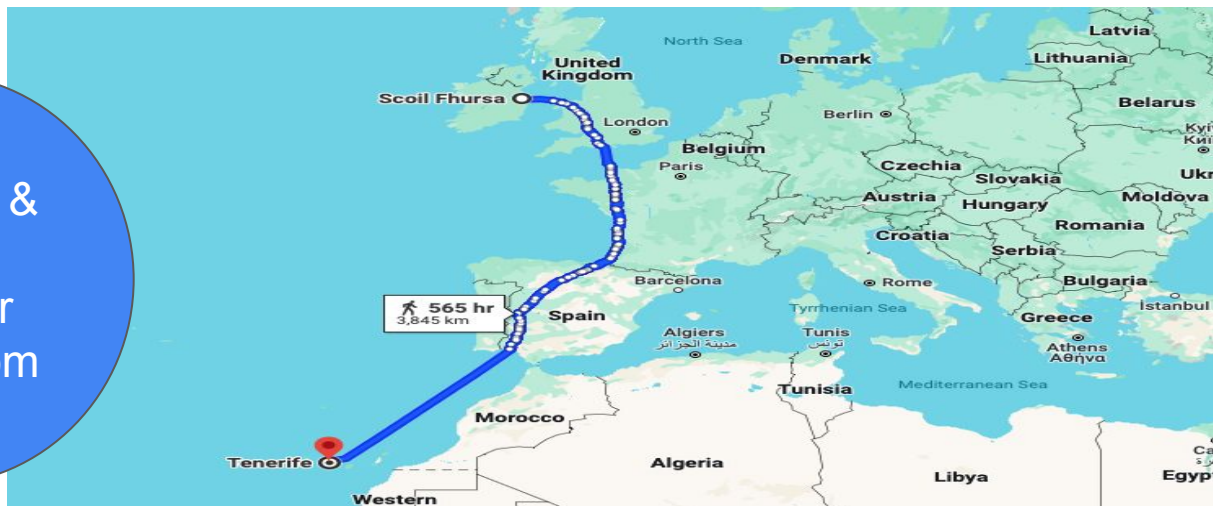


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Tenerife March 2024

Trekking &
The
Outdoor
Classroom



Ms. Walsh & Ms. Ní Churradoihín



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WHAT WE LEARNED IN TENERIFE

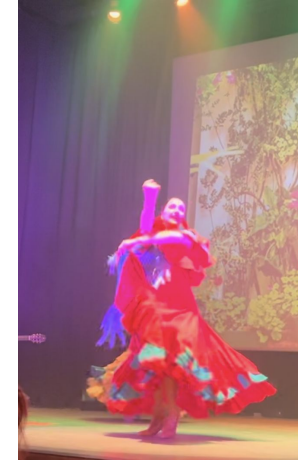
- **Key elements and growing trends related to outdoor education and teaching outside the classroom:** We engaged in various activities and programs that took place outside the classroom setting, allowing us to learn in natural environments. The key elements of outdoor education that we explored included experiential learning, hands-on activities, environmental awareness, and personal development.
- **Experience and practise environmental and outdoor education working methods and approaches especially during a trek in nature:** We engaged in hands-on learning methods and approaches, particularly while embarking on a trek in nature. Through this experiential process, we had the opportunity to immerse ourselves in the natural world, gaining practical skills and knowledge about the environment.
- **Learn how to design, plan and deliver inspirational outdoor education activities:** We discovered how to create, strategize, and execute inspiring outdoor education initiatives. We developed the expertise to craft, organize, and implement engaging activities that captivate and motivate students.

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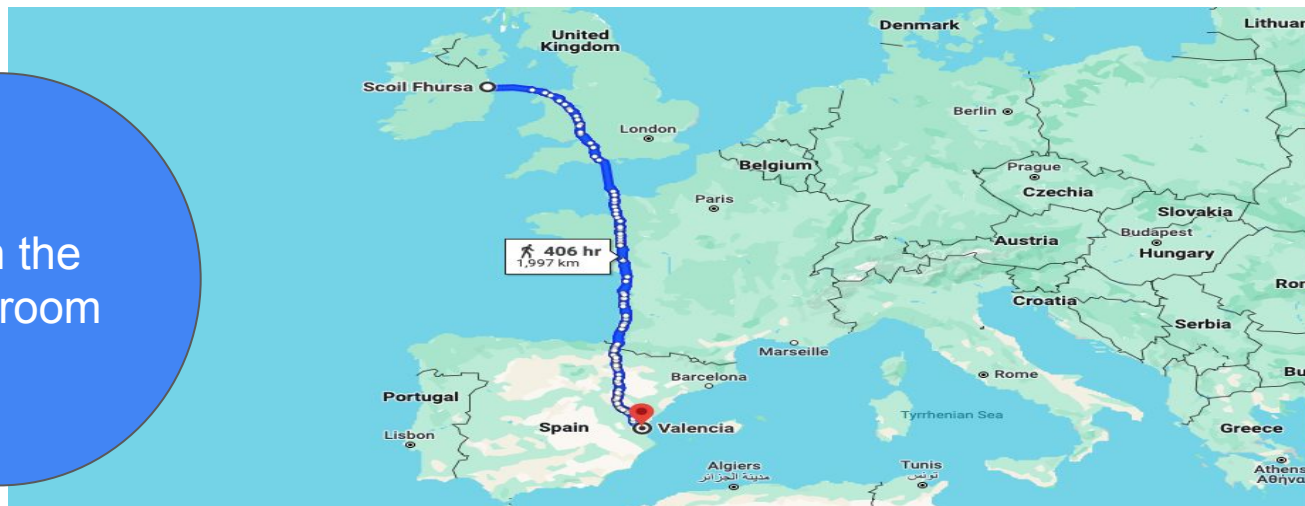
HOW IT HELPED OUR SCHOOL

- **Enhancing student engagement and learning outcomes:** By incorporating outdoor education activities, we can now provide students with hands-on learning experiences that promote active participation and a deeper understanding of academic concepts.
- **Fostering environmental stewardship and appreciation:** Outdoor education helps cultivate a sense of responsibility towards the environment and encourages our students to develop a strong connection with nature, leading to a heightened awareness of sustainability and conservation efforts, such as the Green Flag initiative.
- **Promoting holistic personal development:** Through inspirational outdoor education activities, we can nurture our students' personal growth by fostering resilience, teamwork, problem-solving skills, and self-confidence, contributing to their overall well-being and success in and out of the classroom.



Valencia May 2024

AI in the
classroom



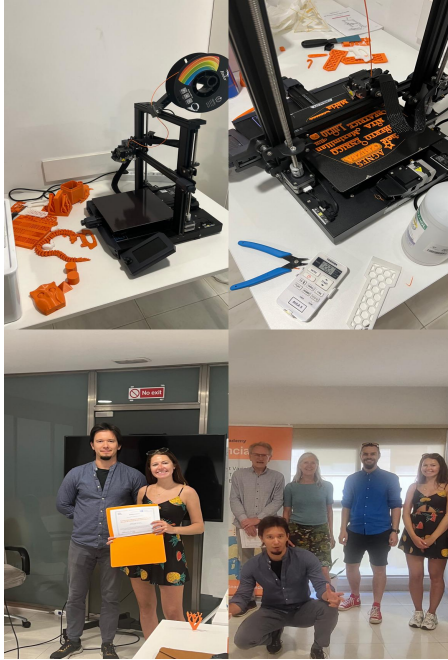
Ms. Hanley



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WHAT I LEARNED IN VALENCIA



- **AI in the classroom:** Ms Hanley learned that AI in the classroom enhances personalised learning by adapting content to each student's pace and style. It can automate administrative tasks, freeing up teachers to focus more on instruction and student engagement. Additionally, AI-powered tools can provide real-time feedback and support, helping students understand complex concepts more effectively.

- **Using AR and VR:** Ms Hanley learned about the difference between AR and VR. These both can be used to immerse children into a virtual and augmented reality. In the classroom these offer immersive learning experiences, allowing students to explore historical sites or conduct virtual science experiments, making abstract concepts more tangible. These technologies can increase engagement and improve comprehension through interactive simulations. 3D printing fosters creativity and hands-on learning by enabling students to design and create physical models, enhancing their understanding of subjects like engineering, architecture, and biology.

- **3D printing:** In this course Ms Hanley learned that integrating 3D printing into the classroom can revolutionise the learning experience by making abstract concepts tangible. Students can bring their ideas to life by designing and printing models, fostering creativity and critical thinking. This technology can also enhance STEM education and provide hands on experience in engineering, mathematics and design. Additionally, 3D printing can be used to create customised educational tools and aids, making learning more accessible and personalised for all students.



HOW IT HELPED OUR SCHOOL

- Increased Parental Involvement: The integration of AI in the classroom will help our school by fostering a stronger partnership between parents and educators. With AI-powered tools providing real-time updates and detailed progress reports, parents can stay informed about their child's academic performance and areas that need improvement. This increased transparency encourages parents to be more actively involved in their child's education, leading to more effective support at home. As a result, students benefit from a cohesive learning environment where both teachers and parents work together to address challenges and celebrate successes. This collaborative approach enhances student outcomes and strengthens the school community.

- Amplified Student Voice: Using AR, VR, and 3D printing technologies will help our school by giving students a more prominent and impactful voice in their learning journey. These technologies enable students to explore subjects in interactive and immersive ways, making learning more engaging and memorable. AR and VR allow students to virtually visit historical sites or conduct science experiments, providing them with unique perspectives and a deeper understanding of abstract concepts. 3D printing empowers students to design and create physical models, fostering creativity and critical thinking. By incorporating these technologies, students have more opportunities to lead projects, express their ideas, and take ownership of their education, resulting in increased confidence and a stronger sense of agency.

- Green Enterprise: Integrating 3D printing into our curriculum will help our school by promoting a culture of green enterprise and sustainability. Students will learn to use recycled materials in 3D printing projects, reducing waste and instilling an appreciation for sustainable practices. This hands-on experience encourages students to design and create eco-friendly products and prototypes, stimulating entrepreneurial thinking and innovation. By working on green projects, students gain valuable skills in design, engineering, and business while developing a sense of environmental responsibility. This approach not only enhances their understanding of STEM subjects but also prepares them to tackle future challenges and opportunities in a sustainable world, positioning our school as a leader in green education.



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