

Scoil Fhursa Erasmus+ Mobilities 2024/2025

Building Capacity • Transforming
Practice • Impacting Learners

BERLIN - AI AND STUDENT VOICE

Mairead Connolly & Aisling Fitzpatrick

What we learned

This course focused on developing authentic student voice within the classroom and explored practical ways to move beyond passive learning towards active participation. Teachers examined strategies to give pupils a genuine role in their own learning through discussion, collaboration, and choice. There was a strong emphasis on inclusion, ensuring that all pupils, regardless of ability, feel confident contributing to classroom activities.

Impact on teachers

Teachers developed greater confidence in facilitating open discussion and encouraging pupil-led learning. They refined their questioning techniques and learned how to create opportunities for all students to contribute meaningfully. This has supported a shift towards more inclusive, student-centred teaching practices.

Impact on our school

There has been a noticeable increase in student engagement and participation across classrooms. Pupils are more confident in expressing their ideas and are taking greater ownership of their learning. This directly supports our Erasmus objective of strengthening student voice and improving engagement, particularly within our DEIS context.

Reflection

This experience has had an immediate and lasting impact on classroom practice. It has reinforced the importance of listening to pupil voice and has contributed to creating a more inclusive, engaging, and supportive learning environment across the school.



HELSINKI – GREEN ENTERPRISE & SUSTAINABILITY

Leon Haanapal

What we learned

This course focused on sustainability in education and explored how schools can play a key role in promoting environmental awareness and responsibility. It provided practical examples of how sustainability can be embedded across the curriculum in meaningful and age-appropriate ways.

Impact on teachers

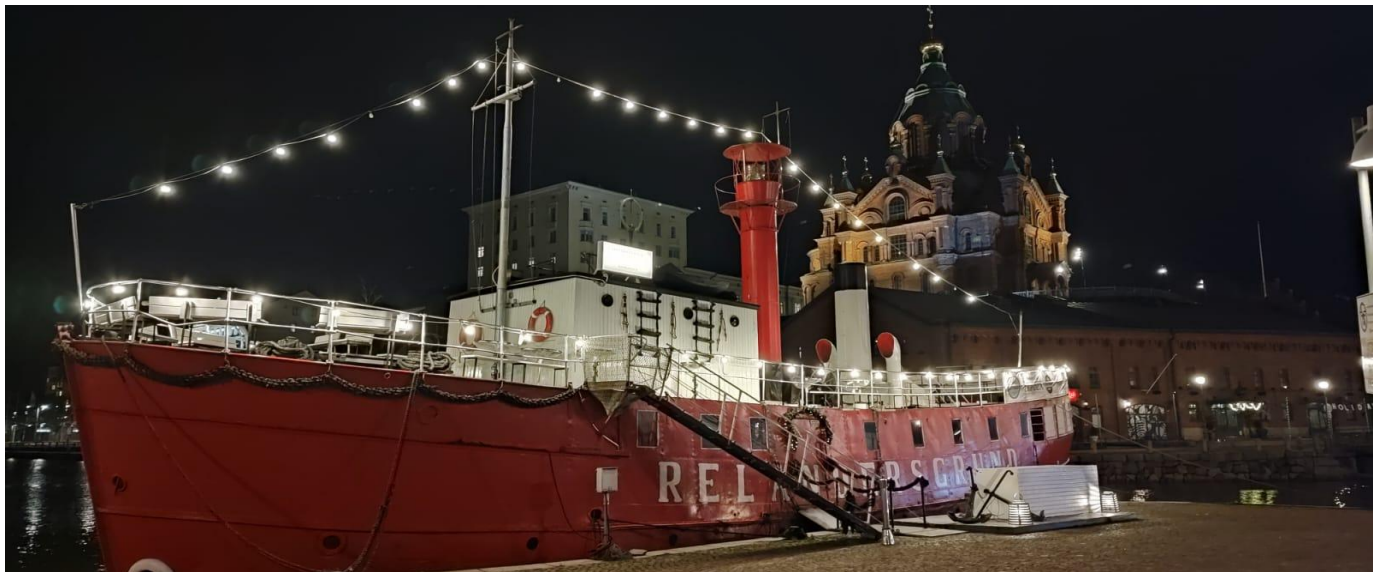
The teacher developed a deeper understanding of environmental education and gained practical strategies to integrate sustainability into everyday teaching. There was a strong focus on promoting responsible behaviours and encouraging students to think critically about environmental issues.

Impact on our school

Sustainability has become more visible within school life, with increased focus on environmental awareness across classes. Pupils are developing a stronger understanding of their role in protecting the environment, directly supporting our Green Enterprise objective.

Reflection

This experience has strengthened our commitment to sustainability as a whole-school priority. It has highlighted the importance of embedding environmental education in a way that is meaningful, practical, and relevant to our pupils' lives.



LEON HAANAPPEL



IRELAND



Introducing myself and my school

MY BACKGROUND

- I am from Laytown (An Inse) a small coastal town 40km north of Dublin in Ireland.
- I have 6 siblings, step-siblings and half-siblings who are all important people in my life.
- I am a curious person and I enjoy playing and seeing live music, reading, travelling to interesting places, history, politics and social justice, and film.
- I have lived, studied and worked in Cork, Dublin and Galicia. My undergraduate degree is in music and Greek and Roman civilisation. Later I became an English language teacher and worked in Spain until the COVID pandemic. After COVID, myself and my partner Tess decided to retrain as primary school teachers and we now live and work in Dublin.
- I am passionate about environmental issues, I am a vegetarian for this reason. A love for nature and things that grow is one of the many passions I hope to inspire in my students.



Family at graduation



Holiday in Spain



My little brother at Glendalough



Protest for Gaza



My local beach



Conducting a quartet



Minke whale in West Cork

MY SCHOOL; SCOIL FHURSA

- I was a substitute teacher for about 3 years while I was training to become a qualified primary teacher so I have experience in lots of different kinds of schools.
- I got a job in an Autism class in a school called Scoil Fhursa in north Dublin last September but the room was under construction until December. This allowed me to get to know my students well before teaching them and I was able to do a lot of training in working with students with Autism. I am also involved in the school choir.
- The school is in an economically disadvantaged area so the school has special accommodations such as low class sizes, extra bursary allocations and home-school liaison workers. The school claims to be the happiest school in Ireland and I believe it because I have never worked in a school where all of the staff and students are so friendly, kind and supportive. If you ever come to Dublin, they will welcome you with our famous Irish hospitality.



Teaching in my class



Staff Christmas party



Halloween dress-up event

MY LEARNING PROJECT

My Goals

1. Learn about Finnish environmental education practices and use them to enhance my own teaching in the autism class setting in a way that upholds the principles of UDL.
2. Learn how to empower students to take a more active role in environmental action and foster environmental responsibility.
3. Learn about the ways that I can use local environments as a learning tool to provide a context for environmental care.
4. I hope to examine positive and constructive sources and methods of discussion on environmentalism that are age-appropriate and that lend themselves to collaborative dialogue for primary students.
5. I hope to discover a number of meaningful and achievable initiatives and targets that my school could implement at class and school-wide levels.



Universal Design for Learning



ROME – CREATIVE TEACHING & ENGAGEMENT

Ryan Mc Shane & Fiachra Coyle

What we learned

This course explored creative and experiential approaches to teaching, with a strong focus on engaging pupils through active learning and cultural context. Teachers examined how creativity can be used to deepen understanding, increase motivation, and make learning more meaningful. There was a particular emphasis on adapting lessons to suit a range of learning styles and abilities.

Impact on teachers

Teachers developed a broader range of teaching strategies to support active and inclusive learning. They gained confidence in using creative methodologies to make lessons more engaging and accessible, particularly for pupils who may struggle in more traditional classroom settings.

Impact on our school

Classroom practice has become more dynamic and interactive, with increased use of creative approaches to support learning. Pupils are more engaged and motivated, leading to improved participation and a more positive learning environment across the school.

Reflection

This experience reinforced the importance of creativity in education. It has encouraged a shift towards more engaging, flexible teaching approaches that support all learners and promote a positive classroom atmosphere.



MALTA – DIGITAL LEARNING & STUDENT ENGAGEMENT

Amy Farrell, Chloe Fay, Ryan Mc Shane, Fiachra Coyle, Aine Hunter.

What we learned

This course focused on the effective use of digital tools to enhance teaching and learning. Teachers explored a range of ICT strategies to support engagement, collaboration, and differentiated learning. There was a strong emphasis on using technology to give pupils a more active role in their learning.

Impact on teachers

Teachers significantly improved their digital competence and confidence in using technology within the classroom. They developed practical strategies to integrate ICT into lessons in a meaningful way, supporting both engagement and understanding.

Impact on our school

Digital learning is now more embedded across classrooms, with increased use of technology to support teaching and learning. Pupils are more engaged, motivated, and confident in using digital tools, supporting both our digital learning and student voice objectives.

Reflection

This experience has had a transformative impact on classroom practice. It has highlighted the importance of digital innovation in education and has supported a more engaging and inclusive approach to learning.



LISBON – WELLBEING & POSITIVE EDUCATION

James Mac Eoin

What I learned

This course focused on the importance of wellbeing in education and how positive school environments can support both student learning and teacher effectiveness. It explored practical strategies for promoting emotional regulation, resilience, and positive relationships within the classroom. There was a strong emphasis on creating safe, inclusive learning spaces where all pupils feel valued and supported.

Impact on teachers

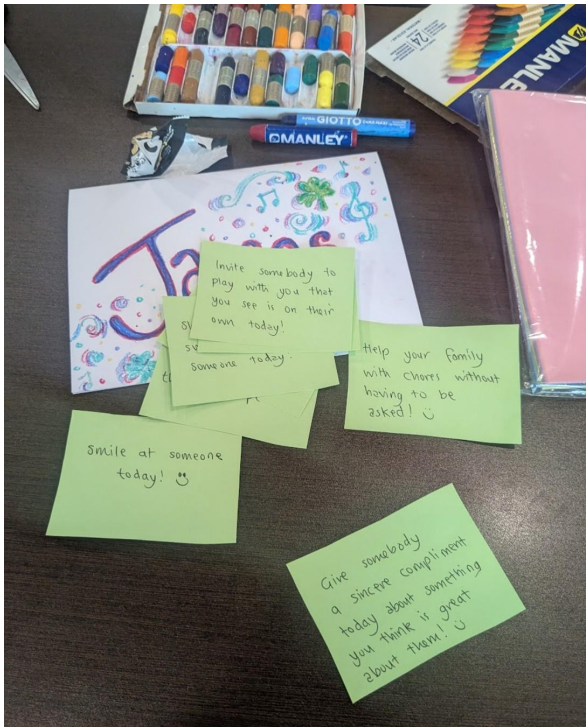
The course provided valuable tools and strategies to support teacher wellbeing while also improving classroom practice. There was a clear focus on recognising the importance of staff wellbeing in maintaining high-quality teaching. Practical approaches such as mindfulness, positive reinforcement, and relationship-building strategies have been integrated into daily practice, supporting both teacher confidence and classroom management.

Impact on our school

This learning has contributed to a more positive and supportive school environment, where wellbeing is prioritised alongside academic achievement. There has been a noticeable impact on student behaviour, engagement, and emotional awareness. These approaches are particularly important within our DEIS context, where supporting the wellbeing of our pupils is central to improving attendance, engagement, and overall outcomes.

Reflection

This experience highlighted the importance of wellbeing as a foundation for effective teaching and learning. It has reinforced our commitment to creating a positive school culture where both staff and students feel supported, valued, and motivated to succeed.



TENERIFE – OUTDOOR LEARNING & WELLBEING

Fiona Carroll & Ciara Mollohan

What we learned

This course explored the value of outdoor learning and experiential education in supporting student engagement and wellbeing. Teachers participated in practical activities that demonstrated how learning outside the classroom can enhance understanding, build resilience, and promote personal development.

Impact on teachers

Teachers developed the skills and confidence to plan and deliver outdoor learning experiences linked to the curriculum. They gained a deeper understanding of how experiential learning can support both academic and personal development.

Impact on our school

Outdoor learning has become a more integral part of teaching practice. Pupils are benefiting from more active and engaging learning experiences, which have had a positive impact on both their wellbeing and overall engagement in school.

Reflection

This experience highlighted the importance of learning beyond the classroom. It has reinforced the value of providing pupils with varied and meaningful learning experiences that support both their academic and personal development.



SPLIT – GREEN ENTERPRISE & SUSTAINABILITY

Amy Farrell & Chloe Fay

What we learned

This course focused on integrating sustainability into teaching and promoting environmentally responsible behaviours among pupils. It explored practical strategies for embedding green principles across a range of subjects.

Impact on teachers

Teachers developed practical approaches to incorporate sustainability into their teaching and gained confidence in delivering lessons that promote environmental awareness and responsibility.

Impact on our school

There is now a stronger emphasis on sustainability within the curriculum, with pupils becoming more aware of environmental issues and their role in addressing them. This supports our ongoing development as a school committed to Green Enterprise.

Reflection

This experience has strengthened our whole-school approach to sustainability. It has encouraged us to embed environmental awareness across all areas of school life in a meaningful and consistent way.



ATHENS – STUDENT VOICE & PARTICIPATION

Áine Crawford

What we learned

This course focused on empowering pupils to take an active role in their learning and explored strategies to promote participation, confidence, and independence. There was a strong emphasis on creating inclusive environments where all students feel valued.

Impact on teachers

The teacher developed strategies to support student-led learning and to ensure that all pupils have opportunities to contribute. There was a focus on building confidence and encouraging participation from all learners.

Impact on our school

There has been an increased emphasis on student voice across the school. Pupils are more confident in expressing their ideas and are taking greater ownership of their learning.

Reflection

This experience reinforced the importance of listening to pupil voice and creating opportunities for all students to be actively involved in their learning. It has contributed to a more inclusive and engaging classroom environment.

