

Killester College

of FURTHER EDUCATION



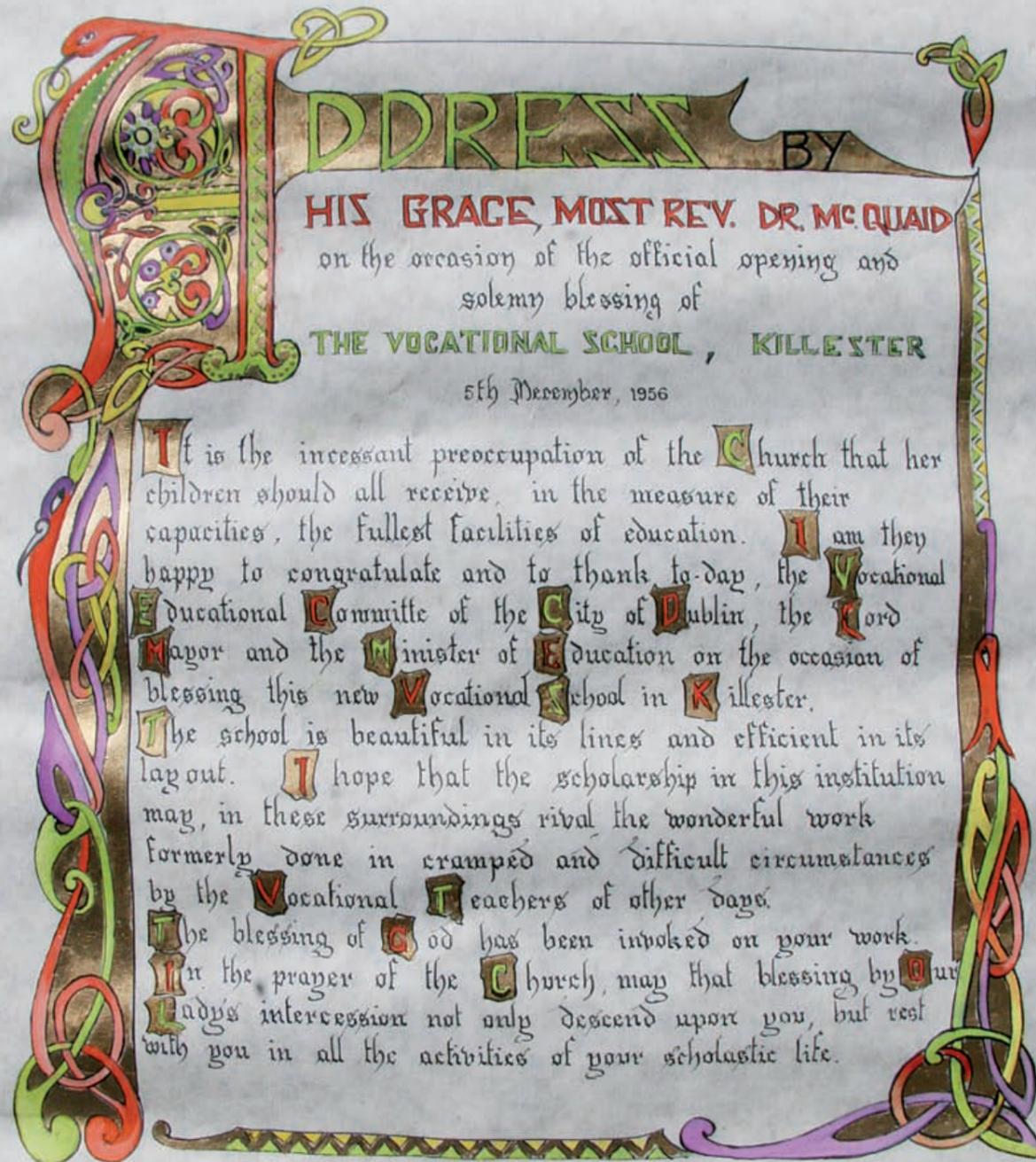
**Celebrating 50 years
in the community**



College of the City of Dublin Vocational Education Committee



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Foreword from

Minister of State for Adult Education

The ground-breaking work undertaken by Killester College has provided a source of hope and inspiration for its students, writes Sean Haughey T.D.



I am particularly pleased and proud to be associated with the 50th anniversary celebrations of Killester College of Further Education. Killester College has grown and developed over the years into one of the finest Colleges of Further Education in the country. It started its life in 1956 as a Boys' Vocational School of the City of Dublin VEC. Since then it has progressed to become the dedicated College of Further Education that it now is, catering for some 1,876 students, both full-time and part-time.

The story of this College throughout its 50-year history is a powerful one. Since its establishment, many remarkable Principals and Teachers have provided the necessary vision, leadership, energy and determination to make a real difference to the lives of the thousands of students who have passed through its doors.

At the heart of their approach has been the development of self-esteem and employability in their students. One excellent example of this was the decision in January 2003 to commit the College to being an inclusive college catering for atypical students. This involves removing barriers to learning and providing special

supports to people with physical or learning disabilities.

January 2003 also saw the beginning of an educational partnership in inclusive education between Belfast Institute of Further and Higher Education and the City of Dublin VEC, with Killester College acting as its lead college. This partnership project focuses on the accommodation of students with disabilities and international students in mainstream education. The project has been enormously beneficial to both colleges. These are but two concrete examples of the ground-breaking work undertaken by the College, which has provided a source of hope and inspiration for its students.

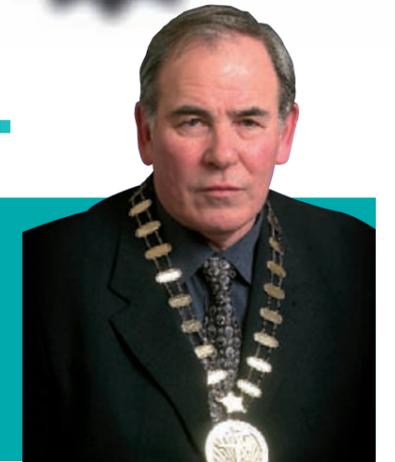
Today, half a century after its establishment, Killester College of Further Education is a driving force in education in North Dublin. I am fortunate to have had a long association with Killester College and I warmly congratulate and applaud everybody associated with the College during the past 50 years.

**Sean Haughey, T.D.,
Minister of State for Adult Education**

Foreword from

Chairperson of City of Dublin V.E.C.

Killester College is widely accepted as a jewel in the CDVEC chain of 23 colleges, says Paddy Bourke



It is a great honour as Chairperson of both the City of Dublin Vocational Education Committee and the Sub-Committee of Killester College of Further Education for the last eight years to be given an opportunity to express my admiration and support for what has been achieved by the Principal, Deputy Principal and staff of Killester College. When I first arrived at the College eight years ago it operated as a co-ed 2nd level institution, St Peter's College. Changing demographics dictated that the future lay in further education as numbers of second level students were dropping dramatically.

The change to further education had to be achieved in a very short space of time and all credit is due to the staff for embracing the necessary change. Throughout the 50 years, first as Killester Vocational School, later as St Peter's College and now as Killester College of Further Education, the City of Dublin VEC has made as

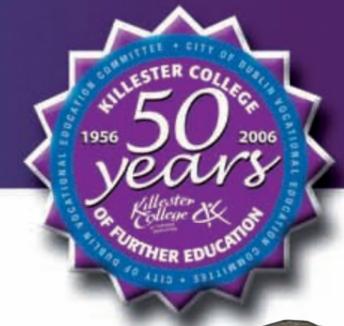
incalculable contribution to the social, economic, educational and cultural life of Killester Village and surrounding areas.

Killester College is widely accepted as a jewel in the CDVEC chain of 23 colleges. It has established links with a number of third level institutions throughout the island of Ireland. It is also a great place to work. In fact it has the certificate to prove this having been judged to be in the top 50 employers in the country.

To conclude if the first 50 years in Killester were great they are the springboard for even greater achievements in the coming decades.

Best wishes for continued success.

**Cllr. Paddy Bourke P.C.
Chairperson
City of Dublin V.E.C.**



Foreword from the CEO of the City of Dublin V.E.C.



Killester College has always placed the student at the centre of the learning process, writes Jacinta Stewart

It is hard to believe that Killester College for Further Education is in operation for half a century. I, for one, am looking forward to what the College will achieve in the coming decades as it has always been characterised by versatility and a willingness to embrace change. These characteristics are vital in a city that has such rapidly changing demographics.

I want to congratulate the College for the way in which over its long history it has honoured the commitments that City of Dublin Vocational Education Committee (CDVEC) sets out in its statement of purpose, beliefs and principles. The College consistently provides high quality person-centred learning opportunities for students of all ages and nationalities, as well as striving to provide the learner with as inclusive and flexible an education as possible. Working in partnership with other bodies to maximise the opportunities available to them, the College has always placed the student at the centre of the learning process. Both Minister Séan Haughey and Councillor Paddy

Bourke have cited very good examples of this ethos.

A friendly, supportive and welcoming atmosphere for the learner is something to which CDVEC attaches a very high value and there has always been ample evidence of this at Killester CFE.

I wish to pay tribute to the staff for their dedication and commitment and to thank them for their support over the years. I know that every student that emerges from the College's courses will be a source of great pride to the CDVEC. I wish the students every success in their future ventures and hope that they will be inspired to return again and again to the life-long business of learning.

I wish you all continued success for the next half century!

Jacinta Stewart
Chief Executive Officer
City of Dublin V.E.C.

Introduction to Killester's golden jubilee



The many contributions received for this publication give a true flavour of what it means to be part of the Killester College learning community, writes Rory O'Sullivan

I have had the privilege of being Principal of Killester College of Further Education since April 2001. It was very clear to me from the first moment that I was in a very special place. The dedication, commitment and professionalism of the entire staff were truly something to admire. The singular commitment to the provision of the best possible education for all of the students was inspirational.

In such circumstances, when compiling a commemorative publication to celebrate the golden jubilee of Killester College, it was always going to be difficult to do justice to this extraordinary learning community. When we began this undertaking we felt that it was important to include as many contributions from current and former staff and students as possible.

We have been overwhelmed by the support we have received with many articles and photographs submitted to us. Indeed, we have enough material

for a second and, indeed, a third such compilation. To everyone who supported us a great big *go raibh maith agaibh go léir*.

With so much material to choose from it was decided to include as representative a collection as possible. It is hoped that this collection of contributions will give you a true flavour of what it means to be part of the Killester College learning community.

As in all endeavours there is always one person who ensures that the task is brought to completion. In this case our editor, Frank Penny, played this role with Herculean skill. A big *go raibh maith agat* to you Frank from all of us. We could not have done it without you.

We hope you enjoy the read.

Rory O'Sullivan, Principal
Killester College

Killester: What's in a name?



Ann O'Reilly investigates the origin of the name 'Killester'

The meaning of the place-name Killester has often been disputed, and throughout the centuries it has been referred to by many spellings and indeed various pronunciations. Archbishop Laurence O'Toole referred to it as 'Quillesra' in the 12th century, and King John called it 'Tudressa'. It has also been called 'Kylestre', 'Kyllester' and 'Xyllester'. The Irish name 'Cill Basra' and its English interpretation 'The Church of Esra' seem to be the most logical meaning. This would infer that someone called Esra built the Church or gave land for it.

In a 'History and Topography of Dublin City and County' 1837, Samuel Lewis writes: Killester, a parish in the barony of Coolock, 3 miles north east from Dublin; containing 113 inhabitants and 228 statute acres. The parish commands fine views of the Dublin and Wicklow mountains, and the bay of

Dublin, and contains several seats, the principal of which is Killester House, the property of General Luscombe, in which are contained the remains of an old abbey, and in the demesne is a fine grove of lime trees.

(Excerpt from 'Down Through the Ages': The History of Killester Church and Parish 1926-1996 by Arthur Garrett)

Today we might add that the 113 inhabitants would form less than 10% of Killester College student population. For today's older generation Killester is remembered as the terminus of the 54 Bus. The more adventurous Great Northern Railway continued to remoter regions such as Portmarnock and Howth.

Ann O'Reilly
Deputy Principal, Killester College

Meet the team at Killester College



Killester College Staff 2007

Remembering the good old days



Students have quite literally been queuing up to enroll in Killester College since it opened its doors in 1956, recalls Nick Corish

The Vocational School, Collins Avenue, Killester, opened its doors on 1st September 1956. In common with other Vocational Schools in Dublin it catered for students for only two years, that is up to the level of Group Certificate of the Department of Education. It was the policy of the then Archbishop of Dublin, His Grace, John Charles McQuaid, that boys and girls should be educated separately, so when a new school was seen to be required the opportunity was taken to transfer the boy students from Marino Vocational School, which up to then had been a mixed school, though keeping boys and girls courses strictly separate.

The boys who had completed first year in Marino became the second year stream in Killester and the incoming first year stream was recruited in the normal way. The enrolment in this initial year in Killester was in the region of 170 students. The then Principal of Marino, Mr. W.B. Purcell became the first Principal of Killester and the members of Marino Staff who were specifically involved with the male students also transferred to the new school. I myself, a former teacher of Metalwork in Marino but then serving as Vice-Principal of Clogher Road, was transferred as Vice-Principal of Killester.

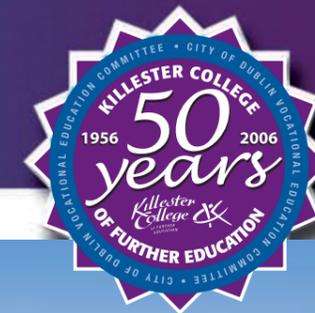
That first year was a settling in and learning experience for all concerned. As well as the day school, a number of evening courses in practical subjects and languages were set in motion.

On enrolment day in May 1957 an unexpected total of nearly 200 boys queued up in Collins Avenue outside the railings of the School seeking a place for the new session. The boys came from the locality, Donnycarney, Coolock, Artane, Clontarf and from as far afield as Edenmore, Howth,

Portmarnock and Malahide. This pattern was repeated in subsequent years and the Porters had to come in early on enrolment day to issue cloakroom tickets to the prospective students to prevent any of the 250 hopefuls jumping the queue. I cannot remember Mr. Purcell, a strict disciplinarian though very soft hearted, turning anyone away in spite of the problems the total enrolment of over 500 students made for him.

Staff recruitment now became a major issue and again Mr Purcell's management skills came to the fore. Local, newly qualified young people in the required disciplines were offered part-time teaching posts and in those uncomplicated days, quickly made temporary whole-time and whole-time teachers and this led to a growth of loyalty to the School among staff members that I believe has been a unique feature of staff relations in Killester over the years. Quite a number of staff members, even a few still serving, spent their whole working life in Killester.

Discipline was never a major problem, as a number of the male teachers and a few of the ladies had the reputation (unearned in most cases) that "Ould Corish or Mr. X or Miss X would kill you". This meant in effect that none of us had to "kill" anyone as our reputations went before us and prospective students could be observed on enrolment day pointing out the "danger people" they had been warned to watch out for by elder brothers who had attended the School. Tom McCarthy, the original Education Officer in Head Office, once asked a member of staff "what's wrong with Killester, I never have Mr. Purcell in my office on a Wednesday afternoon looking for help with his problems". The answer he got was, "We



solve all our own little problems among ourselves."

The ambition of the bulk of our students was to get an apprenticeship to a good trade and again the School was very successful in placing our boys. In later years when students were sent out on "Work Experience" to various firms, we found that the people in authority to take on the boys, Managers, Foremen, Owners, etc., were in many cases Past Pupils of ours who were only too pleased to keep up their connection with the School in this meaningful way.

Sport and Cultural Activities always played a big part in the life of the School from the outset and a large number of members of staff involved themselves in the often onerous and time consuming work. The success achieved however made Killester the School to beat in a large variety of activities. Quite a few of the staff held various Officerships in the Central Students' Union, subsequently the Sports and Cultural Council. A wide variety of activities were available to all students and the staff was always generous with their time and effort.

We were especially lucky in the young men sent to us by Dublin Diocese as Priest teachers. They involved themselves in the life of the School and were always on hand in promoting extra-curricular activities to the advantage of the students. We are

delighted to have nurtured in our ranks the present incumbents of Ossary, Bishop Larry Forristal and Kildare and Leighlin, Bishop Jim Moriarty.

The School couldn't have run at all without the enormous contribution of a succession of hard working energetic Secretaries. From the very beginning these ladies in their own unique way kept us on the straight and narrow, showing a cheerful face and a sunny smile no matter what the job demanded.

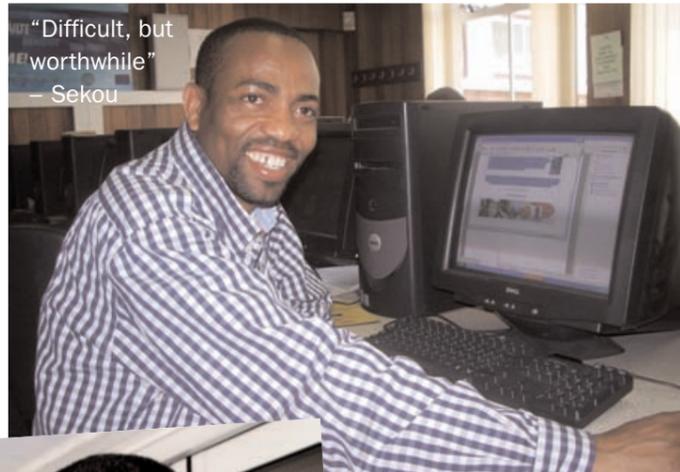
When I finally took over the Principalship in September 1977, I inherited a well-oiled machine which practically ran itself. In my last two years we finally succeeded, in spite of all opposition, in recruiting female students and Killester became a complete School and it has never looked back.

In its 50 years, Killester, now a College of Further Education, has had only four Principals: Mr. W.B. Purcell, myself, Nick Corish, Mr. Aidan Mulligan and the present leader, Mr. Rory O'Sullivan. This alone is probably a tribute to the Schools' relatively hassle free ethos.

Go mara se i bhfad

Nick Corish was vice-principal from when the college opened in 1956 to 1977 and principal from 1977 to 1984

What the students say...



"Difficult, but worthwhile"
– Sekou



Very good college –
Sean Tobin



"Great lecturers" – Chinwike
Okebuawy



"Great college, had a great year"
– Linda Doohan



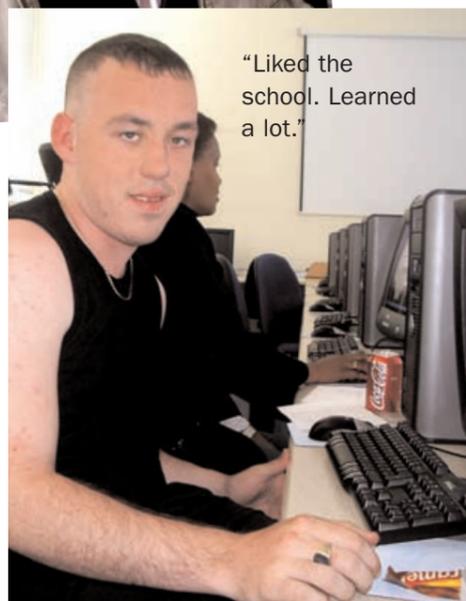
"I like how they promote equal
opportunities"
– Sandra Knoell



"Very good
year" – Rashied
Bensiamar



"Very good
facilities"
– Andre
Lavrukhin



"Liked the
school. Learned
a lot."



"Tough course, but worthwhile"
– Michael McCabe



"...has adapted well to
people with
dissabilities"



"Really good school,
lovely teacher" –
Remi Bello

A shaggy dog story

Liz Parsons may not have learned much about dog grooming but she is now a dab hand at animal photography

My journey to Killester College began with a shaggy dog, literally. I complained to a friend about the cost of having my dog, namely Benji a soft coated Irish Wheaten Terrier to be precise, groomed. She informed me of a grooming course available in Killester. The following day she presented me with the prospectus. I read up on the course for Veterinary Assistant but decided it wasn't for me. The Commercial Photography course then caught my eye and the more I thought about it, the more attractive it became. At that stage in my life my knowledge of the mechanics of photography was zero. I was an enthusiastic amateur who could take fairly well structured-pictures without cutting the head off everybody.

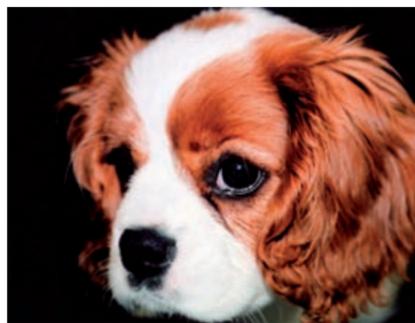
At the next open day, taking my courage in both hands, I went along to Killester for an interview with Andrew Kohn, the photography tutor. We chatted and Andrew explained the contents of the course, much to my amazement and delight I was accepted.

The course started mid-September 2005 with a class of roughly 20 students with varying knowledge of photography and covering a large age spectrum. Initially I was lost as discussions took place about aperture, shutter speeds and F-stops but gradually it all began to make sense. Those in the class who knew a lot more about photography than I did (almost everyone!) were very helpful, especially when it came to buying my first SLR



camera. SLR stands for single lens reflex and I started off with a Cannon EOS 300X 35mm camera.

Our first assignment was to take a roll of black and white film of any subject of our choice. I headed down to the Dublin fruit market early one morning and clicked away at people, the banks of vegetables, the lovely old Victorian architecture, which I had never really noticed before in the many times I had passed the market. I discovered you can examine things differently through the lens of a camera.



Next came the fun part – the dark room. In daylight unloading a film, putting it onto a reel and placing it in a canister is a piece of cake, but doing the same procedure in total darkness is a completely different matter. However, after much fumbling and crawling

around the floor for dropped pieces of equipment, I finally got the hang of it. There is a small sense of achievement when you pull your first exposed reel of film out and hold it up to the light and see all the little negatives one after another. Next we learned how to make contact sheets from which we chose the best prints to enlarge. The enlarging and developing process I found fascinating. The difference a couple of seconds of exposure can

make to a photograph is quite remarkable. Many happy Friday mornings were spent in the darkroom trying to get the perfect print. From black and white we moved on to colour slides. The Botanic Gardens, close to where I live, provided the perfect colour subjects, from the beautiful orchids in the restored curvilinear glasshouses to the magnificent varieties of very old trees and the tame squirrels that would eat out your hand.

It was around this time that my interest in animal photography developed. I brought my dog, Benji, into the classroom where he posed, like a pro, under lights, while we took pictures of him from every angle. I then took pictures of a neighbour's King Charles Spaniel puppy. This breed must be one of the most photogenic of all. A friend then asked me to take pictures of a mother duck and six ducklings who had taken up residence in her garden.

We then progressed to digital photography and the wonderful world of pixels. We also learned the basics of Adobe Photoshop whereby, with the click of a mouse, one could make changes to a photograph that would take hours in the darkroom. The great thing about digital photography is the instant viewing of a picture and if you don't like it, you can erase it so your disasters quickly disappear.

The course also included a work experience module. I was lucky enough to get a placement with the long established company Frank Gavin



Photography in Dorset Street. It was great to experience the every day workings of a professional photographer with all the ups and downs involved.

When I signed up for Commercial Photography it wasn't as if I didn't read the course content. I just didn't give it too much thought. After the first week I realised there was a lot more involved than just photography. We also had to study Desktop Publishing on computers, communications, marketing and media analysis.

There were projects involved in all four, some quite lengthy. There were also written exams in marketing and media analysis so I just got stuck in and went for it.

In July 2006 I was awarded a FETEC Level 5 Certificate in Media Production. As for the shaggy dog, he is still costing me a fortune on grooming but I do have some lovely pictures of him.



You rescue me, I rescue you



People of varying ability are given one to one attention, writes Samanta O'Brien

I first became a Killester student in 2002 when I started in a full-time photography course. I found this course through a teacher Andrew Kohn, and a very good teacher he was too. His support was there throughout the year. I worked hard and did very well on the course.

During the year, an English teacher needed someone to give a talk to his class. As I am a member of Dublin Civil Defence, he asked me to talk about this topic. I was worried as I had never given a talk like this before. However, with his help, it went very well and it gave me a little bit more confidence.

Three students from that class joined the Civil Defence and now I see them every training night.

Two of them are going for the Dublin Fire Brigade this year.

I made many friends in the five years. The teachers are great and gave a lot of support. I gained the confidence to do further courses. I have continued to do part time courses, which I enjoy. The teachers treat me as an equal and are aware of the needs that everybody has. People of varying abilities are given one to one attention, which I like a lot. I really enjoy this college and will pick a new course for next September. I will suggest to my friends and family that they should pick a part time course that appeals to them.

Samanta O'Brien

Out of Africa ...into Ireland



Two of Killester's many international students reflect on their positive experiences in the College

My name is Mekdes Alemseged. I am from Ethiopia. I have two children aged four years and 10 months. My husband is also Ethiopian. Me and my husband are both studying in Dublin now.

I started learning in a kindergarten. I attended kindergarten for two years. When I was seven, I transferred to elementary school. I studied for eight years in this school, after that I started my higher secondary school study. I could not finish my study in higher secondary school because of political reasons. There was no stable political situation to stay in my country. Thus I was forced to escape to Ireland to save my life.

I arrived in Ireland in 2001. I did not speak good English at that time. Therefore, I went to English language class in Dublin Adult Learning Centre. I improved my English language during my stay in there. As a result, I was awarded FETAC Level 1 English language as a second certificate.

When I got my FETAC certificate, I decided to study childcare in college. But I did not know which college had this course. So I was advised by one of the staff in Dublin Adult Learning Centre, her name is Jennifer, who told me to apply to Killester College.

I applied to Killester College and started in September 2005. When the class started, I was

the only student who was not Irish. However, I did not feel loneliness because all the Irish students who were in my class were very friendly and kind. I am still studying in Killester College and I will finish my course in May 2007. I would like to appreciate all the teachers and staffs in Dublin Adult Learning Centre and Killester College because they were so cooperative for my success till now.

Thank you.

Mekdes Alemseged

I am a foreign student studying Computerised Office Skills in Killester College. Coming to the College has really helped me to build my self confidence. Before I came to the College I had a very low opinion of myself but with the help and support I got from the teachers, I was able to build my self confidence. I wish I had this kind of help and support when I was doing my schooling back home in Nigeria. I am using this opportunity to say a big thank you to all the teachers and the entire staff of Killester College.

Olabisi Razak-Hammed

Inclusive College of Further Education



In Killester College our view is that inclusive education is about improving the quality of learning for all students, writes Rory O'Sullivan

When the term "inclusive education" is used one could be forgiven for thinking that it only refers to the inclusion of students with a disability into mainstream education. While there is no doubt that there is a great deal of work to be done in this regard, inclusive education is about more than this. In Killester College our view is that inclusive education is about improving the quality of learning for all students by dealing with all the barriers to accessing, participating and succeeding in learning, whoever experiences them and wherever they are located throughout all aspects of our college – our culture, policies and practices.

In the current academic year 2006/2007 Killester College has been on the journey towards inclusion for four years. Since 2003, when the decision was taken to formally commit to inclusive education, the numbers of students with disabilities has grown from 5 in 2003 to 118 today. The increase in international students has also grown from 29 students from 23 countries in 2003 to 85 students from 35 countries this year. There are students from all parts of Dublin and throughout Ireland. The students range in age from 17 to 84 years. The increasing diversity in the student population of Killester College has undoubtedly enriched the learning community because no matter where you come from or what your circumstance, in Killester College you are first and foremost a student.

Equality of access, participation and success are interrelated and interdependent. Having admissions procedures which are accessible and equitable is of little value if the learner cannot

participate fully in the programme. An inclusive curriculum, inclusive teaching methodologies and inclusive assessment methods are equally important. Indeed, it is important that inclusive practices result in a quality learning experience for all students.

In January 2003, Killester College took the decision to commit to being an inclusive college. We initiated a review of all aspects of the college from an inclusion perspective. We began work to reorganise the entire college so as to remove as many barriers as could be identified. What became apparent very quickly was that we were taking on a significant challenge and that it would take time. In 2004 the college published its Policy on Inclusive Learning and adopted it as the primary policy of the college. Inclusion became the dynamic of our development planning and the priority for the allocation of funding.

The importance of collaborating with other like-minded organisations cannot be overstated. Put simply, without them we would be struggling. In 2003 an educational partnership in inclusive education was established between the Belfast Institute of Further and Higher Education (BIFHE) and the City of Dublin VEC with Killester College acting as its lead organisation. This partnership, called the ISLE (Inclusive Strategies for Learning Excellence) Project is still in operation today and is concerned with inclusive education in a further education context through the deployment of inclusive learning philosophies and methodologies. In particular, it focuses on the inclusion of students with disabilities and international

students in mainstream education. The ISLE Project has been funded by the Department of Education & Science as North-South Cooperation project.

Also in 2003 Killester College became the eighth CDVEC FE College to join the CDVEC/National Learning Network Disability Support Service. This provided the college with services of a visiting Disability Support Officer (DSO) one day per week. This service has made an enormous contribution.

The E4 – Education for Employment Project commenced in 2004 and will run until 2007. This EU funded project under the EQUAL Community Initiative, is led by the Central Remedial Clinic and involved Killester College, Institute of Technology, Blanchardstown, Dublin Institute of Technology, National Learning Network and the Centre for Independent Living in Blanchardstown. The purpose of the project is to develop new and flexible approaches to learning for educationally disadvantaged groups and provide a multi-entry, multi-exit progression pathway in ICT from FETAC Level 3 to HETAC/DIT Level 7 and on into employment.

The college also participated in two other inclusive education projects since 2003. The PACTS project focused on students with dyslexia and was funded under Interreg III. The Mental Health in Education Project was led by Liberties College – a sister CDVEC College. This project was in partnership with the Schizophrenia Society of Ireland and was funded under the Education Equality Initiative.

In 2005 the admissions procedures were further developed to bring them into line with the principles of RPL (Recognition of Prior Learning). Many of our students are mature students returning to education. Many left school without any qualifications. The purpose of RPL is to make an evaluation of all the persons learning – formal, informal and non-formal – to determine if the person has the capacity to participate on the course for which they have applied. It may also

indicate a learning support requirement for the applicant.

Staff development for all college staff – teachers, maintenance staff and administrative staff – was a key part of this work. In addition to whole staff training in such areas as inclusive teaching methodologies, ICT in teaching and learning, adult literacy and multiculturalism, specialist teams were given further training in a number of areas so that they could demonstrate and share good practice with their colleagues.

Great emphasis was also placed on the use of ICT as a teaching and learning tool. Making learning materials available electronically allows students to access them in a format suitable to them. Where appropriate assistive technology software was mainstreamed into the ICT system and made available college-wide through the wireless network funded by the eInclusion Fund in Department of the Taoiseach. The college went live with its eLearning platform, Blackboard, in September 2004 completing the ICT infrastructure for teaching and learning. There is currently a blended learning methodologies project running in the college funded by the National Council for Technology in Education.

This is our fourth year in Killester College towards becoming an inclusive FE college. Despite the challenges along the way it has been enormously rewarding. To date over 250 students have received support. There is no doubt that the greatest contribution to this journey we are on has been made by the staff of Killester College. Their commitment day in day out to the ideals of inclusive education of their professional lives has been extraordinary. I believe excellence is not just having the occasional exceptional achievement but is about doing the ordinary day to day things exceptionally well. In this regard the staff of Killester College of Further Education are truly education professionals of excellence.

Rory O'Sullivan, Principal, Killester College

Two years at Killester College managed to convert me from a hirsute mature student into 'renaissance man', confesses Simon Muldoon

So there I was, dutifully ploughing through a labyrinth of misused phrasal verbs and incorrect spellings as page after page of my students' uncorrected homework slumbered in front of me, when suddenly my desk phone rang. Delighted with the unscheduled hiatus (and secretly hoping that it was another telephone survey that this time I was actually too busy to participate in) I was pleasantly surprised to hear the voice of my old English teacher inviting me, as an ex-student, to submit an article for a publication to commemorate the 50th anniversary of Killester College (known as St. Peter's College during my time there).

Just as I was basking in the opportunity to do some 'creative' writing as a welcome change from the usual tedious academic stuff, the perplexing reality finally hit me. What on earth will I write? How does one begin to write about school? As with any type of reminiscing there is the temptation to wallow in nostalgia and blur the edges of truth in the soft focus of a *vignette memoir*, but I've always had an allergic reaction to anything that smacks of sentiment. Besides this would be no lyrical trip through my childhood but rather a nice opportunity to reflect on the two difficult but rewarding years I spent as a mature student at St. Peter's.

To begin with I was one of those directionless drifters, which St. Peter's had a knack of netting and steering in a positive direction. Armed with my newly acquired title of 'mature student' I began my journey at St. Peter's College in November 1999, a hirsute schoolboy with a cynical streak and no real idea where a two-year Leaving Cert course would lead me. With hindsight I must admit that I was probably one of the luckiest mature students ever, as the course I was allowed to enrol in had started that September and was thus already almost two months running



Francesca Donegan and Simon Muldoon

when I joined. After a short interview with the co-ordinator I was ushered in to meet the 'class', which consisted of just a handful of people. This I learned would be the norm as the course constantly struggled to maintain the required number of students needed to keep it going. This was due to a combination of difficulties in recruiting candidates, a high dropout rate and haphazard attendance. The course was officially titled 'Repeat Leaving Cert', a complete misnomer in my case since I had never sat a Leaving Cert before, having left school 13 years earlier with only a very poor Intermediate Certificate to my name. Since then I had gone through the usual rigour of insufferable jobs, FAS courses and Community Employment schemes, the last one being an outdoor-recreation management course.

However Outdoor Recreation Management, in spite of the exciting title, involved:

- Canoeing, i.e. trying to steer a tiny plastic boat over a waterfall in a freezing river without ending up with severe head injuries or hypothermia.
- Sailing, i.e. capsizing a 14 foot dinghy in Malahide Bay and then trying to haul yourself and your bewildered shipmates back onto the upturned heap.
- Lifesaving, i.e. attempting to swim four lengths of a pool with one arm whilst dragging a twenty-stone colleague, who is pretending to be drowning, through the water with the other.

Needless to say I convinced myself that I was neither physically strong enough nor mentally unstable enough to last more than four weeks on that course so I opted for the return to education as a less life-threatening alternative. Life threatening it may not have been but life altering it certainly was, although it was far from plain sailing (pardon the pun). I had always had a thirst for knowledge as a child and now I promised myself that I would fulfil the prophecy of a personal equation of my own, this being that, "The challenge of learning, minus the troubles of adolescence, would equal success," even if that meant doing maths homework again!

Looking back on the two years I spent at Killester College I can safely say that what it gave me most of all was the freedom and opportunity to immerse myself in creative pursuits. By nature I have an active busy mind and unfortunately the poor concentration skills that accompany it, but at Killester I felt I had the freedom to indulge the former combined with the discipline to improve the latter. The course work, a total of eight subjects, was like any worthwhile adventure, demanding and arduous yet intriguing and varied, ranging from the methodical conventions of Mathematics and Business Studies, through the inquiring and insightful quarters of History and Geography, the complex caprices of Irish and French grammar and on to the limitless creativity and aestheticism of English and Art classes. As an adult I felt I could engage with these subjects, use some of them in practical situations at home and simply enjoy the unfettered joy of others in a way that I'd never done as a teenager.

By the end of the two years I had received a special achievement award; been newly christened the 'Renaissance Man' thanks to my naive dalliances into the areas of music, drawing and poetry; written songs which I would later include on a CD and guided a band of other students through a raucous rendition of La Vida Loca representing the college at the annual V.E.C. variety show. Now where else could I have engaged in such extracurricular extravagance?

With any place that one remembers fondly, it is usually the people involved who made it what it was and it is true to say that in this respect Killester College is no exception. It was only long after I had left the college, and began working as a teacher

myself, that I could fully appreciate the effort that went into guiding us as a class through a state exam. As any teacher knows, the level of anxiety and self-criticism among mature students is generally much higher than their teenage counterparts and at this point I must commend everyone at Killester College for the wonderful support systems we had throughout the two-year course. From the psychologist concerned about our morale and well-being, to the career guidance and academic help we received from our teachers, we were always made to feel that we mattered and were given every encouragement to believe we had something to offer society besides an R.S.I. number.

By early 2001 we were nearing the end and the worry over the impending exams was second only to the concern that our class numbers had dwindled too far to be viable. A line from a famous Dubliner's song springs to mind, "The whale of a crew was reduced down to two" because this is exactly what happened to us, although in truth our class could never have been described as a "whale of a crew" (more like a pinkeen trying to pass itself off as a pike.) By the time the exams came around there were only two of us left taking the exam in all eight subjects. Undeterred, we persevered and our mentors pushed us on, drafting in emergency teachers when needed and even arranging to take us on a tour of NUI Maynooth with a view to having us continue our education there. I will always be grateful to St Peter's for this introduction to the academic world as, buoyed up with my own success in the Leaving Cert, I then went on to spend four years at Maynooth gaining the qualifications I needed to pursue a career in teaching, which I really enjoy in between complaining about correcting homework!

Overall, my time at Killester College was a time of great personal development for me, an era of learning, exploration and innovation and, as a teacher myself now, I must use this space to personally thank all of the teachers I had during my time at Killester for their part in what I like to call my belated formative years.

Simon Muldoon B.A. Hons. H.Dip. Ed. Cert. T.E.F.L.



‘Those were indeed the days my friends’

Having taught at Killester for almost a quarter of a century, Anna F. McCabe shares her memories of Killester College



It was the summer of 1972 and I was back in Ireland after 15 years in California. Now that second-level education had been made available to every Irish teenager in the state, I looked forward to a teaching job at home on my native soil. Interviews became part of my summer and by July of that year I felt lucky to have been awarded the hours I need in the CDVEC at Killester. One memorable July morning I set off to attend an arranged meeting with my new school management. It was on that very day I met four important people who welcomed me into the CDVEC system. They were Mr. Timmy Kavanagh the Head Porter; Mr Bill Purcell, Principal; Mr Nick Corish, Vice Principal and Father Pat Carroll, priest-teacher in the school. It was in the Religious Education Department I was scheduled to teach.

A Permanent Post

In 1975 I was appointed to a permanent post in General Subjects including R.E. The whole mood in the school was pleasant respectful and interesting. The entire staff had a great sense of humour, which manifested itself to perfection at social occasions. I could sense right away that the students were happy too.

Class numbers were limited to 22 pupils, which made teaching less burdensome and provided some time within the sessions for individual attention where needed. My timetable was just what I liked that year and remained interesting for the 20 years to follow. I had a cross section of subjects, English and Religious Education. Later Communications was to be added to that. The

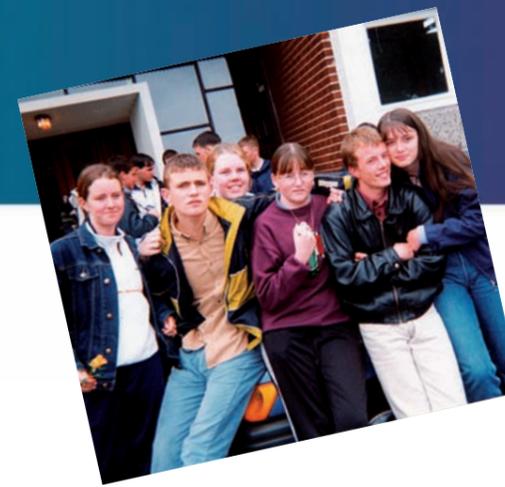
students were easy to manage back then but their enthusiasm for practical classes always fascinated me. On return from Woodwork, Metalwork, PE., Art and Drama, they were fired with praise and pride and interest in their projects.

Innovations

In 1977 the VEC addressed literacy problems by training specially chosen teachers to help slow-learners and those who suffered from dyslexia. Step-by-step methodology helped students gain confidence and understanding. Career guidance and student counselling encouraged young adults to continue their education by remaining at the school after the Group and Intermediate Certificate Examinations. Gradually new courses in pre-employment training were set up in the late 1970s. A gap-year between Junior and Senior level became so successful that it led to a Transition Year becoming the norm.

A new syllabus from the Department of Education was issued outlining “Aims, Objectives and General structures” for these courses. Numerous seminars were set up for teachers in the system. Cross-moderation of project marks standardised an evaluation and Certification Course which was common to every school. On looking back now in 2007 I have seen how work experience at transition level led to successful apprenticeships and full employment for some. Others went on to complete the Leaving Certificate and some went onto Third Level. It was a successful story.

The R.E. department took great interest in all that



happened in the school. Classroom instruction endeavoured to encourage young adults to value their own talents and any good opportunity given through education. During Lent, Mass was



celebrated in classroom 21 each morning at 8.30am. This gave an opportunity to staff and students to attend if they wished. The custom was popular and Mass was well attended each morning. Another

popular event occurred when Artane Castle opened in the 1980s. Some teachers found a favourite venue for lunch at Graham O’Sullivan’s restaurant there. Great debates on current events took place around those tables.

School Trips

Another venture, which became popular in the 1970s and 80s, was the introduction of school trips abroad. These were held during the Easter breaks. Bron O’Neill, a fellow teacher in the college, organised all the plans, functions and countries to be visited with such precision that a seat on that coach, ship or plane was like a dream come true. Father O’Sullivan organised summer holidays for students in Kerry around the late 1970s also. Students were accompanied by an adequate number of volunteer teachers. Groups of 12 students got one week’s holiday in a project, which lasted six weeks in all. When the priest went to a new assignment Bron took over the

management of the home holiday and made a great success of them. Those of us who participated in these adventures look back and say, “Those were the days.”

Old Comrades

It is with great sorrow I look at the photographs and remember the happy days I spent on those school holidays with Bron. She organised the schedule of each day with such accuracy that nothing went wrong. She used vision in her planning and always had an alternative programme to suit the weather of the day. Alas! Sadly Bron is no longer with us. She showed dignity and patience in her illness and on August 17, 2006, she died peacefully in her beautiful home. Other deceased staff members never to be forgotten are Mr Bill Purcell, Con and Betty O’Tuama, Kathleen Duggan, Kevin Bell, Tony O’Dwyer, Mrs Wigglesworth and the tea-staff of long ago. Some of our students here departed this life too and for them we mourn. I can still see their faces as they were in the classroom and I remember some comments that made me laugh!

Retirement

My teaching days at Killester came to an end in June 1999. It was the end of an era and was celebrated with a big party luncheon in the school. It was a big happy occasion with so many teacher-friends, old and new, present. Even though I was leaving Dublin I knew I had friends here forever. They made my time in the VEC most happy. I always feel I belong. When Christmas comes each year a large greeting card is sent from CDVEC Head Office and CDVEC staff. That brings a warmth of remembrance. Thank you one and all; thank you CDVEC.

Anna F. McCabe



Learning in the Community – 50 years ag Foghlaim



Killester College has always set out to respond to the needs of the community

Although Killester College has been re-incarnated a number of times in the last 50 years, one thing has remained constant. Killester College has always set out to respond to the needs of the community. This concept was, and still is, revolutionary in educational terms but 50 years ago, to offer people choices and options and to give them input into the types of courses they wanted, was almost unheard of. This practice still exists. Nowadays CDVEC consults the latest census to get an accurate picture of population trends and educational levels in the immediate community and surrounding catchment area and then tailors courses to suit specific target groups identified in the census. Consultation is the cornerstone of adult course design and delivery.

The Adult Education Service

Adult Basic Education

Killester College is situated right in the heart of the CDVEC Adult Education Service area in Dublin North East. The service is managed by an Area Team consisting of the Area Manager and Adult Education Officer, Leonora O'Reilly, Adult Literacy Organiser Rose Brownen, Adult Literacy Organiser Brenda Kellet and Adult Educational Guidance Co-ordinator, Tina Dowling. The service includes two literacy schemes. One is based in KLEAR in Kilbarrack and the other in TARGET in Donaghmede.

These schemes have contributed immeasurably to the development of reading and writing skills for adults who missed out first time round while attending school or while not attending school as was sometimes the case! Literally thousands of people have benefited free of charge and have learned to read and write in an adult friendly, non-judgemental and supportive environment. Tuition is delivered by experienced tutors with specialist training in adult basic education in both one to one and group settings. Affordable crèche facilities are

available in some centres. Students can progress to accredited courses in the centre where they attend or in Killester College on a part-time or full-time basis and choose from a wide range of course options.

Community Education

People have been trying to define Community Education for a long time. There are dozens of definitions and most of them are correct. Community Education in Dublin North East is a varied programme of free adult education courses accessed by more than eight hundred people. Killester College supports these programmes. While many of the courses do not take place there, the college is perceived as the next step in the progression route to further education. Learning programmes are designed to empower people to improve their education skills and enable them to contribute to their community and families in a more satisfying and meaningful way. One of the hallmarks of Community Education is inclusivity. Everyone is welcome regardless of gender, age, nationality or disability. There is an emphasis on fun, participation and trust and when all these components are present there is automatic achievement and success. Community Education participants can also access crèche facilities where available at very reasonable cost. This support means that mothers can attend courses without having to worry about childcare while they attend class.

CDVEC provides courses for parents through the Home School Community Liaison Scheme. This gives parents an opportunity to learn as their children are learning. Many participate in parenting courses which enable them to build on their skills as parents. This in turn has a positive effect on the education of their children, as parents can actively support them in their school homework.

The CDVEC Education Plan promotes integrated

education provision across the city in all CDVEC schools and colleges. The plan also reflects the policies outlined in the White Paper on Adult Education 2000. This means that education is delivered in the context of lifelong learning in a variety of settings. Students can participate in learning from the age of twelve to a hundred! There is an accredited progression route built into courses which helps students map out their learning journeys with the support of Career Guidance Counsellors both in Killester College or the community based Education Guidance Service. The aim is to have seamless learning opportunities, which are flexible and quality assured, available throughout the lifetime of each participant. Many adult students progress from Community Education courses based in their locality into Killester College where they access continuing further education and often progress into both voluntary and paid employment.

Life Changing Experience

It is important not to underestimate the positive life-changing experience it is to return to education as adults. Learning is exciting and life enhancing and many people become hooked on adult education once they realise that they have so much to contribute as well as to learn. Some people become perpetual students and cannot get enough! This is a far cry from the negative memories many people have of their early school days. For many adults, lack of confidence is a key issue. The ethos in adult education is equality, inclusiveness and a recognition of the value of the students' life experience which they bring with them into second chance education. The relationships forged between students and tutors and student to student are supportive and empowering. These relationships form the basis of lasting friendships for many.

Inclusive Learning

In line with the CDVEC commitment to inclusive learning, many learning programmes take place with participants from the Central Remedial Clinic, the Irish Wheelchair Association, the Multiple Sclerosis Society and the National Council for the Blind. Some of these courses are delivered in Killester College,

giving students an opportunity to attend in a mainstream setting. For many it is the first time they have accessed education outside of an institution. This experience is exciting and challenging and is sometimes the first step towards working in an inclusive environment. Killester College provides the services of an Assistant Principal, Paul Condell, who is the Director of Inclusive Learning, to deal with issues which may arise because of disability. His job is to help integrate the student into a full and rewarding college experience. The special needs of individual students are addressed in order to provide full physical and curricular access if possible.

On a personal note, I would like add my voice to all the good wishes for continuing success for Killester College. I worked there as a teacher from 1970 to 2000 when I was appointed as the Adult Education Officer for the area. I enjoyed all the various development phases throughout the lifetime of the college. Back in 1970, we taught only boys! The highest qualification we offered at that time was Group Certificate. Nearly all our students went on to become tradesmen – plumbers, carpenters, electricians and builders. The students were lively, bright and the vast majority enjoyed their time in Killester Tech as it was then known. Nowadays the student profile is totally different. Killester College is now a college of further education for adults. There was always a wonderful atmosphere among the staff and students and there were many staff functions and parties over the years where teachers could let their hair down and enjoy themselves as colleagues and friends. The tradition of lifelong learning is safe and well in the new Killester College. We still listen to what people want and need to learn. We are still in the business of changing people's lives for the better and it is still important to us to empower people to lead happier, more fulfilled and productive lives in their communities and in their families.

Cill Easra go deo! Go dté tú slán !

**Leonora O'Reilly, Area Manager,
CDVEC Adult Education Service, Dublin North East**

The E4 – Education for Employment Project

Opportunity knocks



The E4 – Education for Employment Project

Beginning in 2005, and funded by the EU under the EQUAL Community Initiative, the E4 Project set out to improve the employability of students from educationally disadvantaged groups with particular reference to gaining employment in the IT industry. New flexible and innovative teaching and learning methodologies were developed, including the use of eLearning.

In addition, the project partners brought their IT courses together and developed a pathway for students so that they could enter and exit the pathway as they wished and, having completed one course, could progress on to courses at the level. This pathway joins IT courses in Killester College to those in DIT Kevin Street and Institute of Technology, Blanchardstown from FETAC Level 3 to HETAC/DIT Level 7 on the National Framework of Qualifications.



ISIS Network tutor exchange meeting in January 2007

The E4 Project involves a partnership between: Killester College; Central Remedial Clinic; Dublin Institute of Technology, Kevin Street; Institute of Technology, Blanchardstown; National Learning Network; and Centre for Independent Living, Blanchardstown.

This project also involves international partners from the Netherlands, Germany and Poland in a network called the ISIS Network. This network facilitated student and tutor exchange visits over the last two years which added considerable to the learning of all involved.



4 students at their graduation in 2006

While I enjoyed my job, there was always a part of me that felt I had missed out on a large part of my education, reflects Gerry O'Brien who is about to graduate from the E4 project

My name is Gerry O'Brien. I was born with Cerebral Palsy. This is story of my educational experience. I attended school in Sandymount Clinic, which is now Enable Ireland. This time was marked by many long absences for surgery etc., including stays at St. Anthony's, Mount Merrion and the Orthopaedic Hospital, Clontarf. During this time my family played an active role in assisting my learning, helping me to learn to read etc. When I was 16 I was assessed in the Central Remedial Clinic (CRC) and it was recommended that I attend Adult Literacy Classes in Mountjoy Sq to prepare me for vocational training in the CRC. I attended these classes for two years.

Since that time I have worked in the Sheltered Employment Workshop in the CRC. During this time I would also do various jobs for staff throughout the CRC and this resulted in me moving on to a Community Employment Scheme, my position being that of a clerical assistant.

While I enjoyed my job, there was always part of me that felt I had missed out on a large part of my education. I began thinking about returning to education to upgrade my literacy skills and learning about computers to help me do my job better. It was at this time that I was approached about taking part in the Education for Employment (E4) Project in Killester College.

I agreed to give it a go and take up the opportunity. I discovered that when I did go back that the course had a lot to offer. I studied a range of subjects including, Communications, Desktop

Publishing, Maths for Life, PowerPoint. I discovered that as I was out of school for a long time it was difficult to get the brain cells working again! But I stuck with it and I enjoyed it even though there was a lot involved.

I graduated with my class from my course, Introduction to Computer Applications, in May 2006 with a FETAC Level 4 certificate. I felt over the moon at achieving something that I never thought I would achieve in my life. After this I was faced with the next question – did I want to go back to study at the next level?

I was a bit reluctant to go back but I was persuaded to as I needed to complete the next level in order to have the skills needed in the workplace. So I went back and enrolled on the Computerised Office Skills course – a FETAC level 5. With the help of Rory, the Principal of the College, the teachers and the staff of the E4 Project, I managed to complete the course.

So what's next? Well I've just submitted all my work for this year and graduation is in a few weeks time. I'm still working in the CRC as a clerical assistant but who knows what the future holds. All I know is that I have to sit and sweat it out until I get my results but I won't make any big decisions about what to do next until that happens. Watch this space!



Sports Stadium Stewards Course



Over 700 stewards have graduated to date from this specialised course which is recognised by the leading sporting organisations

In August 2004 Ireland's three leading sporting organisations, GAA, IRFU and FAI in partnership with Killester College, An Garda Síochána, the Ambulance Service and Dublin Fire Brigade began working on a new specialised training course for sports stadium stewards.

This course was approved for certification by the Further Education and Training Awards Council and

was delivered for the first time in July 2005.

The course brings the participants through all the aspects of being a stadium steward including their duties and responsibilities, interaction with other agencies, stadium regulations, health and safety, customer service, emergency procedures and how to deal with a wide range of different situations that can arise.



L-R: Mr Rory O'Sullivan, Principal, Killester College, Mr Seamus Meade, Deputy Director, Croke Park, Mr Martin Murphy, Director of Corporate Affairs, IRFU, Mr Peter McKenna, Director, Croke Park, Taoiseach Mr Bertie Ahern TD, Mr Sean Kelly, President GAA, Mr David Blood, President FAI



The first recipients of the FETAC Certificate, March 2006

At the end of the course the participants must sit an exam, submit a written assignment, act as a trainee steward at two events and be assessed on their performance.

In March 2006 the first 26 stewards were presented with their FETAC certificates by An Taoiseach, Mr Bertie Ahern, TD, at a ceremony in Croke Park.

The course has gone from strength to strength

with over 700 stewards having completed it to date. In addition to being delivered in Killester College the process of providing the course nationally, through a consortium of VECs, has begun.

The first such delivery took place for the South Leinster region in March 2007 in Muine Bheag Vocational School, Co Carlow. Further expansion is expected throughout 2007 with deliveries in Galway and Limerick.

ISLE Project



The ISLE Project, Inclusive Strategies for Learning Excellence – a North-South educational partnership in inclusive education

In 2003 Belfast Institute of Further and Higher Education (BIFHE) and the City of Dublin Vocational Education Committee (CDVEC), with Killester College of Further Education as its lead organisation, established an educational partnership. Through this agreement both organisations have focused on addressing the agenda of inclusive learning and social inclusion within a Further Education context. This partnership was entitled the ISLE Project – Inclusive Strategies for Learning Excellence

This project has been funding the Department of Education & Science as a North-South project. Needless to say, without this support the work of the project could not have taken place. The work of the project commenced with the objective of developing new strategies for mainstreaming inclusive learning practices in Killester College of Further Education in Dublin and Belfast Institute of Further and Higher Education.

While both colleges have an inclusive ethos, this piece of work focused on two particular groups of

students, namely, students with disabilities and international students.

It became clear at a very early stage of the partnership that there was considerable interest in the work we were doing. In addition to numerous invitations to give presentations on the work there was interest and attention from the Equality Authority, the National Disability Authority and the National Economic and Social Forum.

However, the real success of the project to date can be seen in two main areas. The staff from the two colleges have visited each other so often that it has become almost second nature. In particular, some deep and lasting friendships have formed. The greatest success for all of us involved in the ISLE Project has to be how our work has helped our students.

Measuring the impact that the inclusive learning policy and practices have had on students is difficult to quantify but, for students who may not have



During 2003/2004 Killester College and Belfast Institute staff took part in a joint professional development course "Including People in Mainstream". This photography is taken in Belfast City Hall in June 2004 after they received their certificates from the Lord Mayor of Belfast

otherwise had an opportunity, the look of pride on their faces at the annual graduation is a joy to see.

A critical part of the deployment of Inclusive Learning methodologies has been the use of ICT or Learning Technologies. Making learning materials available in an electronic format has allowed students to access this information in a manner which best suits their individual needs. In particular, for students with disabilities such technologies has enabled their full participation in their chosen course of study.

Since 2003 Killester College has significantly invested in the development of its ICT system. This included upgrading the local area network and the broadband connection. In September 2004 the college went live with its eLearning platform, Blackboard, and a wireless network, supported by a grant from the elclusion Fund in the Department of the Taoiseach, completed the system in December 2004

Since 2003 Killester College has been moving away from paper-based learning and towards blended learning - a blend of classroom-based learning and web-based learning accessible through the college web-site. This has involved a considerable restructuring of the college's approach to learning. The planning and preparation began in January 2003 and has involved a considerable commitment from college staff, not only to inservice training, but to restructuring the learning materials for the courses they teach and their teaching methodologies. Blended learning went "live" to our students in September 2004 and even in a short time has made a considerable impact.

In December 2005 the National Centre for Technology in Education (NCTE) provided funding to the project to support the blended learning element of the work. This project provided mentoring support to the teaching staff in the area of blended learning and has proven to be a highly effective model of on-going professional development.

A key dimension of this project has been the student exchange visits the most recent of which took place in March 2006 when a group of students from Belfast Institute visited Killester College. The ISLE Project is going from strength to strength and, with the continued support of the Department of Education and Science, will augment the work of Killester College and Belfast Institute into the future.



At the Dublin signing of the ISLE Project agreement in Clontarf castle Hotel, Dublin, May 2003. Front Row: Brian Turtle, Director, Belfast Institute, Liam Arundel, CEO of City of Dublin VEC, Michael Conaghan, Chairperson, City of Dublin VEC Back Row: Paddy Bourke, Chairperson, Killester College Sub-Committee, Rory O'Sullivan, Principal, Killester College



The ISLE Project partners at the signing of the project agreement, May 2003. Paddy Bourke, Chairperson, Killester College Sub-Committee, Jean Wheeler, Disability Coordinator, Belfast Institute, Joe Reid, manager, Centre for Inclusive Learning-Development, Belfast Institute, Rory O'Sullivan, Principal, Killester College



Minister Mary Hanafin T.D. launching of the college's eLearning platform, "Blackboard" – a key part of the project – in June 2004



Students from Belfast Institute on an exchange visit in March 2007 met with Minister Sean Haughey T.D., Jacinta Stewart, CEO of City of Dublin VEC and Rory O'Sullivan, Principal, Killester College



Student of the year

My studies at Killester gave me the foundation I needed to go onto further education, writes Francesca Donegan

On reflection I can confidently say that my decision to return to education as a mature student led to a fantastic experience. I had originally allocated two years to a Leaving Cert Course at Killester, however this time span was to extend to a further four years, totalling six years altogether. This commitment to a return to learning programme proved to me that one has the strength and ability to entrust to something one believes in no matter how hard.

To study eight subjects in Killester can only be described by me a journey of personal growth and fulfilment. Lack of confidence, low self esteem on my part would be replaced by eagerness and fearlessness which allowed me to embrace education that at one time seemed so alien to me.

Support from fellow adult students and teachers contributed to my own personal development. These studies were to me the foundation I needed to go onto further education. My reward as a student at Killester was to be chosen as student of the year in 2001 which motivated me even further to achieving my Leaving Cert in the same year.

Another stepping stone was to be accepted into the National University of Ireland (NUI) in Maynooth, Co Kildare. It would be in NUI that I not only received an honours degree in Sociology and History but went onto receiving an HDip in Adult and Community Education. I now felt I had the credentials to successfully choose a career for myself and was now in a position to give something back to society.



Francesca Donegan and Simon Mulddon

As an Employment Specialist I now assist service users with different talents and abilities living in the Dublin area. This is a rewarding position which allows me to give support to others that I myself once needed. I would not have been able to access this position without academic accreditation. Overall, education would be interpreted in a diverse way by different people. In my opinion certification may not hold importance to people in that the concept of life long learning and the personal journey it entails is every bit as important as the recognised qualification.

On this the 50th Anniversary of St Peter's/Killester College, I do extend my heartfelt congratulations and thanks for helping me to help myself. May all who enter your doors embrace the support that Killester College has to offer students.

Francesca Donegan, B.A. hons. H.Dip Ed.hons.

Management team and College Board



Management Team 2007:

(L-R): Rory O'Sullivan, Principal; Margaret O'Brien, Quality Assurance and Development Planning; Tom Leonard, Course Director (Part-time Courses); Paul Condell, Director of Inclusive Learning; Jim Fennell, FETAC Co-ordinator; Liam Deaton, Course Director (Full-time courses); Ann O'Reilly, Deputy Principal; Breda Logan, Head of ICT.

Absent: Mary Flanagan, Industry Liaison; Anne Joyce, Admissions Officer; Elizabeth Bonar, Head of Night School

College Board:

Back Row: (L-R) Antoinette McCaffrey (Minute Secretary), Colm Lyons (Industry Representative), Anne Joyce (Staff Representative), Tom Doyle (Community Representative), Evan Buckley (CEO's Representative)
Front Row: (L-R) Aileen Gallagher (Student Representative), Orla Farrell (Member of CDVEC), Paddy Bourke (Chair, Member of CDVEC), Rory O'Sullivan (Principal, Secretary to the Board)

Absent: Jim Launders (Community Representative), Patricia Carraher (Member of CDVEC)

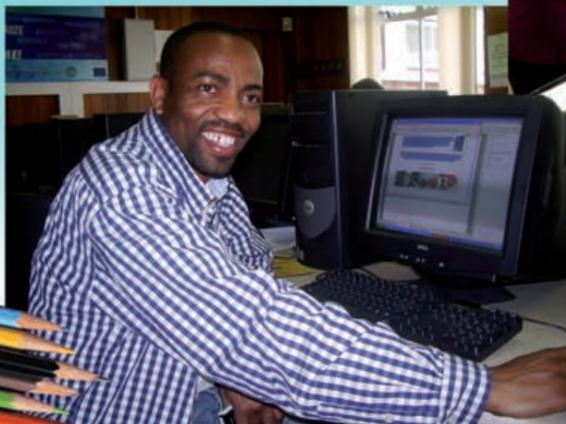
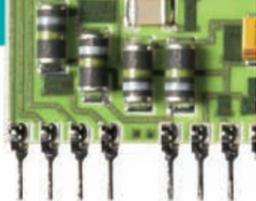


1956/57:

What a time!

- Ronnie Delaney wins Olympic Gold for Ireland in the 1,500 metres in Melbourne
- Fianna Fail return to power in the Dail
- Grace Kelly and Prince Rainier marry in Monaco
- VHI launched
- Prizebonds are introduced
- Singer Shane McGowan is born
- Sean South and Fergal O'Hanlon die in an attack on Brookborough Police Station
- FBI charges Jimmy Hoffa with bribery
- The African bee is accidentally released in Brazil
- Humphery Bogard and Toscanini both die
- Camus receives Nobel Prize for Literature
- The musical 'Westside Story' opens in Broadway
- The Academy award for the best picture goes to 'Around the World in 80 Days'
- The Common Market is established with the signing of the Treaty of Rome
- Harold McMillan becomes British PM following Anthony Eden
- Eisenhower sends troops into Arkansas in response to the Little Rock riots
- Russia tests her first ICBM and launches the satellite Sputnik

...and Killester College (heavily disguised as
St. Peter's Vocational School) opens to
students for the first time!



Killester College
of FURTHER EDUCATION

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