



National Council for Curriculum and Assessment  
An Chomhairle Náisiúnta Curaclaim agus Measúnachta

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# Exceptionally Able Students: Draft Guidelines for Teachers

## Draft Report on the Consultation

March 2008



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## 1. Introduction

The National Council for Curriculum and Assessment (NCCA) in collaboration with the Council for Curriculum, Examination and Assessment (CCEA), Northern Ireland, published *Exceptionally Able Students: Draft Guidelines for Schools* in November 2007. The draft guidelines are designed to raise awareness of the needs of exceptionally able students and to assist teachers in planning their teaching and learning for these students.

The NCCA wished to consult with those individuals, schools and organisations having an interest and involvement in the provision of education for exceptionally able students. This draft report outlines the findings of the consultation. Two copies of the draft guidelines and a consultation questionnaire (See Appendix One) were sent to all primary and post-primary schools and to other interested organisations and groups in November 2007. The documentation was also available to download, and the questionnaire was available to complete online from the NCCA website at [www.ncca.ie](http://www.ncca.ie). The consultation took place over a nine-week period from November 2007 to January 2008.

The hard copy data received was recorded on the web survey tool, SurveyMonkey, and this was amalgamated with the data submitted by respondents who completed the online survey. A total of 176 responses were processed in this way and the statistics included in this report all combine the hard copy and online responses to the questionnaire.

## 2. Responses and submissions

Table 1, below, shows the number of responses received. The responses using the online facility included a small number of duplicated or partially completed entries.

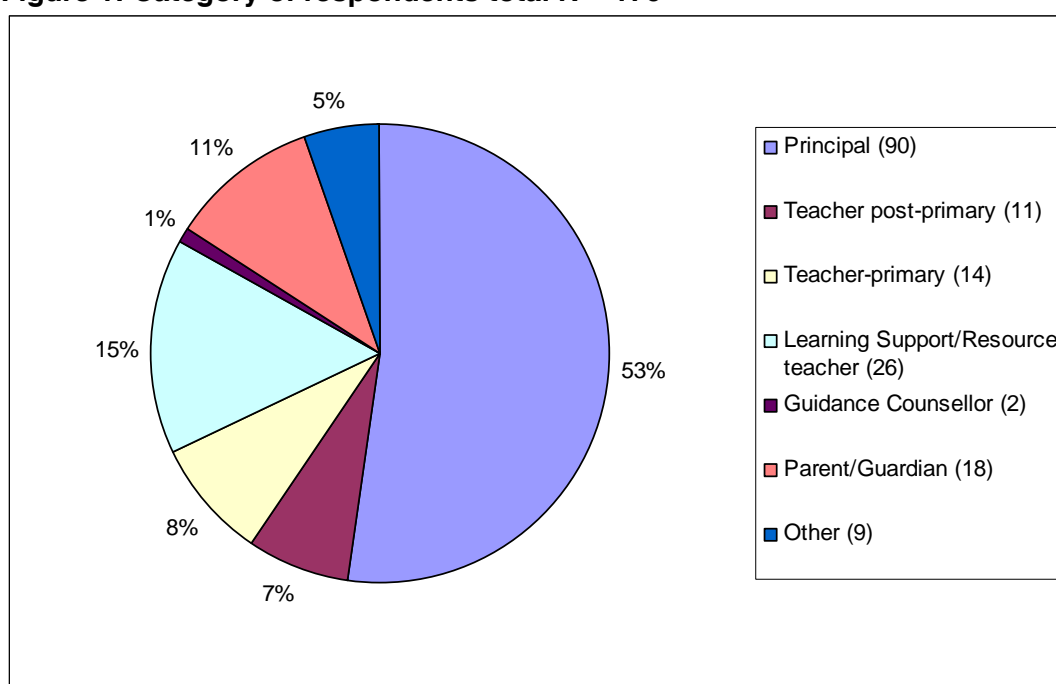
**Table 1: Number of responses received**

<b>Response Format</b>	<b>Number</b>
Questionnaire – postal/ fax	128
Questionnaire – online	48
<b>Total</b>	<b>176</b>

Most of the responses came from individuals but some came from groups and organisations, including the Special Education Support Service (SESS), Qualifications and Curriculum Authority (QCA) England, the Irish Association for Gifted Children (IAGC) West Wicklow branch and the National Association of Principals and Deputy Principals (NAPD).

Looking at the data in Figure 1, over half of the submissions came from school principals and nearly a third of respondents were primary or post-primary teachers including learning support/resource teachers. Parents/guardians and guidance counsellors were also represented. The *others* category included submissions from educational psychologists and deputy principals. Six respondents did not complete this question.

**Figure 1: Category of respondents total N = 170**



### 3. The questionnaire

The questionnaire consisted of both closed and open questions on the draft guidelines. The first section categorised the respondent's role (See Figure 1), the second collected responses to the aims and contents of the draft guidelines. The third section asked respondents to comment on the supports needed to use the guidelines effectively.

Both qualitative and quantitative data was collected. The quantitative data was analysed using the web tool SurveyMonkey. The qualitative data was organised under key themes that emerged from the responses. Please note that the term respondent refers to individual respondents unless otherwise stated.

#### 4. Responses to the aims of the draft guidelines

Respondents were asked to indicate their level of agreement, on a scale ranging from *strongly agree* to *strongly disagree* as to whether the draft guidelines could support school management and teachers to:

- audit and review school policy and practice
- differentiate the curriculum
- develop effective strategies for teaching and learning
- further develop an inclusive ethos.

Table 2, below, shows the levels of response (18 respondents did not complete this question).

**Table 2: Responses to the aims of the draft guidelines total N= 158**

<b>The aims</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Response Count</b>
Audit and review school policy and practice	<b>50%</b> <b>(78)</b>	49% (77)	1% (2)	0% (0)	157
Develop effective strategies for teaching and learning	<b>42%</b> <b>(67)</b>	54% (85)	4% (6)	0% (0)	158
Further develop an inclusive ethos	<b>40%</b> <b>(64)</b>	58% (91)	2% (3)	0% (0)	158
Differentiate the curriculum	<b>34%</b> <b>(53)</b>	62% (96)	3% (5)	1% (1)	155

Overall, 96-99% of respondents agreed or strongly agreed that the four aims were met. The greatest contribution of the draft guidelines according to respondents is the assistance they provide in auditing and reviewing school policies and practices in this area. Half of the respondents expressed strong agreement with this view.

One primary school deputy principal commented

*The draft guidelines are a good start. The school audit and policy recommendations are excellent.*

Many of the respondents indicated that the draft guidelines offered schools and teachers support in developing effective strategies for the teaching and learning of exceptionally able students. They also expressed the view that the draft guidelines contribute to further developing an inclusive ethos in schools. While some respondents agreed that the draft guidelines support schools and teachers in differentiating the curriculum for exceptionally able students, the difference between the first two categories of response is 28%, perhaps suggesting that respondents were less certain of the value of the guidelines in this context. Other NCCA work, on primary curriculum review and research and on how students experience the curriculum in post-primary schools would similarly indicate that effective differentiation of teaching and learning represents a major challenge for teachers and schools.

## 5. Responses to the contents of the draft guidelines

Respondents were asked to comment on how useful they felt each of the different sections of the guidelines was using a scale ranging from *very useful* to *not useful*. The different sections of the draft guidelines are:

- Section 1: Defining a diverse group
- Section 2: Ability is not always easy to spot
- Section 3: Different profiles of exceptionally able students
- Section 4: Strategies to use at the whole school level
- Section 5: Strategies to use in the classroom
- Section 6: Exceptionality through the eyes of students, parents, and teachers.

The levels of response are shown in Table 3 (25 respondents did not answer this question).



**Table 3: Response to the contents of the draft guidelines total N = 151**

Sections	Very Useful	Useful	Of little use	Not Useful	Response count
Different profiles of exceptionally able students	<b>56% (84)</b>	39% (59)	3% (5)	2% (2)	150
Strategies to use in the classroom	<b>43% (64)</b>	52% (78)	5% (7)	0% (0)	149
Ability is not always easy to spot	<b>40% (59)</b>	52% (77)	8% (11)	0% (0)	147
Defining a diverse group	<b>38% (56)</b>	56% (82)	5% (8)	1% (1)	147
Strategies to use at the whole school level	<b>36% (54)</b>	60% (88)	4% (6)	0% (0)	148
Exceptionality through the eyes of students, parents, and teachers.	<b>29% (43)</b>	67% (98)	4% (6)	0% (0)	147

Overall responses to the content of the draft guidelines were extremely positive with 92-96% of respondents finding them very useful or useful. Over half of the respondents indicated that the section on *Different profiles of exceptionally able students* was very useful. One respondent said

*I particularly enjoyed the student profiles and the excellent advice on the "hidden" exceptionally able we have.*

One post-primary school principal highlighted the need for further clarification on using the profiles

*"Profiles" section 3 is excellent but are there other potential profiles out there or is this an exhaustive list? This needs to be clarified.*

The next section respondents found most useful was the section on *Strategies to use in the classroom*. Respondents made the following comments

*Chapters on whole school and classroom strategies are excellent as an overview for someone already trained. (primary school teacher)*

*Classroom chapter very clearly defined any information you require, is very accessible and to the point. (primary school principal)*

A few respondents commented on the need for additional examples of subject-specific differentiation in this section.

One primary school learning support/resource teacher noted

*More sample class lessons for different subjects would be useful that show how to differentiate further for exceptionally able students.*

One primary school learning support/resource teacher suggested that there was a bias in favour of the academic exceptionally able student in this section

*The “strategies to use in the classroom” are focused on academic children; more strategies needed for natural intelligence, musical, bodily-kinesthetic, intra and inter personal intelligence.*

Many respondents indicated that the sections called *Ability isn't always easy to spot* and *Defining a diverse group* were useful. A few respondents indicated that they found the general, subject-specific checklists and the questionnaire for parents helpful

*I liked the use of checklists. Checklists are user friendly and easy to work with. (primary school learning support/resource teacher)*

*Checklists are useful in highlighting the needs of individuals who can easily be overlooked. (primary school learning support/resource teacher)*

*Questionnaire for Parents is an excellent and an immediate resource for teachers. (primary learning support/resource teacher)*

A parent felt that a greater division of the IQ ranges would be more beneficial, especially to highlight the particular needs of those students with higher IQ:

*IQ ranges of p.8 are overly simplistic, I would have liked it divided as is usual 145-160 highly gifted; 160-180 exceptionally gifted; 180+ profoundly gifted. Each of these groups have specific difficulties and it gets harder as IQ increases e.g. 130-145 are generally very good socially whereas 160+ will really struggle. There's much research on the problems of higher IQs and I don't feel this is captured.*

The section on *Strategies for use at the whole school level* was found to be useful. One primary school principal commented

*The sample audit is a practical and helpful tool.*

The section on different perspectives on exceptionality through the eyes of students, parents and teachers had the lowest number of respondents (29%) who agreed strongly regarding its usefulness. On the other hand, this section had the highest number indicating a positive overall response (96%).

## 6. Responses on the kinds of supports schools might need to use the draft guidelines effectively

In this open-ended response question, respondents were asked their views on the kinds of supports schools might need to use the draft guidelines effectively with exceptionally able students. There were 130 respondents while 46 respondents did not complete this question. Responses to this section may be summarised under the following key themes:

- in-service
- additional teaching allocation
- student-teacher ratio
- additional resources.

### **In-service**

Many individual respondents noted the importance of staff training and planning time. In-service training at the whole-school level was suggested for all teachers, not just for learning support/resource teachers. Various suggestions were offered as possible topics for the in-service. One respondent called for in-service outlining practical strategies to use at the classroom and whole-school level. Another respondent suggested that in-service should be followed up by planning time. Some respondents commented on the need to differentiate the in-service training to meet the needs of teachers teaching different age groups and different subjects

*Course preferably aimed at specific levels e.g. infant to second class only at one course. (primary school principal)*

*Subject specific in-service in the areas of differentiation and multiple Intelligence teaching strategies. (post-primary school principal)*

A few respondents suggested that the education centre network could host the in-service training. At primary level, one or two respondents suggested that the PCSP

could facilitate the in-service training. Another respondent believed that without the necessary in-service training the draft guidelines might not be used to their full capacity

*Without training and development opportunities attached to the roll out of the guidance I wonder if some schools might interpret some of the guidance as a check list rather than a prompt to thinking more deeply about meeting the needs of these learners.*

### **Additional teaching allocation**

A number of respondents expressed the view that additional resource hours are needed to meet the needs of exceptionally able students. One post-primary school principal stated that the extra resources should be along the lines of resources that are in place for students with special educational needs

*Extra teaching allocation to mirror some of the resources that have been put into the special needs education.*

One post-primary teacher stated that extra resource hours were required to achieve teaching and learning beyond the curriculum objectives for all students.

*Resources should be primarily teaching hours which should be used in conjunction with suitable schemes of work to achieve goals outside the normal curriculum.*

Some respondents sought a greater flexibility so that learning support/resource teachers could work with this cohort of students either through withdrawal or within the classroom to compliment the class teacher's work. One primary school principal highlighted the need for resource teachers to support the differentiation of work for exceptionally able students

*Resource teachers to work with groups as it is often the case that exceptionally able students have to differentiate work alone with the teacher "checking in".*

A number of respondents commented on the need for an extra post of responsibility, the holder of which would take responsibility for the provision of education for exceptionally able students. One post-primary teacher suggested

*This teacher could suggest a draft school policy as part of the overall school plan; investigate suitable identification procedures; keep management up to date with developments in this area; communicate with parents/guardians of these students and support them; liaise with colleagues who have experience/opinions on possible schemes of work which would suit students; liaise with the pastoral*

*care team in the school on how a gifted student is mixing with other students; give a presentation to colleagues on how to identify such students and if they would need referral.*

Some respondents expressed the view that there was a need for personnel with expertise in the area to provide support to schools through school visits. One model suggested was the current Cuiditheoir who supports and advises teachers on curriculum content, teaching methodologies and on school and classroom planning for curriculum implementation at primary level. One primary school principal outlined the need for a system of support from personnel with expertise in this area

*A person/persons with expertise in this area could possibly provide a system of support (ongoing) through school visits.*

Suggestions were made by one or two respondents that this person would help develop policies and practices to meet the specific needs of individual schools and provide practical advice to teachers. One or two respondents suggested the use of cluster groups of schools who could pool their resources and share good practice and policy in this area.

### **Student-teacher ratio**

A few respondents commented on the need to address the issue of teacher-student ratio, and reduce class size

*Until the problem of pupil ratio is tackled in a serious way marginalised pupils will be in classrooms where motivation is not happening (primary school principal).*

*A reduced pupil/teacher ratio is required to put this into operation effectively (primary school learning support/resource teacher).*

### **Other resources**

Other resources that schools might need to use the draft guidelines effectively are presented below in Table 4.

**Table 4: List of other resources**

▪ <i>A "toolkit" of resources for use by teachers and schools</i>
▪ <i>A list of websites to inform parents and teachers and a list of websites that children can access</i>
▪ <i>Wide range of library books should be provided to cater for different interests</i>
▪ <i>A DVD showing correct use of the guidelines in a classroom environment</i>
▪ <i>SNAs for this group of students</i>
▪ <i>More resources - computer programmes, reading materials etc.</i>

▪ <i>Resources for extension activities and for sports equipment</i>
▪ <i>A dedicated helpline/e-mail contact</i>
▪ <i>Have multiple copies of the final guidelines - to distribute appropriately in school</i>
▪ <i>Funding for after-schools activities e.g. drama, music teacher</i>
▪ <i>A list of appropriate tests which teachers could use to help identify exceptionally ability</i>

## 7. Additional comments of relevance to the draft guidelines

In this open-ended question respondents were asked to include any other comments or suggestions on the draft guidelines. Comments offered in this section were usually of a general nature for example:

*The draft guidelines are very comprehensive and are very much needed to both raise awareness and aid practitioners in helping support exceptionally able students. (primary school learning support/resource teacher)*

*Raising awareness and understanding of the needs of high achievers is the first critical step and these guidelines address these areas. (primary school principal)*

*We feel these guidelines would support and would help raise awareness of exceptionally able students. (post-primary principal)*

*Delighted to see the NCCA raising awareness of exceptionally able students and the need to help/assist teachers in differentiating, planning and organising for these students. (post-primary principal)*

*The draft guidelines are extremely useful in raising awareness of the difficulties faced by exceptionally able students. (school principal)*

*Great to see them - helps raise awareness - especially where expectations of parents and teachers may not be high enough for these children. (school principal)*

*These guidelines are an excellent resource for teachers. They provide models of school practice which assist teachers with lesson planning. (post-primary school principal)*

*Really well put together easy to use with clear definitions, it is much needed! (primary school principal)*

A number of respondents requested further practical suggestions for the teaching and learning of exceptionally able students for example,

*More detailed strategies - help with plans for individual children, organisational strategies, strategies for multi-class situations (smaller schools), strategies to include the child and parents in IEP etc. (primary school principal)*

*Much more of the practical suggestions described on page 79 of the draft guidelines. Teachers might appreciate a reservoir of 'why didn't I think of that?' prompts. (primary school principal)*

*Curricular exemplars with practical strategies for use with exceptionally able students from infants up. (primary school principal)*

A response from one management body suggested the inclusion of a section on Information Technology and its use in supporting differentiation in the classroom.

## 8. Summary

The findings indicate that the draft guidelines have the potential to contribute in assisting schools in making provision for exceptionally able students. Respondents believe that the draft guidelines succeed best in supporting school management and teachers to audit and review school policy and practice. The guidelines succeed least in supporting school management and teachers to “differentiate the curriculum”, though even here the response rates are relatively high. Respondents are requesting more examples of differentiation, particularly for teaching different age groups or subjects and expressing concerns around the challenges of differentiation.

While the aims and the contents of the draft guidelines were clearly endorsed, the view that additional supports would be needed for the effective use of the draft guidelines was common. These supports included additional resources, extra teaching allocation and extra posts of responsibility. The main support needed was in the area of in-service and training, particularly at a whole-school level. The view that access to ‘expertise’ in this area was important for schools to use the draft guidelines effectively was also frequently stated. Some systemic issues were also mentioned by respondents as potential obstacles for effective use of the guidelines such as the student-teacher ratio and the need for extra time for planning.

Overall the findings from this survey indicate that the draft guidelines have been very well received by those individuals, groups and organisations involved in the provision of education for exceptionally able students. The respondents have clearly indicated the types of supports they feel are necessary to use the draft guidelines effectively. They have thrown considerable light on ways in which the guidelines could be improved, and

could be extended in the future, particularly in the area of curriculum differentiation and practical strategies for the teaching and learning of exceptionally able students.



# Appendix One: Consultation questionnaire for schools

# Exceptionally Able Students: Draft Guidelines for Teachers QUESTIONNAIRE

*Exceptionally Able Students: Draft Guidelines for Teachers*, are a result of collaboration between the National Council for Curriculum and Assessment (NCCA), Republic of Ireland and the Council for Curriculum, Examination and Assessment (CCEA), Northern Ireland. Copies of the draft guidelines have been sent to all primary and post-primary schools and to other interested organisations and groups. The guidelines are currently in draft form and the NCCA invites you to give your feedback by responding to this questionnaire.

**The draft guidelines and questionnaire are also available to download or can be completed online through the NCCA website at <http://www.ncca.ie>**

**Final date for completion of the questionnaire: 31st of January, 2008.**

**Name:**

**School/Institution:**

**Responding on behalf of:** (if applicable)

**Position:**

(Please tick one)

- |   |  |
|---|--|
| <input type="checkbox"/> School Principal       | <input type="checkbox"/> Learning Support/Resource Teacher |
| <input type="checkbox"/> Teacher (primary)      | <input type="checkbox"/> Guidance Counsellor               |
| <input type="checkbox"/> Teacher (post-primary) | <input type="checkbox"/> Parent/Guardian                   |
| <input type="checkbox"/> Other (please specify) | <input type="text"/>                                       |

## 1. Aims of the draft guidelines

**In every school there will be a group of students who require more extended learning opportunities and activities than is normally provided for the main cohort of learners. The aims of the draft guidelines are to assist schools in making provision for this group of students. Using a scale of 4 to 1 (where 4 is strongly agree and 1 is strongly disagree), please indicate by circling the relevant number, your level of agreement with the following statements.**

**The draft guidelines can support school management and teachers to:**

	Strongly Agree	Agree	Disagree	Strongly Disagree
Audit and review school policy and practice	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Differentiate the curriculum	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Develop effective strategies	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Further develop an inclusive ethos	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

## 2. The content of the draft guidelines

The guidelines are designed to raise awareness of the social, emotional and academic needs of exceptionally able students and to assist teachers in planning teaching and learning. Using a scale of 4 to 1 (where 4 is very useful and 1 is not useful), please indicate by circling the relevant number, the usefulness of the following sections to the school/teacher in meeting the needs of exceptionally able students.

	Very useful	Useful	Of little use	Not useful
Defining a diverse group	4	3	2	1
Ability is not always easy to spot!	4	3	2	1
Different profiles of exceptionally able students	4	3	2	1
Strategies to use at the whole school level	4	3	2	1
Strategies to use in the classroom	4	3	2	1
Exceptionality through the eyes of students, parents and teachers	4	3	2	1

## 3. Supports for use of the draft guidelines

We would like your views on the kind of supports schools might need to use the draft guidelines effectively with exceptionally able students. Please offer any suggestions here.

## 4. Further comments

Please use this space to make any additional comments on the draft guidelines or any other comments.

## Thank you for taking the time to complete this questionnaire

Please send or fax responses to:

Susan Dennison, Education Officer,  
National Council for Curriculum and Assessment,  
24 Merrion Square, Dublin 2.

Fax number: +353 1 661 76180.

Enquiries should be addressed to: Susan Dennison, Education Officer, at [susan.dennison@ncca.ie](mailto:susan.dennison@ncca.ie).



## Appendix Two: List of respondents

<b>Name</b>	<b>Category</b>
Adrienne Sullivan	Teacher (primary)
Áine Ní Shíthigh	School Principal (primary)
Aine O'Neill	School Principal (post-primary)
Alan Cox	School Principal(post-primary)
Alice Kennedy	Learning Support/Resource Teacher
Alice McDonnell	Teacher (post-primary)
Amanda	Parent/Guardian
Anita E. Foley	Deputy Principal (primary)
Anita O'Reilly	Learning Support/Resource Teacher
Ann Dempsey	School Principal (primary)
Anne Bradley	School Principal (primary)
Anne McFadden	Teacher (primary)
Anne O'Brien	Learning Support/Resource Teacher
Barbara Daly	School Principal (primary)
Barbara Hanamy	School Principal (primary)
Bernard Dunne	School Principal (primary)
Bernard O'Boyle	Teacher (post-primary)
Betty Kehoe	School Principal
Betty Madden	Learning Support/Resource Teacher
Bob Dole	Parent/Guardian
Breandán Ó Tonnaigh	School Principal (primary)
Breda Fitzgerald	School Principal (primary)
Brendan Horan	School Principal (primary)
Brendan Kelly	Teacher (post-primary)
Brian Ó Nhalláin	Learning Support/Resource Teacher
Bríd Healy	Teacher (primary)
Brigid Smith	Learning Support/Resource Teacher
C. Ní Chíardha	School Principal (primary)
Carmel Dillon	School Principal (primary)
Carmel Hegarty	School Principal (primary)
Carmel Murphy	Parent/Guardian
Caroline Garreth	School Deputy Principal (post-primary)
Caroline Healy	School Principal (primary)
Caroline Senior	School Principal (primary)
Catherine Oisin	Parent/Guardian
Catriona Nolan	Teacher (primary)
Catriona O'Reilly	School Principal (primary)
Cecily Purcell	School Principal (primary)
Claire Gallagher	School Principal (primary)
Claire Keane	Learning Support/Resource Teacher
Colette Collins O'Sullivan	Parent/Guardian
Connie Di Fusco	School Principal (primary)
Deborah McMahon	Parent/Guardian
Declan Conroy	School Principal (post-primary)
Deirdre Kerslake	Parent/Guardian

Deirdre Matthews	Parent/Guardian/Teacher(post-primary)
Denis Courtney	School Principal (primary)
Derek Reddin	Parent/Guardian
Dermot Carney	School Principal (post-primary)
Donal Fallon	School Principal (primary)
Donald O'Byrne	School Principal (primary)
Dorothy Armstrong	Parent/Guardian/Researcher
Dr. Kevin Healy	School Principal (post-primary)
E Kirwan	Teacher (post-primary)
Eddie Fynes	School Principal (post-primary)
Elaine Troy	School Principal (post-primary)
Elizabeth Kirwan	Teacher (post-primary)
Elizabeth Timmons	School Principal (primary)
Elma Holden	Teacher (primary)
Evelyn Simons	Teacher (post-primary)
Fiona Angland	Teacher (primary)
F Walsh	N/A
Fiodhna Ní Bhaoill	School Principal (primary)
Fiona Maloney	Parent/Guardian
Fiona O'Hara	Learning Support/Resource Teacher
Fiona Ryan	School Principal (primary)
Gemma Walsh	Learning Support/Resource Teacher
Geraldine Byrne	School Principal (primary)
Geraldine Clohessy	School Principal (primary)
Geraldine Marnane	School Principal
Gerard Heneghan	School Principal (primary)
Grainne Duggan	Learning Support/Resource Teacher
H Casey	Learning Support/Resource Teacher
Helen Kelly	School Principal (primary)
Helen Sparkes	Learning Support/Resource Teacher
Irish Association of Gifted Children	West Wicklow branch
James Sherry	Teacher (post-primary)
Jarleth Dunford	School Principal (primary)
Jean Gaffney	Teacher (post-primary)
Joanne Moran	School Principal (primary)
Joe Tulie	School Principal (primary)
John Connor	School Principal (primary)
John D. Hickey	School Principal (primary)
John Moloney	School Principal (primary)
Joseph McGowan	School Principal (post-primary)
Ju-Hyun Park	Parent/Guardian
Katherine Grant	School Principal (primary)
Knockerra NS	School Principal (primary)
Leona	Teacher (primary)
Liam Gaynor	Teacher (primary)
Liam O Riada	School Principal (post-primary)
Linda Doyle	Learning Support/Resource Teacher
Lorraine Starritt	School Principal (primary)
Lucille Ellis	Teacher (primary)

M Keane	Parent/Guardian
M.E. Sterritt	Learning Support/Resource Teacher
Maeve McCauley	Teacher (primary)
Máire Ní Odhráin	School Principal (primary)
Máire O Gara	Learning Support/Resource Teacher
Margaret Burns	Learning Support/Resource Teacher
Margaret Cunningham	School Principal (primary)
Margaret Kavanagh	N/A
Margaret O'Connor	Teacher (primary)
Margaret Quinlan	School Principal (primary)
Margaret Rossiter	School Principal (primary)
Marian Lehane	Learning Support/Resource Teacher
Márta Ní Mháille	School Principal
Mary Higgins	School Principal (primary)
Mary Kenny	Deputy principal (post-primary)
Mary Ryan	Teacher (primary)
Mary Wyse	Learning Support/Resource Teacher
Maureen O'Sullivan	Learning Support/Resource Teacher
Melissa Walsh	Teacher (primary)
MI McEllistrim	School Principal (primary)
Michael	Parent/Guardian
Michael Minnock	School Principal (post-primary)
Michael Muner	School Principal
Michelle McKeever	Learning Support/Resource Teacher
Miriam Fitzpatrick	Teacher (primary)
Miriam Tiernan	Parent/Guardian
Myrian Gately	Learning Support/Resource Teacher
National Association of Principals and Deputy Principals	
Niamh McDonnell	Teacher (post-primary)
Nicola Roche	School Principal (primary)
Nora Kavanagh	School Principal (primary)
Nuala Roche	Educational psychologist
Orfhlaith Little	Parent/Guardian
Orlaith Breathnach	School Principal (primary)
Paddy McCarthy	School Principal (primary)
Padraig McGovern	School Principal (post-primary)
Pat Gately	School Principal (primary)
Patricia Coleman	School Principal (primary)
Patrick Duggan	School Principal (primary)
Patrick White	Teacher (primary)
Paul Redmond	School Principal (primary)
Proinsias ÓhÓgáin	School Principal (primary)
Qualifications and Curriculum Authority, England	
Regina Nolan	Learning Support/Resource Teacher
Rose Cullen	School Principal
Sandra Bryan	School Principal (primary)
Sandra Horan	School Principal (primary)
Scoil Eoin Naofa	School Principal (primary)

Scoil Oilibhéir	School Principal (primary)
Sean Crowley	Teacher (primary)
Seán De Paor	School Principal (post-primary)
Seán Mac Gearailt	School Principal (primary)
Seána Haughey	School Principal (primary)
Shay Bannon	School Principal (post-primary)
Sheila Fuller	Learning Support/Resource Teacher
Sile Bourke	Parent/Guardian
Silvia Uí Sheanlaoich	School Principal (primary)
Sinéad McDonald	School Principal (primary)
Special Education Support Service	
Sr. Ger Curran	Guidance Counsellor
Tadhg O'Donoghue	School Principal (primary)
Teresa Mc Mahon	Retired Deputy principal and Parent
Tina McTiernan	School Principal (primary)
Tom Sargent	School Principal (primary)
Tomás MacGiollachomain	School Principal (primary)
Tomás Mannion	School Principal ((primary)
Úna Keogan-McDonnell	School Principal
Una Leavy	School Principal (primary)
V McDermott	School Principal (post-primary)
Veronica Cooney	Guidance Counsellor
Walburg Ruane	Learning Support/Resource Teacher
Yvonne McSharry	Learning Support/Resource Teacher