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Conference Hashtag:

#esai14

Thursday 10th April

19.00-19.40: Keynote address by ESAI President Dr Rose Malone

A Curriculum for Sustainability? Dilemmas and Choices

19.40-20.00: Response (Professor Emer Smyth, ESRI) and Discussion

20.00-21.00: Drinks Reception

Friday 11th April

Friday 11 April 09.00 – 10.00: Parallel Sessions

HOEY SUITE 1	HOEY SUITE 2	BURKE SUITE 1	BURKE SUITE 2	FITZGERALD SUITE	
Policy Analysis	Early Childhood Education	Social Reconstruction/Social Collapse	Teacher Education Placements	Teacher Educators	
The Teaching Council: An Emerging Policy Player <i>Deirbhile Ni Chraith</i>	Childcare Type and Cognitive Performance from Infancy to Middle	Bertrand Russell: Education as Social Reconstruction <i>Jim McKernan</i>	Changing Experiences of pre-service teachers on school placements	Post-primary and primary mentor teachers' perceptions of what is good	

Exclusionary Practices Emerging from Inclusive Education Policy <i>Margaret Egan and Paul Conway</i>	Childhood <i>Delma Byrne and Catriona O'Toole</i> Aistear as a Vehicle for Imaginative and Innovative Pedagogy in the Infant Classroom <i>Tara Concannon Gibney</i>	Theories of social collapse in search of pedagogies: identifying, locating and exposing the elephant in the room of Irish education. <i>Brian Donovan</i>	<i>Sarah O'Grady and Rose Dolan</i> The use of an online 'E-File' for the compilation and review of school placement portfolios <i>Enda Donlon</i>	teaching <i>Geraldine Mooney-Simmie, Joanne Moles and Emmanuel O'Grady</i> Learning Trajectories of a teacher educator: legitimate peripheral participation <i>Ann MacPhail</i>	
Friday 11 April 10.00 – 11.00: Parallel Sessions					
HOEY SUITE 1	HOEY SUITE 2	BURKE SUITE 1	BURKE SUITE 2	FITZGERALD SUITE	BOARDROOM
Perspectives on ITE	Disaffection from Schooling	Relationships of Schooling	Leadership and Policy	Philosophy	Symposium
The politics of modernization in Ireland: what future for teaching and teacher education? <i>Lori Beckett and John Carr</i> Teacher education in France in challenging times: Imagining and Innovating for Sustainable Futures? <i>Imelda Elliott</i>	"Don't want to read, don't care if I can't". <i>Norah Sweetman</i> Resisting the resistors: excavating the theory and practice of cultural resistance in an Irish urban school community <i>Kevin Cahill</i>	The implementation of restorative learning practices using a professional learning community in a post-primary school <i>Michelle Stowe</i> An investigation of teacher care practices in the classroom. <i>Maire Ni Laimhin</i>	Educational leadership in post-war societies: Insights from the field into challenges and possibilities <i>Tom O'Donoghue</i> Policy and Power: The Role of Parents and Professionals in Special Education Provision <i>Pauline Kerins</i>	Reflections on my philosophy of education for present and future generations <i>Katherine Salvador</i> Teaching as a way of life in Ireland: Reviewing the context and prospects <i>Padraig Hogan</i>	Making Memory-Work – a method for research and critical reflection <i>Robert Hamm</i>

Friday 11 April 11.00-11.30: Coffee and Posters Siege Suite					
Friday 11 April 11.30-13.00: Parallel Sessions					
HOEY SUITE 1	HOEY SUITE 2	BURKE SUITE 1	BURKE SUITE 2	FITZGERALD SUITE	BOARDROOM
Diversity	Literacy and Language	Initial Teacher Education	Transitions to Higher Education	Ethical curricula for sustainability	Pedagogies
<p>The production of 'Asian students' in post-primary schools in Ireland. <i>Emer Nowlan and Dympna Devine</i></p> <p>Post –primary teachers' perceptions and conceptions of Travelers in an inter-cultural education context. <i>Elaine Keane and Hannah McGinley</i></p> <p>Religion and education in multicultural Ireland: responses from primary schools</p>	<p>Primary perspectives: the development of literacy in children in Ireland <i>Angela Coyne</i></p> <p>Creating a culture of literacy in Connecticut schools <i>Penelope Lisi and Catherine Kurkjam</i></p> <p>Enhancing Teachers' capacity to implement effective differentiated reading in Irish primary schools <i>Helen Heneghan and Damian Murchan</i></p>	<p>Developing pre-service teachers' understanding of questioning as a teaching methodology, using classroom experiences <i>John O'Shea and Therese McElhinney</i></p> <p>iTE: Mobile technology in initial teacher education <i>Sean O Gradaigh, Sinead Ni Ghuidhir and Brendan MacMahon</i></p> <p>Action Research in ITE: Developing a</p>	<p>School effects in the decision-making process relating to Higher Education during a recession <i>Delma Byrne</i></p> <p>Spaces of identity, recognition and transition: working class students' experiences of Irish higher Education <i>Fergal Finnegan</i></p> <p>The Student+ success story in NUI Maynooth: imagining learning support for all <i>Simon Ahern, Bridget</i></p>	<p>Developing an ethical curriculum with sustainability at its heart <i>Carmel Mulcahy</i></p> <p>Finding the openings amidst the closings: one school's approach to imagining and innovating for sustainable futures <i>Fiona King and Una Feeley</i></p> <p>Identity formation in sustainability education – exploring the kaleidoscope as a metaphor for the</p>	<p>Utopic and Anarchic pedagogies as paths to imagination within education: an exploratory journey <i>Brian Donovan</i></p> <p>Knowledge About Language: Introducing Theory and Teacher, and Pupil KAL, in Irish Primary Schooling <i>Brian Donovan, Aoife Flynn and Mardette Lynch</i></p> <p>Creative Classrooms: insight from imaginative and innovative teaching in Ireland <i>Anne McMorrough and Celine Healy</i></p>

<i>Daniel Faas, Merike Darmody and Beata Sokolowska</i>	Threshold Concepts in Language Teacher Education: the voice of the professional <i>Ann Devitt and Eugene McKendry</i>	sustainable model for engaging teachers in CPD <i>Maire Ni Riordain</i> Building future capacity in teaching: the role of collaboration <i>Andrea Higgins</i>	<i>Gormley and Gemma Lynch</i>	process of identity formation in education for sustainability <i>Tanja Tillmans and Charlotte Holland</i> Irish Post Primary teachers 'personal values and personal beliefs regarding Education for Sustainable Development <i>Joseph Lyster, Jim Gleeson & Huw Lewis.</i>	Transformative pedagogy: identity, capacity and sustainability. <i>Patrick Farren</i>
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Friday 11 April 13.00 – 14.00: Lunch La Provence Restaurant					
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Friday 11 April 14.00 – 15.30: Parallel Sessions					
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HOEY SUITE 1	HOEY SUITE 2	BURKE SUITE 1	BURKE SUITE 2	FITZGERALD SUITE	BOARDROOM
Perspectives on Special Educational Needs	ESAI Workshop: Publishing with <i>Irish Educational Studies</i>: An overview of the Review Process	Symposium: Bullying	Science and Mathematics Education	Cross-community partnerships	Access to Initial Teacher Education
There's nothing wrong with you that what's right with you	Irish Educational Studies (IES) is an international,	Bullying and cyberbullying in Irish and Northern Irish	Hook Theory: a review of hooks and hook strategies as	Shared teachers what can we learn from the PIEE (Primary	Accessing Initial Teacher Education: an examination of

<p>can't fix: Constructing Inclusive Solutions using Student Voice <i>Kate Carr-Fanning and Conor McGuckin</i></p> <p>Innovative pedagogies and literacy skills development for pupils with ASD <i>Carol Ann O Siorain</i></p> <p>Understanding Special Class Provision in Ireland: Findings from a National Survey of Schools <i>Selina McCoy, Joanne Banks and Denise Frawley</i></p>	<p>refereed journal. In this workshop the journal editors provide an overview of the submission process as well as insights into the evolution of a manuscript from submission, through the review process and on to publication. <i>Aisling Leavy, Paul Conway, Emer Smyth and Maeve O'Brien</i></p>	<p>schools: An exploration of prevalence, psychological impact, contextual factors, coping strategies and legislation. <i>Lucie Corcoran Pauline Hyland, Conor McGuckin and Margaret Walsh</i></p>	<p>pedagogical resources . <i>Martin McHugh</i></p> <p>Practitioner observation of classroom interaction <i>Ted Forde</i></p> <p>To do or not to do? student choice and the fear of failing mathematics. <i>Una Feeley</i></p>	<p>Integrating and Enriching Education) Project in N. Ireland and is it a sustainable model for rural, cross-community education. <i>Alan McCully and Jessica Bates</i></p> <p>High wires and tight ropes: a child's experience of cross community contact. <i>Aideen Hunter and Una O'Connor-Bones</i></p> <p>The Civic University: a legal and policy vacuum? <i>Lorraine McIlraith</i></p> <p>The limits and possibilities of workplace learning in the senior school cycle in Ireland and Northern Ireland: a preliminary review <i>Annelies Kamp</i></p>	<p>best practice in the support of student teachers with disabilities on school placement <i>Maeve Daly and Catriona O'Toole</i></p> <p>ITE students from families with no tradition of attending university <i>Tim Murphy</i></p> <p>Widening participation (WP) and Sustainable Futures: Student experiences of WP in ITE <i>Eileen Kelly Blakeney</i></p> <p>Diversity profiling applicants and entrants to ITE programmes in Ireland <i>Manuela Heinz and Elaine Keane</i></p>
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Friday 11 April 15.30 – 16.00: Coffee and Posters Siege Suite					
Friday 11 April 16.00 – 17.30: Parallel Sessions					
HOEY SUITE 1 (5pm finish)	HOEY SUITE 2 (5pm finish)	BURKE SUITE 1	BURKE SUITE 2	FITZGERALD SUITE	BOARDROOM
Counselling	Students in Higher Education	Development Education and Sustainability	Methodologies	Gaeilge and Teacher Supply	ESAI Workshop: Educators as curriculum change agents
Grief support in Irish schools: Consistency or confusion? <i>Aoife O'Brien and Conor McGuckin</i>	Behavioural self-regulation as a predictor of academic achievement and stress in third-level students <i>Niamh Flynn</i>	Teacher Professional Knowledge of Global Development for Sustainability <i>Mags Liddy</i>	Doing ethnography in schools: a teacher researcher perspective <i>Miriam Doran Hamilton</i>	Teacher supply and demand in second-level Irish medium schools: Ca bhfuil na muinteoiri? <i>Sean O Gradaigh</i>	This workshop will focus on challenging, preparing and supporting educators to be proactive in developing content and methodologies of curriculum <i>Garry Granville</i>
Psychological resilience: applying positive psychology in Guidance Counselling <i>Jolanta Burke</i>	Immigrant students in Irish higher education institutions <i>Mairead Finn and Merike Darmody</i>	Development Education and Active Learning in Irish Second-level Schools: An Exploration of Teacher Educators' Views <i>Celine Healy and Yurgos Politis</i>	Researching Lived Experience: Hermeneutic phenomenology as a methodology of choice for educational researchers <i>Emma Farrell</i>	Implementing the literacy in the Gaelcholaiste: Challenges and supports <i>Stiofain O Cualain and Brendan MacMahon</i>	
		The Green Curriculum: a model	What can we learn	Content and language integrated learning	

		<p>for infusing sustainability in the curricula of Higher Education and beyond. <i>Frida Besong and Charlotte Holland</i></p>	<p>from biographies?: an exploration of narrative research in educational settings <i>Conor O'Donoghue</i></p>	<p>(CLIL) in immersion and bilingual contexts: a critical examination of teachers' pedagogical practices <i>T.J. O Ceallaigh, Siobhain Ni Mhurcu and Deirdre Ni Chroinin</i></p> <p>Looking from the Inside Out; Exploring the Persepectives of Second Level Students to the Irish Language <i>Ruth Morrissey Casey</i></p>	
<p>Friday 11 April 18.00 – 19.30: ESAI AGM Burke Suite</p>					
<p>Friday 11 April 20.00: Conference Dinner La Provence Restaurant</p>					

Saturday 12 April

Saturday 12 April 09.30 – 11.00: Parallel Sessions

HOEY SUITE 1	HOEY SUITE 2	BURKE SUITE 1	BURKE SUITE 2	FITZGERALD SUITE	BOARDROOM
Higher Education	Understanding Student Experiences	Evaluation and Governance	Perspectives on pedagogies and educational outcomes	School-University Partnerships	ESAI Workshop: Negotiating ethical dilemmas in the research process
<p>Enhancing Higher Education with social networking tools: working towards a sustainable implementation pedagogic framework <i>Matt Glowatz and Orna O'Brien</i></p> <p>Learning and knowing during College years: exploring the literature <i>Denise Burns</i></p>	<p>Emotional and behavioural difficulties: understanding, attitudes and responses <i>David McKeon</i></p> <p>The experiences of inclusion for students with Autistic Spectrum Disorders in mainstream primary schools: a case study <i>Colin McElroy</i></p> <p>'Their way or no way': the mismatch between school and home in young people's autonomy <i>Emer Smyth</i></p>	<p>Governance and funding of voluntary schools in Ireland <i>Merike Darmody</i></p> <p>From looking at schools to looking at self-regulation: Tracing the changing face of school evaluation and assessment in the republic of Ireland. <i>Gerry Macnamara, Joe O'Hara and Martin Brown</i></p>	<p>Raising educational outcomes through parental education and literacy skills: perspectives from parents and their children in rural Uganda. <i>Alice Jurugo Drajea</i></p> <p>The flipped classroom model in the teaching of mathematics and science in an Irish primary school <i>Bianca ni Ghrogain</i></p> <p>Using Situated Learning to support Inclusive practice at post-primary level <i>Johanna Fitzgerald and Patricia Daly</i></p>	<p>PLUS researcher-in-residence: one school placement model of school-university partnership in initial teacher education <i>Amy O'Neill, Ann-Marie Young and Geraldine Mooney-Simmie</i></p> <p>Balancing on the wobbly bridge of school-university partnership – encounters with history, culture and ethics <i>Heinz, M., Fleming, M., Higgins, A., Kennedy, J., Eaton, P., Gallagher, B.</i></p> <p>Professional</p>	<p>This workshop adopts an interactive World Café methodology providing a forum for the sharing of experience and expertise. The focus is on ethical dilemmas which may arise throughout the research process- from research design, through to dissemination. <i>Delma Byrne, Conor Galvin, Josephine Boland</i></p>

				education for sustainability: Practice education supervision <i>Aoife Prendergast</i>	
Saturday 12 April 11.00 – 11.30: Coffee Siege Suite					
Saturday 12 April 11.30 – 13.00: Parallel Sessions					
HOEY SUITE 1	HOEY SUITE 2	BURKE SUITE 1	BURKE SUITE 2	FITZGERALD SUITE	BOARDROOM
Home and School	Relationships of Learning	Agency and Inclusion	Symposium: Art as Activism	Symposium: Understanding and enhancing literacy in post-primary schools	Identity and Diversity
Putting your nose to the grindstone? A longitudinal analysis of the take-up of private tuition among second-level students in Ireland <i>Emer Smyth and Joanne Banks</i> Challenging assumptions: a case study illuminating parental perceptions	The student/teacher relationship: the role of cyber psychology <i>Dean McDonnell</i> Re-engaging early school leavers in a virtual learning environment <i>Marianne Checkley</i> Your life is not your own. A case study of	“Constrained Agency”: a critical insight into how principals and teachers enact agency and effect change in schools in order to create more equitable and inclusive school cultures. <i>Anne Marie Kavanagh</i> Widening Access to Higher Education?	Art as Activism: The material, the image and the art-making process as a reflexive pedagogical tool in Development Education <i>Tony Murphy and Fiona King</i>	Implementing the Literacy Strategy in the Gaelcholáiste: Challenges and Supports <i>Stiofán Ó Cualáin and Brendan Mac Mahon</i> The emergence of reading literacy in post-primary teacher education: From the background to the foreground	The impact of (hetero) normative organizational cultures on the experiences of Lesbian, Gay and Bisexual teachers in Irish Schools <i>Declan Fahie</i> Figuring it out as a beginning teacher: Figurative identities amid the figured

<p>of education in a disadvantaged school, using gamified homework to illustrate parental involvement. <i>Realtin Berry and Justin Rami</i></p>	<p>Trinity College mature graduates <i>Michelle Giblin</i></p> <p>An investigation of Peer to Peer Tutoring in Technical Graphics in an Irish secondary school in the context of the new Junior Cycle Student Award <i>Ann Foley and Enda Byrt</i></p>	<p>Findings from a national evaluation of HEAR and DARE supplementary admission routes to HE. <i>Delma Byrne, Aedin Doris and Olive Sweetman</i></p> <p>Imagining student voice in pedagogy – the Irish post-primary school experience <i>Domhnall Fleming and Mary Horgan</i></p>		<p><i>Paul Conway, Brian Murphy, Rosaleen Murphy</i></p> <p>Curating world worlds: Literacy practice in becoming a secondary teacher <i>Alicia Curtin, Paul Conway, Brian Murphy & Rosaleen Murphy</i></p>	<p>worlds of Irish primary schooling <i>Dan O’Sullivan and Paul Conway</i></p> <p>The teacher as stranger at home <i>Anne Phelan and Neda Forghani-Arani</i></p>
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