Educational Studies Association of Ireland

Cumann Léann Oideachais na hÉireann

**ESAI 41st Annual Conference
'Education as a Public Good'**

31st March-2nd April 2016

**#esai16
National University of Ireland Galway
and the Radisson Blu Hotel**

Irish Educational Studies

Routledge
Taylor & Francis Group

Stay in touch and have your say…

#esai16   **#esai_irl**   **#Editors_IES**

Table of Contents

- 1 -

Conference Welcome from President of ESAI

Dear Colleagues and Friends,

Welcome to ESAI 2016! Our 2016 conference marks the 41st annual ESAI conference and the 40th anniversary since the establishment of the Educational Studies Association of Ireland in 1976. As we transition through this 41st year, we continue to reflect on the advances that have been made in educational research – including methodological and theoretical – as well as the influence of educational research on policy and practice over this time. Importantly, this is also a time to reflect on the future role of ESAI, as the association grows and develops.

We thank Brendan MacMahon, Mary Fleming and colleagues at the School of Education for hosting the conference here at National University of Ireland, Galway. Galway was of course, the site of the inaugural ESAI conference in 1976, and the association has been welcomed here in subsequent decades – 1986, 1997, and 2008. Galway is the perfect location to celebrate this anniversary year, and has a vibrant cultural atmosphere to boot! Galway city centre is easy to explore, and the conference hotel is within walking distance of the train station, located on Lough Atalia Road just a three minute walk from Eyre Square. A bus will be provided to transfer conference delegates from the Raddison Blu Hotel at 6:30pm on Thursday evening 31st March to the opening proceedings at the National University of Ireland, Galway, (and return).

Education is defined by its role and relationship in/to society. Consistent with ESAI's mission over the past 40 years to promote the use of research to improve education and serve the public good, the 2016 Annual Meeting will interrogate the idea of education as a public good, and ideas around public scholarship and public service, and illuminate research conducted in this area. In our call for papers, we encouraged educational researchers, and newly created special interest groups (SIGs) to propose innovative, thoughtful papers and sessions that focus on and deliberate about 'Education as a public good' as a necessary and reflexive component of education research. The Executive were delighted to have received a large number of high quality abstracts, with the result that the conference programme includes 19 paper sessions, 6 posters, 9 symposia and 3 innovation sessions. These contributions illustrate examples of how researchers across the broad range of ESAI's interests are creating knowledge that engages policymakers and publics to meet the challenges of education in an increasingly diverse society.

As always, a big word of thanks goes to my colleagues on the ESAI Executive for their hard work and contributions over the past year. The work of the ESAI Executive extends well beyond the organisation of the annual conference. We continue to profile educational research through ESAI's international links with AERA (American Educational Research Association) and EERA (European Educational Research Association). This year, we look forward to ECER[1] and the Emerging Researchers' Conference 2016 "Leading Education: The Distinct Contributions of Educational Research and Researchers" which will take place at University College Dublin from 22-26 August, 2016. The local organising committee led by Ciaran Sugrue has been working in conjunction with the EERA Council and Executive Board to deliver what promises to be a very

---

[1] European Conference on Educational Research

engaging conference. Our links with AERA also continue to strengthen and grow at the forthcoming AERA Annual Conference which will be held April 8-12th 2016 in Washington, DC. The ESAI Symposium at AERA will take place on Saturday 9th April 8:15-9:45.

Other ways in which we promote educational research include:

- This year the membership of the ESAI Executive was expanded, and we are delighted to welcome Elena Revyakina and Sarah O'Grady as our Postgraduate Representatives. Given a recent growth in associate membership (targeted at postgraduate researchers), we welcome the contributions and voice of this membership base.
- A further exciting development spurred on by the ESAI Executive and our wider ESAI membership base has been the response to our call for the creation and sponsorship of Special Interest Groups (SIGs). This year, we see the development of SIGs in the areas of (i) Religion, Beliefs and Ethics; (ii) Maths Education; (iii) Philosophy of Education; and (iv) Digital Literacies. We strongly welcome this initiative.
- *Irish Educational Studies (IES)*, published by Routledge, Taylor & Francis, under the Joint General Editors Aisling Leavy and Paul Conway, continues to go from strength to strength. We congratulate Aisling and Paul, and the recently expanded co-editorial team and acknowledge the phenomenal level of work required to publish four issues per year of a journal of international standing.
- We are also in the process of launching a new website for the association, making the association website more dynamic and user-friendly for our members, with increased functionality around posting event notices, access to Special Interest Group membership and activities, and association membership renewal. We congratulate our webmaster Enda Donlon and acknowledge his unstinting work throughout the year. As the association continues to develop, the use of social media continues to expand: the conference this year has a twitter feed **#esai16**, the association **#esai_irl** and the journal **#Editor_IES**.

Each of these activities could not take place without an energetic and motivated ESAI Executive, IES Editorial Board, and ECER Local Organising Committee.

We hope that conference delegates will have an enjoyable time in conversation and discussion with friends, old and new from the island of Ireland and beyond. In particular, we welcome those who are attending ESAI for the first time and hope that you find it a stimulating and worthwhile experience and an opportunity for the exchange of ideas. We also hope that you will attend our Annual General Meeting (AGM) which will be held on Friday at 6pm.

Finally, as I step down from the ESAI Executive, I want to thank all the members of the each of the ESAI Executive teams; over my terms as President, Vice-President, Treasurer and ordinary member; whose contributions have been characterized by generosity, good humour and commitment. I am most grateful for the opportunity.

Thank you, and enjoy the conference.

Yours sincerely, Delma Byrne.

Conference Overview

Friday 1st April, Radisson Blu Hotel 9am Registration, Pre-Conference Area						
9:30-11:00	Symposium 1	Symposium 2	Session 1	Session 2	Session 3	Symposium 3
11:00-11:30	*Coffee Break & Poster Session, Pre-Conference Area*					
11:30-12:30	**Presidential Address: Dr Delma Byrne (Maynooth University) Education as a Public Good?** Inis Mor 1					
12:30-1:30	*Lunch, Marinas Restaurant*					
1:30-3:00pm	Innovation Session 1	Session 4	Session 5	Session 6	Session 7	Innovation Session 2
3:00-3:30pm	*Coffee Break & Poster Session Pre-Conference Area*					
3:30-5:00pm	Symposium 4	Session 8	Session 9	Session 10	Session 11	Innovation Session 3
6:00pm	**Annual General Meeting (AGM), All Welcome! Inis Mor 1**					
7:00pm 8:00pm	*Pre-Dinner Drinks Reception, Veranda Lounge Conference Dinner, Marinas Restaurant*					
Saturday 2nd April, Radisson Blu Hotel 9am Registration						
9:30-11:00am	Symposium 5	Session 12	Session 13	Session 14	Session 15	Symposium 6	Symposium 7
11:00-11:30am	*Coffee Break & Poster Session Pre-Conference Area*					
11:30-1:30pm	Symposium 8	Session 16	Session 17	Session 18	Session 19	Symposium 9

Conference Close

ESAI Executive 2015-2016

Dr. Delma Byrne, MU
(President)

Dr. Conor Galvin, UCD
(President Elect)

Dr. Annelies Kamp, DCU
(Treasurer, SIG Co-ordinator)

Dr. Merike Darmody, ESRI
(Hon Secretary)

Dr. Andrew Loxley, TCD
(SIG Co-ordinator)

Prof. Paul Conway, Dr Aisling
Leavy
(Joint General Editors, IES)

Dr. Catriona O'Toole, MU
(Membership Secretary)

Dr. Enda Donlon, Mater Dei
(Webmaster)

Dr. Alan McCully, UU
(Member)

Dr Josephine Boland, NUIG
(Member)

Dr Brendan MacMahon
(NUIG)

Elena Revyakina
(Postgraduate Representative)

Sarah O'Grady
(Postgraduate Representative)

List of Past Presidents of ESAI

1976-1978		2000-2002	Elizabeth Oldham
1978-1980	Eustis O'hEideain	2002-2004	Margaret Reynolds
1980-1982	Donal Mulcahy	2004-2006	Denis Bates
1982-1984	John Coolahan	2006-2008	Anne Lodge
1984-1986	Seamus O'Suilleabhain	2008-2010	Paul Conway
1986-1988	John Marshall	2010-2012	Joe O'Hara
1988-1990	John Wilson	2012-2014	Rose Malone
1990-1992	Aine Hyland	2014-2016	Delma Byrne
1992-1994	Kieran Byrne		
1994-1996	Padraig Hogan		
1996-1998	Kevin Williams		
1998-2000	Sheelagh Drudy		

List of Conference Locations 1976-2016

1976 University College Galway

1977 University College Cork

1978 University of Ulster, Coleraine

1979 University College Dublin

1980 Mary Immaculate College of Education, Limerick

1981 Trinity College Dublin

1982 Queen's University Belfast

1983 St Patrick's College, Maynooth

1984 Carysfort College of Education

1985 University College Cork

1986 University College Galway

1987 Carysfort College of Education

1988 Stranmillis College Belfast

1989 University College Dublin

1990 Thomond College of Education, Limerick

1991 St Patrick's College, Drumcondra

1992 University College Dublin

1993 National University of Ireland Maynooth

1994 Mary Immaculate College of Education

1995 University College Cork

1996 Marino Institute of Education

1997 University College Galway

1998 Stranmillis College Belfast

1999 University College Dublin

2000 National University of Ireland Maynooth

2001 Mary Immaculate College of Education, Limerick

2002 Trinity College Dublin

2003 St Mary's College Belfast

2004 National University of Ireland Maynooth

2005 University College Cork

2006 National College of Art and Design, Dublin

2007 Cavan Crystal Hotel

2008 Day's Hotel Galway

2009 Hotel Kilkenny, Kilkenny

2010 Crowne Plaza Hotel, Dundalk

2011 Church of Ireland College of Education, Dublin

2012 River Lee Hotel, Cork

2013 Radisson Blu Hotel, Limerick

2014 Sheraton Hotel, Athlone

2015 Maynooth University, Carton House, Maynooth

2016 National University of Ireland Galway, Raddison

List of General Editors/Editors of Irish Educational Studies

Year	Volume	Journal Type	Editor(s)
1976		Conference Proceedings	John Marshall
1977		Conference Proceedings	Donal Mulcahy
1978		Conference Proceedings	James McKernan
1979		Conference Proceedings	Sean O'hEigeartaigh, John Coolahan and Jim McKernan
1980		Conference Proceedings	John Coolahan
1981	Volume 1	Irish Educational Studies	John Coolahan
1982-1984	Volume 2-4	Irish Educational Studies	Jim McKernan
1985	Volume 5	Irish Educational Studies	John Coolahan
1986-1987	Volume 6-9	Irish Educational Studies	Jim McKernan
1991-1994	Volume 10-13	Irish Educational Studies	Padraig Hogan
1995-1996	Volume 14-15	Irish Educational Studies	Aine Hyland
1997-1998	Volume 16-17	Irish Educational Studies	Diarmuid Leonard
1999-2001	Volume 18-20	Irish Educational Studies	Ciaran Sugrue
2002-2007	Volume 21-26	Irish Educational Studies	Ciaran Sugrue (General Editor), Paul Conway, Dympna Devine, Emer Smyth
2008-2009	Volume 27-28	Irish Educational Studies	Dympna Devine (General Editor), Emer Smyth, Paul Conway, Aisling Leavy
2009	Volume 28	Special Issue (Issue 3): Education and the Law: Modern Challenges	Dr Ursula Kilkelly
2010-2013	Volume 29-31	Irish Educational Studies	Dympna Devine (General Editor), Emer Smyth, Paul Conway, Aisling Leavy, Maeve O'Brien
2010	Volume 29	Special Issue (Issue 3): 'Race', migration and education in a globalised context	Gill Crozier, Kalwant Bhopal & Dympna Devine
2011	Volume 30	Special Issue (Issue 2): Transitions into and out of Higher Education	Rolf van der Velden & Emer Smyth
2012	Volume 31	Special Issue (Issue 3): Physical Education	Mary O'Sullivan & Judith L. Oslin
2013	Volume 32	Irish Educational Studies	Paul Conway and Aisling Leavy (Joint General Editors)
2013	Volume 32	Special Issue (Issue 1): Research in Education Related to Teacher Accountability	Anthony E. Kelly & Aisling Leavy
2014	Volume 33	Irish Educational Studies	Aisling Leavy and Paul Conway (Joint General Editors), Emer Smyth and Maeve O'Brien
2014	Volume 33	Special Issue (Issue 2): Investment in Education and the intractability of inequality	John Walsh, Selina McCoy, Aidan Seery and Paul Conway
2015	Volume 34	Irish Educational Studies	Aisling Leavy and Paul Conway (Joint General Editors), Emer Smyth, Aidan Seery and Maeve O'Brien
2016	Volume 35	Irish Educational Studies	Aisling Leavy and Paul Conway (Joint General Editors), Emer Smyth, Maeve O'Brien, Aidan Seery, Delma Byrne, Tony Hall

ESAI Symposium at AERA 2016

AERA, Saturday 9th April 8:15-9:45

Symposium Title: Education for a Diverse Democracy? Insights from Ireland

Analysing and Critiquing the Contribution of Research to Policy: Global Lessons Learned from a National Evaluation of Education Provision.

Authors: Ring, E., Ryan, M., Wall, E., Daly, P., Egan, M., Fitzgerald, J., Griffin, C., Long, S., McCarthy, E., Moloney, M., O'Brien, T., O'Byrne, A. and O'Sullivan, S.

Mary Immaculate College, University of Limerick

Emer.Ring@mic.ul.ie

(Re)Positioning team teaching: The visibility and viability of learning in classrooms

Finn Ó Murchú, University College Cork and Paul Conway, University of Limerick finn.omurchu@gmail.com; paulfconway@gmail.com

The preparation of student teachers to meet the English as an Additional Language (EAL) requirement of Newcomer pupils in the emerging diversity of (Northern) Irish education and society

Dr Eugene McKendry, School of Education, Queen's University Belfast, and Dr Mairéad McKendry, Wycombe Abbey School; (School of Education, Oxford University)

e.mckendry@qub.ac.uk

Review of the Droichead Teacher Induction Pilot Programme

Emer Smyth, Paul Conway, Aisling Leavy, Merike Darmody, Joanne Banks, Dorothy Watson
The Economic and Social Research Institute, University of Limerick, Mary Immaculate College
Paul.Conway@ul.ie

1. Minutes of 2015 AGM

2. Matters arising

3. Executive Reports

    a. Treasurer's Report
    b. Membership Report
    c. Special Interest Group Proposal (SIGs)
    d. President's Report
    e. IES Report

4. EERA Report

5. Conference 2017

6. AOB

SYMPOSIUM TITLE: CRITICAL REFLECTIONS ON POLICIES AND PRACTICE IN PRIMARY EDUCATION IN IRELAND

CONTRIBUTORS: Patricia Kieran, Anne Marie Morrin, Maeve Liston

DISCUSSANT: Aisling Leavy

This symposium explores the diverse range of policy contexts that inform and influence the landscape of primary education in Ireland. The authors explore policies, international trends, research and the experiences of stakeholders in education which influence the decisions made by teacher educators as they engage in debate, discourse and decision making around Religion, Visual Art and Science in primary education.

PAPER 1: Whose religion? What beliefs? Policy on Education about Religion and Beliefs in Irish Primary Schools

Patricia Kieran

Mary Immaculate College

Dr. Patricia Kieran lectures in Religious Education at Mary Immaculate College. Her research Interests are Multi-faith Religious Education, Teaching World Religions in Catholic schools, Inter-denominational Education, Religious Education and Gender, Theology and Religious Education.

Patricia.Kieran@mic.ul.ie

In 2011 the Minister for Education and Skills, Mr. Ruairí Quinn (T.D.), established a Forum on Patronage and Pluralism in the Primary Sector. The Forum's task was to investigate the means of providing a sufficiently diverse range of primary schools for the Irish context which catered for all religions and none while also specifically addressing an equitable process for divesting schools of patronage when necessary. This presentation explores Education about Religions and Beliefs and Ethics (ERBE) in an Irish context, makes links with the broader educational context internationally, draws on the 2011 Census data relating to Religions and Beliefs in Ireland and discusses reasons for Teaching about ERBE in Primary Schools in Ireland.

PAPER 2: Particles or waves? Seeing through the lens of an Artist/ Scientist to invigorate pre-service teacher's sense of curiosity.

Anne Marie Morrin

Mary Immaculate College

Anne Marie Morrin is a lecturer in Visual Art Education in the Dept. of Arts Education and Physical Education in Mary Immaculate College. As a researcher and teacher she is interested in interdisciplinary approaches to visual art education; educational environments as pedagogy; reflective journals as a learning and assessment tool in the classroom, a/r/t/ography and other forms of art based research.

AnneMarie.Morrin@mic.ul.ie

The Arts in Education Charter was introduced in 2013 and placed new responsibilities on Government Departments, agencies, cultural institutions and arts organisations in the provision of providing and promoting arts education to children and young people– within the Charter value is placed on **Arts Rich Schools** and recognises the arts as a key part of school life. *Particles or Waves?* Is an investigative Art/Science interdisciplinary educational project implemented in the spring semester of 2014 with pre service Visual Art education students, contemporary artists Denis Connolly and Anne Cleary and primary school children. The project takes a scientific theory like 'how light travels' equips and supports pre service teachers to investigate complex concepts with primary school children through art practice. The artworks produced by the children culminated in an evolving series of luminous interactive drawings, bringing light into Limerick city center in a manner that is challenging both creatively and cognitively. The outcomes of the research provide compelling evidence arguing that in the quest to develop a culture of creative enquiry, education programs should be concerned with providing more opportunities for students to (re) discover their own sense of curiosity and participate in experiences that belong to them, experiences that allows space to experiment and play.

PAPER 3: Critical Reflections on Primary Education

Maeve Liston

Mary Immaculate College

Maeve.Liston@mic.ul.ie

Research in Science Education places a strong focus on translating research into practice so that the findings can have an impact on science teaching in classrooms nationally and internationally. This research places an emphasis on the development of strong subject-matter knowledge as a basis for strong pedagogical knowledge and practice in science teaching. It also emphasised the importance of engagement with the wider community and the critical role played by initiatives which aim to popularise science and change perceptions of science and careers in science. This presentation provides insights into a series of Research & Outreach Initiatives in Science Education to promote and generate interest and curiosity in science in primary schools. Links are made to the wider policy contexts relating to Science and STEM education in Ireland.

KEYWORDS: Policy, primary education, Arts education, STeM, Religious education, Education about Religions and Beliefs and Ethics (ERBE)

SYMPOSIUM TITLE: SELF STUDY OF PROFESSIONAL PRACTICES

CONTRIBUTORS: Fiona King, Anna Logan, Ciara Griffin, Déirdre Ní Chroinín, Tim Fletcher, Richard Bowles, Melissa Parker.

DISCUSSANT: Melissa Parker

Advocates of self-study methodologies emphasise their potential to enhance teacher educator learning (Loughran, 2014) thus promoting the use of research to improve education and serve the public good. Each paper in this symposium draws on empirical evidence to explore how research that was self-initiated and self-focused, improvement aimed, interactive, and drew on multiple forms of data (LaBoskey, 2004) resulted in changes to practice to support student learning. The relationship between the practice of teaching, public service, and educational research is highlighted. Through sharing a variety of examples, the ways in which self-study supported individual learning will be examined across settings. This symposium aims to initiate development of a community of researchers engaged in self-study of professional practice in Ireland thus echoing the call for a reflexive component of education research.

LaBoskey, V. K. (2004). The methodology of self-study and its theoretical underpinnings. In *International handbook of self-study of teaching and teacher education practices* (pp. 817-869). Springer Netherlands.

Loughran, J. (2014). Professionally developing as a teacher educator. *Journal of Teacher Education*, published online 28 April 2014.

PAPER 1: Education as a public good: The role of the teacher educator?

Anna Logan
Fiona King

St. Patrick's College, Dublin

Fiona King is a Lecturer in the Special Education Department in St. Patrick's College, Dublin. Her scholarly areas of interest include teacher professional development/learning, teacher professionalism, special and inclusive teaching practices and pedagogies and leadership.

Anna Logan is a Lecturer in the Special Education Department at St. Patrick's College, Dublin. Her scholarly areas of interest include initial and continuing teacher education, special and inclusive education with a particular focus on communication and language, curriculum and technology enhanced learning.

anna.logan@spd.dcu.ie

fiona.king@spd.dcu.ie

The first cohort of teachers completing the four year BEd programme will graduate in 2016. This paper focuses on two teacher educators who designed, implemented, and evaluated new modules for student teachers, (n=24) who took a major specialism in special and inclusive education. The research question asks: Is collaborative self-study a form of professional development (PD) that supports teacher educators to teach about teaching? The study employed King's (2014) professional development impact evaluation framework as a theoretical framework to answer the research question. Analysis showed that collaborative self-study allowed for a focus on self and practice (Russell and Berry, 2014) in a way that supported teacher educator and student learning This paper argues that collaborative self-study is a suitable form of PD to support teacher educators to teach about teaching in inclusive classrooms, therefore contributing to education as a public good.

King, F. (2014). Evaluating the impact of teacher professional development: an evidence-based framework, *Professional Development in Education,* 40(1), 89-111.

Russell, T. and Berry, A. (2014) Self-study of teacher education practices promotes self-understanding. *Studying Teacher Education: A journal of self-study of teacher education practices*, *10*(1), 1-2.

PAPER 2: Self-study as professional learning: The experience of a primary teacher

Ciara Griffin, Déirdre Ní Chróinín, Tim Fletcher

Mary Immaculate College

Brock University

Ciara Griffin is a qualified primary school teacher currently carrying out her MA research in primary physical education at Mary Immaculate College, Limerick. Ciara's research interests are in identifying pedagogies that foster and support meaningful physical education experiences for children and used self-study research to investigate her own practice.

Déirdre Ní Chróinín is a primary physical education teacher educator in physical education at Mary Immaculate College, Limerick. Her research interests include exploration of ways that primary physical education and physical education teacher education can support meaningful physical activity engagement by young people.

Tim Fletcher is Assistant Professor in the Department of Kinesiology at Brock University, Canada. Tim's research interests are in teacher/teacher educator socialization and identity, pre-service teacher education, meaning-making in physical education and sport, and self-study of practice methodology.

ciara.griffin@mic.ul.ie   tfletcher@brocku.ca

Deirdre.NiChroinin@mic.ul.ie

The use of self-study methodologies by classroom teachers has been proposed as a form of professional development. In Ireland, the promotion of research by The Teaching Council echoes this trend. This paper shares the experience of a beginning primary school teacher/ researcher using self-study to develop a new pedagogy of physical education focused on promoting meaningful engagement in physical activity. The research was conducted with fourth class children in two primary schools in Limerick across an eight week period. Data sources included teacher planning and reflection documentation alongside critical friend responses, focus groups with the children, and work samples they generated during lessons. Findings illustrate how engagement in self-study processes supported the teacher/ researcher learning about teaching physical education as well as learning about pedagogies specifically focused on the promotion of meaningful engagement. This paper points to the potential of self-study to support beginning teacher development in transformative ways.

PAPER 3: Using S-STEP in new ways: the experiences of a sports coach

Richard Bowles

Mary Immaculate College, Limerick

Richard Bowles is a member the Department of Arts Education & Physical Education, and lectures in the area of physical education (PE). His research interests include policy and practice issues in primary school PE, and the use of the self-study approach in teacher and coach education.

richard.bowles@mic.ul.ie

Self-study has been identified as a useful lens through which to examine professional learning in physical education and sport (Fletcher and Ovens 2015). Although the approach has gained popularity in school and teacher education settings in the past decade, it is underused in sports settings. This research used a self-study approach in a coaching context. The researcher engaged in self-directed learning by adopting Games Sense pedagogy during a competitive season with a female Gaelic football team. Data sources included a reflective journal and training diary, semi-structured focus group interviews conducted with six players, and transcripts of regular interactions with two colleagues who acted as critical friends. Thematic analysis of the data was carried out (Braun and Clarke 2013). The use of S-STEP methodologies prompted the coach to engage in deep reflection on his coaching strategies and philosophy. This suggests that self-study can facilitate the introduction of a new coaching pedagogy, and enhance our understanding of coaches' professional learning.

Braun, V. and Clarke, V. (2013) *Successful Qualitative Research,* London: Sage.

Fletcher, T. and Ovens, A. (2015) 'Self-study in physical education: bridging personal and public understanding in professional practice', *Asia-Pacific Journal of Health, Sport and Physical Education,* 6(3), 215-219.

'Double-loop reflections': challenging student teachers assumptions on critical incidents

Oliver McGarr, Orla McCormack and Jason Comerford

University of Limerick

Dr. Oliver McGarr is the Head of the Department of Professional Studies, University of Limerick. **Dr. Orla McCormack** is a lecturer in Education at the Department of Education and Professional Studies, University of Limerick. **Jason Comerford** is a PhD candidate in the Department of Education and Professional Studies in the University of Limerick

Oliver.mcgarr@ul.ie; Orla.McCormack@ul.ie; Jason.comerford@ul.ie

Reflective practice is a dominant concept in teacher education and is now widely applied in teacher education programmes across the globe. It is argued that possessing a disposition to engage in reflection and a willingness to learn from those reflections are integral to becoming an effective classroom teacher. However, despite the recognition of the importance of critical reflection, achieving this level of reflection amongst novice teachers has proved problematic. It is assumed that reflective practice facilitates the ability to apply theory to one's practice and learn from it, encouraging deep critical reflection. However this is often met with disappointing outcomes. One area within the reflective practice literature that is seen as being particularly helpful in initiating reflective thinking is the notion of a critical incident. Challenging teachers to focus on critical incidents is seen as a good opportunity to initiate more in-depth thinking and critical inquiry on one's practice. When reflecting on critical incidents students often counterfactually mutate the experienced event to an alternative set of actions and outcomes. Counterfactual thinking refers to the 'what if' or 'if only' thoughts of people following an event. Research has shown that counterfactual thoughts tend to gravitate towards changing actions to socially shared norms of behaviour suggesting that counterfactual thinking, while being goal orientated, is highly influenced by interpersonal and intrapersonal norms. Therefore, our attitudes, beliefs and biases guide our assumptions in relation to how things should be and what should happen. Building on previously published research on the presence of counterfactually mutated critical incidents in student teachers' reflections (McGarr and McCormack, 2015), this study provided student teachers with opportunities to re-examine their initial reflections on a classroom incident to unearth and challenge assumptions that determined their initial framing of the incident. The research was conducted with a cohort of undergraduate student teachers in the Republic of Ireland. First year student teachers (n=65) were provided with a description of a critical classroom incident and asked to reflect on the incident. Following these reflections, and through a set of guided questions, the student teachers were then encouraged to re-examine their reflections in an attempt to unearth their initial interpretations and assumptions. This paper explores the extent to which reflections on counterfactually mutated critical incidents, utilising a 'double loop' approach, can act as a vehicle to challenge assumptions and move reflections to a more critical space.

Being and Belonging: Student-Teachers' Contextual Engagement in Placement Schools

Dr. Enda Donlon, Dr. Elaine McDonald, Dr. Sabrina Fitzsimons, Dr. PJ Sexton, Dr. Helen Leonard

Mater Dei Institute of Education

All five authors are staff of the Centre for Excellence in Post Primary Teacher Education

enda.donlon@dcu.ie

School Placement is long considered a core component of Initial Teacher Education (ITE) programmes (Darling-Hammond 2006; Vick 2006). In particular, it is recognised as a valuable period for the professional development and personal growth of student-teachers (Choy et al. 2014; Hascher, Cocard, and Moser 2004). School Placement within the Republic of Ireland is currently experiencing a period of great change due in no small part to recent Teaching Council of Ireland policy (2011, 2013). Challenges and opportunities associated with such factors as the introduction of extended school placements and an increased emphasis on partnership with schools have resulted in ITE providers re-evaluating and reimagining their approach to school placement.

As part of this evolving understanding of school placement, the concurrent ITE programme at Mater Dei Institute of Education (MDI) has introduced a 'contextual engagement period' (CEP) as a mandatory element of each student's placement. This contextual engagement period consists primarily of "non-teaching hours in schools […] to facilitate greater emphasis on classroom observation, collaborative work with experienced staff, and greater engagement with the life of the school" (Teaching Council of Ireland, 2013, p. 12). Student-teachers are introduced to the culture, operations and procedures of the school in advance of undertaking their school placement teaching requirements and are encouraged to become "active and engaged member[s] of the community of teaching placement" (Ussher 2010, p. 104).

This paper considers the value and implications of this contextual engagement period with regard to school placement and teacher education, and the importance of such 'non-teaching activities' regarding the professional and personal development of ITE students. Drawing upon analysis of 'school activities engagement logs' maintained by student-teachers, and supplemented with feedback from students who have undertaken their contextual engagement period, we will explore the activities that student-teaches engage in during this CEP and how this relates to the wider school placement. This will be situated in the context of current discussions regarding issues such as the changing nature of school placement and teacher education in Ireland, teacher identity and teacher self-efficacy.

Facilitating team teaching among co-operating teachers and student teachers on school placement: Context, findings and future directions

Dr Thomas Walsh and Ms Angela Rickard

Maynooth University

Thomas Walsh is a lecturer in the Department of Education, Maynooth University. His research interests include history of education and the development of school-university partnerships. **Angela Rickard** is a lecturer in the Department of Education, Maynooth University. Her research interests include educational technology, development education and promoting professional collaboration in Initial Teacher Education.

Thomas.walsh@nuim.ie

Moving from an era of policy development to its translation into practice within initial teacher education (ITE) in Ireland, the roles and responsibilities of the various partners in schools and higher education institutions are in transition. ITE for post-primary teachers has been extended to a two-year Professional Master of Education (PME) programme, allowing additional focus to be placed on the central component of school placement. In tandem, there is a greater emphasis on teachers' continuing professional development (CPD) in schools with the advent of the *Cosán* document from the Teaching Council (Teaching Council, 2013) and developing opportunities for professional collaboration through school self evaluation (Department of Education and Skills, 2012), among other initiatives. This research pilot project arose from the synergy of the reform of ITE and the focus on CPD for teachers, and was undertaken with the support of the Professional Development Service for Teachers (PDST). The purpose of the project was to facilitate the development of team teaching skills among individual student teachers and their co-operating teachers, and to share the learning from the process more widely. It was undertaken with 15 Year 1 PME students and their co-operating teachers in placement schools between February and April 2015. A key aim of the research was to examine the impact on the affective domain of participants and to explore the process and relationships underpinning team teaching in a school placement context. The main question the research project set out to answer was how effective co-planning, team teaching and collaborative reflection can be facilitated among student teachers and their co-operating teachers.

The paper will begin by critically analysing the various definitions of team teaching and the varying terminology used in a national and international context. It will then explore the rationale and context for the team teaching project. An outline of the exploratory/ participatory action research methodology employed and the interpretive research paradigm will be provided. Research methods employed, including questionnaires and workshop activities, will be profiled. Initial findings from the data will be shared and linkages drawn to existing research in the field. The paper will conclude with a reflection on the key findings and an overview of the future directions for the project.

Spotlights on the diversity gap: An examination of the socio-demographic backgrounds of applicants and entrants to primary teacher education programmes in Ireland

Manuela Heinz and Elaine Keane

National University of Ireland Galway

Manuela.heinz@nuigalway.ie

During the 'Celtic Tiger' years, many of Ireland's schools evolved from having a relatively homogeneous student intake to one characterized by significant ethnic, religious, racial and linguistic diversity (Smyth, Darmody, McGinnity & Byrne, 2009). By contrast, the teaching population has remained relatively homogeneous (Heinz, 2013; Keane & Heinz, 2015). Diversifying the teaching population is of international concern, as it is in Ireland, on research and policy levels (Conway et al. 2009; Higher Education Authority, 2015; Keane & Heinz, 2015; Teaching Council 2008, 2011). In this presentation we will describe and compare the socio-demographic backgrounds (including sex, gender, age, nationality, ethnicity and first language, socio-economic group, disability and religion) of applicants and entrants to undergraduate primary (UG P) initial teacher education (ITE) programmes in the Republic of Ireland in 2014 (N=1,042). The following core research questions are guiding our analysis:

1. What is the socio-demographic composition of UG P ITE students – has this composition changed since 1999 (Drudy et al., 2005)?
2. What groups are currently under-represented in UG P ITE programmes, in terms of those who apply and are accepted?
3. How, and to what extent, may ITE selection processes and criteria and/or other system/contextual factors impact upon the socio-demographic composition of UG P student teacher populations and patterns of under-representation?
4. What measures could be considered to increase the participation rates of currently under-represented groups in UG P ITE?

Data has been collected via a cross-sectional online questionnaire which forms part of our wider *Diversity in Initial Teacher Education (DITE) in Ireland* national study (Keane & Heinz, 2015). With regard to the rationale for diversifying the teaching population, our discussion will be framed by two important perspectives: 1) an 'equity of access' perspective, in terms of the composition of teaching populations along socio-demographic lines, and 2) the benefits of a diverse teaching population for students, schools and wider society (Keane & Heinz, 2015).

KEYWORDS: Initial teacher education, diversity, admission

Significant in the First Year: Workplace-based Relational Dynamics and Newly-Qualified Teachers' Emotions

Dan O'Sullivan

School of Education, University College Cork

Dr Dan O'Sullivan is a lecturer at the School of Education, University College Cork. He lectures on inclusion-related issues on a range of postgraduate teacher education programmes. His research interests centre on inclusive schooling, assessment, literacy, initial teacher education, and the induction and continuing professional development of teachers.

dan.osullivan@ucc.ie

Presenting evidence concerning ways emotions are significantly implicated in the processes of early professional experience, among nine newly-qualified primary teachers (NQTs), during the course of their initial year of workplace practice, post-graduation, is the focus of this presentation. Representing a significant change in the life course, beginning to teach is deeply personal work, engaging NQTs' emotions against the backdrop of forming an identity as a teacher. Thus, the strong emotions aroused in the process of "becoming" a teacher, constitute a primary dimension of beginning practice (Zembylas and Schutz 2009).

Sociocultural perspectives position emotions as constitutively reciprocal components in the space between perspectives that psychologise emotions as private and internalised, and sociological approaches that emphasise how structures shape the individual. Positioned as socially and culturally specific persons, engaged in complex webs of power relations, sociocultural perspectives view teachers' emotions as 'situated' in particular institutional and personal educational histories. Adopting a sociocultural informed, constructivist perspective, this multiple-case study seeks evidence pertaining to ways workplace-based relational dynamics are implicated in the emotionality characteristic of beginning teaching.

Individual, semi-structured interviews, and the maintenance of solicited digital diaries (or e-mail logs) by research participants, are employed as data collection methods. Cross-case analysis is used to identify common patterns that recur across the nine cases (Miles et al. 2014).

Empirically-based conclusions establish that, significant in shaping the emotional tone of the beginning year of practice for NQTs are, firstly, the nature of school leadership; secondly, the manner of NQT engagement with teaching colleagues, particularly fellow NQTs; thirdly, parental contact; and, fourthly, the primarily evaluative, probationary system involving the Inspectorate of the Department of Education and Skills. Respectively, the relational dynamics lying at the heart of these realms of NQT experience, illustrates that emotions are significantly implicated in the processes of beginning teaching.

Using a Reflective Framework to support Educator Self-Reflection

Anoop Saxena and Alenoush Saroyan

McGill University, Montreal, QC, Canada

Anoop Saxena is a doctoral student and Fonds de recherche du Québec – Société et culture (FRQSC) scholar in the Learning Sciences program at McGill University, Montréal, Canada, and is currently a member of the Higher Education Research Group. His research interests include Higher education, adult learning, learning design & technology, pedagogical agents, intelligent tutoring systems, self-regulated learning and STEM education.

Alenoush Saroyan is a Professor and current Graduate Program Director, Learning Sciences and Health Professions Education Programs at McGill University, Canada.

anoop.saxena@mail.mcgill.ca, alenoush.ssaroyan@mcgill.ca

We investigated the development of a reflection framework that could be used by a Computer Based Learning Environment (CBLE) for educator self-reflection and its potential to foster pedagogical change and professional development. To inform the design of the CBLE, our first step was to generate a framework from the teaching literature covering theoretical and empirically generated models of teaching and instruction and the dimensions that together comprise the complex process of teaching. Our review of this literature provided six key dimensions, critical to the process of reflection. These dimensions are Teacher, Teaching, Learner, Learning, Content and Context. We then selected 35 participants who participated in a self-reflection study and were randomly assigned into the experimental or control group. Both groups first did a 10 minute teaching session on a specific topic which was used as the stimulus for reflection. The experimental group was provided with the reflective framework to refer to in the self-reflection session while the control group was provided the framework after they engaged in an unguided reflection process. Our results indicated that there was a difference in the depth of self-reflection and both groups found the framework beneficial for the reflective process. As a next step, we revised our framework to include any reflective comments that were additional to those already included. This version became the foundation to develop our prototype CBLE with a view to provide the user with a well scaffolded, richer and more meaningful self-reflection. Our prototype also incorporates an Interactive Animated Pedagogical Agent (IAPA) since it has potentially social benefits to the user and can also guide the self-reflection process, similar to an external consultant. In this paper we discuss the self-reflection framework developed and its implications to the development of a CBLE with an IAPA.

KEYWORDS: Self-reflection, reflective framework, Computer-based learning environments

Mind the Gap: the contextual understandings and perspectives of primary school principals in relation to finding discursive spaces for moral leadership

Ciaran Sheehan and Geraldine Mooney Simmie

University of Limerick

Ciaran Sheehan is a doctoral student who has recently completed his doctoral study at the University of Limerick, (and is awaiting confirmation of changes to his dissertation). **Dr. Geraldine Mooney Simmie** is a Lecturer in Education, at the Department of Education and Professional Studies, University of Limerick, where she lectures in Policy Studies to doctoral students and is Course Director of a master's in education (mentoring).

Geraldine.Mooney.Simmie@ul.ie

Nowadays, moral leadership is the subject of a considerable body of educational research (Starratt 2004, 2007; Shapiro & Stefkovich, 2001; Wilson, 2014). The 'problem' of moral leadership is positioned within a background and policy context in which school leaders and administrators are given increasing levels of managerial responsibility for school autonomy (DES, 2015), within a new model of self-steering and surveillance that mandates performativity, within a new techné of schooling (Ball, 2012). This paper is based on findings from a doctoral study, a critical interpretivist study, which examined the diminishing discursive spaces for moral leadership of the primary school principal in the mid-West region of Ireland. The study questioned what moral drivers continue to retain school principals enacting moral leadership roles in their school communities (Sheehan, 2016), against a backdrop of unrelenting policy demands for new quality management and public accountability. The study drew from three theoretical frameworks, the pedagogic device of Bernstein's (2000, p.34) explaining the relays of power and symbolic control operating within education practices, the conceptual framing of moral leadership posited by Starratt (2004, 2007), and the contexts of performativity and public accountability, reported within critical theory as an encroaching model of the ethic of the marketplace (Apple 2011; Ball 2003). Taken collectively, this theoretical compact provided a suitable explanatory framework for the critical analysis, and critical interpretation, of national policy and data collected. In this paper, we first report on the systematic review of the literature in relation to the moral leadership of the school principal. Second, we report on the main themes arising from the empirical case study of a self-selecting purposive sample of primary school principals (n=103), and twelve in-depth interviews, in the mid-west of Ireland. The findings showed that this cohort of school principals clearly recognised the importance of the moral and ethical dimensions to their practices, and indicated that they were leading their schools on the basis of their own value systems and moral characteristics. While investing their personal self into their role as moral leaders, the data suggested that primary school principals' in this study faced multiple constraints in their efforts to generate discursive spaces for the 'heartwork' of teaching, leading and learning (Hogan, 2003, 2010). In this study, minding the gap for moral leadership was identified as more of a systemic stressor, rather than an individual problem of resilience.

Collaborative school-university partnerships – how cooperating teachers, principals, student teachers and university tutors see it

Manuela Heinz, Mary Fleming, Bonnie Long

National University of Ireland Galway

Manuela Heinz is lecturer and school placement director in the School of Education, NUI Galway. **Mary Fleming** is Head of School and Director of Teacher Education in the School of Education, NUI Galway. **Bonnie Long** is lecturer and school placement tutor in the School of Education, NUI Galway.

manuela.heinz@nuigalway.ie

Innovative school placements and collaborative arrangements between universities and schools are integral to the Teaching Council's 'Criteria and Guidelines for Programme Providers of Initial Teacher Education' (2011). The School of Education in NUI Galway has been working with a growing number of partner schools since 2011. We conceptualise our school-university partnership work as a process of learning and participation in a "community of practice" (Lave & Wenger, 1991). Central to our collaboration is our shared mission to enhance the experiences and learning outcomes of our student (and future) teachers. Guidelines for school-university collaboration and student teacher supervision have been developed and are regularly reviewed by university and school representatives as part of our ongoing communication during school-university partnership days and school-based meetings between cooperating teachers and university tutors. In this presentation we will explore how cooperating teachers, principals, university tutors and student teachers have experienced the change from a complimentary to a collaborative partnership approach. Our data and findings form part of the wider *School-University Partnership Research Project (SUPR)*. Data has been collected between 2011 and 2015 with data sources including minutes/notes from school-university partnership days and university tutor planning and reflection meetings, semi-structured narrative interviews with student teachers, cooperating teachers, principals and university tutors as well as ongoing reflections kept by the director of school placement. We present our analysis with regard to the following questions:

- How are cooperating teachers and university lecturers/tutors experiencing the change towards closer school-university (cooperating teacher – university tutor) collaboration?
- What do cooperating teachers, principals, university tutors and student teachers consider to be the benefits of our developing collaborative school university partnership – for student teachers, for practicing teachers/schools, for university tutors/the university?
- What do cooperating teachers, principals, university tutors and student teachers consider to be the main challenges of developing and maintaining collaborative school-university partnerships?

We will discuss how ongoing feedback from all actors, the findings from this analysis and a range of contextual factors are shaping our partnership work. Finally, we consider aims and next steps for our school-university partnership development.

Exploring the Perspectives of School Leaders, Teachers and Parents on Preventing Homophobia and Transphobia and Educating for Gender and Sexuality Diversity in Primary Schools

Dr Aoife Neary, Sandra Irwin-Gowran

University of Limerick; Gay and Lesbian Equality Network

Dr Aoife Neary is Lecturer in Sociology of Education at the Department of Education and Professional Studies University of Limerick. **Sandra Irwin-Gowran** is Director of Education and Policy Change at the Gay and Lesbian Equality Network .

 aoife.neary@ul.ie   sandra@glen.ie

While much research has examined homophobia, transphobia and heteronormativity in post-primary school contexts across the globe, a much smaller body of research has focused on primary school contexts. In many primary schools, invisible boundaries and silences support heteronormativity and close down opportunities for education around gender and sexuality diversity (Atkinson and DePalma 2008). Recently, in Ireland, there have been some changes in relation to primary schools. In 2013, the Department of Education and Skills published anti-bullying procedures stipulating that primary and second-level schools must document 'prevention' and 'education' strategies around homophobia and transphobia. Furthermore, two supporting resources devised by the Gay and Lesbian Equality Network (GLEN), the Irish National Teachers Organisation (INTO) and the INTO LGBT group have been circulated to primary schools.   Conducted in May/June 2015 during the height of the Marriage Equality campaign and following the changes outlined above, this study captures a unique moment in primary schools. The overall research question guiding this study was: What are the perspectives of primary school leaders, teachers and parents on preventing homophobia and transphobia and educating for gender and sexuality diversity? This in-depth qualitative study was conducted with six school leaders, twelve teachers and 28 parents. 37 were female and nine were male. One-to-one interviews were conducted with school leaders and teachers and focus groups were conducted with parents. Data analysis involved identifying categories across the data and constructing broader themes through 'plugging in' a selection of theoretical tools (Jackson and Mazzei, 2012). This paper presents an overview of the key findings of this study. It illustrates how restrictive gender and sexuality norms are part of the fabric of life in primary schools. It outlines a spectrum of school approaches, highlighting the principal as a particularly dominant factor. Across the participants, there was consensus around the need for bullying prevention. Furthermore, the vast majority of participants viewed Marriage Equality as a turning point of progressive change. However, assumptions about age-appropriateness, religious 'ethos' and uncertainties in relation to parental reaction meant that going beyond bullying 'prevention' to 'education' about gender and sexuality diversity was perceived as a volatile move in primary schools. In presenting these challenges and opportunities, this paper opens up a conversation about how primary schools might be supported in working towards the dual, interconnected aims of bullying prevention and education for gender and sexuality diversity.

The Voice of the Student in the Individual Education Plan Process: Symbolic or a Public Good?

Dr Órla Ní Bhroin, Dr Fiona King, Dr Anita Prunty

St Patrick's College, Drumcondra

Órla Ní Bhroin, Fiona King and Anita Prunty are lecturers in the Special Education Department in St Patrick's College.

orla.nibhroin@dcu.ie   fiona.king@dcu.ie
anita.prunty@dcu.ie

The ever burgeoning literature on the rights of every child is reflected nationally and internationally in the promulgation of educational inclusion as a public good (Riddell, 2007). While inclusion continues to gain currency it is less clear how the individual needs of students with special educational needs (SEN) can be met (Norwich, 2013). The individual education plan (IEP) is posited as the means by which each individual student's needs can be met through inclusion (Ireland, 2004; Bateman, 2011). The process of increasing participation of students in their education leads to greater inclusion (Booth and Ainscow, 2002). The right of students to a voice in the IEP process, a manifestation of student participation, is enshrined in international legislation. Furthermore, the literature on IEPs suggests that the involvement of students is a critical component of the IEP process (Riddell et al., 2002; Prunty, 2011), the quality of an inclusive IEP depends to a large extent on the meaningful participation of students in the process (Cooper, 1996) and that expressing clear expectations or learning intentions to students (Frankl, 2005) and encouraging them to set their own goals, increase independence and motivation. However the complexity of involving students in planning and evaluation has been noted, resulting in IEPs being mainly teacher-led (Rose et al., 2013).   This paper draws on findings from a study which explored teachers' use of IEPs to meet the needs of individual students with SEN in mainstream settings. The study had two phases of data collection: the first phase was quantitative and involved the administration of a questionnaire to 165 teachers which yielded a response rate of 50.3% (83); and, five case studies in mainstream primary/postprimary schools. Our analysis shows that more than half the teachers agreed that students should be involved in the IEP process. However, in practice there was uncertainty about involvement of students in terms of expressing their views about their IEP, attending IEP meetings, developing and modifying targets and recording progress.   This paper argues for meaningful participation of students in the IEP process so that the voice of the student is considered in practice. We conclude by suggesting that the implementation of children's rights demands that teachers and schools move beyond tokenism and goodwill where rights might be 'more symbolic than real' (Skrtic, 2005, p. 150), to a position where children's participation is firmly embedded within a school's culture and decision-making structures, thus leading to greater inclusion as a public good.

'Education as a Public Good' The impact of policy regarding the organisation of support for pupils with dyslexia in Irish primary schools.

Ann Marie Casserly, Bairbre Tiernan, Therese Mc Phillips, Donna Hazzard, Gillian Beck

St Angela's College; St Patrick's College; St Mary's University College; Stranmillis University College

Ann Marie Casserly and **Bairbre Tiernan** are lecturers in the Centre for Special Educational Needs, Inclusion and Diversity in St. Angela's College. **Therese Mc Phillips** is a lecturer in Literacy Education in St.Patrick's College. **Donna Hazzard** is Principal Lecturer in Literacy in St Mary's University College, Belfast. **Gillian Beck** is a lecturer in Special Educational Needs and Inclusion in Stranmillis University College, Belfast.

acasserly@stangelas.nuigalway.ie
btiernan@stangelas.nuigalway.ie

This presentation examines the impact of policy regarding the organisation of support for pupils with dyslexia in Irish Primary schools based on a recent study "Dyslexia in Ireland, North and South-Perspectives on developments since publication of the Dyslexia Reports (2002)." In Ireland, pupils with dyslexia are served by a continuum of provision which reflects the spectrum of ability and difficulty with dyslexia. This continuum ranges from full time enrolment in mainstream classes with supplementary support which may be in the form of in-class differentiated support and/or additional teaching support provided by a support teacher, a placement in one of the four special reading schools or placement in a reading class within a mainstream school, of which there are currently 11 (NCSE 2015-16). Dyslexia is considered as a high incidence special educational need (SEN) and hence within the mainstream setting, support is provided through a mechanism referred to as the General Allocation Model (GAM). However, there is concern that the support allocation model (GAM) may not always ensure that all pupils with dyslexia receive equitable access to educational supports and that existing resources within schools may not be used to greatest effect (NCSE, 2013). Research has indicated that early assessment and intervention is paramount in supporting pupils experiencing dyslexia and GAM attempts to achieve this by encouraging immediate and timely access to support. Nevertheless, McPhillips et al. (2015) suggest that the implementation of the model is inconsistent through the system and not all pupils with dyslexia are receiving adequate levels of support. The DES (2005) and NCSE (2013) state that additional teaching resources for pupils with high incidence disabilities including dyslexia may be allocated in accordance with pupils' learning needs. Kinsella et al (2011) report that some pupils with high incidence disabilities can experience learning needs which are more severe than pupils with low incidence disabilities who receive a greater level of resources. Schools also report difficulties in meeting pupils with severe higher incidence learning needs. The NCSE (2013) recommend that additional support for pupils with SEN should be allocated according to their actual needs as opposed to the disability category. This premise would confirm that needs arising from dyslexia occur along a continuum reflecting the wide range of ability/need that can be manifested within categories and hence the support offered should also reflect this continuum.

Standardised Assessment: Sacrificing the Individual for the Success of the Majority

Michael Mc Namara

School of Education,

NUI, Galway.

Michael is a doctoral research student with the School of Education in NUI, Galway. He also works as a full time primary school teacher.

m.mcnamara9@nuigalway.ie

The increased standardisation of education systems worldwide has become a common phenomenon in recent years. This feature, termed the 'Global Educational Reform Movement' (Sahlberg, 2007), has, in turn, given rise to an unprecedented testing culture globally whereby the 'success' of a country's education system is now commonly evaluated in terms of their relative performance on international assessment scales. Initiatives such as the Programme for International Student Assessment (PISA) (OECD) readily facilitate such comparisons. However, when considering the validity of this evaluative approach, particularly in terms of its contribution to the public good, one must question if perhaps this 'one size fits all' mentality is, in fact, too simplistic an approach to constitute a trustworthy measure of systemic effectiveness. Our Irish primary school curriculum, for example, purports to celebrate "the uniqueness of the child" (DES, 1999, p.6), yet, a clear disconnect is evident between the overtly holistic nature of this curriculum and the standardised manner in which it is currently assessed, a practise now solidified at national policy level (DES, 2011).

My on-going research aims to investigate the effects of our current testing culture in Ireland by exploring the various impacts of standardised assessment at primary school level. This multi-perspective qualitative study employs a social survey methodology, primarily focusing attention on those most experienced in the usage of this form of assessment; namely primary school teachers and principals. Data collection methods, such as anonymous online qualitative questionnaires and semi-structured interviews, are being utilised to obtain rich qualitative data from these participants. 'Expert interviews' (Meuser and Nagel, 1991) are also being employed on this topic with a DES Inspector, an NCCA executive, a standardised test creator and a third level lecturer. This wealth of data provides an expansive understanding of the current context regarding standardised assessment, and highlights the resulting challenges that we now face in our primary school education system in this regard.

KEYWORDS: Standardised Assessment, Global Educational Reform Movement, Primary School Education.

SYMPOSIUM TITLE: 'RELIGION, BELIEFS, ETHICS AND EDUCATION': CHANGING SOCIETIES AND RELIGIOUS TOLERANCE

CONTRIBUTORS: Professor Marie Parker Jenkins, Dr. Mags Liddy, Dr. Orla McCormack

DISCUSSANT: Dr. Merike Darmody (ESRI)

Growing secularisation of the population and the arrival of new culturally and religiously diverse migrants are posing new challenges to schools in Ireland. While most primary schools are still denominational, new types of school have emerged to cater for the needs of changing population. Recent changes have necessitated an extensive consultation process about how to accommodate religious diversity and have resulted in some important policy changes. This symposium contributes to an ongoing debate about state-run denominational schools and the place of Religious Education in these. In addition, the symposium addresses the issue of religious tolerance.

KEYWORDS: Changing societies; school ethos; characteristic spirit; religious tolerance

PAPER 1: Exploring the 'characteristic spirit' of ETB publicly managed schools in Ireland

Mags Liddy and Orla McCormack

Dept of Education and Professional Studies,

University of Limerick, Ireland

Dr Mags Liddy is postdoctoral researcher based at the University of Limerick. She recently completed her PHD on teaching of global citizenship education by returned overseas volunteer teachers.

Dr Orla McCormack is a lecturer in the Department of Education and Professional Studies, University of Limerick. Orla has over eight years' experience lecturing in the area of curriculum, curriculum development and evaluation.

Mags.Liddy@ul.ie   Orla.McCormack@ul.ie

The characteristic spirit of schools has a legal definition in The Education Act (Government of Ireland, 1998) where it is 'determined by the cultural, educational, moral, religious, social, linguistic and spiritual values and traditions which inform and are characteristic of the objectives and conduct of the school'. On the other hand, Fischer (2010) maintains that the concept reflects the 'lived reality of the values of the school' highlighting how characteristic spirit should be seen in the everyday life of the school. This study sets out to examine the values and traditions of characteristic spirt of eighteen ETB schools in Ireland in research that explores their understanding of characteristic spirt and how it is expressed in the lived reality of each school.

Firstly the research project aims to highlight and describe for the first time the 'cultural, moral, religious, spiritual, values and traditions' of publicly-managed ETB schools in Ireland, using data gathered from students, teachers and Boards of Management of the participating eighteen schools. Secondly the project explores some of the challenges and tensions schools experience in expressing their characteristic spirit within the everyday life of the school.

PAPER 2: 'Religion, Beliefs and Hostility: Perceptions of anti-Semistism and Islamophobia from religious school communities in the U.K.'

Marie Parker-Jenkins

University of Limerick

Marie Parker-Jenkins is Professor of Education in the Department of Education and Professional Studies, researching issues of social justice with particular reference to "race" and ethnicity.

Marie.Parker.Jenkins@ul.ie

This paper is drawn from an ESRC -UK funded project on cultural sustainability and explores the perception of hostility from the wider community . Fear of the outside because of fear of 'the Other' has led to some religious schools maintaining a higher level of security than that operating at a non- religious neighbourhood school. Moreover, the expression of hostility in the form of anti-Semitic and Islamophobic verbal assaults was found to be experienced more by children than adults in these communities, particularly as they travelled to and from school without parents or older members of their family. Implications for policy and practice concludes the paper in considering how issues of prejudice and hostility between young people might be addressed. This is particularly timely as schools in Ireland and globally are receiving refugee children of diverse religious and cultural backgrounds.

A PILOT EDUCATIONAL AWARENESS PROGRAMME TO TACKLE HOMOPHOBIC AND TRANSPHOBIC BULLYING IN PRIMARY SCHOOLS: VOICES FROM THE CLASSROOM

Dr. Seline Keating, Dr. Bernie Collins, Prof. Mark Morgan

St. Patrick's College, DCU.

This session is innovative as the participants will be provided with an opportunity to engage directly with the pilot anti-bullying materials and possibly influence future developments. It is also an opportunity for them to share their experiences of this type of bullying in their schools.

Dr. Bernie Collins is a lecturer in Social, Personal and Health Education (SPHE) in St. Patrick's College of Education. She was formerly the National Coordinator for the Walk Tall Programme.   **Dr. Seline Keating** is a lecturer in SPHE in St. Patrick's College. She has worked with the Anti-bullying Centre (ABC) delivering workshops to parents, teachers and pupils in both primary and post-primary settings.   **Professor Mark Morgan,** former Head of Education in St. Patrick's College, has just completed four years as Co-director of the National Longitudinal study 'Growing up in Ireland' at the Children's Research Centre, Trinity College Dublin.

Seline.Keating@dcu.ie

Irish research has found that experiencing homophobic bullying when young is associated with seriously elevated levels of self-harm and suicidal behaviour (Mayock et al. 2009). Farrelly (2014) reports that more than half (57%) of Irish primary school principals surveyed said that they were aware of homophobic bullying or name calling in their schools. Recent Department of Education and Skills (DES) documents (e.g. Circular 45/2013; Anti-bullying Procedures for Primary and Post-primary School (2013)) require all schools to deal with homophobic and transphobic bullying in their schools as part of their anti-bullying policy. Anecdotal evidence suggests that schools are struggling with this requirement. A pilot project is currently underway in Irish primary schools which aim to equip school staff with training and resources to give them the confidence and support to deal with homophobic and transphobic bullying in their schools. The draft resources (provisionally titled: All Together Now!) comprise of structured lessons which adopt a Human Rights/Equality approach, are embedded in the SPHE primary curriculum and are specifically aimed at 5th and 6th classes. Twenty schools organised into three clusters in Dublin, Wexford and Donegal are participating in the pilot project with a range of school types involved including denominational and non-denominational, urban and rural, DEIS and non-DEIS.

The conference innovation session will engage participants with some of the content from the piloted lessons that have been piloted by teachers through individual and group work. Conference participant responses to the resources will be compared and contrasted to the feedback from teachers and schools in the pilot project and participants will be invited to give suggestions for any future developments in relation to homophobic and transphobic bullying in Irish primary schools.

Drama and Languages Education: Bridging the arts and sciences divide through Content Language Integrated Learning (CLIL) at Primary level

Dr Erika C. Piazzoli

School of Education, Trinity College, Dublin

Erika recently joined the School of Education at Trinity College, Dublin, as Assistant Professor. Before that she was Research Fellow and Lecturer at Griffith University (Brisbane, Australia).

Erika.Piazzoli@tcd.ie

This paper offers a snapshot into some current theories and practices in the field of Drama in Education and Second Language teaching and learning. The discussion opens with an overview of this interdisciplinary field, focusing on the potential of drama to make languages education accessible and engaging for all students. Next, it presents key understandings from my doctoral research on the artistry and engagement of Drama in Education for Second Language teaching and learning. To illustrate the findings, I share a recent teaching experience – a six-month pilot project teaching English as a Second Language (ESL) in a public school in a low sociocultural area of Milan, Italy. The project piloted Content Language Integrated Learning (CLIL), a language teaching methodology endorsed by the Council of Europe that has gained considerable momentum in the last decade. While CLIL is a well-established language teaching methodology at post-primary level, this project sought to pilot the use of CLIL at primary level, using drama pedagogy as a common denominator. Storytelling and process drama were used to deliver the science, mathematics, music, history and geography curricula in an ESL full immersion approach, with non-English speaking children from first and second class. The discussion draws on examples from one ESL process drama-based science lesson, including video recordings of classroom activities. Ultimately, the paper argues for the potential of Drama in Education to facilitate effective language learning, as well as to bridge the arts and sciences divide across the Primary curriculum.

KEYWORDS: Drama in Education; Languages Education; process drama

Teacher/Artist Partnership: Locally significant, nationally important

Dr Ailbhe Kenny & Dr Dorothy Morrissey

Mary Immaculate College

Dr Ailbhe Kenny and Dr Dorothy Morrissey are lecturers in music education and drama education respectively at Mary Immaculate College. They both publish internationally on the arts, teacher education and arts education.

Ailbhe.kenny@mic.ul.ie   Dorothy.morrissey@mic.ul.ie

In Ireland, arts in education partnerships are often short-term, under-funded and lack quality research and evaluation approaches. There has been little research carried out to date to inform this emerging area of policy and practice. As part of supporting schools in the provision of high quality arts education for children, *Exploring Teacher/Artist Partnership as a Model of CPD for Supporting & Enhancing Arts Education,* is a Department of Education and Skills initiative developed in response to the objectives outlined in the *Arts in Education Charter* (2013). This paper presents research on the first two phases of the initiative:

> Phase 1- Summer Course: 18-22 August 2014 (training of teachers and artists)

> Phase 2- Six locally based in-school projects: September 2014 to January /February 2015 (Teachers work in own school/classroom with artists)

A case study involving participant action research captured the complexities of the teacher/artist partnership model across six differing school contexts. The six partnerships provided distinct snapshots into varying types of teacher/artist approaches and allowed for interesting cross-comparisons. The findings highlight the local significance of the partnerships but also the national importance of issues raised. There was a palpable concern for high quality arts projects that would leave a lasting legacy within classrooms and schools. This was evident in the raised expectations for the arts in schools, the high levels of creativity and experimentation, the attention to cross-curricular links, the building of and expansion of skills, knowledge and approaches to teaching the arts, as well as in personal connections or reconnections to the arts. This research also contributes new knowledge and perspectives to the continuing debates on specialist/generalist teaching of the arts in primary schools. It was overwhelmingly evident that both teacher and artist skills, knowledge and understandings can complement each other very successfully where meaningful, sustained partnerships are invested in.

KEYWORDS: Arts education, partnership, specialist/generalist

The *Studio Classroom*: Bridging the field of art and education virtually and facilitating college community engagement between artists and DEIS schools.

AnneMarie Morrin, Ruth Bourke

Mary Immaculate College, S.C.R., Limerick

Anne Marie Morrin is a lecturer in Visual Art Education in the Dept. of Arts Education and Physical Education in Mary Immaculate College (MIC). As a researcher and teacher she is interested in interdisciplinary approaches to visual art education; educational environments as pedagogy; reflective journals as a learning and assessment tool in the classroom, a/r/t/ography and other forms of art based research.

Ruth Bourke works for the Transforming Education through Dialogue (TED) Project, MIC. She facilitate networks of DEIS schools and engages in research and intervention projects. She is keenly interested in equality of opportunity in education and her research interests include: school networks and collaboration; intervention programmes in DEIS schools; teacher professional development; educational change and lifelong learning.

Annemarie.morrin@mic.ul.ie   Ruth.bourke@mic.ul.ie

The *Studio Classroom* was initiated in Mary Immaculate College by Visual Art Education, Dept. of Arts Education and Physical Education, and the Transforming Education through Dialogue (TED) Project PLUS Network of DEIS primary schools. The aim is to promote innovative ways for artists, primary school teachers and pupils to develop and nurture creative practice through online residencies.

Art residency in schools is promoted through the Arts in Education Charter (2013) 'Art Rich Schools' scheme. Within this context, the *Studio Classroom* aims to provide a model where all learners (teacher, artist and child) engage in a mutually beneficial learning experience. The potential benefits art has for a child are well documented (Chapman 1978; Arnheim 1989; Dyson 1989; Barnes 2002; O' Connor 2000) yet research suggests that there is a lull in the development of expression in children's drawings during the primary school years (Davis 1997; Jolley et al. 2004). Central to the success of the *Studio Classroom* is the teacher's willingness to develop his or her own sense of curiosity and engage with open-ended learning. A creative learner needs a creative teacher who provides both order and adventure, and who is willing to do the unexpected and take risks (Fisher, 2002).

This paper presents findings from the evaluation of the pilot phase of the *Studio Classroom.* Here the authors demonstrate the potential of online residencies to enhance teaching and learning experiences as well as rich possibilities for CPD through that maximises the skills and strengths of all teachers and artists.

Drawing on practice based research (Smith and Dean 2009) and visual research methodology (Leavy 2009; Smith and Dean 2009), this research explores the development of the initiative from the perspective of the artists, teachers and children involved through visual methods, online reflective blogs and focus groups with teachers and artists.

The making of the Universities Act – official power and institutional resistance in higher education (1995-97)

John Walsh

School of Education, Trinity College Dublin

Dr John Walsh is Ussher Lecturer in Higher Education, Trinity College Dublin and a member of the Cultures Academic Values and Education research centre (CAVE) in the School of Education. Dr Walsh is the author of *The Politics of Expansion: the transformation of educational policy in the Republic of Ireland* (MUP, 2009). He has published widely on contemporary education policy in Ireland and on the interrelationship between domestic policy change and international influences.

Walshj8@tcd.ie

The Universities Act, 1997 is one of the most important pieces of legislation in higher education in the twentieth century. The significance of the legislation in creating a common statutory framework for the university sector is widely acknowledged. Yet the process which led to the formulation and enactment of the universities legislation in the late 1990s has received relatively little scholarly attention, although it attracted extensive coverage in the national media (Walshe, 1999). A critical exploration of the complex and frequently acrimonious negotiations between the coalition government, Higher Education Authority and university leaders is essential in understanding the final shape of the universities legislation. A long-term struggle between the Department of Education and most universities over the balance between institutional autonomy and accountability for public money erupted into public conflict over the universities Bill.

The political process which produced the act was exceptionally volatile due to the absence of a government majority in the Seanad, allowing university senators to play a pivotal role in the parliamentary debates on the Bill. The protracted legislative process involved a wholesale reshaping of the original Bill, due to successful lobbying by university authorities and significant divergences between the HEA and the Department of Education. The 1997 Act was a compromise which reflected the influence of university leaders and fell well short of the ambitious interventionist agenda of the Department of Education.

Yet the balance between institutional autonomy and the power of the state established in the late 1990s was subject to redefinition in the early 2000s. The new powers given to the state and particularly the HEA, underestimated at the time, paved the way for intensification of official intervention in the universities and the expansion of the authority of the 'regulatory state' in higher education in the early twenty-first century.

Selected References:

Walshe, J. (1999) *A New Partnership in Education: From Consultation to Legislation in the Nineties* (Dublin: IPA)

Walsh, J. (2014) A Contemporary History of Irish Higher Education. In Loxley, Seery & Walsh (eds), *Higher Education in Ireland: Practices, Policies and Possibilities,* (Palgrave: Basingstoke)

Intergenerational Learning in Higher Education. A Case Study of the DCU Intergenerational Learning Programme; an example of intergenerational engagement for the public good.

Dr Trudy Corrigan

Dublin City University

Trudy is the founder and director of the DCU Intergenerational Learning Programme. This programme was developed to provide teaching, learning and research opportunities between retired people from the wider community and students in higher education.

Trudy.corrigan@dcu.ie

The Intergenerational Learning Programme (ILP) in Dublin City University (DCU) was developed as a community of learning to provide an opportunity for older and younger people to share lived experiences, knowledge, wisdom and competences in higher education learning. Higher Education Institutes are well placed to facilitate dialogue between older people from the wider community with third level students. In this environment, learning has the potential to take place as a high quality pedagogical practice through formal and informal teaching and learning opportunities either online or on campus. This   paper will highlight the benefits of this engagement for   both the younger and older students students who participated in this study. It highlights the impact of both older and younger people engaging in teaching and learning in a multi-disciplinary context of education. The philosophical understanding of creating a teaching and learning space in higher education for intergenerational engagement has been influenced by three factors:(1)Older people at global level are living longer than before. The Global Age Watch Index (2014) quoting from the WHO report 'Ageing and Life Course' states that 'The world population is rapidly ageing. Between 2000 and 2050 the proportion of the world population over sixty years of age will double from about 11% to 22%. The number of people aged sixty years and over is expected to increase from 605 million to two billion over the same period. This represents both challenges and opportunities.' (Ageing and Life Course, 2014) .In this respect, this phenomenon is often referred to as the longevity dividend and it demonstrates that living longer means that ageing has the potential to be valued in terms of the   contribution of older people in   social, economic and cultural capital.(2) The perceived generational gap at societal level is frequently born out of a lack of opportunity for older and younger people to meet together outside of familial contexts. Even within families, geographic distance between children, parents and grandparents can prove that regular contact together is not possible. (3) Rarely are third level students provided with an opportunity to meet with older people to engage in shared dialogue in formal and informal teaching and learning opportunities together within higher education.The paper proposes that dialogue as a pedagogical practice between generations presents opportunities to embrace lived experience of the past, reflections of the present which when combined promotes pathways for a better future together. This is with the intention of promoting intergenerational learning as a pedagogical practice which is of benefit to the wider society.

Access, Transfer and Progression between FET & HE

Justin Rami, Michael Kenny, Rory Sullivan, Christy Duffy, Catriona Murphy

DCU, MU, CDETB, LWETB, SOLAS

The authors form part of a new FET-HE Network which has been supported by the HEA which has a focus on issues related to the relationship between FET and HE. This an academic and statutory body collaboration involving ETB's, HEI, SOLAS and QQI.

Justin.rami@dcu.ie

For the first time in Ireland the further education and training sector and the higher education sector have formally come together to address a range of related issues – the first being the issue of access, transfer and progression for learners between the two sectors. This is a poignant paper for this years ESAI conference - Education as a public good, - which aims to, ' *interrogate the idea of education as a public good, and ideas around public scholarship and public service, and illuminate research conducted in this area'*

This paper emerges from research and discursive work of a recently formed network of higher education institutions (HEI's) and the further education and sector (FET), as well as State bodies such as SOLAS (National Further Education & Training Authority of Ireland) and QQI (Quality and Qualifications Ireland). The newly form FE-HE network now meet together as a working group with the intention of progressing a range of issues related to ATP from FE-HE including in the consultation paper, 'Towards the Development of a New National Plan for Equity Of Access to Higher Education' (NAO 2014),   the 'Quality and Qualifications Ireland Strategy Statement 2014-2016' (QQI 2013), the 'National Strategy for Higher Education 2030' and the SOLAS publication 'Further Education and Training Strategy 2014-2019'. All of these policy documents are driven by national need, particularly in relation to the labour market and job activation. This joint paper presents initial research which seeks to explore some of the barriers, successes, and instruments which help or hinder the learner if they wish to move between Further education and training and higher education. This paper may make some progress in addressing the conference theme of Education as a public good.

KEYWORDS: Further education and training, higher education, access transfer and progression, barriers, pathways

French Higher Education as a Public Service

Imelda Elliott & Michael Murphy

Université du Littoral Côte d'Opale (ULCO Boulogne)

Professor Imelda Elliott, Head of the School of Modern Languages at the Université du Littoral Côte d'Opale (ULCO), Boulogne, France, has co-edited *Mutations de l'Enseignement Supérieur et Internationalisation - Change in Higher Education and Globalisation*, (de Boeck 2011). She is the director of the Masters in Teaching and Learning in the field of Modern Languages for secondary schools at ULCO. She also trains teachers to use ICT for language teaching and learning.

Dr. Michael Murphy, a lecturer in English Studies at the School of Modern Languages at the Université du Littoral Côte d'Opale (ULCO), Boulogne, France, has co-edited *Mutations de l'Enseignement Supérieur et Internationalisation - Change in Higher Education and Globalisation*, (de Boeck 2011).

Imelda.Elliott@univ-littoral.fr

In the context of rumours about increasing fees and putting in place loans for students in Ireland, the purpose of this paper is to study French Higher Education in order to see to what extent a continental model has interesting implications. The French constitution states that it is the duty of the state to provide free, compulsory, secular education at all levels. The French school system was founded on general principles that were inspired by the 1789 revolution, built on and perfected by a set of legislative texts from the 19th century to the present day. Free or almost free higher education is taken for granted in France. The old public management system in France placed the central emphasis on the public service culture, independence from political pressure and from business. Higher education had low management and low operating costs. For the purpose of this abstract, the authors define public good as a service (i.e., developing educated citizens, promoting equality of opportunity, knowledge production) provided by institutions of higher education for the use and benefit of all individuals (adapted from Garcia 2011).

In France all those who have passed the baccalaureate and adults who later achieve this level are entitled to gain access to tertiary education. The authors will attempt to give a variety of interpretations of official figures and information for example on dropout rates and the function of higher education in society.

How is higher education organised in France? With free higher education or very low fees, France would seem to view education as a public good and a public service but are fees increasing there too? What policies are being implemented to raise the general level of education of the population? How can mass provision and forms of elitism coexist and be accepted in a republic?

Is the current emphasis on international rankings taking away from the traditional accent on equality for all? What indicators are used to take national policy decisions? Is new public management compatible with higher education for the public good?

This paper aims to study official documents and statistics and to explain them in the light of a quarter of a century of experience with the dual role of "outsiders" educated in Ireland, England and Scotland and an "insiders" working in a French university

TEL tools for Irish Educators

Roisin Garvey, Shane Cronin, Darragh Coakley

Cork Institute of Technology

Roisin Garvey, Shane Cronin and Darragh Coakley are researchers in the Dept of Technology-Enhanced-Learning in the Cork Institute of Technology. The Department of Technology-Enhanced-Learning engages in ongoing research and development for the purpose of improving learner experience through the use of technology to enhance and support learning. The Department of Technology-Enhanced-Learning also develops and mainstreams structures and supports to facilitate the roll-out of online programmes across the Institute.

Roisin.garvey@cit.ie,   shane.cronin@cit.ie, darragh.coakley@cit.ie

Technology Enhanced Learning (TEL) in 3rd level education continues to grow unabashed. As noted by Donnelly et al (2013), "teaching and learning will need to adapt. Technology will need to become an ever-bigger part of the learning process". Yet despite such assured declarations regarding the future of TEL in Irish education however, a wide range of challenges remains. Donnelly & O'Rourke (2007) identified that "In the Republic of Ireland, as elsewhere, the use of online technologies has become an increasingly important challenge in academic staff development". The National Survey on the use of Technology to enhance Teaching and Learning in Higher Education (National Forum for the Enhancement of Teaching and Learning in Higher Education, 2014) identified a lack of TEL training, a lack of confidence in using TEL and degrees of unawareness regarding the potential of TEL as major barriers to the implementation of TEL by educators.

This paper considers the challenges facing Irish Higher Education in providing TEL training for staff. Following this, an analysis is offered of a potential solution in the form of an on-going research project entitled "TEL Tools" - an online resource open to all Irish educators, which offers a library of granular media-rich learning objects to equip educators and learning technologists with the tools and knowledge required to utilize digital tools and resources for TEL in an effective and practical manner. The paper will examine the rationale behind the development of such a resource, as well as how, when providing training on TEL for Irish educators, the pedagogical elements of training must be balanced with, and not overshadowed by, the technological.

Finally, a number of conclusions are offered regarding the provision of TEL training for educators, in addition to the many additional institutional, professional and pedagogical elements which must accompany or facilitate such training.

Selected References:

Donnelly, R., & O'Rourke, K. C. (2007). What now? Evaluating eLearning CPD practice in Irish third-level education. Journal of Further and Higher Education,31(1), 31-40.

The National Forum for the Enhancement of Teaching and Learning in Higher Education (2014). National Survey on the use of Technology to enhance Teaching and Learning in Higher Education. www.teachingandlearning.ie

Sixth form religion in Northern Ireland 1968–2011: revisiting the Protestant profile

Christopher Alan Lewis & Leslie J. Francis

Warwick University & Glyndwr University

Leslie J Francis is Professor of Religions and Education and also Director of the Warwick Religions and Education Research Unit, Warwick University and Canon Theologian of Bangor Cathedral, Wales. He obtained his PhD from the University of Cambridge in 1976. His published works have been recognised by three higher doctorates: ScD from Cambridge in 1997, DD from Oxford in 2001 and DLitt from University of Wales, Bangor in 2007. His research in religious education has been shaped by creative links with practical and empirical theology and with the individual differences approach to psychology.

Christopher Alan Lewis is Professor of Psychology and also Director of the Alister Hardy Religious Experience Research Centre at Glyndŵr University (Wales). He holds degrees in Psychology (BSc, MPhil, DPhil) and Education (MSc, MEd) from the University of Ulster (Northern Ireland), and also Religious Studies (MA) from Bangor University (Wales). His research interests include the "Psychology of religion" and "Psychology of peace, conflict, and violence".

ca.lewis@glyndwr.ac.uk

John Greer conducted a series of systematic studies in 1968, 1978, and 1988 concerned with teenage beliefs and values among samples of sixth form students attending County and Protestant voluntary schools in Northern Ireland. This work was subsequently continued in 1998 by his colleagues. The aim of the present study was to replicate the earlier surveys for a further time in 2011. A sample of over 1,500 sixth form students in Northern Ireland complete Greer's original survey. The survey contained a number of questions concerning beliefs and values. For example, questions on religious affiliation, belief, and practice concerned with Church attendance, Personal prayer. Bible reading, belief in God, belief in Jesus, belief in the Bible, benefits of Bible study, life after death, religious education, and daily act of worship. Questions on moral values concerned with gambling, drunkenness, smoking, lying, stealing, sexual intercourse before marriage, capital punishment, suicide, war, use of nuclear weapons, colour prejudice, and religious discrimination. For both boys and girls, the results demonstrate that in general Northern Ireland's teenagers have continued to resist the secularisation process so eroding the place of religion in the neighbouring nations of England, Scotland, and Wales. The data provides a unique snapshot of the persistence of religious affiliation, belief, and practice and moral values over the last 40 years in Northern Ireland.

KEYWORDS: Northern Ireland, Protestant, adolescents, religion, survey

The United Nations Convention on the Rights of the Child, Article 29 (d) sets the foundation for Education as a Public Good - Child and Parent Voices in Exploring Diversity and Religious Identity.

Maurice Harmon

Mary Immaculate College, Limerick

Maurice lectures in Religious Education in the Faculty of Education at Mary Immaculate College Limerick. He hold postgraduate qualifications in education for Fordham University and is currently undertaking doctoral studies in Mater Dei/ Dublin City University. His research areas include – Religious Education; the Voice of the Children in Education; Religious Identity in a Multicultural Society.

maurice.harmon@mic.ul.ie

Schools are social arenas where children spend a significant proportion of their young lives. They have the potential to make a considerable impact in terms of shaping how young people are prepared to support the spirit of Article 29 (d) of The United Nations Convention on the Rights of the Child (1989). This convention advocates "the preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin".

This study is entitled "The United Nations Convention on the Rights of the Child Article 29 (d) sets the foundation for Education as a Public Good -Child and Parent Voices in Exploring Diversity and Religious Identity". It is a case study using participatory research methods with children and parents in an urban primary school. The workshops aimed to identify the perspectives of children on how diversity is valued within the education system. The methods employed, including Photovoice, Scrapbooking and Identity Boxes. The data gathered formed the basis of a semi-structured interview with parents.

The parents and children identified a huge amount of diversity within their own class, school and community groupings. Issues around nationality, disability, gender and inclusion were raised. However, the children were disinclined to discuss issues of ethnicity and religious diversity, though they did raise the issue of bullying, relating directly to diversity, and noted how this impacted on peers emotionally.

KEYWORDS: Religious Education, Diversity, Identity, Religious Identity, Parents, Children

The Development of a Curriculum in Education about Religions and Beliefs (ERB) and Ethics as Contributing to the Public Good.

Patrick Sullivan

National Council for Curriculum and Assessment (NCCA)

Patrick is Director at the National Council for Curriculum and Assessment (NCCA). He holds a Masters in Educational Leadership and is currently undertaking doctoral studies in Mater Dei/Dublin City University. His research interests include- intercultural education, inclusive religious education and curriculum innovation.

Patrick.sullivan@ncca.ie

Currently there is no state provision for children attending primary school in the areas of religions, beliefs and ethics. The development of a curriculum in Education about Religions and Beliefs (ERB) and Ethics by the National Council for Curriculum and Assessment (NCCA) is in direct response to provide education in these areas. The value of such learning for both the child and society have been highlighted by the Council of Europe (2014) and in particular The Office for Democratic Institutions and Human Rights (2007). The development of a curriculum in ERB and Ethics will ensure that every child has access to structured, coherent and incremental learning in this area, and to ensure the good practices that already take place in schools are recognised and supported through the curriculum.

The research investigates the question: *'What are the Opportunities and Challenges in the Development of a Curriculum in Education about Religions and Beliefs and Ethics for the Irish Primary Sector?'* Using qualitative methods within an interpretative approach to knowledge construction the question is examined from two perspectives. Firstly the implications for the conceptual and theoretical underpinning of the proposed curriculum and secondly, the impact on schools when implementing the curriculum.

The research describes some of the complexities that arise in the development of a curriculum in Education about Religions and Beliefs (ERB) and Ethics in the Irish primary education context. The opportunity to develop a curriculum that will promote and nurture the wellbeing, identity and belonging of children is contrasted with the challenge to win over the hearts and minds of teachers, in the face of *'curriculum overload'* (NCCA, 2008). Similarly the opportunity to develop a curriculum that is based in holistic, inclusive and pluralist epistemologies is threatened by the possibility of the proposed curriculum being taught from a single faith, realist perspective that may not acknowledge the contribution a child's personal beliefs play in their own lives and in the lives of others.

KEYWORDS: Curriculum innovation; religious education; diversity

The Disappearance of Teaching Sisters and the Transformation of American Catholic Schools since 1965

Brian Titley

The University of Lethbridge, Lethbridge, Alberta, Canada

Professor Emeritus, the University of Lethbridge. Ph.D. the University of Alberta. Author of five books on a variety of historical subjects.

Having increased steadily for over a century and a half, the number of Catholic nuns/sisters in the United States peaked at 179,954 in 1965. The latest figure (2015) stands at 48,546 and the average age is in the upper 70s. In their heyday nuns constituted the vast majority of teachers in Catholic schools where their wageless labour kept operating cost and tuition fees at a minimum. In this paper I address two interrelated questions:

1. Why did the number of nuns/sisters experience such a dramatic decline after 1965? I answer this question by examining the failure of congregations to retain existing members and to recruit news ones in the context of post-conciliar Church reorganization, the rise of second wave feminism, challenges to traditional authority, and changes in social mores.
2. What effect did their virtual disappearance from the classroom have upon Catholic schools? The evidence suggests that the schools experienced significant declines in enrolment and became more exclusive and much less Catholic in atmosphere.

The testimony of several nuns and ex-nuns, as well as the archival records of the Poor Handmaids of Jesus Christ (South Bend, Indiana), the Sisters of Providence of St. Mary-of-the-Woods (Terre Haute, Indiana), the Maryknoll Sisters (Ossining, New York), the Sisters of Charity of Providence (Seattle), and the National Catholic Education Association (Washington, D.C.) are the principal sources employed.

KEYWORDS: Teaching sisters; American Catholic schools

Religious Education as a Public Good in Catering for Plurality and Inclusion at Post Primary Level

Gillian Sullivan

Dublin City University

Gillian is a post primary Religion and English teacher. She holds an MA in Religion and Culture and is currently undertaking doctoral studies in Mater Dei/ DCU. Her interests include: Religious identity in a multicultural society; the voice of the student in religious education; inclusive religious education.

gillian.sullivan3@mail.dcu.ie

The Council of Europe's 2014 publication *Signposts: Policy and Practice for Teaching about Religions and Non-Religious World Views in Intercultural Education* recognises religious education as a public good along with valuable research projects such as the REDCo project and REMC report. This research highlights the relevance of religion and religious issues in the lives of children and young adults with the subsequent importance of the promotion of tolerance and respect within pluralist societies. The increasing diversity within contemporary Irish society has led to amplified interest in how the growing plurality has impacted and influenced educational policy and practice. A value of religious education is its potential to deepen students' knowledge of their own religious identity or world view and of those of differing faith and non-faith stances. A stated aim of both the Junior Certificate and Leaving Certificate syllabi is "to appreciate the richness of religious traditions and to acknowledge the non -religious interpretation of life" along with contributing "to the spiritual and moral development of the student" (DES, 2000).

This study is entitled *The Role of Religious Education in Catering for Plurality and Inclusion at Senior Cycle Post Primary Context* and explores how issues of diversity and plurality can impact on the delivery of religious education in a Catholic denominational post primary school context. As a bounded Case Study it used participatory research methods within an interpretive paradigm to gain an insight into how students of different faith backgrounds experience religious education within this context. The research also explores intra-religious diversity in relation to conviction of belief, participation in religious practices and knowledge of other faith groups.

The presence of **intra-religious diversity and individualism** present within each focus group, the **feelings of exclusion** and the recognition of **the challenges to faith and non-faith stances** offer different perspectives in which to evaluate how inclusive the approach to religious education is within this specific school context. The paper argues that in order for religious education to contribute to the spiritual and moral development of the individual it needs to be critically engaging, reflexive and inclusive of other beliefs to that of the school. The research draws into sharp relief the need for an authentically inclusive religious education.

KEYWORDS: Religious Education, Plurality, Inclusivity

Societal Challenges and the Role of Science Education

Joseph Roche

Trinity College Dublin

Dr Joseph Roche is an astrophysicist and Assistant Professor in Science Education at Trinity College Dublin. His research area is the role of science in society. Twitter: @joeboating

Joseph.Roche@tcd.ie

The European Commission, through its research and innovation programme Horizon 2020, has defined a series of "Societal Challenges" that will receive targeted funding in order to help generate potential solutions to the economic and social problems that Europe faces (European Commission, 2013). There are seven societal challenges in total, ranging from topics like health and climate, to freedom and security. The challenges ensure that in order to receive lucrative European research funding, scientists in higher education institutes must commit to solving the problems faced by European society: "If higher education does not lead the sustainability effort in society, who will?" (Cortese, 2003). This paper sets out to address the research question — "How can science education in institutes of higher education provide support for scientists and science teachers as they try to face the responsibilities of meeting the European Commission's Societal Challenges?" In order to address this question, a new Master of Education (M.Ed) course has been developed to help science graduates, science teachers and early career researchers to develop the academic and practical skills they might need in order to succeed as a scientist in higher education and to address the societal challenges. The author will present a review of the factors that have changed the role of science educators in recent times and the rationale behind the new M.Ed in Science Education. The course is built on an action research methodology with the assignments of the modules designed to test how individual researchers and practitioners can instigate change and reform based on the theoretical framework proposed by Hodson (2003). The author will discuss how the participants in the course will develop skills and strategies to meet the demands of science education and to cope with the responsibility of facing Europe's societal challenges.

Innovative Approaches to Researching, Promoting, and Teaching Ocean Literacies in Ireland and Europe

Dr. Veronica McCauley, Dr. Kevin Davison, Dr. Patricia McHugh

NUI Galway

Veronica McCauley, PhD is the lecturer in science education in the School of Education at the National University of Ireland, Galway. Within the sphere of science education, she has carried out research in initial teacher education, interactive learning environments, mentoring, STEM outreach activities and the effective use of technology in teaching and learning at the University of Limerick (Ireland), Harvard University (Cambridge, USA) and at the National University of Ireland, Galway (Ireland). Kevin Davison, PhD is a Lecturer with the School of Education at NUI Galway with an interest in sociological issues in education including: boys and academic achievement, role models, and innovative approaches to science outreach. Patricia McHugh, Ph.D. is a 'Sea Change' Social Innovation Postdoctoral Researcher with the Whitaker Institute at NUI Galway. Her current work involves designing, training and implementing Social Innovation Participation and Processes (SIPPS) within an Ocean Literacy context for Sea Change, an EU H2020 funded project.

Veronica.McCauley@nuigalway.ie;
Kevin.Davison@nuigalway.ie
Patricia.McHugh@nuigalway.ie

This paper documents the process of collaboratively designing solutions with educational stakeholders to embed Ocean Literacy principles in educational systems across Europe. This research (H2020 EU funding) aims to educate the public on marine issues to promote responsible behaviour towards the seas and ocean. One of the research methods employed is an innovative data collection strategy, Collective Intelligence (CI), which is a scientific solution-seeking methodology that can play a pivitol role in collecting and visualising the barriers impeding ocean literate societies, by designing solutions and intervention strategies. The ultimate aim is to consider social innovation theory, in an effort to mobilise societal change and curricular reform in relation to marine ecology.   Our team of European researchers and educational stakeholders have collaborated to investigate best practices to bring about a fundamental *Sea Change* in the way Europeans view their relationship with the sea. When faced with 'wicked problems' – invested in, and constrained by, multiple factors and actors – we argue that this *systems thinking* approach is a highly effective research tool.   Qualitative data from online consultations with diverse stakeholders will be followed by face-to-face workshops to capture the barriers to and innovative solutions for change, towards an integrated marine education. This paper will primarily focus on the advantages of this methodology and will present preliminary data from the online consultation.   Given that education is a central component to societal change, the authors also designed micro- and macro-pedagogical tools to aid the infusion of marine ecology topics into the mainstream Irish Science curriculum. A brief discussion of these resources will be shared during the presentation. This parallel pedagogical and methodological approach has the potential to both identify significant barriers to the growth of ocean literacy, and provide tools to strengthen science interest and engagement.

Teaching the Art of Teaching-Being *Care-ful* in deciphering the needs and wants of student teachers learning to teach primary science

Dr. Miriam Hamilton, Dr. Anne O Dwyer

Mary Immaculate College,

Both authors are Lecturers in Education with Expertise in Science Education

Miriam.hamilton@mic.ul.ie   Anne.odwyer@mic.ul.ie

This paper explores the experiences and attitudes of a group of B.Ed. students towards the teaching and learning of science, prior to and following their final undergraduate science pedagogy module. The researchers aimed to address some of the challenges in teaching science, cited by participants, by modifying the module content. The constraint of pre-accredited and relatively unchangeable learning outcomes (Branceleone and O' Brien 2011) served to limit this response to student need. Many participants were critical of the lecturers' lack of provision of a clear step by step, teacher-led delivery of content, pedagogy, assessment and classroom management strategies. The use and modelling of an inquiry learning approach on constructivist theories, challenged the participants' expectations that the knowledge, skills and methodologies would be *provided for them* as opposed to being *generated and developed by them,* during sessions. The use of active approaches to learning such as, dialogue, flipped classroom work, presentations and trialling investigative work for use in the classroom was perceived as potentially time wasting. There is a tension evident among the participants of high-achievers from second level, between what they perceive effective science teaching to be and what they perceive they need to effectively achieve this. In antithesis, is the lecturers' perceived need for students to explore both learning and teaching in a different way, using approaches, experientially unfamiliar to them.   The notion of the client and service provider relationship within the market of education (Ball 2013) is evident in how the participants view their relationship with the lecturer as *provider* rather than *facilitator* of learning. This raises questions about how or whether the students consider their role as public servants and to what extent the focus on acquisition of the teaching qualification impedes their reflection on the relational art of teaching and learning. Therefore, this paper raises questions about how we aim to educate the 'right way' (Apple 2001). The existence of a predominantly middle class cohort at third level suggests that these students' prior experiences of success at second level could be socially reproduced through hegemonic expectations of 'good' teaching at third level (Devine and Li 2013). This paper poses important issues across all educational sectors so as to continue to highlight the importance of the relational aspects of learning (Lynch et al 2012). If pressures from the, inadequate staffing provision, greater performance demands and increased appraisal measures leading to diminished practitioner agency (Bourdieu 1998, Gambetta 1987) at third level continue, then learning to teach could potentially become a banked (Freire 2000) body of knowledge to be acquired, leading to the neglect of broader educational issues, stretching far beyond a pedagogical focus.

Teaching Mathematics After Hours

Dr Niamh O'Meara, Dr Mark Prendergast

EPI*STEM, University of Limerick & Trinity College, Dublin.

Niamh is a lecturer in mathematics education in the University of Limerick and works as the senior mathematics project officer in the national centre for STEM education, EPI*STEM. Mark is an assistant professor for mathematics education in Trinity College Dublin with responsibility for the PME Programme in Mathematics Education in this institution.

Niamh.omeara@ul.ie & Mark.prendergast@ul.ie

The quantum of instruction time allocated to curriculum subjects such as mathematics facilitates greater exposure to knowledge and skill development leading to higher levels of achievement. Smith (2000) reports that international comparison tests such as Programme of International Student Achievement [PISA] and Trends in International Mathematics and Science Study [TIMSS] have shown that there is a positive relationship between student achievement and the number of hours, days and years that such students are exposed to mathematics. Due to this strong, positive correlation between instruction time and student achievement it is critical that sufficient time is allocated to mathematics at post-primary level.

While the issue of the time allocated to mathematics has been debated for many years it has come to the forefront in Ireland in recent years. This is the result of a new mathematics curriculum, Project Maths, being introduced nationally to all post-primary schools in 2010. This new curriculum places a much stronger emphasis on teaching for understanding and on an increased use of contexts which takes more time than traditional teaching strategies (Project Maths Development Team, 2010).

This study aimed to investigate if Irish teachers felt an adequate amount of time is allocated to mathematics at post-primary level in Ireland. 1600 teachers were selected using a stratified random sample and their opinions were sought in relation to the time allocated to mathematics. The provision of additional class time on a voluntary basis outside of the regular school day as a consequence of insufficient time was also investigated. The findings highlight that the vast majority of teachers in Ireland are not satisfied with the time allocated to mathematics and the provision of additional voluntary classes is prevalent. 59% of teachers offered additional mathematics classes outside of school time on a weekly basis. Essentially this has resulted in some students having an unfair advantage over other students as they are provided with up to 120 minutes additional instruction in mathematics per week. In addition to this, another 12% of teachers in this study offer additional classes during school breaks such as Easter holidays and midterm breaks.

KEYWORDS: Voluntary Classes, Mathematics Education, Time Allocation

Using Assessment for Learning and Lesson Study to Enhance Mathematics Education in the Primary School.

Ann Marie Gurhy

DCU (St. Patrick's Campus)

I am a primary teacher and am currently completing my doctoral thesis.

amgurhy@eircom.net; ann.gurhy2.dcu@gmail.com

Since the publication of Black and Wiliam's (1998a) seminal review that highlighted the potential of Assessment for Learning (AfL) to raise achievement and enhance learning, much of the academic discourse has focused on the complexities of how to make AfL practices and ideas real in every classroom (Hayward, 2015). In recent years, concerns have been raised about the quality of assessment practices in Irish classrooms, especially regarding AfL; and about standards in numeracy (e.g. DES, 2010; DES, 2011). However, while government policy emphasises the centrality of AfL in teaching and learning, few teachers have received assessment-related CPD.

This practitioner action research case study aimed to address these issues. Operating within the pragmatic paradigm, it utilized a convergent parallel mixed methods design. Over the course of one academic year, it explored the effectiveness of using Lesson Study as a vehicle of collaborative professional learning to impact teachers' knowledge and skills using AfL practices in mathematics. In addition, it investigated the effects of using AfL on students' learning and achievement in mathematics, including the affective impact. Findings revealed significant effect size gains in children's confidence, motivation and attitudes regarding mathematics, although there was no appreciable difference in students standardized mathematics scores when compared to the control group. This study also offers unique insights into learners' perspectives of using AfL in mathematics, both teachers and students.

Selected References

Corcoran, D. (2011a). Learning from Lesson Study: Power Distribution in a Community of Practice. In L. Hart, A. S. Alston & A. Murata (Eds.), *Lesson Study Research and Practice in Mathematics Education* (pp. 251-268). New York: Springer.

Delaney, S. (2010). *Knowing What Counts: Irish Primary Teachers' Mathematical Knowledge for Teaching.* Dublin: Marino Institute of Education and Department of Education and Science.

KEYWORDS: Assessment for Learning, Mathematics, Japanese Lesson Study, Learners' Perspectives, Professional Learning, Self-regulated learning

What is the good of mathematics education reform if the good of the practitioner is lost in its translation

Kathleen Walsh, Kathy Hall

University College Cork.

Kathleen Walsh is a school teacher and recent recipient of PhD. Kathy Hall is Professor in School of Education, UCC

kpw.cork@gmail.com   k.hall@ucc.ie

This presentation addresses the impact of mathematical reform on the practitioner. It is based on a doctoral study of Project Maths with particular reference to teachers' experience of its implementation. The evidence presented is drawn from critical analysis of policy documents and teacher interviews as well as insights from the authors own case study of enacting the policy changes with learners. 2010 was a special year in that it marked the nationwide roll-out of Project Maths in all post-primary schools. Hailed as the most radical of reforms in decades the initiative targeted a much closer connection between syllabi and instructional method. Implicit in curricular and pedagogical change, however, is the centrality of the teacher. Implementing a new programme calls for efficacious practitioners who are committed to change, who are convinced of its transformative power and who are well prepared in meeting the challenges called for by innovation.   A good mathematician is defined as an individual who is "able to compute and then evaluate a calculation, follow logical arguments, generalise and justify conclusions, problem solve and apply mathematical concepts learned in a real life situation." (Department of Education and Skills, 2010, p.6). Inherent in this definition is the notion of competence/confidence.   Most practitioners who teach mathematics do so because they love the subject and are passionate about it. Teaching is shaped not only by the social and cultural context of change but also by the feelings and actions of teachers. Emotion plays a key role in helping or hindering mathematical reform. While teachers might be mad about mathematics they might equally be mad about what has been happening to the subject. An attempt is made in this presentation to shed light on the complex interplay between emotion and educational reform.

KEYWORDS: Mathematical change, teacher efficacy

GETTING YOUR MANUSCRIPT PUBLISHED: SHARING INSIGHTS FROM THE EDITORS OF IRISH EDUCATIONAL STUDIES

Reflections, insights and guidelines on how to get published. It is a panel discussion consisting of the panel of editors of Irish Educational Studies. The editors will provide an overview of the IES (see abstract above) and this will be followed by an audience discussion and Q/A session.

Aisling Leavy, Paul Conway, Maeve O'Brien, Aidan Seery, Tony Hall

Mary Immaculate College
University College Cork
St. Patricks College, Drumcondra
Trinity College Dublin
NUI, Galway

The authors are editors of *Irish Educational Studies*.

Aisling.Leavy@mic.ul.ie,   Paul.Conway@ul.ie,
Maeve.Obrien@dcu.ie,   Seerya@tcd.ie,
tony.hall@nuigalway.ie

Irish Educational Studies (IES) is an international, refereed journal. For over thirty years Irish Educational Studies has provided a key publishing forum within which scholarly debate has taken place and, along with the Annual Conference, is central to how the Educational Studies Association of Ireland (ESAI) fosters its identity as an association to support and enhance scholarship in education. This panel discussion will outline recent developments IES ranging from the move to publishers Routledge/Taylor and Francis, the increase in submissions, change in the structure of the editorial team, the introduction of special issues with invited guest editors and recent adoption, in late 2012, of the online submission system ScholarOne TM. These significant developments were recognized when the journal was accepted on the Thompson Reuteurs Social Science Citation Index (SSCI) in 2009. The journal editors will provide an overview of the submission process and provide insights into the evolution of a manuscript from submission, through the review process and on to publication.

SYMPOSIUM TITLE: STANLEY'S LETTER TO IRELAND: ITS LEGACY AND CURRENCY

CONTRIBUTORS: Professor Áine Hyland, Dr Patrick O'Donovan, Dr Barney O'Reilly

DISCUSSANT: Professor John Coolahan

PAPER 1: Towards an Archaeology of Patronage, Trusteeship and the Role of Rules in the Governance of the National School system - A Second Report.

Emerging Governing Structures for National Education in Ireland, 1831 - 2016.

Dr Barney O'Reilly
Independent Researcher

Dr. O'Reilly has written and presented on education policy with a particular interest in governance. His current research work is in the evolution of Irish educational governance, the concept of 'patron' and its related policy elements.

boreillykerry@gmail.com
.

In a paper to ESAI 2015, I presented a first report on this research project in which was traced the emergence of the term 'patron' in official documentation onIrish education to the year 1855, when the looser terminology of earlier years was abandoned and the term 'patron' was accorded a defined meaning and a more precise set of relationships and responsibilities. That paper also presented a preliminary account of the legal processes of vesting national school property in trustees to protect the policy interest of the funding agency - the Commissioners and Board of National Education. A brief analysis of contemporary issues re 'Deeds of Variation' and schools 'divesting of schools,' was presented in a framework of their antecedents in the 19th and early 20th centuries. This paper, reporting further current research, will extend the treatment of patronage, trustees and the rules for national schools, with a particular focus of the sequential development of the rules and the mutations in the role of trusteeship and vesting, inaugurated with the Stanley letter in 1831.

There were twelve iterations of the Rules and Regulations for National Schools under the Board for National Education in the period 1832 to 1856 and a further four in the period from 1856 to 1870- the year of the Powis Commission Report. From 1870 to 1923, there was a twelve more revised versions of the Rules during the life of the Board of the Commissioners for National Education. Since national independence and the establishment of a ministry and department of education in the independent state to undertake the responsibilities of the Board, there have been three revisions of the Rules, published in 1932, 1946 and 1965. This last set of Rules was amended by Circular letter 0009/2016, issued in January 2016.The thirty-one sets of the Rules and Regulations and associated set of leases provide the central source material for the research being presented.

This paper will present an overview of structural policy in development, and will briefly highlight a set of key events in relation to the respective roles and relationships of 'patronage', 'trusteeship' and 'the Rules' which emerge from a survey of the complete corpus of the Rules.

PAPER 2: The national school system in Ireland and the Irish language, 1831 – 1922

Dr Patrick F O'Donovan

Dr Patrick F O'Donovan was a national teacher prior to service as an inspector of schools for the DES. He served as Rapporteur on Teaching Council reviews of teacher education and collaborated with Professor John Coolahan in writing *A History of Ireland's School Inspectorate 1831-2008.* His research interest is Ireland's national school system and its inspectors.

padraigodonnabhain@gmail.com

Within a short time of its commencement in 1831, Ireland's carefully regulated and tightly controlled national school system established itself firmly as the most successful government initiative for education in the nineteenth century. Attendance at a national school loomed largest as the school experience most often availed of by the children of Ireland. However, for almost fifty years, the education provided in the national schools took no account of the Irish language either as a subject in itself, or its use as a means of instruction, particularly for those whose vernacular was Irish. The education given in the national school system, under the direction of the Commissioners of National Education, was a highly significant element in the contraction of the Irish language. The Commissioners' textbooks, occupying a powerful and influential place in the national school system, took little account of Irish heritage and culture.

The rejection of the Irish language in the national schools throughout the nineteenth century was close to total. English was the vernacular for virtually the whole of Ireland by 1901. Under Westminster rule, the national schools made only limited provision for the teaching of Irish. From 1879, Irish was accepted as an extra subject for payment by results, and from 1904, there was provision for a Bilingual Programme. A radical change followed when the fledgling independent state adopted, in 1922, the National Programme Conference report and pursued a dramatically different policy for Irish in the national school system.

This paper, based on research on the national school system and the pivotal role of inspectors, traces the overall pattern of the official approach to the Irish language. Taking account of inspection reports, notable events, and the role of particular individuals such as Sir Patrick Keenan and Dr William Starkie, the paper reviews and evaluates the overall trends at successive stages in the evolution of the national school system up to and including political independence.

PAPER 3: The Birth and Death of Rule 68

Áine Hyland

University College Cork

Áine Hyland is Emeritus Professor of Education and former Vice-President of University College Cork. She was President of the Educational Studies Association of Ireland in the early 1990s. She has chaired a number of educational committees, including the Points Commission in 1999 and the Educational Disadvantage Committee in 2003.

a.hyland@ucc.ie

Rule 68 was inserted into the Rules for National Schools in 1965. The rule was struck out by the Minister for Education and Skills, Jan O'Sullivan, in January 2016. The Rule reads as follows:

> *Of all parts of the school curriculum Religious Education is by far the most important, as its subject-matter, God's honour and service, include the proper use of all man's faculties, and affords the most powerful inducements to their proper use. Religious Instruction, is therefore a fundamental part of the school course, and a religious spirit should inform and vivify the whole work of the school. The teacher should constantly inculcate the practice of charity, justice, truth, purity, patience, temperance, obedience to lawful authority, and all the other moral virtues. In this way, he will fulfil the primary duty of an educator, the moulding to perfect form of his pupils' character, habituating them to observe, in their relations with God and with their neighbour, the laws which God, both directly through the dictates of natural reason and through Revelation, and indirectly through the ordinance of lawful authority, imposes on mankind.*

This paper will explore the background to the insertion of Rule 68 in 1965. It will trace the origins of the wording of the rule and set the context for its introduction in 1965. It will analyse the differences between the 1965 version of the Rules for National Schools and the earlier rules and comment on the significance of these differences. Finally, the paper will summarise developments which led to the decision to strike out this rule in January 2016.

Adolescent Literacy, Identity and School (ALIAS): Creating third space curriculum opportunities

Kevin Cahill, Dan O'Sullivan, Alicia Curtin, Kathy Hall

University College Cork

Kevin Cahill, Dan O'Sullivan and Alicia Curtin are lecturers in the School of Education, University College Cork. Professor **Kathy Hall** is head of the School of Education. All four authors conduct research in related areas of literacy, identity, inclusion and assessment.

k.cahill@ucc.ie;   Dan.OSullivan@ucc.ie;   A.Curtin@ucc.ie; K.Hall@ucc.ie

This paper focuses upon two distinct prongs which aim to connect adolescent literacies, learning and curriculum innovation in school. Firstly, the ALIAS project has set out to learn about adolescent literacies, identity constructions and school experiences in two Irish post-primary schools. Secondly, the project also intends to use our findings to develop guidance for curricular interventions which may improve accord between the in-school and out-of-school literacies of the adolescent students engaged with this study. The central research questions focus upon how adolescents experience and construct their literacies through in-school and out-of-school contexts as well as examining the construction of their learner identities.   Culturally and socially situated, and implicated in learner identity, the ALIAS project understands literacy as a multiple, dynamic concept that transforms with the advancement of technology and the fluidity of culture. Therefore, the theoretical framework draws upon a number of constructs in order to frame the everyday intersections between adolescent lives, literacies and their learner identities: 'positional identities' (Holland, Lachicotte, Skinner, & Cain, 1998); 'funds of knowledge' (Moll, Amanti, Neff, & Gonzalez, 1992); 'funds of identity' (Esteban-Guitart & Moll, 2014); 'funds of pedagogy' (Zipin, 2009); and, 'curriculum-in-the-making' (Roth, 2013). Each of these theoretical constructs serves to illuminate the objectives of the inquiry.   Data were generated through focus groups with twenty-four students from two post-primary schools through first year and second year, as well as through two workshops and a questionnaire completion session.

This paper will discuss our findings from the focus group study in terms of literacy, learning and identity constructions amongst the participating adolescents. We will conclude by offering some signposts for our future work on this project which will focus upon creating opportunities for a connected curriculum space within the post-primary school experience.

Selected References

Esteban-Guitart, M., & Moll, L. C. (2014). Funds of Identity: A new concept based on the Funds of Knowledge approach. *Culture & Psychology, 20*(1), 31-48.

The Potential of Life Story Narratives for the Study of the Experience of Second-Level Education in Ireland Approaching the Fiftieth Anniversary of the Introduction of 'Free' Second-level Education

Prof. Tom O'Donoghue

The University of Western Australia

Tom O'Donoghue is Professor of Education in the Graduate School of Education, The University of Western Australia. He is an elected Fellow of the Academy of the Social Sciences in Australia and of the Royal Historical Society (UK).

Tom.ODonoghue@uwa.edu.au

The year 1967 is very significant in the history of education in Ireland, marking the introduction of what became known as 'the free education scheme' that led to a great increase in attendance at post-primary schools across the country. Up until then only a small number of those who left primary school continued their schooling. There are many related areas of research that deserve attention regarding secondary school education in Ireland in the decades immediately prior to 1967. On this, the paper highlights the great lack of expositions on pupils' experiences of schooling. An associated challenge to historians is to search for related documentary sources for analysis. The problem however, is that the identification of sources is dependent, to some extent, on knowing what questions to ask and what issues to explore. The argument put forward in the paper is that a range of questions and issues on students' experiences of secondary schooling in Ireland for the period can be generated following the construction and analysis of a series of life-story accounts of those who went to secondary school at the time. The potential of this approach is illustrated by providing an overview of how such an exercise was conducted in a pioneering research project and reported in O'Donoghue, T. and Harford, J. (2016) *Secondary School Education in Ireland: History, Memories and Life Stories, 1922-1967* (London and New York: Palgrave Macmillan) (ISBN: (9781137560797). Hopefully, the exposition will stimulated others to engage in similar projects, and not just in relation to secondary schooling, but also in relation to primary education, vocational education, and other forms of education, both formal and informal.

KEYWORDS: Life Story, Students' experiences, Secondary Schooling, pre-Free-education Era

Constructing Identities with Young People using Masks
A Narrative Performance
Dr Grace O' Grady

Maynooth University

Lecturer in Education and a founding director of the Centre for Transformative Narrative Inquiry, Maynooth University; https://www.maynoothuniversity.ie/education/centre-transformative-narrative-inquiry and the International Irish Narrative Inquiry Conference Network; http://conference.ie/Conferences/index.asp?Conference=450. Biographical information available at:https://www.maynoothuniversity.ie/education/our-people/grace-ogrady

The play of image and word in this performance aims to make visible the way in which a group of young people constructed concepts of self/identity using masks. The purpose of the layered, multi-dimensional text is to 'show' how identities are constructed in the 'between-the-two' (Deleuze & Parnett, 2002, p.13) narratives as both the young people and the researcher move through the text of this inquiry. In this way the constitutive process of identity construction can be seen as a "narrative performance" (Reissman, 2008, p.102).

Performance-sensitive ways of knowing contribute to an epistemological and political pluralism that challenge existing ways of knowing and representing the world. Richardson's 'Creative Analytical Practices' (Richardson & St. Pierre 2005) describe many different reflexive performance narrative forms that blur the edges between text, representation and criticism. I use many of them – co-constructed performance narratives - to underline the narrative construction of self/identity and to engage in democratic, ethical inquiry.

The layered presentation of the text might be termed a "bricolage" or "montage" (Kincheloe, 2001, 2005) allowing interplay of meaning between the various creative discursive images and dialogue, deconstructing fixed, hegemonic notions of self/identity. In some cases I re/present individual's words as a performance to the person – using direct dialogue or incorporating disparate strands of their narratives in poetic form- in a way that attempts to make visible discursive threads. I follow this with email responses – short 'between the two' vignettes.

The discourses of self/identity that the young people drew on to make meaning of their existence, were made visible in the construction of their three dimensional structure (mask). Some participants used the 'given' discursive object to portray an essential self with its public and private dimensions, others disrupted the discourse by confounding notions of inner/outer as neither inside or out but aspects of a fluid identity. In other cases the masks portrayed the very visible physical face as interior, constructing the outside as ideal. The face/eyes were viewed, in most cases, as the part of the body that told the story of the 'self'.

An investigation of the intellectual skill in the final written assessment of 23 subjects in the Leaving Certificate 2005-2010

Denise Burns, Professor Joe O'Hara, Professor Gerry McNamara

Centre for Evaluation, Quality and Inspection DCU

Denise Burns worked in education in Queensland, Australia for 20 years in a school-based assessment system with a moderated, accountable structure. Denise, who has worked in various roles in education in Ireland for 20 years, is currently completing a PhD and is working with Joe O'Hara and Gerry McNamara on a research project on the role of culture and cultural responsiveness in assessment. **Joe O'Hara and Gerry McNamara** have engaged in a broad range of research in the fields of evaluation and assessment and have published widely in these areas.

denise.burns @dcu.ie   joe.ohara@dcu.ie
gerry.mcnamara@dcu.ie

The presentation focuses mainly on the methodology and findings of a study that investigated the belief that the Leaving Certificate is "all rote learning and memory recall." The key research questions were:

● What intellectual skills and knowledge domains are assessed in the examination papers in the subjects included in the study?

● What intellectual skills should be developed by students of the Leaving Certificate, based on the developmental capacities and challenges of students in the 16 – 19 age group?

The study was exploratory based on the assumption that the reality studied, that is interpretation for intellectual skill, is socially constructed. The findings of the study are proffered as interpreted, contextual knowledge with the subjective limitations that this implies. The presentation provides a brief summary of key points from the literature search. A brief rationale for document analysis and student interviews is presented. 228 command verbs were collected and a software programme used to locate instances of the verbs in the written examination papers for 23 subjects. The Anderson and Krathwohl (2001) taxonomy with six categories of intellectual skill and four knowledge domains was then used to assign values to 14,910 instances of the verbs. The Statistical Package for Social Sciences was then used to analyse the frequencies of intellectual skill and knowledge domains in the examination papers. Thirty students who had just completed the Leaving Certificate were interviewed with a view to having them recall their thought processes while they were sitting the written examinations in ten subject areas. The findings of the document analyses and student interviews were reviewed in light of the literature search. This review revealed concerns which culminated in several recommendations for curriculum design and assessment.

Measuring Relationship Power in the Classroom – A Sociometric Approach to Bullying Prevention

Maria Garvey

Trinity College Dublin

40 years' experience in Educational Provision, formerly as a teacher, laterally as an Advisor with the PDST. An Educational Consultant specialising in Cooperative Learning, Peer Mediation and Bullying Prevention. Strand leader for M.Ed., (Cooperative Learning) TCD; PhD candidate TCD.

mgarvey@tcd.ie

This research paper presents findings on the acceptance / rejection of students by peers for classroom based teams. The purpose of the research was to reveal to teachers the hidden psychological structure of the class as distinct from the overt social structure by identifying the status of each student, firstly, in terms of popularity / rejection and secondly in terms of each students 'relationship power'. A sociometric test that sought positive as well as negative choices was employed. The test was conducted on 1,800 second level students in 74 classrooms in Irish schools.

The contribution of the study was to extend previous research by Coie et al., (1982) that assigned students to sociometric status groups based on the nominations received from peers. Nominations cast by students were not included in their study.

My study developed an algorithm that included nominations cast by students as well as nominations received by them. The algorithm revealed the relationship power score (RPS) of each student. The number of positive choices received by each student relative to the number of positive choices cast by them was calculated. This was combined with the number of negative choices received relative to the number of negative choices cast. The combined result revealed the relationship power score (RPS) of the student.

Students who rejected their peers were consistently found to be those with high RPS. Students with low RPS tended not to reject peers. Since 'abuse of power' is consistently found in definitions of bullying behaviour, identification of relationship power (RS) in the classroom may make a contribution to prevention of bullying behaviours as well as identification of possible targets and perpetrators. An approach focused on prevention rather than on post hoc investigation may be facilitated.

The aim was to provide teachers with a reliable easy to implement instrument that identified classroom relationship dynamics. By understanding the underlying relationship dynamics, teachers can be more effective in improving classroom climate and culture. Rejected students (who typically have low RPS's) are at high risk of being targeted for bullying behaviours (Card & Hodges, 2008). Students with high RPS's tend to be Popular or Controversial (Coie et al., 1982). Controversial students are at higher risk of perpetrating bullying behaviours (DeRosier & Thomas, 2003). These findings will be further interrogated in the paper.

Critical Thinking And The Irish School: Towards A Social Better

Andrew Wall

Trinity College, Dublin

I am an early researcher in the Philosophy of Education. I am completing a Professional Masters in Education in Trinity College, Dublin.

walla3@tcd.ie

In wake of the NCCA'S decision to include Philosophy as a short course on the new Junior Cycle, this researcher aimed to explore the role of critical thinking in the Irish classroom. Similarly, the content contained therein may aid students in thinking differently about education and the way in which they learn; both as individuals and as developing citizens within a wider societal context.

For the purpose of this presentation, critical thinking may be understood as:

1. The ability to reason well, and
2. The disposition to do so. (Tewarie, 2002, p.4)

In order to carry out this investigation, an empirical research project was implemented. This project consisted formed a research group which contained a total of twelve participants, all aged between 13-14 years, and attending in an all girls post-primary secondary school.

The data collected sought to identify students' perceptions and understandings of both thinking and critical thinking in the post-primary Irish classroom, and how this compared to the role and/or absence of both thinking and critical thinking in education according to pre-existing educational theory and research. As a result, patterns were observed in student responses, and conclusions were reached on the basis of this data which draws into question the role of thinking in post-primary Irish education.

By exploring students' current understanding of both thinking and critical thinking and incrementally linking the findings with academic theory, a synthesis was formed. In view of this, this presentation will aim to provide a platform for a more meaningful approach to thinking, critical thinking and learning in post-primary Irish education.

KEYWORDS: Thinking, Critical Thinking, Philosophy, NCCA

High stakes accountability in Education. Lessons to be learned from Ireland's first decades of post-colonial educational Independence (1922 – 1971)

Dr. Martin Brown, Prof. Joe O'Hara, Prof. Gerry McNamara

Centre for Evaluation, Quality and Inspection, DCU

Martin Brown, Joe O'Hara and Gerry McNamara are members of the Centre for Evaluation, Quality and Inspection, DCU and work at the School of Education Studies DCU

Martin.brown7@mail.dcu.ie,   joe.ohara@dcu.ie, gerry.mcnamara@dcu.ie

This paper reports on an evidence-based evaluation of the policy and implementation of teacher accountability in Ireland during the period 1922 to 1971. The research follows two distinct stages. The first stage of the research takes the form of a traditional examination of literature in the field of school accountability during this period. It includes an overview of studies on high-stakes accountability systems and processes of institutionalization (e.g. through coercive isomorphism and normative pressures (Meyer & Rowan 1977; Powell 2007; Scott 2008).

In the second stage, following the 'policy-scientific' approach as described by Leeuw (2003), an analysis of government policy documents underpinning teacher accountability during this period are deconstructed using an adapted version of Perie and Parks (2007) core concepts for accountability in education systems.

Converging the 'policy scientific' theories of Leeuw (2003) with Perrie and Parks (2007) core concepts of accountability in education systems, this methodological approach has allowed the researchers to uncover the underlying assumptions and interrelated effects and side effects of teacher accountability that occurred during the period 1922 – 1971 which, make explicit the often implicit historical assumptions surrounding teacher accountability in education.

Overall this research has allowed us to learn about the effects and side effects of high-stakes accountability in education of which, in this century with the ever increasing use of school inspection and standardised testing has far-reaching implications for other countries education systems.

In total 85 policy documents and research papers were explored.

Market Driven Educational Policy, Government Involvement, and Education as a Public Good

D. G. Mulcahy

Central Connecticut State University

Dr. D. G. Mulcahy is the CSU Professor in the School of Education and Professional Studies at Central Connecticut State University. He is a Past President of the Educational Studies Association of Ireland. His books include *Pedagogy, Praxis, and Purpose in Education* (2015), *Education in North America* (2014), *Transforming Schools* (2013), *The Educated Person* (2008), *Knowledge, Gender, and Schooling* (2002); and *Curriculum and Policy in Irish Post-Primary Education* (1981).

Mulcahy@ccsu.edu

The focus of attention in this paper is a critical consideration of the relationship between market-driven educational policies and policies committed to the idea of education as a public good.

Market-driven policies may be characterized as reflecting a discourse of control in education (Mulcahy, Mulcahy and Mulcahy, see above 2015). Policies aimed at education for civic development are more likely to be reflected in a discourse of praxis. By market-driven policies is meant policies that prioritize education for the attainment of economic goals at the expense of policies promoting education for personal growth and for citizenship, for example. In accepting this distinction, the paper does recognize that while education for the public good may embrace educational policies aimed at promoting economic wellbeing it attempts to balance this aspiration with education for personal growth and citizenship, forms of education more reflective of a discourse of praxis.

In the proposed paper attention will first be given to a critical analysis of market-driven policies of the kind reflected in the discourse of control. Special attention will be paid to the stance of The Fordham Institute which reflects well this orientation. To further the consideration of the relationship between such policies and the idea of education for the public good, attention will also be given to educational values reflected in the discourse of praxis, such as those presented by prominent writers associated with critical pedagogy. These include Paulo Freire, Joe Kincheloe and Henry Giroux. Giroux has dwelt at length on the competing notions of market-driven policies and policies aimed at promoting the public good and, in particular, democratically inspired forms of education. The positions of these writers will be employed to elaborate upon competing values found in the discourses of control and praxis, i.e., policies of a market-driven kind and those more committed to education as a public good.

KEYWORDS: Market driven, public good, educational policy, control, praxis

Child Protection in Schools: what lessons have been learned from the government inquiries into clerical sex abuse of children in the Republic of Ireland post-2005?

Marie Parker-Jenkins

University of Limerick

Marie Parker-Jenkins is Professor of Education in the Department of Education and Professional Studies, and co-Director of the Research Centre for Education & Professional Practice, University of Limerick, researching issues of social justice with particular reference to human rights law, "race", ethnicity and social inclusion.

Marie.parker.jenkins@ul.ie

The issue of child protection has been placed within the public domain in the Republic of Ireland as elsewhere with government inquiries into clerical sex abuse of children and recommendations for all educational and training contexts. *The Ferns* (2005), *Ryan* (2009*), Murphy* (2009), and *Cloyne* Reports (2011) placed on public record the experience of abuse helping to vindicate the account of children now adults; and the landmark judgement in the case of *O'Keeffe v Ireland* (2014) reinforced the State's obligation to the child.

Professional practice in Ireland requires schools to implement child protection guidelines and identify a 'Designated Liaison Person' (Irish National Teachers Organisation (2008, Buckley and McGarry 2011). Legislation has been passed in the form of *the Criminal Justice (Withholding of Information) Act* (2013), *the National Vetting Bureau (Children and Vulnerable Persons) Act* (2012) and the Children *First Bill* (2014). Along with the monitoring role of *the Children's Rights Alliance,* and Child *and Family Agency*, there is a new climate of taking children's rights seriously.

In countries other than Ireland, in religious orders and in non-clerical contexts such as sports and music coaching, children have been vulnerable to abuse. Further, within a predominantly 'adult centric world', they are perceived as having less social and institutional power than adults (Burman 2008, Cannella 1997, Dahlburg and Moss 2005, Walkerdine 1993, Devine 2003). Through analysis of the inquiries, litigation and policy; and data from interviews with practitioners, this paper explores the lessons learnt so far and the broader philosophical concerns about how we treat children in society.

Longitudinal Study on Student-Teachers' Understanding of Teacher Identity

Dr PJ Sexton, Dr. Enda Donlon, Dr Sabrina Fitzsimons, Dr Elaine McDonald, Dr Helen Leonard

Mater Dei Institute of Education (DCU)

All five authors are core staff in the Centre for Excellence in Post Primary Teacher Education

Pj.sexton@dcu.ie

Good teaching is a recurring research topic linked to all levels of education and is essential when one considers the impact a teacher has on the lives of their students. Modern research acknowledges that the nature of the teachers' work is ever changing. According to Divine et al. (2013) societies are now "more diverse, complex and interconnected in an increasingly globalized, information-rich world." Conway et al. (2011) state that with the advance of societies further demands are made on what is termed 'new teacher professionalism'. They argue that the meaning of teaching and teacher education is becoming more demanding as well as complex. Teachers are expected to teach for inclusive learning i.e. teaching educationally disadvantaged students, those with special needs and newcomer students to Ireland. Hence, due to the complex nature of teaching, defining what constitutes teacher identity can be difficult and problematic. Challenges in characterising effective teachers are identified by (Conway et al. 2011, Stronge et al. 2011, & Goldhaber 2002).   In response this longitudinal study aims to establish how student-teachers prioritise the different characteristics of what constitutes teacher identity with a view to enhancing their capabilities in the classroom and to contribute to their ongoing professional development as teachers. Qualitative research methods used were content analysis of first year B.Rel.Ed. student-teachers' responses to a questionnaire on teacher identity and analysis of data collected from three Focus Group sessions. The custom of using student-teacher responses in surveys for research purposes has become accepted practice in other Irish Institutes/Universities (see for instance, Hall, Conway, Murphy, Long, Kitching & O'Sullivan 2012). This paper will report on the findings of this analysis undertaken in year one of the longitudinal study.

KEYWORDS: Teacher Identity, Effective teachers, Longitudinal Study

Washout or Watershed? Evaluating NQTs use of mobile technology for teaching and learning during their early years of teaching.

Seán Ó Grádaigh, Sinéad Ní Ghuidhir, Brendan Mac Mahon

National University of Ireland, Galway

Seán Ó Grádaigh is a lecturer in the School of Education NUI Galway on the Máistir Gairmiúil san Oideachas programme and co-ordinates the Digital Technology Initiative. His areas of interest include Geography Teaching Methodologies, Bilingual Education and Educational Technologies. **Sinéad Ní Ghuidhir** lectures on the Máistir Gairmiúil san Oideachas in the School of Education. She has a specific interest in active teaching, learning and assessment methods, and particularly in the use of Drama as a teaching method for languages and across the curriculum. **Dr. Brendan Mac Mahon** is a lecturer and Programme Director of An Máistir Gairmiúil san Oideachas, in the School of Education, NUI Galway. His research interests include Disciplinary Literacy at Second Level; Content and Language Integrated Learning (CLIL); and Inclusion.

sean.ogradaigh@nuigalway.ie
sinead.nighuidhir@nuigalway.ie
brendan.macmahon@nuigalway.ie

The first years of teaching can be challenging for newly qualified teachers (NQTs) as they enter school contexts which may contradict approaches to teaching, learning and assessment advocated within their initial teacher education programmes (Clausen, 2007). This may result in campus-based preparation being "washed- out" (Tabachnick & Zeichner, 1984) as NQTs adopt a form of "strategic compliance" while adjusting to practices inherent within the culture of their schools (Flores, 2005).

In Ireland, the importance and potential of digital technology in teaching, learning and assessment is emphasised in all recent national policy on education. The newly published National Digital Strategy for Schools (Department of Education and Skills, 2015, p.33) now provides a five year action plan for the integration of ICT within practices in schools and aims to ensure that it is "embedded in the planning, design and delivery of all teacher education courses and programmes". Research, however, on the use of mobile technology in initial teacher education (ITE) is limited.

This paper outlines findings from an ongoing study tracking the use of iPad by 12 purposively selected NQTs in their first and second years of teaching. iPad was deployed 1:1 with all student teachers on the ITE programme from which the participant sample is drawn, and this research project investigates if and how they continue to use iPad as NQTs.

A mixed methods approach is used in the study, incorporating semi-structured interviews with the 12 NQTs during their first year and again during their second year of teaching. An online questionnaire was completed also in their second year of teaching by all NQTs who completed the ITE programme from which the participant sample is drawn.

Findings show that while NQTs encounter a number of external barriers in schools, their ITE experience using iPad continues to exert a significant influence on their use of mobile technology in teaching, learning and assessment.

Education as a Public Good – the case for Irish and Computer Assisted Language Learning

Monica Ward

Dublin City University

Monica Ward is a Computer Assisted Language Learning researcher with a particular interest in Minority (Irish) and Endangered Languages. She is interested in the general area of Computer Assisted Learning and getting research findings out into the classroom.

mward@computing.dcu.ie

Irish people have a paradoxical attitude towards the Irish language. On the one hand, they understand and value its cultural importance and consider it a worthwhile subject in school (Darmody and Daly, 2015). On the other hand, the question the amount of time actually spent teaching the language and wonder if that time could be better spent on other subjects or on other languages. Modern Foreign Languages (MFLs) are taught in secondary schools and some primary schools and the teachers are aware of modern pedagogical techniques and Computer Assisted Language Learning (CALL) resources that they can use with their students. The case of Irish is slightly different. There are not that many CALL resources available for Irish and there is limited knowledge of these resources amongst teachers and the issue of teacher competency and the curriculum (Harris and Murtagh, 1999) are also issues with the teaching of the language.

This paper looks at CALL resources that are available for Irish and how teachers can use CALL tools to develop their own (re-usable) resources for Irish. There are many potential benefits (Levy and Stockwell, 2013). CALL can help with motivation (Beaty, 2013) – a key factor in successful language learning. It can provide privacy – useful in situations with self-conscious learners, lacking in confidence. It can also provide learning resources (with audio/video) that learners can re-view many times outside of the classroom and this is useful when classroom time is limited. Some of the resources can be useful for teachers to refresh their knowledge. Furthermore, making students aware of these resources can help to improve their (often) negative perception of Irish (Smith et al., 2004) and perhaps make the job of the teacher a little bit easier.

Selected References

Beatty, K., 2013. Teaching & researching: Computer-assisted language learning. Routledge.

Darmody, M. and Daly, T., 2015. Attitudes towards the Irish Language on the Island of Ireland. The Economic and Social Research Institute.Harris, J. and Murtagh, L., 1999. Teaching and Learning Irish in Primary School: A Review of Research and Development.

Harris, J. and Murtagh, L., 1999. Teaching and Learning Irish in Primary School: A Review of Research and Development.

Levy, M. and Stockwell, G., 2013. CALL dimensions: Options and issues in computer-assisted language learning. Routledge.

Smyth, E., McCoy, S. and Darmody, M., 2004. Moving up: The experiences of first-year students in post-primary education. Dublin: Liffey Press.

Academic's Perceptions and the TPACK Framework: Best Practice Implementation Guidelines for Technology in Higher Education

Dr Orna O'Brien, Matt Glowatz

UCD College of Business

Orna.obrien@ucd.ie   Matt.glowatz@ucd.ie

This research explores the use of social media for academic purposes. Much of the research to date has focused on outlining the experience of students and the empirical evidence reports how a social networking site (SNS) may develop a higher level of academic engagement amongst students (e.g. Harris, 2013; Junco, 2012; O'Brien and Glowatz, 2013). Previously, Koehler and Mishra (2009) proposed the technological, pedagogical and content knowledge (TPACK) framework to explore the relationship of technology in teaching. This project directly builds on this existing work which has explored the student perspective and progresses it to explore the academics' perspective on using technology to engage learning, including eLearning and social media usage.

This research focuses the perceptions of academic staff towards the use of electronic learning in higher education at University College Dublin (UCD) School of Business. According to Wickersham and McElhany (2010), academics are at the forefront of online learning as they are the service provider. Consequently, academics' perceptions, attitudes and behaviours relating to online learning may be the single greatest determinant of success (Wickersham and McElhany, 2010). Students' expectations of online teaching now require the lecturer to have constant connection with their students, one on one, utilizing innovative and sustainable electronic media. Currently lecturers not only have to be content experts, but now act as the first point of contact when students have queries on module content and technological troubleshooting (Wickersham and McElhany, 2010). This research explores the academic experience of technology knowledge as proposed by the TPACK framework.

Smartphone microblogging for supporting mobile learning in post primary religious education.

Ciara Morrison-Reilly

Mater Dei Institute of Education (Dublin City University)

Ciara is a post-primary school teacher of religious education. She is also a fourth year student on the Professional Doctoral Programme of Education offered jointly by Mater Dei Institute of Education and the School of Education Studies, Dublin City University.

ciara.morrisonreilly29@mail.dcu.ie

Within Ireland, there is little evidence of smartphone use for supporting mobile learning within post primary religious education classroom. This research aims to address this gap by focusing on the use of the smartphone microblogging app Edmodo for supporting mobile learning. This research centres on the device, learner and social aspects of mobile learning (Koole 2009). A participatory action research methodology was employed. Research participants involved one teacher-researcher and a hundred and five first year post primary students of religious education from a multidenominational Educational Training Board (ETB) school. The research questions ask were 'what were our experiences of smartphone microblogging' and 'how can we use smartphone microblogging for supporting the device, learner and social aspects of mobile learning'. A mixed method design is employed using both quantitative and qualitative data from pre and post online surveys, pre and post-questionnaires, focus groups, online posts from Edmodo and the teacher-researcher's own reflective journal. Firstly, the device aspect of mobile learning examined Edmodo's technical challenges and conveniences as well as measuring research participants' perceptions through the TAM research instrument (Davis 1989). Secondly, the learner aspect of mobile learning explored students' use of Edmodo for supporting cognitive learning, collaborative learning and deeper personalised learning within post primary religious education. Thirdly, the social aspect of mobile learning investigated Edmodo as a virtual learning community and sacred space. The social aspect also provided an insight into suitable pedagogy stemming from relevant mobile learning theories for supporting smartphone microblogging. This research concluded with recommendations for practicing smartphone microblogging for supporting mobile learning within post primary education in general and specifically within post primary religious education.

References:

DAVIS, F., 1989. Perceived Usefulness, Perceived Ease of Use, and User Acceptance of Information Technology. *MIS Quarterly,* 13(3), pp. 319-340.

KOOLE, M.L., 2009. A model for framing mobile learning. In: M. ALLY, ed, *Mobile Learning: Transforming the delivery of education and training.* Edmonton, AB: Athabasca University Press, pp. 25-50.

KEYWORDS: Smartphone, Microblogging, Edmodo, Mobile Learning, Post Primary, Religious Education

Teachers' planning: A review of literature

Paul Conway

University of Limerick

Paul Conway is a Professor in the Department of Education, University of Limerick (UL)

Paul.conway@ul.ie

Planning is most typically associated with the pre-active phase of teaching, and as such is seen as a dimension of anticipatory reflection (Conway, 2001; van Manen, 1995), but planning is also understood as encompassing the inter-active and post-active phases of teaching (Jackson, 1990) involving improvisation and reflection-in-action (Schon, 1987; Sawyer, 2011) as well as post-lesson review and planning for subsequent lessons. When teachers plan lessons, they anticipate and design the framework and environment where learning takes place. They align goals, activities and assessments in repeated cycles of planning, enactment, review and re-planning. This is a critical and complex skill for teachers to develop that involves so many aspects of teachers' work. In this paper, research on planning in teaching and teacher education since the 1960s will be reviewed. As such, a main reason for studying planning is that teachers' decisions while planning "… have a profound influence on their classroom behaviors" (Shavelson, 1987:483). The two guiding questions are: (i) how has planning been studied, which aspects of planning are emphasized in the literature? and (ii) can patterns or developments in the literature over time be identified? Clark and Peterson (1986), identified two enduring conceptualizations of teachers' planning: (1) planning as a set of basic psychological processes where a person visualizes the future, inventories means and ends, and constructs a framework to guide his/her future action, and (2) planning as the things that teachers do when they say they are planning. In reviewing the literature, a number of patterns of strands are evident: (i) a content focus (what do teachers plan?), (ii) a decision strand (what decisions are made – how do they change?), and (iii) a development from a focus on the individual teacher planning to an emphasis now on both individual and collaborative planning. The paper concludes by identifying some questions for future research including the relationships between: (i) how planning is taught in ITE and how teachers plan in schools during ITE and beyond across the continuum of teacher education? (ii) teachers' planning and learning and (iii) culture, policy and teachers' planning. Significantly, in relation to understanding contemporary practices vis-à-vis teachers' planning questions of "who decides" are increasingly relevant in understanding planning practices across countries, and how national frameworks, textbooks and tests matter (especially the new teacher and school accountability frameworks in many jurisdictions, Cochran-Smith, 2013; Mausethagen, 2013; Conway, 2013) for what and how teachers plan.

KEYWORDS: Teacher planning; reflection; review

Knowledge Development within a Professional Development Programme for Out-of-Field Mathematics Teachers

Dr Máire Ní Ríordáin, Dr Catherine Paolucci, Dr Laura O' Dwyer

National University of Ireland Galway, SUNY New Paltz, Boston College

Dr Máire Ní Ríordáin is a Lecturer in Education in the School of Education, NUI Galway. Dr Catherine Paolucci is an Assistant Professor of Mathematics Education in SUNY New Paltz. Dr Laura M. O' Dwyer is an Associate Professor in the Educational Research, Measurement and Evaluation Department at the Lynch School of Education, Boston College.

maire.niriordain@nuigalway.ie   paoluccic@newpaltz.edu
laura.odwyer@bc.edu

There has been growing concern, internationally, about addressing the prevalence of out-of-field mathematics teaching (Akiba, LeTendre and Scrinber 2007). Out-of-field mathematics teachers generally possess a teaching qualification but have limited advanced studies of mathematical content and little or no specific training in mathematics education (Ingersoll 2002). This is of significant concern in the Irish context, where research has found that 48% of post-primary teachers who are teaching mathematics are not specifically qualified to do so (Ní Ríordáin and Hannigan 2011). In response to this research, a part-time, two-year Professional Diploma in Mathematics for Teaching (PDMT) has been established and funded by the Government in order to up-skill these teachers. Implementation and delivery of the PDMT provides a unique opportunity for examining out-of-field teachers' professional needs and their development, over the course of the two years. Central to this research project and the evaluation of the PDMT is the work of Ball, Thames and Phelps (2008), and their concept of mathematical knowledge for teaching (MKT), a particular knowledge required by mathematics teachers in order to undertake their work as teachers. Data was collected through the completion of a mathematical knowledge test by participants, on commencement (Sept. 2013) and on completion (July 2015) of the PDMT. This consisted of a one-hour, paper-and-pencil test. The design of the test items was informed by the Teacher Education and Development Study in Mathematics (TEDS-M) Conceptual Framework (Tatto et al. 2008). In terms of measuring mathematical and pedagogical content knowledge, emphasis was placed on the content that mathematics teachers are required to teach. Therefore, the teacher knowledge examined in this study was closely aligned with the curriculum to be implemented by the teachers (Tatto et al. 2008). The results of this study show the potential for a blended learning professional development programme to positively impact the knowledge and preparation of out-of-field mathematics teachers.

Teacher Enquiry and Action Research: Perceptions of Irish Teachers

Dr. Timothy Murphy, Dr. Cathal de Paor

University of Limerick

Dr. Timothy Murphy is a Lecturer in Educational Research and Policy in the Department of Education and Professional Studies at the University of Limerick.

Dr. Cathal de Paor is a Senior Lecturer and Director of Continuing Professional Development at Mary Immaculate College, University of Limerick.

Timothy.murphy@ul.ie   cathal.depaor@mic.ul.ie

Research from the OECD's TALIS study (2009) shows a discrepancy between teachers' participation in individual and collaborative research and their views on its likely impact on their professional development. While they view the impact of such research positively, they are nonetheless unlikely to engage in it themselves. Yet the promotion of teacher enquiry is a key feature of the literature on CPD and informs CPD frameworks in different jurisdictions. This paper seeks to explore further possible reasons for this discrepancy by considering the views of Irish teachers surveyed during a CPD needs analysis. The data which provides the basis for the needs analysis was collected using an online survey of 591 education professionals. The questionnaire contained a total of 20 items, both open-ended and closed-ended, and sought information from education professionals on different aspects of their engagement in CPD, views, preferences, etc. The results show that conducting classroom action research was less of a priority for many teachers, although they were also positive about the benefits of such research. Further results suggest that action research needs to be based around problems of practice, and teachers need support in their work as teacher researchers. This would help to address the discrepancy as reported in both the TALIS study and the current study.

KEYWORDS: Professional Development, Teacher Researchers, Professional Continuing Education

Meaningful Learning and Differentiated Reading − How primary Teachers respond to Diversity in the Classroom

Helen Heneghan

Trinity College Dublin; Hibernia College, Dublin

Helen, Head of Literacy and Numeracy, Primary Education in Hibernia College has broad experience in education as a teacher and lecturer in Ireland, Scotland and the US. Delivery of PME, M.Ed., B.Ed. and TQFE programmes helped develop her interest in application of theory into classroom practice and her research interests include differentiated instruction, literacy and numeracy, teaching methodologies, curriculum development and professional development of teachers. Helen is completing her PhD on Differentiated Reading with Trinity College Dublin under the supervision of Dr. Damian Murchan.

heneghah@tcd.ie;   hheneghan@hiberniacollege.net

Reading is an essential life skill and an important component of learning. Optimal reading instruction encourages and sustains children's desire to read and influences children's future learning potential. Effective teachers restructure teaching and learning activities to meet student variance towards the provision of achievable goals and meaningful learning. Recent policy initiatives have renewed focus on literacy approaches that promote literacy in diverse cultural contexts. Differentiated reading is one instructional model that is compatible with these literacy strategies and responds to learner variance.

This research investigated teachers' understanding of differentiated reading in relation to Vygotsky's Zone of Proximal Development and examined teachers' implementation through context, content, process and product. It explored the transitions made by learners in the social-interactions of learner-responsive, teacher-facilitated activities. Shared learning can occur from exploring and sharing best practices in differentiated reading in different cultural contexts.

Two case studies in diverse cultural contexts - one Irish and one Texan city provided data from questionnaires, lesson-plan evaluations and interviews from 645 teachers located in 62 schools. Findings identify factors that shape teachers' understanding and implementation of differentiated reading and indicate a positive response to differentiated reading from teachers whilst also indicating the desire for further guidelines, professional development and support.

Recommendations are offered on school and policy level to overcome perceived obstacles. These findings can help shape future policies and guidelines for teachers, schools, pre-service teacher education and professional development.

KEYWORDS: Differentiated Instruction, Reading, Literacy, Zone of Proximal Development (ZPD)

Values are intrinsic to the educator: Perspectives from post primary teachers in Ireland.

Rosemary Marron

University College Dublin

Rosemary received PhD degree in September 2015 from UCD – School of Education for thesis entitled, "Values education in post primary schools in Ireland: The perspectives of teachers". Currently pursuing further research in the field of values pedagogy. Main interests include the philosophy of pedagogy, the theory of values, and the process/praxis of authentic learning.

rosemarymarron@gmail.com

International research argues that pedagogical practice in human values improves academic achievement, learner/teacher wellbeing, and the development of holistic social agency in the school. Less attention has been paid to teachers' values and the challenges they face when mediating values education in their professional contexts.

The purpose of this study was to examine values education in post primary schools in Ireland. It explored teachers' views about the values that education should foster and elicited their perspectives on pedagogical practice in human values and on their role in this context.

The conceptual framework is located in a philosophical theory of value, and of education. Theorists argue that values are essential to human development and fulfilment. Some authors contend that the loss of expression of intrinsic values has caused an existential vacuum reflected in the expression of disvalues to the person, and to society.

To elicit the empirical data an explanatory sequential mixed methods research model was employed. Deep analysis was pursued using SPSS and CAQDAS-NVivo10. This study also included secondary data analysis of 165 education systems globally. It emerged that 158 nations relied on teachers to develop values in their learners across the education continuum. This is an important and responsible role.

Findings from the data revealed that while the Irish education system in common with other systems internationally promotes values through legislation, policy, ethos, curricular initiatives, and in professional standards for teachers, yet, like many countries values education is not specifically identified in teacher education programmes.

Teachers viewed the capacity to interpret values as critical so that the reciprocal nature of values may be shared and sustained in the learners' lifeworld constituted in school relations, and in society. Education is not value-free and therefore values must be interpreted, inclusive, and equitable so that learners may come to discern values.

Selected References:

Aristotle. (1999). *Aristotle's Nicomachean ethics*. Book I-X. (2nd ed). Translated by Terence Irwin. Indianapolis, Indiana: Hackett Publishing Company, Inc. (Aristotle 384–322 BCE).

Dewey, J. (1939). *Theory of valuation*. Chicago: Chicago University Press.

Freire, P. (2013). *Education for critical consciousness*. London & New York: Bloomsbury Academic.

How can the field of "Mind, Brain and Education" enhance teaching? Insights from the creation of a professional learning community.

Ian Mulcahy

UCC

Ian is a second-level teacher (English, Study Skills, RE, Mind & Brain, Learning Support) in Coláiste Choilm in Cork as well as being a PhD candidate in UCC. He is interested in the potential implications of neuroscience and psychology for teaching, as well as being involved in running technology programs and training in his school.

ianmmulcahy@gmail.com

BACKGROUND

Despite interest in the potential of neuroscience and psychology to inform educational theory and practice, few examples of effective working models exist. This potential model, charts the development of a professional learning community (PLC) created to explore ideas from the field of "Mind, Brain and Education" (MBE).

PURPOSE

This study explored how MBE can inform teacher decision-making, attitudes and practice. Particular focus was given to the implications of the concept of brain plasticity.

SAMPLE

10 second-level teachers (7 female, 3 male) in a large post-primary school. There was a range of subjects taught, experience and age profiles among the participants

DESIGN AND METHODS

Over 1 year, a PLC of teachers, interacted with concepts from MBE through a series of professional development workshops. A design-based research format was utilised where insights from each stage, fed into subsequent stages. A range of data was obtained via focus groups, interviews, informal conversations, reflection sheets, survey tools and visual representations.

RESULTS

Participation in the research led to a deeper understanding and reassessment of current teaching practice, a focusing of approach, as well as change in attitude and practice.

The core concept of brain plasticity challenged teachers' views of intelligence and student ability. The idea of a flexible, continually changing brain, encouraged teachers to modify their attitudes towards students who were struggling, helping foster an approach of positive persistence.

The language of MBE also provided an additional vocabulary and set of explanatory tools with which teachers and students could discuss learning. Insights from neuroscience, psychology and education which mutually reinforced, informed, yet also challenged each other, led to a more persuasive characteristic and likelihood for teacher change.

There was considerable engagement with and reflection on the ideas encountered. MBE relevant interactions were evident between participants, teaching colleagues and even into teachers' own personal circles.

HEARTS & MINDS WITHOUT FEAR: UNMASKING THE IMAGINATION

Dr. Barbara A. Clark, Dr. James Joss French

Central Connecticut State University, New Britain, Connecticut, United States

Barbara Clark, Ed.D. is an Associate Professor of Teacher Education at Central Connecticut State University (CCSU) in New Britain Connecticut. Her research on the moral imagination of children and aesthetic education has contributed to the CCSU University, Museum, Community Collaborative since 2005 and numerous compassionate community events co-designed with Dr. James Joss French in our local schools, museums and university. These unique creative community events uniting the university, community and schools addressed the homeless initiative in the city of New Britain, the dolphin slaughter for profit in Taiji, Japan, the local park watershed pollution and children of incarcerated parents and were recently published in *Hearts and Minds Without Fear: Unmasking the Sacred in Teacher Preparation* (Clark & French, 2014). *Hearts and Minds Without Fear* was selected by Information Age Publishing as the inaugural book for a new series of contemporary research on the importance of the arts in education in teacher preparation. Dr. Clark's work in the New Britain Public Schools was recognized by the Board of Education and has received over the past four years awards for Contribution to the Fine Arts Programs, Service to Youth and Friend of the Schools. Dr. Clark is a working artist and has exhibited her work at many galleries and museums both local and national including the Wadsworth Atheneum in Hartford, CT and Slater Museum in Norwalk, CT.

James Joss French, PhD. is Associate Professor of Teacher Education at Central Connecticut State University (CCSU) in New Britain, Connecticut. Providing a timely and dynamic framework challenging pervasive social and ecological exploitative mindsets through balanced ways of learning and living, Dr. French's research and teaching focuses on the power of social ecojustice and aesthetic education to compassionately confront the 21st century problems we all face and advance educators' cultural competence, pedagogy and practice as change agents in their classrooms and communities. Dr. French's teaching has been recognized by multiple consecutive Excellence in Teaching Honors at CCSU and New Britain District's Board of Education. Co-designed with Dr. Barbara Clark, teacher education events with CCSU students, community artists, school staff and children have addressed such issues as the homeless initiative in the city of New Britain, the dolphin slaughter for profit in Taiji, Japan, social identity exploration with children of incarcerated parents, and sustainable mindset development through indigenous and intergenerational knowledge exploration. These and other creative compassionate community engagements are further illuminated within their book, *Hearts and Minds Without Fear: Unmasking the Sacred in Teacher Preparation* (2014), the inaugural selection for the *Center of Partnerships for Arts-Integrated Teaching* series. Joss is also a father, musician, puppeteer, and actor and brings these varied and

multidimensional ways of perceiving the world into his teaching and scholarship.

Hearts and Minds Without Fear: Unmasking the Imagination focuses on the critical urgency of integrating creativity, mindfulness, and compassion in teacher preparation through an interactive session. Participants will be guided in an aesthetic unmasking experience through visual, reflective and critical thinking processes to unmask their imaginative voice necessary for a democractic education. The aesthetic messages created by participants will be supported by research currently implemented in teacher preparation community arts in education public school and community programs. This innovative session highlights Dewey's (1934) belief that art and morality are interconnected and must be at the forefront of our educational mission for children and teachers. The recipients of these strategies will be explicitly presented in order to build understanding of a compassionate and aesthetic paradigm shift in schools that envisions possibility via moral, social and emotional imagination. Clark & French's research paradigm will be explored as they live their own message planting seeds of social imagination through aesthetic education within urban districts surrounding their university in the U.S.A. Clark & French will feature case stuides with children and teachers in thematic arts in education programs highlighting themes such as *Ending Homelessness* for children in the city surrounding our University. This presentation offers a refreshing paradigmatic shift through the arts and aesthetics, to bring our schools back to life and instill hope in children's and educators' hearts and minds.

Participants will be guided in an aesthetic unmasking experience through visual, reflective and critical thinking processes to unmask their imaginative voice necessary for a democractic education.

Open space utilizing technology and arts materials supplied by presenters. Participants will work in small groups in a workshop, hands-on format.

The participants will create aesthetic messages as guided through a visual thinking process to unmask their imaginative voice uniting community both within the conference setting and the participant's universities and school communities.

Each participant will work both independently, guided within a structured visual thinking process by presenters, and within a group format sharing individual imaginative unmasking expressions that unite a larger symbolic group message through interactive use of arts, masks, movement and individual voices.

clarkb@ccsu.edu;   frenchjaj@ccsu.edu

KEYWORDS: Aesthetic Education, Compassionate Community, Philosophy, Social Imagination, Democratic Justice & The Arts

SYMPOSIUM TITLE: GLOBAL AND LOCAL FLOWS BETWEEN GEOGRAPHY AND EDUCATION – HOW GEOGRAPHICAL FACTORS INFLUENCE PERCEPTIONS AND EXPERIENCES OF EDUCATION.

CONTRIBUTORS: Margaret Egan, Brendan O'Keeffe, Alanna O'Beirne, Fiona Bailey, Paul Conway

DISCUSSANT: Peadar Kirby

Professor Emeritus of International Politics and Public Policy at the University of Limerick

CHAIR: Aisling Leavy
Mary Immaculate College

The geographies in which learners and teachers operate have considerable impacts on the quality of educational inputs. Geographies also shape the results and effectiveness of educational processes and outputs. This symposium looks at the roles and influences of three diverse, yet significant geographical contexts in which teaching and learning take place, and which influence practices in-school and beyond. The first paper by Margaret Egan (MIC) and Paul Conway (UL) looks at the impact of household and neighbourhood socio-economic circumstances in determining how schools allocate, or not, resources for children with special education needs. The author's argue for a more holistic and incentivised approach to addressing educational disadvantage. The second paper by Brendan O'Keeffe (MIC) and Alanna O'Beirne (Tusla) draws on an extensive database. It compares and contrasts the modes of travel and levels of activity among today's children and those of a generation ago. The paper places the school at the centre of a multi-pronged approach that is required to enabling communities and society to be more enabling of children's independent mobility, and by extension, their well-being. The final paper by Fiona Baily (MIC and UL), also looks at contextual factors, and specifically at teacher formation. Drawing on in-depth case study work in Ireland and Sub-Saharan Africa, this paper assesses the role of North-South Education Partnerships and the potential for inter-country learning transfers.

KEYWORDS: Policy, Geography and Education, Special Education Placement, Disadvantage, Development education, aid relationships, Children's mobility, health

PAPER 1:   The 'Geography of Opportunity' and Special Education Placement: SEN   and SES Intersectionality

Margaret Egan
Paul Conway

Margaret Egan is a lecturer in Special and Inclusive Education at Mary Immaculate College. Her research interests include policy and practice in inclusive education, models to support inclusive education, language and literacy for students with SEN.

Paul Conway is a professor in the Dept. of Education and Professional Studies (EPS), UL. His research interests are in teaching and teacher education, e-learning, cognitive and socio-cultural perspectives on learning.

Margaret.Egan@mic.ul.ie   Paul.Conway@ul.ie

Transforming approaches to support inclusive education have brought about revised mechanisms for the distribution of power, resources and accountability. This research constitutes a case study situated within this broader social service dilemma of how to distribute finite resources equitably to meet individual need, while advancing inclusion. The study adopted a mixed methods research design encompassing critical policy analysis, semi-structured participant interviews and spatial analysis of the neighbourhoods in which the students lived. There was a particular focus on the social and economic profile of each student (n=650) and those in special education placement (n=130). Data from the schools provided a profile of students. Having secured their addresses, we were then able to apply the Pobal HP Deprivation Index (Haase *et al.*, 2012) for the students. Values on the Index range from -30 (extremely disadvantaged) to +30 (extremely affluent) (See Figure 1). Such spatial analysis provided a useful profile of students in schools and in doing so, made the sometimes invisible more visible. Findings highlight an association between segregated practice and the lower socioeconomic status (LSES) backgrounds of students, which relates directly to the geography of opportunity. Further analysis of the schools' student profile revealed a disproportionate or overrepresentation of children from more deprived backgrounds and neighbourhoods in special education. The presentation explores and discussed the findings in further detail.

PAPER 2: Children's independent mobility on the Island of Ireland

Brendan O'Keeffe

Alanna O'Beirne

Brendan O'Keeffe is a Senior Lecturer in Geography and Director of Quality in Mary Immaculate College, University of Limerick. His specialist areas include governance, cross-border collaboration, political systems and regional and rural development. Brendan is an associate of NIRSA (National Institute for Regional and Spatial Analysis) and the ICLRD (International Centre for Regional and Local Development). He is an associate of NIRSA (National Institute for Regional and Spatial Analysis) and the ICLRD (International Centre for Regional and Local Development), and has undertaken a number of evaluations of development initiatives both in Ireland and overseas.

Alanna O'Beirne worked at Mary Immaculate College and is now working at Túsla, the Child and Family Agency.

Brendan.Okeeffe@mic.ul.ie

Children's Independent Mobility, which may be defined as the level of freedom children have to make journeys on their own, is integral to the exercise of children's rights. By studying Children's Independent Mobility, we gain insights into the lives of children and the health and wellbeing of our communities on several fronts. This study involves and is inclusive of children, and it gives effect to their voices. A total of 2,228 children and young people between the ages of seven and fifteen completed a survey that explored their travel patterns and levels of personal autonomy. In addition, 1,695 of their parents completed an accompanying questionnaire about similar issues. This research project is part of a wider international study involving sixteen countries, and was co-ordinated by the *Policy Studies Institute* (UK) at the University of Westminster. The data reveal that on the island of Ireland the vast majority (over 90%) of children report that they are allowed to cross the road and cycle on main roads without adult accompaniment. Far fewer are permitted to use public buses (other than the school bus); two thirds of second-level students are allowed to use local buses on their own, while fewer than one in ten primary school children state that they are allowed to do so. The transition from primary to second-level school is highly significant in this respect of acquiring mobility licences. Almost all children report feeling (fairly or very) safe in their local neighbourhood. However, nearly one quarter of primary school children (23%) admit to being worried about strangers when they are outside on their own. This rich dataset allows us to benchmark the levels of autonomy and independent mobility enjoyed by Irish and Northern Irish children, and to appraise the interventions we make to promote their wellbeing and development. The presentation concludes with policy recommendations to inform policy and practice in several areas that impact on the lives of children.

PAPER 3: North-South Educational Partnership, a Critical Analysis: An Ireland, Zambia, Uganda and Lesotho Case Study

Fiona Bailey

Fiona Baily has recently completed her doctorate which explored Irish teacher education partnerships with institutions in three African countries. She is currently working within the field of development education at teacher education level. Her research interests include global issues in education, the sociology of development and development aid.

bailyfiona1@gmail.com

The term 'partnership' has emerged to dominate development aid discourse. It is a term which suggests movement towards effective development relations based on powerfully appealing yet contested ideas of symmetry and equity. In this Irish context, Irish Aid's recent funding of partnerships involving higher education and research institutions across their programme African countries and Ireland have sought to effectively contribute towards poverty reduction goals and support equitable development relations. The extent to which these partnerships transform existing disempowering aid relations and enhance aid effectiveness is both deeply contested and crucially important in ensuring their success. This doctoral study was concerned with critiquing the nature and implications of such partnerships, asking the question: 'To what extent, if any, do partnerships between Irish, Ugandan, Lesothan and Zambian teacher education institutions demonstrate equitable development relations and attain teacher education development goals? I argue this study was timely, relevant and generative in addressing both the under-theorisation and lack of in-depth empirical case study examinations of teacher education-focused development aid funded partnerships. In doing so, I adopted a complex adaptive system's analytical framework, as a means of addressing the relative dearth of theoretical and conceptual analysis. A case study methodology was employed, incorporating two Irish Aid supported partnerships involving Irish, Zambian, Ugandan and Lesothan educational institutions. Qualitative methods including semi-structured interviews conducted with 52 respondents and an extensive analysis of documentary data were adopted. Findings support an understanding of partnerships as complex and adaptive social systems whereby asymmetrical structures emerge from the interdependent relationships of adaptive actors, acting in accordance with their own incentives and capacities and holding varying positions of power and influence. This requires a clear identification of agendas and outcomes for all partners, an understanding of power relations as fluid and shifting and a multi-centred framework of collaborative governance.

Choosing School Placements for Learners with Complex Learning Profiles: the conflicts and the contradictions

Dr. Fionnuala Tynan

Mary Immaculate College

Fionnuala Tynan is a lecturer in Special Education in Mary Immaculate College, Limerick. She produced the first set of educational guidelines for supporting learners with Williams syndrome in the Irish context, a topic on which she presents both nationally and internationally. She has worked extensively with mainstream and special schools over her 20-year career.

fionnuala.tynan@mic.ul.ie

Parental choice of educational placement has been under-researched in the Irish context (Winter and O'Raw, 2010). The right of parents to choose a school placement for their child is clearly stated in the Education Act (Ireland, 1998). This choice can be influenced by academic results, resources, approachability of staff and family traditions (Hughes et al., 1994; Bosetti, 2004; Bleach, 2010). Yet, parents of children with special educational needs (SEN) have additional choices, as they must choose the type of school before they choose the actual school. Gaining access to a chosen school can be challenging for parents of children with SEN (Rose and Shevlin, 2010). Selecting appropriate educational placements for children with Williams syndrome (WS) is particularly challenging due to the unique cognitive profile associated with this condition which is usually described in terms of 'peaks' and 'valleys' (Udwin and Yule, 1991). Ultimately there is no one placement ideally suited to these learners (Udwin et al., 2007).

A qualitative study involving the parents of seven children with WS was undertaken to ascertain what educational placements were chosen by these parents, what criteria was used to decide on a placement and what was the experience of enrolment. While the sample size is small it is also representative. The findings showed a marginal preference for mainstream settings over special settings by parents, in line with Ireland's inclusive educational policy. School type (mainstream or special) was chosen based on the outcome of a psychological assessment, parental attitudes to inclusive education, the child's perceived needs and availability of a placement. The school was subsequently chosen based on the structure of the school, the perceived supports available in the school and the leadership of the principal. However, this study indicates that for four of the seven parents, the experience of enrolment was difficult. There is evidence of soft barriers to enrolment being constructed by schools to discourage parents from enrolling a child with SEN in mainstream settings. By contrast, the drive towards inclusive educational policy has resulted in demand exceeding supply of places in special settings; there is evidence of inadequate places available in special schools. Despite these issues, all parents expressed satisfaction with the setting they chose for their child.

Interpretations of Inclusion: Supporting Pupils with Autism in Mainstream school

Carol-Ann O'Síoráin

School Of Education Trinity College, Dublin

Carol-Ann O'Síoráin is a primary school teacher and lecturer in inclusion, early years and special educational needs. She is currently pursuing a PhD under the supervision of Prof. Michael Shevlin. Her research interests include; early years intervention, supporting pupils with special educational needs, literacy, numeracy and teacher education.

osiorac@tcd.ie

The past two decades has seen the development of legislation and policy frameworks for the advancement of inclusion of pupils with autism in mainstream education in Ireland. In 2014 autism specific classrooms made up 60% of special class provision in mainstream schools. This current school year an additional 149 autism specific classrooms have been established. Little is known of the inclusion practices within these autism classrooms and there are further calls for focused research attention on educational practices in autism specific settings. McCoy et al. (2014) in a survey of special education in general suggest that the practice of successful inclusion is questionable.

This paper presents the emerging research findings in narrative form from seven primary schools with autism specific classrooms or units. These emerging findings form a small part of a broader research project inquiring into the literacy skills development of children with autism.

A constructionist approach provides 'multiple realities' by engaging in conscious construction of meaning. In a constructionist view the realities of inclusion are dependent on the knowledge of, interpretation of and engagement with inclusion by the people involved in the environment of the classroom and school.

The emerging findings demonstrate how diverse interpretations of inclusion are in primary schools. The seven schools within this project each present their ideology and practice of inclusion in completely different methods and procedures. There is an urgent need to examine and explore how creative and innovative some schools are in the practice of inclusion so that the greater educational community can enhance inclusion for all learners with special educational needs.

References

McCoy, S., Banks, J., Frawley, D., Watson, D., Shevlin, M., & Smyth, F. (2014). *Understanding Special Class Provision in Ireland: Phase1, Findings from a national survey of schools* (16).

KEYWORDS: Inclusion, autism

Education as a public good: Social Justice leaders' aptitude and latitude

Dr. Joe Travers, Dr. Fiona King

St. Patrick's College, Drumcondra

Joe Travers is a former primary teacher and Director of Special Education in St Patrick's College, Drumcondra **Fiona King** is a former primary teacher and lecturer in Special and Inclusive Education in St Patrick's College, Drumcondra.

joe.travers@spd.dcu.ie   fiona.king@spd.dcu.ie

Many countries across the globe have accepted social justice as orthodoxy. Social justice can be interpreted differently in various jurisdictions influenced by a myriad of socio-cultural, economic and historical influences. Nevertheless it is generally accepted that it focuses on reducing and eliminating inequalities in terms of race, gender, creed, (dis)ability, ethnicity, class, economic status and other marginalizing circumstances. Central to this is the role of the social justice leader at the micro and meso levels and their 'latitude' to operationalise a social justice agenda in their context (Stevenson, 2007). This paper explores the role of 'latitude' or autonomy and in particular the 'legendary' autonomy in the Irish context (OECD, 1991; O'Sullivan, 2011) to support social justice leaders in their endeavours.

It will draw from findings from the International School Leadership Development Network (ISLDN). This is a network of researchers and practitioners sponsored by the British Educational Leadership, Management, and Administration Society (BELMAS) and the University Council for Educational Administration (UCEA) that has been working collaboratively for a number of years, collecting data from interviews with principals in more than 20 countries.

Analysis from a number of countries in the ISLDN network shows that autonomy or the lack of autonomy was identified as a supporting or inhibiting factor for social justice leaders. This paper will explore comparisons across countries where autonomy or the lack of autonomy either supported or inhibited leaders in their pursuit of social justice. This paper argues it may be timely to explore this issue in further detail given the recent call for submissions followed by a research paper on "Advancing school autonomy in Ireland" (DES, 2015). The role of school autonomy in narrowing the gap between our values, beliefs and attitudes of social justice as a public good and praxis on the ground is worth further consideration.

Organisation for Economic Co-operation and Development (OECD) (1991) *Review of National Policies for Education: Ireland*. Paris: OECD.

O'Sullivan, H. (2011) Leading and Managing Professional Learning in Schools. **In**: O'Sullivan, H. and West-Burnham, J. (eds.) *Leading and Managing Schools*. London: Sage Publications Ltd., pp. 111–125.

Department of Education and Skills (DES) (December, 2015) *Advancing School Autonomy in the Irish School System Research Paper*. Dublin: Author.

The implementation of a literacy intervention, Station Teaching, in Infant classes in Irish primary schools

Dr. Dympna Daly

UCC

Dympna Daly is principal of Our Lady of Mercy National school in Bantry and completed her PhD in UCC in 2015. She is also a tutor with the National Induction Programme for Teachers

dalydympna@eircom.net

This paper reports on the implementation of a literacy intervention, Station Teaching in Infant classes from the perspectives of the teachers, pupils and parents. Station Teaching occurs when a class is divided in to 4 or 5 groups of similar ability and the pupils engage in literacy activities at different Stations. Theoretically, as a literacy intervention, Station Teaching aligns with the cognitive-psychological and socio-cultural perspectives (Hall, 2003).

For my research, I chose a pragmatic parallel mixed methods design as suggested by Mertens (2010). The quantitative data were collected from a questionnaire issued to 21 schools in Ireland. I collected qualitative data from a case study in a school. This included observations of two classes over a period of a year; interviews with teachers, pupils and parents; children's drawings, photographs, teachers' diaries and video evidence. I analysed and presented the evidence in themes.

From my research and from the literature reviewed, I wholeheartedly agree that the expertise of the teacher is the most important ingredient to improving the literacy achievement of pupils (Snow et al., 1998, Louden et al., 2005). There are many skills and strategies that are essential to effective literacy teaching in the early years including phonological awareness, phonics, vocabulary, fluency, comprehension and writing (Kennedy et al., 2012). These skills can be taught during Station Teaching. Early intervention in the early years is essential to pupils' acquisition of literacy. Pupils benefited from working in small groups and teachers' professional development was enhanced as a result of engagement in Station Teaching. Both parents and pupils were very enthusiastic about the success of ST and how the children had progressed both in interest and performance in developing reading and writing.

Selected References

Hall, K. (2003). *Listening to Stephen read Multiple perspectives on literacy.* Open University Press. UK.

Kennedy, E., Dunphy, E., Dwyer, B., Hayes, G., McPhillips, T., Marsh, J., O'Connor, M. & Shiel, G. (2012). *Literacy in Early Childhood and Primary Education (3-8 years).* Commissioned Research. Dublin: NCCA.

Louden, W., Rohl, M., Barratt Pugh, C., Brown, C., Cairney, T., Elderfield, J., House, H., Meiers, M., Rivalland, J., & Rowe, K. (2005). *In Teachers' Hands*. Perth: Edith Cowan University.

Exploring teacher learning in relation to AfL through Flipped CPD

Jillian Kellough

Trinity College Dublin

Jillian Kellough is a PhD Candidate in the School of Education, at Trinity College Dublin. She has experience teaching in both the United States' public and private school sectors and is highly qualified as a primary and literacy teacher. Jillian's research interests include assessments in education, teacher professional development, literacy, and innovation in education.

kellougj@tcd.ie

Transforming learner's role in teacher education and fostering professional learning networks are the dual objective for this study's exploration of an alternative model for continuing professional development (CPD). This research aims to explore the use of a flipped instructional approach as part of teachers' professional development; transforming the traditional CPD model so as to encourage teachers through an innovative, engaging, and personalised experience.

Embedded within a virtual learning environment, Flipped CPD has the potential to encourage teachers to reflect and re-envision their role as an active learner and teacher amongst their colleagues. Flipped CPD draws on similar flipped approaches to *Learning*, *Leadership, and Professional Development,* thus encouraging collaboration and discussion through the restructuring of the ineffective and traditional learning model.

The present research is based on an evaluative case study that utilises a concurrent mixed methods approach. Data are drawn from teacher and student questionnaires, teacher interviews, classroom and workshop observations, digital artefacts, and learner analytics. Preliminary data collection is underway with a sample of secondary teachers representing diverse subject areas (i.e. Science, Home Economics, Maths) and teaching experience. As participants in Flipped CPD, the teachers are engaged in a programme designed to support their formative assessment practice in real-time. Through contributions to online discussions and the creation of a digital resource library, the study aims to provide continuous support to an evolving professional learning network of colleagues. It is expected that the findings will inform research and practice on AfL and on optimum CPD provision in relation to this important aspect of teachers' professional role.

KEYWORDS: Continuing Professional Development, Assessment for Learning, Flipped Learning Model

---

Bringing research and data into teacher professional development

Annelie Eberhardt, Dr Manuela Heinz

School of Education, NUI Galway

After working as a German lecturer in NUIG and being affiliated with the German Teacher Association of Ireland, Annelie Eberhardt started researching on better avenues for CPD for modern language teachers than the so called 'oneshotmodels'. Originally from Germany, she studied German as a Foreign Language and taught in Spain, France, the US, Germany and Ireland in primary, secondary and third level settings.

Manuela Heinz is a lecturer and school placement director in the School of Education at the National University of Ireland Galway. She supervises Annelie's PhD research.

a.eberhardt2@nuigalway.ie , Manuela.heinz@nuigalway.ie

In 2015 the Teaching Council's draft paper on teacher continuous professional development (CPD) stated that "[...] teachers' learning is a matter of great importance for the profession and the public alike." (cf. Teaching Council 2015). In this paper we present findings from an action research (PhD) study exploring *how foreign language teachers can be supported to engage in collaborative critical enquiry and classroom based action research* . During the school year of 2014/2015 Annelie, lecturer in German and modern language teaching methodologies, worked together with seven post primary teachers of Chinese, French and German to investigate if action research can raise teachers' repertoire and competence in the use of modern language teaching methods. While the teachers enquired on various topics related to the modern language classroom, Annelie engaged in her own action research; collecting data and reflecting on her experiences, monitoring progress and constantly adapting her approach to the professional development work with the participating teachers. While most teachers adapt methods of teaching modern languages according to students' needs regularly, they rarely use research findings to inform their changes, reflect in writing and/or evaluate outcomes which inform another cycle of enquiry. However, part of the philosophical assumption of action research is that there is no action without research (and no research without action) (cf. Dick 2002). This paper focuses on: i) teachers' views regarding academic research; and ii) the means of data collection during the enquiry process. Research questions included: *What data collection methods did teachers use/feel comfortable with? How did teachers measure the impact of using a different teaching method?* ; and *What outcomes/impact did teachers describe with regard to the changes they made in their teaching?* Successes and challenges regarding action research for secondary school teachers will be discussed and shall shed light on ways forward regarding subject specific professional development for post primary teachers.

Súile ar an gCosán: Irish primary school teachers' views on continuous professional development (CPD)

Teresa Walsh

Maynooth University

Teresa is a primary school teacher and chairperson of the Irish Congress of Trade Unions (ICTU) youth committee. She is the Irish National Teachers Organisation (INTO) Dublin West branch secretary and works as an associate and facilitator with the National Induction Programme of Teachers (NIPT). She is also chairperson of the National Youth Council of Ireland's (NYCI) International Advisory Committee and board member of NYCI.

walshtv@tcd.ie

This study explores Irish primary school teachers' views on continuous professional development (CPD). It studies teachers' understanding of CPD, their experiences of CPD, their motivation for engaging in CPD, supports and barriers to engagement in CPD and CPD effectiveness.

CPD has become a policy priority for education systems internationally (OECD 2005). In Ireland, engagement in CPD is expected to become a requirement for all registered teachers as provided for in the Education (Amendment) Act 2012 (Government of Ireland 2012). Therefore, the Teaching Council is currently developing a national framework for teachers' learning in consultation with stakeholders entitled 'Cosán'.

This research employed an explanatory sequential mixed methods design. 134 teachers responded to an online questionnaire and 6 teachers participated in follow-up semi-structured interviews.

Findings from the quantitative and qualitative research showed that teacher experiences and understanding of CPD varies widely. They indicated that the majority of teachers undertake CPD annually, primarily, to improve teaching and pupils' learning. Most teachers have engaged in literacy and numeracy courses since September 2013 and feel that teachers should engage in CPD both during and outside school time. Barriers to CPD engagement identified included time, cost and distance to travel. Inadequate CPD was identified in the area of principalship, while face-to-face CPD was found to be more effective than online CPD.

The research demonstrates a need for a clear definition of CPD, a need for a wide range of face-to-face CPD opportunities for teachers, a need for a specific CPD coordinating role within middle management to be established as well as a need for schools to develop CPD policy. Future research should examine the effectiveness of online CPD compared to face-to-face CPD as well as the CPD needs of principals. This research is significant given the current developments of a national framework of CPD for teachers.

KEYWORDS: Irish primary school teachers, continuous professional development (CPD) Cosán, face-to-face, online, Teaching Council, teachers' learning.

Teacher Learning: Contextual Understandings and Perspectives of Post-Primary Teachers in Ireland

Jeanne Lonergan, Geraldine Mooney Simmie

Faculty of Education and Health Sciences
University of Limerick

Jeanne Lonergan is a doctoral student who has recently completed her doctoral study at the University of Limerick, (and is now awaiting confirmation of minor changes to her dissertation). **Dr. Geraldine Mooney Simmie** is a Lecturer in Education, at the Department of Education and Professional Studies, University of Limerick, where she lectures in Policy Studies to doctoral students and is Course Director of a master's in education (mentoring).

Geraldine.Mooney.Simmie@ul.ie

This paper, reports on findings from a doctoral study of Irish teachers' contextual understandings and perspectives of *Teacher Learning* and *Teacher Professional Learning* (Lonergan, 2016). The study involved a purposive, self-selecting sample of 162 post-primary teachers who completed an online questionnaire and sixteen in-depth teacher interviews. The study is set within a rapidly changing global policy context in teacher education, an encroaching ethic of the marketplace (Connell, 2014). This has secured Teacher Learning as an evidence-based practice, based on a new scientism that poses a serious threat to education for epistemic justice and social cohesion (Ball, 2003, 2010; Bernstein, 2000; Mc Laren, 2015). However, it is only with the publication of *Cósan*, the Teaching Council's national policy draft framework, that the term 'Teacher Learning' firmly entered the official lexicon of Irish teacher education (Teaching Council, 2015). First, we present findings from a systematic literature review, in the past fifteen years, in relation to 'Teacher Learning' (Timperley et al.:2008; Webster-Wright: 2009; Opfer & Pedder: 2011). The review demonstrates the multiplicity of ways in which 'Teacher Learning' may be oriented depending on the purposes and norms of teacher education (Biesta: 2009). Second, we present the main themes emerging from the data analysis. The findings showed that teachers, despite depictions of the technocratic managerial environments in which they were working, displayed a strong engagement with critical scholarship and shared a critical awareness of the effects of contemporary policy technologies. The practice of critical reflexivity used by teachers to unravel the ethical dilemmas of their practices, which socially just-oriented qualitative research entails, is explored (Bettez: 2015; Fox and Allan: 2014). The paper concludes, by proposing that while Teacher Learning is complex and creative, and requires a rich and varied amalgam of epistemic and praxis supports, it is crucial to alleviate some of the more negative effects of macro level policy by supporting the micro world of individual teachers in specific contexts. While the sample in this study, is not representative of all teachers in Ireland, in a scientific sense, the findings support the further theorization of Teacher Learning in the literature and give deeper insight into the framing of Teacher Learning by the Teaching Council, if Ireland is to progress the critical scholarship of teachers within a continuum of teacher education, for human emancipation and education as a public good.

The Influence of Operating a Professional Learning Community on Principals' Leadership Styles and Teachers' Level of Efficacy

Joseph Vellanal

Trinity College Dublin

Joseph Vellanal is a Carmelite priest working to bring quality education to the interior villages of North India. He was principal for 5 years and came to Ireland for higher studies. He earned his MEd. in Educational Leadership and Management from Trinity College Dublin and is a third year PhD candidate in TCD.

vellanaj@tcd.ie ; j.vellanal@gmail.com

This is a study of schools as professional learning communities [PLCs], defined by nine characteristics and their relationships to principals' leadership styles and levels of teacher-efficacy. The study, started from 2014, is being conducted in two schools in North India. The research involves a combination of qualitative and quantitative tools, used sequentially but with priority given to the qualitative phase. The research involves the use of semi-structured interviews, focus group interviews, and observation. The Professional Learning Community Assessment - Revised [PLCA-R] instrument will be used to measure the professional learning communities' practices at the research sites. The Leadership Practice Inventory [LPI] will be used to assess the leadership styles of the principals. The Teacher Efficacy Scale [TES] will provide construct validation support for this variable, and allow me to examine the relationship between teachers' levels of self-efficacy and their observable behaviours. The work has two phases. Phase one involved the introduction of PLCs in two schools and pre-research data were collected (using the PLCA-R, the LPI and the TES). The second phase of the research will involve post-research tests when PLCs have been functional in each school for one academic year. Results will be analysed and compared and triangulation will be attempted, using qualitative data gathered in the form of interviews, focus groups and observations. This study should be useful for educationalists, policy makers, administrators and teachers in India as it will contribute to the knowledge body of Leadership and Efficacy, which are two vital aspects of school improvement. Result of this work aims at proposing a model of the learning environment that includes deep learning, democratic commitment, critical reflection, and collaborative responses to students' learning needs.

Selected References:

Cameron, S., Mulholland, J., & Branson, C. (2013). Professional learning in the lives of teachers: Towards a new framework for conceptualising teacher learning. *Asia-Pacific Journal of Teacher Education*, *41*(4), 377-397.

Day, C. (2013). The new lives of teachers. In *Back to the Future* (pp. 57-74). SensePublishers.

DuFour, R., DuFour, R., Eaker, R., & Many, T. (2006). Learning by doing: A handbook for professional learning communities at work. Bloomington, IN: Solution Tree.

The development of *Literacy and numeracy for learning and life*: An Irish example of the PISA effect

Dr. Alan Sheehan

University College Cork

Alan recently graduated with a PhD in Education from UCC. He is the principal of a start-up primary school in Co. Cork. His research interests include assessment in primary education, the policy development process, and the child's identity as a learner

alansheehan81@gmail.com

This submission draws on a doctoral project completed at UCC. It asks how were the uses of assessment for primary schools in the national strategy, *Literacy and numeracy for learning and life* (Department of Education and Skills [DES], 2011), devised and for what purposes are they based? It is grounded in the work of Foucault, Bourdieu and Ball to highlight discourses and themes of power, control and access in policy making.

The research consists of eight qualitative interviews with high profile policy makers including two Ministers for Education and Skills, the Chief Inspector, and representatives of the Education Research Centre (ERC), Irish National Teachers' Organisation (INTO), National Council for Curriculum and Assessment (NCCA) and Teaching Council. The research takes a phenomenological approach to explore the impact of the literacy and numeracy strategy, in particular the use of assessment, on teachers and pupils.

The research finds that the results of PISA 2009 played a significant role in the development of *Literacy and numeracy for learning and life*. There is an emergence of a policy elite that is pursuing a reform agenda (a 'quality agenda') that goes beyond literacy and numeracy. An 'apparent' consultative approach is critiqued as a new form of governmentality (Gillies, 2008) as the views sought are in response to set parameters in a draft plan. The draft plan was devised by the policy elite and the NCCA had a limited role in its development. The discourses demonstrated by these policy makers are highly reflective of aspects of Sahlberg's GERM (2011). However, not all of the characteristics are present as the policy is cognisant of local considerations. This is an example of an Irish vernacular of global education policy (Lingard et al., 2013). There is tension between what the policy makers state are the purposes of assessment.

Selected References

DES (2011) *Literacy and numeracy for learning and life: the national strategy to improve literacy and numeracy among children and young people 2011-2020*, Dublin: DES

Gillies, D. (2008) 'Developing governmentality: conduct and education policy' in *Journal of Education Policy*, Vol. 23 (4), pp.415-427

Lingard, B., Martino, W. and Rezai-Rashti, G. (2013) 'Testing regimes, accountabilities and education policy: commensurate global and national developments' in *Journal of education policy*, Vol. 28 (5), pp.539-556

Sahlberg, P. (2011) 'The Fourth Way of Finland' in *Journal of Educational Change Vol.12,* pp.173-185

Re-constituting Education Policy in Contemporary Europe: Expertise, Processes and the Power of Institutional Persuasion

Anne McMorrough, Conor Galvin

Marino Institute of Education, Dublin

UCD Dublin College of Human Sciences

Anne McMorrough is a lecturer in education at Marino Institute of Education, Dublin. She has just completed PhD research at the School of Education, University College Dublin. **Conor Galvin** teaches and researches at UCD College of Human Sciences where he works on various education, ICT, public policy and research methods programmes. His research interests include professional knowledge, sustainable development practice, technology enhanced learning, and the impact of new and emergent technologies on society.

anne.mcmorrough@mie.ie   conor.galvin@ucd.ie

In a more global-conscious world, it is held that "knowledge" is being re-worked to advance Europe's economic and social priorities (Robertson, 2007; Young, 2009). Additionally, in European policy today, it is argued that a set of complex changes in education is re-shaping the "traditional image of policy processes in sub-national, national and supra/national politics" (Ball, 2009). Thus, the "meaning of knowledge" is being re-constituted through education (Young, 2009). Under the Principle of Subsidiarity however, the EU has no treaty-based competence when it comes to education policy (Alexiadou, 2014). Instead, it persuades policy work across Member State sites by using a variety of institutional arrangements, processes and the expertise of multiple actors (Alexiadou, 2014; Krzyzanowski, 2011; Lange & Alexiadou, 2010; Lawn & Grek, 2012). As a result, it is argued that the European and local education landscape has become a troubled site of contestation, flux and reform (Apple, 2009; Ball, 2003, 2013; Galvin, 2009, 2015; Mulgan, 2003). Studying these Europeanising effects therefore, has become "a necessary but complex task" (Lawn & Grek, 2012).

The proposed paper has its origins in doctoral research conducted at UCD School of Education on education policy formation and governance at the European level. The study explores and analyses the rhetorical and epistemological question of what counts as "knowledge" in the construction of teacher education policy discourses at a European and national level (Ireland), and in relation to the realities which dominate both at a broader public policy level. By drawing upon data collected from in-depth interviews with education policy elites and documentary analysis, the research questions forensically explore and analyse how teacher education policy is seeded, shaped and channelled across European and Irish sites/levels. Thus, this paper proposes to offer interesting insights into the interoperability of doing education policy work where tensions are emerging around identity and agency in a policy space that increasingly seeks quick results. In addition, the paper aims to foreground mechanisms that are being used to persuade new education policy concepts and actions into Member State settings with the promise of more autonomy, even where no EU competence exists. How novel EU arrangements are re-constituting the meaning of knowledge and introducing new forms of governance should thus provide the stimulus for interesting debate.

Relationships of Surveillance, Assurance and Recognition: Early Career Primary Teachers' Engagement with Discourses of Accountability and Performance

Gareth Burns

St. Patrick's College, Drumcondra

Gareth Burns works as a primary teacher in St. Paul's National School, Ratoath, Co. Meath and lectures in Sociology on the M.Ed programme in St. Patrick's College, Drumcondra. As a mentor of NQTs, facilitator of NIPT professional development seminars and the holder of a M.Ed Degree in the area of teacher mentoring, Gareth has a particular interest in the study of the professional lived experiences of NQTs and Early Career Teachers. Gareth recently completed his PhD thesis entitled: 'Making a Difference': What it Means for Early Career Teachers Working in Designated Disadvantaged Schools.

garethburns9@yahoo.ie

Anecdotal evidence suggests that Irish primary teachers, and particularly those working in disadvantaged schools, are coming under increasing pressure to orient their practices towards satisfying the exigencies of accountability and performativity (Conway & Murphy, 2013). Focusing specifically on early career teachers (ECTs) in Irish designated disadvantaged primary schools, this paper investigates ECTs' engagement with discourses of accountability and performance and its influence on their daily practices. Semi-structured, life-history interviews were conducted with 18 participants drawn from three urban designated disadvantaged schools. Local conditions (level of disadvantage, the intensity and concentration of students' needs, and school culture), as well as participants' career stage, impacted upon the way ECTs engaged with, and/or mediated the influence of the strong, neo-liberal performativity discourse. Participants' engagement with the literacy and numeracy standardised testing process was characterised by feelings of surveillance and pressure which were held in tension with contradictory and conflicting feelings of assurance and recognition that the DEIS literacy and numeracy programmes and positive standardised test scores afforded them. Cumulatively, the findings indicate that the nature of these relationships, coupled with the demanding social context in which they begin their careers, is orienting ECTs towards the use of more structured and control oriented pedagogies. The study concludes that teachers are interpreting the new accountabilities as high stakes, and that the current focus on literacy and numeracy to the exclusion of other curricular areas is undermining the holistic ethos of the Primary Curriculum.

Selected References**:**

Conway, P. F., and R. Murphy. 2013. A rising tide meets a perfect storm: New accountabilities in teaching and teacher education in Ireland. Irish Educational Studies 32, no. 1: 11-36. doi: 10.1080/03323315.2013.773227.

Further education: An alternative pathway to higher education.

Dr Denis Murray, Professor Gerry McNamara

Ballyfermot College of Further Education

Dublin City University

Course Director BA (Hons) Media Production Management at Ballyfermot College of Further education. Teaching and lecturing for 25 years. I hold a BA in Communications a Master's in Business Studies and a PhD in Education

denis.murray@bcfe.ie   gerry.mcnamara@dcu.ie

This research investigates evolutionary change in Further Education (FE) within the Post Leaving Certificate (PLC) sector with a particular emphasis on the development of Higher Education (HE) courses within the CDVEC. The objective of the study is to understand what role leadership played in this development and if an 'institutional habitus' evolved where greater social and cultural capital was created or enhanced for learners who otherwise may have discontinued their education at an early stage. The methodology is qualitative using a case study consisting of semi structured, in-depth interviews, with a small number of relevant stakeholders, a convenience survey of students pursuing higher education in colleges of further education and a convenience survey of teachers within the further education sector. The research also includes official documents and archival records relating to the development, validation and accreditation of HE programmes in FE. The findings are grouped under the three main questions of the thesis. **How and why was higher education developed in further education?** The findings suggest leadership came from within the PLC colleges and was a consequence of the creation of an 'institutional habitus' where conditions of existence contributed greatly to the development of higher education programmes in the sector. **Have these higher education programmes been successful in any way?** Higher education programme delivery in further education has been most successful with in excess of 7,000 students having attained higher education qualifications from one college alone over the past 22 years. Almost 1000 of these completed BA honour's degree level 8 programmes. While many of these graduates have gone on to work in industry as many as 25% continued to master's degree level and increasing numbers from this cohort have completed doctoral level studies. **How might current DES policy impact on the development and delivery of higher education in further education?** The Department of Education is not in favour of HE within FE but have agreed to allow legacy programmes continue. A block has been put on the development of any further programmes of HE that are intended to be delivered within FECs. New industries have been created in the State where employment is growing; examples would include Animation, Game Design and Illustration. All FECs believed development and delivery of HE courses should continue. There was genuine concern that the goals and objectives of FECs would change and that an amalgamation with FAS under SOLAS might seriously undermine the perceived mission, goals and objectives of the FE sector. Further, they believe the amalgamation of FECs and FÁS will be detrimental to the educational nature of FECs and were worried about the future of education and an over emphasis on training and preparing people for work.

Are Irish higher education students internationally mobile?

Merike Darmody, Mairéad Finn

ESRI

TCD

Merike Darmody is a Research Officer at ESRI and an adjunct assistant professor at TCD.

Mairéad Finn is a post doctoral researcher at TCD.

Merike.Darmody@esri.ie   finnm2@tcd.ie

This paper explores the likelihood of studying abroad among Irish higher education students. It seeks to identify factors that both motivate students to study abroad and act as barriers towards doing so. The paper examines the profile of both 'stayers' and 'leavers'. This research is situated within studies on student mobility and international student exchange, with a focus on different intrinsic and extrinsic factors that impact on students' decisions to study abroad. Drawing on a national survey of students, Eurostudent V, the findings demonstrate that class and a set of other factors play a strong role in determining who goes to study abroad.

KEYWORDS: Irish students, higher education institutions, study abroad

Actor-Network Theory meets educational internationalisation: some preliminary findings.

Alfredo Salomao Filho, Annelies Kamp

Dublin City University, University of Canterbury

Alfredo Salomao Filho is a lecturer in the MSc Education & Training Management (Leadership) programme at the School of Education Studies, Dublin City University, Ireland. His research interests concern Actor-Network Theory, academic internationalisation and social capital.   **Annelies Kamp** is Associate Professor in Leadership in the School of Educational Studies and Leadership at University of Canterbury, New Zealand. Her research interests concern system leadership in the broad context of education and training, critical youth studies and, in particular, the lifelong learning journeys of teenage parents.

alfredo.salomaofilho3@mail.dcu.ie;
annelies.kamp@canterbury.ac.nz

The focus of the research and this paper is on outside-the-classroom contexts: when, how, and with whom and what the students connect with, and what difference this makes for their trajectory. This sociological understanding applies for the case of international students, more particularly Brazilian students, who come to Ireland in pursuit of enhanced forms of capital – cultural, social and economic. The research engages with the growing phenomenon of international student mobility (Deardoff, 2014; Knight 2004; 2014) and the forms of capital (Bourdieu, 1986) which underpin, are changed by and, in some form, evolve from these experiences. Despite the plurality of definitions of the term 'social capital', it is generally accepted that social networks and the norms and trust inherent in them generate mutual benefits for their members.   Actor-Network Theory (Callon, 1986; Latour 1993; 1999; Law, 2006) is used as a 'sensibility' to analyse students' negotiations and practices that aim to strengthen their heterogeneous networks abroad. Actor-Network Theory, particularly the 'four moments of translation' (Callon, 1986), favour the identification of shifts in social capital in the light of student migratory experiences and illuminate different tensions and risks, as well as the strategic ways that students build forms of identity abroad (Vásquez 2009, Wulfhorst, 2014). The research question that guided the analysis is as follows: *What consequence does migration from Brazil to Ireland have for forms and stores of social capital of Brazilian students?* The results of this case study emerged from semi-structured in-depth interviews (Kvale, 2007; Kvale and Brinkmann, 2009; Mishler, 1986) conducted with twelve Brazilian students from one university in Dublin (three PhDs, three Masters, three undergraduates and three students of English - ESOL) from June to October 2015.   Interim findings suggest that Brazilian students in Dublin see themselves as 'entrepreneurs', showing clear strategies to translate into other actor-networks, social, educational, or professional. They engage in the process of enrolling allies – both human and non-human – although encountering resistance from counter-networks. This dynamic refers to the fluid character of actor-networks, either expanding or reducing its relations, and offers insight into paradoxical issues, such as cosmopolitanism, scholarship awards, attempts to networking with nationals, efforts to decode Irish cultural traits, illusions of a cohesive student 'community', the need for resilience, and openness for new realities.

Effectively Maintained Inequality in Compulsory and Post-Compulsory Education in the Republic of Ireland

Delma Byrne, Selina McCoy

Maynooth University, Economic and Social Research Institute

Delma Byrne is a Lecturer at the Departments of Sociology and Education at Maynooth University. Delma was the Principal Investigator of the recent national evaluation of the HEAR and DARE entry schemes to Higher Education, which drew on existing administrative data and new qualitative data collection with 128 higher education students. She is interested in supervising PhD students under the broad theme of 'Education and Social Stratification' research, including research on higher education. **Selina McCoy** is Associate Research Professor and joint Education Programme Co-ordinator at the Economic and Social Research Institute.

Delma.Byrne@nuim.ie; Selina.McCoy@esri.ie

As participation in compulsory and post-compulsory education and training rises, it increasingly matters not only how much education people accumulate, but also the type of education that is received for later labour market outcomes (Layte et al., 2005; Byrne 2008; Kelly, O'Connell and Smyth 2010). It is well established that the structure and organisation of the education system impacts on youth transitions in the Irish context, particularly in terms of the transition from school to work and from school to higher education (Layte et al., 2005; Byrne 2008; Byrne 2009; Byrne, McCoy and Watson 2009; Smyth and McCoy 2011; McCoy et al., 2014). As in other institutional contexts, increases in rates of participation at upper second level and higher education in Ireland have been accompanied by the development of differentiated compulsory and post-compulsory education in which new programmes, differentiated curricula and new institutions have emerged alongside those pre-existing. However, less attention has been paid in the Irish context to the study of these *qualitative distinctions* at the same level of education over time, at both second and tertiary level, and how young people from different social class backgrounds fare.

This paper seeks to address these gaps in the literature, and in an exploration of the qualitative distinctions that can be made in compulsory and post-compulsory education, a key consideration is the hypothesis of Effectively Maintained Inequality (EMI) in the case of the Republic of Ireland. EMI theory argues that qualitative distinctions in education help maintain socioeconomic differences in students' probability of progressing through an educational system. As a result, socioeconomically advantaged but academically equivalent students have a higher likelihood of progressing irrespective of whether a given level of education is (almost) universal in the population or not (Lucas 2009). Using nationally representative data from the regular School Leavers' Survey over a thirty year period spanning 1980-2006, this paper consider how social class background shapes the probability that students from diverse backgrounds with similar academic achievements access and complete key transitions in the Irish education system.

SYMPOSIUM TITLE: CIPHERED OR SHARED? QUESTIONING THE ROLE OF THE DIGITAL IN OPENING UP EDUCATION

CONTRIBUTORS: Professor Mark Brown, Dr. Eamon Costello, Dr. Enda Donlon, Dr. Tom Farrelly,

Dr. Mairéad Nic Giolla Mhichíl.

DISCUSSANT: Dr. Eamon Costello

This symposium aims to question the role of Digital Learning in Opening up Education. Opening up Education is a broad aim rooted in the idea of education as a public good and centred on the notion of access. The open movement comprises a constellation of overlapping and complementary constituent movements and philosophies that includes the long tradition of Open and Distance Learning (ODL), ideas of open scholarship and publishing, Open Educational Resources (OER) underpinned by inclusive licensing models such as Creative Commons, open source software and open technological standards, and (laterally) a cross-cutting commitment by scholars to engage in what are termed Open Educational Practices (OEPs). The common thread of these sub-areas of the open movement is one which seeks to improve access by removing or diminishing barriers (that include technology and cost) to the sharing and construction of knowledge.

Professor Mark Brown is Director of the National Institute for Digital Learning (NIDL) at Dublin City University (DCU). Mark serves on several international journal editorial boards and has published extensively in the area. He is on the Executive Committee of the European Distance and e-Learning Network (EDEN).Dr. Eamon Costello is a Programme Director for Dublin City University's online Information Technology undergraduate programmes. He helps coordinate the activities of the Research Network of the National Institute for Digital Learning in DCU. He has secured funding under various teaching and research calls and is currently principal investigator for DCU on two EU funded projects investigating MOOCs and Open Education. **Dr. Enda Donlon** is a lecturer in education at the Mater Dei Institute of Education (a college of Dublin City University) where he works with students in developing their use of educational technology in teaching and learning. He is a recipient of DCU's President's Award for Innovation for his development of the METIS system which supports the professional development of student-teachers during school placement. His research interests include Web 2.0 technologies, virtual environments and open source technologies for education. **Dr. Tom Farrelly** combines roles as both a Lecturer in The Institute of Technology Tralee and as an educational developer in the institute's E-learning Development Support Unit (EDSU). His particular area of interest is on the provision of work based blended delivery programs. He currently leads a national project developing digital supports for transitioning international students into Irish higher education. **Dr. Mairéad Nic Giolla Mhichíl** is a lecturer in Information Technology in DCU's interdisciplinary Irish-medium School Fiontar. She is a Fulbright scholar with the University of Notre Dame conducting research into MOOCs. She has led both national and EU projects in information technology and computer assisted language learning.

PAPER 1: Open Educational Resources (OERs) - Open for Business or Closing Down Sale?

Dr. Tom Farrelly, Dr. Eamon Costello

Institute of Technology, Tralee
Dublin City University

tom.farrelly@staff.ittralee.ie   eamon.costello@dcu.ie

On the face of it, the growing proliferation of OERs would appear to be a practical manifestation of an ideological commitment to widening access to educational opportunities. While educators and educational providers have always been at liberty to share their resources, the possibilities afforded by the digital world provide a hitherto unimaginable level of opportunities. While there are many individual educators who are committed to the concept of OERs that commitment would appear to be less evident at an institutional level. In fact, it is debatable if there is an identifiable Irish OER 'community' that possesses a set of agreed understandings regarding issues such as licensing, ownership, usage rights and technologies. If OERs are to become a sustainable component of the Irish educational landscape a number of practical issue needs to be considered and addressed; consequently this papers aims to provide an:

- Outline of the main models of OER provision
- Assessment of the nature of OER provision in the Irish HE sector and to
- Consider what lessons can be applied to the Irish context from the UK's OER Programme (2009-2012)

PAPER 2: Virtual Learning Environments: Locking in Learning or Opening Educational Opportunities?

Dr. Enda Donlon, Professor Mark Brown, Dr. Eamon Costello

Mater Dei Institute of Education
Dublin City University

enda.donlon@dcu.ie   mark.brown@dcu.ie
eamon.costello@dcu.ie

The Virtual Learning Environment (VLE) or Learning Management System (LMS) is by now considered a fundamental cog in the teaching and learning mechanisms of today's Higher Education institutions. Notwithstanding this, debate and discussion with regard to the institutional VLE is not in short supply and much of the more recent deliberation with regard to the VLE/LMS has taken place in the context of the "open education" discourse. This includes considerations about the nature of the actual VLE platform in use (open-source or proprietary), concerns that VLEs create closed systems that are not conducive to openness and its benefits, questions of ownership regarding information entered into and stored in such systems, and suggestions that VLE platforms hold potential to positively 'open up' online education on a massive scale. Mindful of such arguments, this paper will consider the role and place of the institutional VLE on the current digital learning landscape and with a particular focus on issues pertaining to open education.

PAPER 3: Land of The Learning Giants: The Rise of MOOCs

Dr. Eamon Costello, Professor Mark Brown, Dr. Enda Donlon,

Dr. Mairead Nic Giolla-Mhichil

Dublin City University
Mater Dei Institute of Education

eamon.costello@dcu.ie mark.brown@dcu.ie

enda.donlon@dcu.ie   mairead.nicgiollamhichil@dcu.ie

Massive Open Online Courses (MOOCs) have been heralded and decried in something of equal measure over the last four years. Their ultimate purpose and the effect they are having are still uncertain but given the level of maturity that has now reached we ought now to be able to attempt to answer some questions of this phenomenon. Following an overview of key issues for educational research on the topic of MOOCs this paper presents findings from studies we have conducted into:

- Representations of MOOCs in the Irish Print Media: What are the narratives, who is telling it and why?
- Quality of education in MOOCs in particular regarding online testing
- The strategic drivers for higher education institutions in Ireland to develop MOOCs

SYMPOSIUM TITLE: PROMOTING EQUALITY OF ACCESS AND PARTICIPATION IN THE MATHEMATICS CLASSROOM

CONTRIBUTORS: Shauna McGill, Marie Brennan, Caitríona Wynne, Katie Warren
DISCUSSANT: Dr. Lorraine Harbison

University of Ulster Coleraine; University College Dublin; Church of Ireland College of Education & Church of Ireland College of Education.

This symposium will enable delegates to consider how to address and respond to the diversity of needs of all learners through removing barriers and enabling participation in mathematical learning within the classroom environment.

Research will be presented on the use of the educational framework, Universal Design for Learning (UDL), in teaching, learning and assessment in order to fully exploit opportunities for mathematical progression for all learners.

The UDL approach recognises a dichotomy between a "one size fits all" mathematics curriculum and the needs for understanding diversity, technology and learning and calls for the embedding of three fundamental principles.

Multiple means of representation

- o customises how the curriculum is presented from the outset
- o guides the development of flexible, accommodating, mathematics-rich environments
- o gives learners various ways of acquiring information.

Multiple means of action and expression

- o offers options on how to interact and respond
- o complements the required expertise of teaching skills and systematic planning of mathematical experiences
- o provides alternatives for assessment to allow learners to demonstrate what they know.

Multiple means of engagement

- o provides various scenarios for advancement and excellence
- o presents choice to tap into interests
- o offers appropriate challenges, and increases motivation.

Shauna McGill is a Lecturer in Education on the Post Graduate Certificate in Education. **Dr. Marie Brennan** is a numeracy advisor with the Professional Development Service for Teacher. **Caitríona Wynne** is studying for her M.Ed. in special educational needs and Katie Warren completed this research as part of her honours B.Ed. degree.

PAPER 1: Universally Designed Mathematically Rich Tasks to Support the Higher Attaining Child.

Katie Warren
Church of Ireland College of Education

warrenka@tcd.ie

This paper reports on an action research study which explored the use of the UDL approach and its' application to lesson planning in order to design 'rich tasks' to meet, challenge and extend the learning of higher attaining pupils in mathematics.

The 'rich-tasks' consisted of engaging problems, which developed and used problem-solving skills and encouraged mathematical thinking. An "open and flexible" learning environment was created in which "group work, exploration, mathematical communication, the valuing and utilisation of difference as a teaching tool and the acknowledgment that mathematics is often hard" was encouraged (NCETM, 2013).

The lesson plans were audited using a UDL checklist developed by CAST (2011) for their responsiveness to diversity (E.g. high achievers, active learners etc.). These were then graded using an adapted scoring rubric based on the principles of UDL developed by Spooner, Baker, Harris, Ahlgrim-Delzell, & Browder (2007).

Qualitative data was gathered through observations of the children and recorded in a reflection journal.

The findings of this research indicated that applying the principles of UDL in lesson planning not only motivated the higher attaining pupils but led to a growth in overall engagement and learning of all in the mathematics classroom.

PAPER 2: Teaching Collaboratively to Support Inclusion in the Mathematics Classroom.

Caitríona Wynne

Church of Ireland College of Education

caitrionawy@gmail.com

This research reports on a case study where the learning support and class teacher worked together in partnership to design and implement four weeks of mathematics lessons using the universal design for learning (UDL) approach with the aim of engaging all the pupils in higher mathematics learning.

At the heart of the planning was the notion of both teachers working as an entity with a shared vision of making the mathematics lessons inclusive to all from the outset. To assist in this aim, both engaged and became informed by current literature on inclusion. Children who might have been formerly withdrawn from the mainstream class for mathematics education were placed at the forefront in planning with particular consideration given to their learning styles.

The lessons were designed using the three key principles of UDL. Fundamentally, differences among learners were not regarded as a problem but as a focus.

Results revealed that all children engaged with and understood difficult mathematical ideas when they were provided with worthy lessons.

Thus, collaborative teaching and the UDL approach supported team teaching in mathematics in a way that ensured success for all.

PAPER 3: The Use of Numicon to Address Learner Differences in the Infant Mathematics Classroom.

Dr. Marie Brennan

University College Dublin

marie.lane@ucdconnect.ie

This research will endeavour to capture teachers' experiences on the use of *Numicon* in the infant mathematics classroom to help address learner differences.

Numicon is a suite of materials, approaches and techniques initially developed to guide the mathematical development of children with additional needs including, but not limited to, those with language delay, sensory impairment, Down's Syndrome, dyslexia and autism. However, *Numicon's* auditory and kinaesthetic approach along with its strong visual imagery of number pattern appeals to multiple different learning styles. This is further achieved through the use of structured multisensory mathematical play activities such as sand, water and messy play, table top activities, small world, carpet time and outdoors.

The use of manipulatives enables children to become active agents in their own learning and in their formation of number concepts. It develops children's capacity to systematically solve mental calculations, to cultivate mathematical language and to apply mathematics in real-life settings.

In this case study, teachers from two schools will re-examine their use of *Numicon* through the lens of the UDL guidelines and the Center for Applied Special Technology's (CAST) research on brain networks (recognition network, strategic network, and affective network) to cultivate inclusive early years' mathematics classrooms.

PAPER 4: Synergies between Technology and Universally Designed Mathematics Lesson Plans: A Cross Border Study Connecting Initial Teacher Education Students

Shauna McGill

University of Ulster, Coleraine

se.mcgill@ulster.ac.uk

This project will enable two cohorts of primary Initial Teacher Education (ITE) students; approximately 30 from Northern Ireland and 30 from Southern Ireland, to prepare to teach mathematics to diverse groups of learners by developing UDL mathematics lesson plans incorporating the use of technology.

A shared lesson planning template, adapted from the work of Causton-Theoharis, Theoharis and Trezek (2008), will be used to guide the ITE students in planning, creating and implementing lessons on school placement with flexible goals, methods, materials, and assessments that recognises that every learner is unique and processes information differently. UDL principles will be used as prompts to identify and remove barriers and improve lesson design.

How did technology offer learners various ways of acquiring information and knowledge? (*Multiple means of representation)*

How did technology provide learners with alternatives for demonstrating what they know? (*Multiple means of action and expression)*

How did technology tap into learners' interests, offer appropriate challenges, and increase motivation? (*Multiple means of engagement)*

How did UDL promote the use of technology as a choice element within the learning of mathematics?

The students will recognise the benefits and possibilities of technology integration to address learner diversity in mathematics classrooms.

SYMPOSIUM TITLE: *THE NEW NORMAL?* THE ONGOING HOLLOWING-OUT OF VALUES, PRACTICES, AND INSTITUTIONS THAT SUBSTANTIATE CONTEMPORARY TEACHER EDUCATION IN IRELAND

CONTRIBUTORS: Jill Cunningham, Deirbhile Nic Craith, Anne Mc Morrough, Conor Galvin

UCD School of Education; INTO; Marino Institute of Education; UCD College of Social Sciences & Law

The context and nature of teacher education policy making in Ireland has shifted significantly over the past twenty-five years or so. In ways, this reflects deep reform in Irish public policy making more generally. From a period of little policy action in the early 1990s to significant policy action through to this second decade of the 21st century, Ireland has seen an unprecedented public policy mobilisation including the initiation of ongoing 'modernization' process within the public service, the adoption (and discarding) of social partnership, and increasing international influences in the form of supranational interests such as the EU and OECD. In a number of ways, the teacher-education policy space that has been constructed in, around and through this changing discourse on policy-making, governance, and regulation, is both instructional and disturbing.

The purpose of the proposed symposium is to cast light on what is arguably a radically changing value-base in teacher education policy making. It does so by focusing particularly on the changed dynamics of the teacher-education policy space, on the ideology that now seeks to dominate it, and concludes with a treatment of possible policy futures and observations on the radical policy methodology the period has spawned.

KEYWORDS: Teacher professionalism, policy, deliberation, new-modalities, teacher education, neoliberalism, de-professionalisation.

PAPER 1: The EU Neoliberal project; governance, normalisation and ideology.

Jill Cunningham
UCD School of Education, Dublin.

Jill Cunningham is a postgraduate student at UCD School of Education and a teacher at Loreto College, St. Stephen's Green, Dublin. Her areas of interest include EU education policy, and the neoliberal ideology.

jill.cunningham@ucdconnect.ie

When public policy is increasingly influenced by economic values to the point where it has been suggested that we are living through "a new form of capitalism" this must be recognised as a threat to much of the value-base this new normal seeks to define. Austerity and its impacts on education is one outcome. Indeed, Fraser, Murphy and Kelly (2013) talk of a new phase of disturbance and restructuring under the guise of austerity that is deepening and extending a deeply neoliberalism influence in Ireland's public services. It is ironic therefore that there has been so little debate in Irish educational circles about the way we are seeing an embedding of a human capital perspective in education contexts where values of productivity and consumerism drive-out notions of the "common good". This project should, arguably, be contested by teachers and teacher educators alike. Consequently, this paper offers a commentary on three aspects of neo-liberalism in particular; neoliberalism and its value-systems; new managerialism as a manifestation of this; and governance as a regulatory mechanism beyond the professional reach. This is done to seed discussion and debate.

PAPER 2: Voices at the top: government ideology, government policy on teacher education, and the responses and activities of the professional teacher education community in Ireland; 1991-2016

Deirbhile Nic Craith

INTO

Deirbhile Nic Craith is INTO Director of Education & Research and secretary to the INTO Education Committee. Her interests include education issues and policy, curriculum and assessment, special education, social inclusion, early childhood education and Gaeilge

dnc@into.ie

The policy context for teacher education in Ireland has shifted significantly since the OECD report on Ireland was published in 1991.Taking as its starting point the concept of *teaching professionalism* put forward this report this paper tracks subsequent change at both institutional and conceptual level to how policy is made, who makes it and to what end. Using an Advocacy Coalition Framework (Jenkins-Smith and Sabatier, 1994), as a theoretical model, the paper presents an analysis of the complex, policy context of teacher-education in contemporary Ireland and its reformulation since the late-90s. For illustration, the paper draws principally from interviews with key policy players to explain how interactions between government ideology, government policy on teacher education, and the responses and activities of professional communities of policy actors, teacher educators and policy advocates, have changed radically the context of teacher education during the period since the Report. It closes with some final observations on the radical policy methodology the period has spawned.

PAPER 3: Changing ways for changing times? Some implications of emerging EU practices in policy work for teacher-education policy making in Ireland

Anne Mc Morrough

Marino Institute of Education, Dublin.

Anne McMorrough is a lecturer in education at Marino Institute of Education, Dublin. Her current areas of research include EU education policy development, creative pedagogies, and the innovative use of digital technology in primary school settings

anne.mcmorrough@mie.ie

This paper considers recent development in how teacher education policy is seeded, shaped and channeled at the EU level and how this connects with on our 'local' /country-level practices. It draws from in-depth interviews with EU policy experts and on documentary analysis relating to an EU Expert Working Group, in order to illustrate these developments and explore their implications.   The significances of novel policy mechanisms increasingly being used to 'persuade' new policy concepts and actions into member state practices is outlines   How novel EU arrangements are re-constituting the meaning of knowledge and introducing new forms of governance – even where no EU competence exists – is argued to raise problematic questions around policy action, and shrinking policy autonomy, and agency.

PAPER 4: Post-Sahlberg Teacher Education in Ireland; reflections on policy technologies, "expertocracy", and the neoliberal turn.

Conor Galvin
UCD School of Education

Conor Galvin teaches and researches at UCD College of Social Sciences & Law, School of Education. His research interests include professional knowledge, sustainable development practice, technology enhanced learning, and the impact of new and emergent technologies on society.

conor.galvin@ucd.ie

This paper brings together some of the themes raised by earlier contributions to the symposium and uses these to help frame an analysis of the Sahlberg Report (2012). Its background, its structuring, and key policy actions which have resulted, are all explored. It is argues that the report itself is of significance because it provides a classic, legitimising device for opportunistic policy-action against a rhetoric of austerity and "necessary" reform. It is in many ways a tipping-point in a long-standing contestation of the policy-space around teacher education. Arguably, the teacher-education policy space that has subsequently been constructed in, around and through this Report evidences a sharply changed discourse on policy-making, governance, and regulation. As such it is radical in both institutional and values terms. In sum; post-Sahlberg teacher education in Ireland represents unprecedented realignment in terms of long-standing dynamics in the teacher-education policy space, in terms of the ideology that now seeks to dominate that space, and in terms of the radical policy methodology used to sequester the space. The paper concludes with a treatment of possible policy futures

Creating Cross-Curricular Learning Experiences for Students: a Review of a Thematic Integrated Curriculum Approach in a Post Primary Educate Together School

Dr. Laura Dooley

Educate Together National Office

Laura is the Second-level Education Officer for Educate Together. She is a qualified teacher and recently completed her PhD at Dublin City University researching students' views on intercultural education at second-level in Ireland. Her role in Educate Together involves developing the Educate Together Ethical Curriculum and supporting teachers to implement it.

laura.dooley@educatetogether.ie

A cross-curricular or curriculum integration approach to teaching aims to make learning relevant for students. Through a focus on a theme or problem, students understand why they are learning about topics and have the opportunity to apply this learning in a meaningful way. Curriculum integration is underpinned by a student-centered approach and a focus on real world issues and problems. Through this approach students can learn content and develop key skills such as communication, teamwork, leadership and critical thinking. Educate Together's vision of second-level education, which imbues a student-centered approach, an emphasis on the development of key skills and a commitment to exploring ethical issues, is outlined in its Blueprint document for education, *Taking the Next Step: A Blueprint for Educate Together Second-level Schools*. The Blueprint highlights curriculum integration as an effective way to achieve these educational goals. However, as proponents of curriculum integration, Vars and Beane, have acknowledged, curriculum integration is a complex concept that can be challenging for teachers to implement.

This research seeks to explore the challenges facing teachers in implementing an integrated curriculum in an Educate Together post primary school. The paper will outline how a thematic approach to integrated curriculum was facilitated across four subjects. Based on qualitative participant observation and survey research with teachers, the main challenges were identified. Possible solutions will be explored and discussed.

The study also aims to examine students' views on this thematic cross-curricular approach to teaching. Based on focus groups, students' perceptions of the benefits and value of this approach will be examined.

Selected References:

Beane, J., 1991. The middle school: The natural home of integrated curriculum. *Educational Leadership*, *49*(2), pp. 9-13.

Kysilka, M.L., 1998. Understanding integrated curriculum. *Curriculum journal*, *9*(2), pp. 197-209.

Lipson, M.Y., Valencia, S.W., Wixson, K.K. and Peters, C.W., 1993. Integration and thematic teaching: Integration to improve teaching and learning. *Language Arts*, *70*(4), pp. 252-263.

Education as a public good: Facilitating student participation, engagement and learning in the synchronous online classroom.

Anna Logan, Suzanne Stone

St. Patrick's College, Drumcondra, Dublin 9.

Anna Logan is a lecturer in the Special Education Department at St. Patrick's College, Dublin. Her scholarly areas of interest include initial and continuing teacher education, special and inclusive education with a particular focus on communication and language, curriculum and technology enhanced learning. **Suzanne Stone** is a learning technologist in St. Patrick's College Drumcondra where she supports staff to incorporate educational technology in their teaching and learning across a range of undergraduate and postgraduate programmes. Her research interests include educational technologies, online communities of practice and synchronous online learning.

anna.logan@spd.dcu.ie   suzanne.stone@spd.dcu.ie

Described as "the defining transformative innovation for higher education in the 21st century" (Garrison & Kanuka, 2004, p. 95), online learning offers enormous potential to increase access to education (Fernández, 2007) thus supporting educators in serving the public good in increasingly diverse societies. Although the use of Web2 technologies presents opportunities for exploring new pedagogical approaches, it also presents challenges in transitioning teaching and learning from the face-face to the online learning context, not least because to date, understanding of how students learn in synchronous contexts is limited (Hudson, Knight & Da, 2012).

This paper reports the findings of a study which explored student engagement, interaction and learning in the synchronous online classroom drawing on Falloon's (2011) theoretical framework of the typology of *technical, procedural* and *operational* knowledge underpinning student performance in the virtual classroom. The research questions addressed were: What are the experiences and perceptions of students of real time interaction, teaching and learning in the virtual classroom? Can collaboration between a lecturer and learning technologist facilitate student transition to and engagement in the virtual classroom?

The participants in this mixed method study were 27 teachers completing a blended masters programme. Phase 1 comprised anonymous online student evaluations and Phase 2 comprised two focus groups, one face-to-face and one online with 10 participants. The findings suggest that while most participants expressed a preference for the face-to-face classroom, the convenience of the online element was highly salient in enabling access. Analysis further suggests that collaboration between a lecturer and a learning technologist can facilitate shared understanding of the epistemological constructs identified by Falloon (2001), inform the design of innovative pedagogical approaches for quality distance learning in the synchronous online classroom, and thus enhance the capacity of both to serve their respective roles in the service of education as a public good.

Selected References

Falloon, G. (2011b). Exploring the virtual classroom: What students need to know (and teachers should consider, *MERLOT Journal of Online Learning and Teaching 7*(4), pp. 439-451.

Changing school engagement patterns among post primary school students

Maeve Thornton, Merike Darmody

ESRI

Merike Darmody is a Research Officer at ESRI and an adjunct assistant professor at TCD.

Maeve Thornton is a post doctoral research fellow at ESRI.

Merike.Darmody@esri.ie   Maeve.Thornton@esri.ie

Internationally there is now a growing body of research on student school engagement. Much of this research highlights the association of school engagement with a range of social, behavioural and academic outcomes. Less attention is paid to how patterns of school engagement and student well-being change over time using nationally representative data-sets. This paper addresses this gap in research by exploring factors that are related to school engagement Irish post-primary schools. Drawing on a newly available nationally representative dataset on 13 year old students, the multivariate analysis reveals that engagement and well-being are associated with a number of personal and institutional factors.

KEYWORDS: Irish students, Growing Up in Ireland data, school engagement, well-being

Teaching Heaney's Troubles Poetry to Upper-Secondary School Pupils in Northern Ireland's Divided Schools: Contexts, Methodology, Outcomes.

Dr Brian Hanratty

St. Mary's University College, Belfast.

Dr Brian Hanratty is a Senior Lecturer in English. He has published widely on topics concerned with teaching English at Post-Primary level. He received a grant of £88,000 from the Esmeé Fairbairn Foundation for "The Literature of the Troubles Project".

b.hanratty@smucb.ac.uk

This paper forms part of a wider Esmeé Fairbairn funded Project concerned with the use of Troubles literature as a potential catalyst for change with Northern Ireland's schools. (A paper, focused on that Project, has been published, November 2013, in Research Papers in Education, Vol.28, No.5, pp 519-538.) Against a background of some theoretical perspectives concerned with the efficiency of reading and writing poetry in a highly conflicted context, this paper presents a detailed literary- critical analysis of five carefully chosen Troubles poems by Seamus Heaney. Complementing that analysis, the paper also outlines possible methodologies for teaching the poems to upper-secondary pupils in Northern Ireland's divided schools with the intention of enabling pupils to engage in a cathartic questioning of inherited attitudes and prejudices. The five poems in focus are: 'The Other Side', A Constable Calls, The Toome Road'. 'The Strand at Lough Beg' and 'An Ulster Twilight'. While the selection is somewhat arbitrary and certainly not exhaustive, my argument is that, in addition to their valuable literary merit, the poems provide a fascinating and evolving spectrum of Heaney's politico-cultural perspectives. They represent, therefore, as the paper's methodological recommendations make clear, an opportunity for pupils to enhance their literary critical skills, while simultaneously interrogating their own identities and allegiances and those of their respective communities. Given the continuing sectarianism just below the surface of life in Northern Ireland, these opportunities are anything but merely academic. The outcomes from this research are closely allied and complementary to the positive outcomes already highlighted in the published paper referenced above.

KEYWORDS: Heaney, Troubles Poetry, Conflict, Reconciliation.

The Road to 'The Empathy Chair'

Helen Hallissey

University of Cambridge

I am a primary school teacher in Ballincollig, Co. Cork. My primary interest is in arts-based research – drama in particular. I have an M.Ed (University College Cork, 1994), an M.St. (Trinity College Dublin, 2007) and an M.Sc. (University of Oxford, 2012).

helenhallissey@eircom.net

This paper explores moments in The 'Empathy Chair' research project (2014-15), an investigation into role-play as assessment of student empathy in local History. Thirty one ten year-old female students and I, the teacher researcher, worked for four months to devise what culminated into a three-part test of historical empathy. What was unique was the extent to which the students' contributions shaped the direction of the inquiry. Three steps emerged, enabling students to generate and self-assess empathy levels towards 'John' a worker in our local Gunpowder heritage mills who, in 1810, stole wet gunpowder, brought it home to dry by the fire, blew up three houses, killing twenty two people. The test started with an empty chair which the students soon renamed as the 'empathy' chair. Developments included walking debates, a shift from out-of-role to in-role work, a progression from talking to walking to writing. At least one approach of the three appeared to suit all students. This was a strength of the test. Students were entitled to not feel empathy towards John. This was a performance test: active and constituting role-play. The methodology of this action research project included interviews, questionnaires, focus groups and work samples. Evidence pointed to improved levels of awareness of empathy, heightened levels of role-play and higher incidence of student voice. A key research experience for me was the refreshing dynamic relationship with these wise co-researchers resulting in a more creative but unwieldy research process.

This paper charts our road to empathy. We made most progress when we worked in role. This became our digging tool yielding raw crude oil of emotions. Our three-part test showed promise as a useful teacher approach to empathy, an alternative to trite judgement of John, this man in a dilemma in Nov 3rd 1810.

KEYWORDS: Assessment, historical empathy, role-play

Exploring Writing in the Disciplines (WID) as part of a postgraduate programme in educational leadership.

Carmel Lillis, Alison Farrell

PDST

Maynooth University

Carmel Lillis is a former principal. She now works as an associate with the Professional Development Service for Teachers (PDST). She co-ordinates the post-graduate diploma in educational leadership (PGDEL).

Alison Farrell is Teaching Development Officer in the Centre for Teaching and Learning, Maynooth University where she is also Head of the University's Writing Centre. She has been directly involved in Education since 1994 is a founding member and co-chair of the Irish Network for the Enhancement of Writing (INEW).

carmellillis@pdst.ie   alison.m.farrell@nuim.ie

This presentation outlines the planning, implementation and impact of initiating a writing in the disciplines (WID) approach as part of existing pedagogy within a postgraduate programme for teachers (Riedner, 2015). Since 2008, the Professional Development Service for Teachers (PDST) and Maynooth University have collaborated on the provision of Tóraíocht, a postgraduate programme in leadership for teachers. From its inception, this programme involved writing for assessment and reflective writing for learning and professional development. When the University established a central support for writing in academic year 2011-12, the University Writing Centre, the Tóraíocht providers connected directly with the Centre to explore how they might best support their students as writers. Beginning in 2013, after consultation and planning with the Tóraíocht team, staff of the Writing Centre contributed to the Tóraíocht programme in terms of guidance on writing conventions, genre, purpose, audience and stance. Through professional conversations, associated with the Writing Centre contribution, a member of the Tóraíocht staff volunteered in 2014 to be involved in a pilot Writing Liaison programme which was being managed by the Head of the Writing Centre. This paper documents the experience of being involved in the Writing Liaison programme. It highlights the development of both in and out of class writing which occurred as a result of the programme and records the impact of the programme for the lecturer and the class group. The article considers lessons learned from the writing liaison experience and notes some recommendations for future iterations of the intervention.

Riedner, R., O'Sullivan, I. and Farrell, A. (2015) An Introduction to Writing in the Disciplines (WID) Curriculum, Maynooth: All Ireland Society for Higher Education/Irish Network for the Enhancement of Writing.

Bolton, G.(2014) Reflective Practice: Writing and Professional Development, London: Sage Publications Ltd.

KEYWORDS: Professional Development, Writing, Reflection

Productive Mentoring as a Social and Epistemic Responsibility for the Public Good

Dr. Geraldine Mooney Simmie, Dr. Joanne Moles

University of Limerick

Dr. Geraldine Mooney Simmie is a Lecturer in Education, at the Department of Education and Professional Studies, University of Limerick, where she lectures in Policy Studies to doctoral students and is Course Director of a master's in education (mentoring). Dr. Joanne Moles is Co-Director of the master's in education (mentoring) programme. Geraldine and Joanne are interested in engaging with and studying the complexity of teaching and mentoring and the creation of deliberative democratic spaces required by all for securing education as social responsibility and interruption of the reproduction of inequality.

Geraldine.Mooney.Simmie@ul.ie

We are concerned with educating mentors who can engage in a process of critical thinking and reflection drawing on robust theoretical inquiry, interrogating unexamined hegemonic assumptions and engaging in informed debate about the relevance of education and Productive Mentoring, in an age of significant global policy concerns (Mooney Simmie & Moles, 2011, 2012). In this paper, we present our concerns and some productive ways in which we are addressing those concerns. The master's in educational mentoring in which we are involved encourages critical inquiry, and engages students in a praxis that is problem posing. We accept theory which encourages a systematic analysis of the nature and purpose of education and mentoring in its broadest sense. We are concerned with the erosion of education for the public good, and the rapid diminution of mentoring for public interest values, and the continuum of teacher education, framed as it is within a new techné of scientism, coaching and quality assurance. This approach to individualisation and self-steering, the essence of a new reform compact in 'Austerity Ireland' for schools, teachers, mentor teachers and their students (DES 2015, Teaching Council 2014, 2015), poses a real and serious threat to education and mentoring as a shared responsibility for the public good and social cohesion (Giroux, 2015; Mc Laren, 2015; Lynch et al., 2012; Mooney Simmie, 2014; 2015). Weber's predictions of the effects of the dominance of bureaucracy are well known. The application of these concerns to education by Ritzer (1993) as MacDonaldization describes some of the ways in which education has changed as a result of new state controls in the recent past. Weber was not alone in predicting a narrowing of the educational experience. Nietzsche is quoted as arguing that German secondary schools and universities had forfeited their true vocation to 'inculcate serious and unrelenting critical habits and opinions.' Nietzsche describes the new education as dominated by two tendencies: 'apparently opposed but equally ruinous in effect and eventually converging in their end results. The first is the drive for the greatest possible expansion and dissemination of education, the other is the drive for narrowing and weakening of education.' In the UK Ball, Maguire & Braun (2012) studied the complexity and creativity required by teachers for policy enactment, through processes of mediation, interpretation and translation at school level. Their findings challenge the commodification of schooling and fabrication of data, since Blair's famous declaration 'Education, education, education'.

The Political Action and Philosophy of John Dewey as a Public Good: From Idealism to Democratic Socialism

Jim McKernan

East Carolina University (Campus of University of North Carolina) Greenville, NC, USA

Professor of Cultural Foundations of Education (ECU); Dean, Professor and Chair, Faculty of Education, University of Limerick; College Lecturer, Education Department, University College Dublin

mckernanj@ecu.edu

This year marks the centennial of the publication of John Dewey's classic statement on his philosophy of education *Democracy and Education* (Dewey 1916) However Dewey was not only a philosopher of education but was a key contributor to issues in Idealism, Liberalism, Pragmatism, logic, ethics, epistemology, metaphysics and aesthetics culminating in in a distinctive educational and political theory based on democratic socialism for social action and change. He realised the key connection between philosophy and the necessity of education as a democratic good. For Dewey the concept of *experience* was central, and felt that learning and good education depended on the continuous reconstruction of experience. If reality is continuously changing, he argued, then a curriculum based on permanent realities is foolish.

Dewey evolved from the study of Psychology to explorations in Kantian and Hegelian philosophy. He moved on to critique Lockean Liberalism arriving at a position within the new American philosophy of Pragmatism which he called *experimentalism* which he applied vigorously to school settings in the form of pedagogies that stressed problem-solving and a logic of inquiry based on his method of scientific reflective thinking (Dewey 1910). Dewey was never an advocate for the armchair traditional view of a liberal academic subject view of knowledge as a spectator activity. He believed strongly in action in solving problems through reflective thinking and thereby bring about a reconstruction of experience for social change and participation in democracy. Dewey eschewed philosophers that concentrated on pseudo problems in epistemology, logic and ethics preferring to examine "the problems of man".

Selected References

Dewey, John (1910) *How We Think* (New York: D.C. Heath)

Dewey, John (1916) *Democracy and Education.* (New York: Macmillan).

Note: This presentation represents one chapter in my ongoing book project *Educational Philosophy and Socialism*, and includes theorists such as Theodore Brameld, G.B. Shaw, Bertrand Russell, Paulo Freire, and Henry Giroux.

Jim McKernan was a co-organiser of Northern Ireland delegates, along with Professor Eustas O hEideain and John Marshall (Southern delegates) of the first meeting in University College Galway in 1976 of what would become The Educational Studies Association of Ireland proposed by Professor Donal Mulcahy the following year at the meeting in University College Cork.

KEYWORDS: John Dewey/Philosophy/Democratic Socialism

Teachers as Experts and Authorities

Paul McLaughlin

Department of Education and Professional Studies, University of Limerick

Paul McLaughlin is Lecturer in Philosophy of Education at the University of Limerick.

paul.mclaughlin@ul.ie

In this paper, I will explore one aspect of what may be taken to constitute a good teacher or, in more philosophical terminology, one seemingly necessary condition for the application of the term 'good teacher'. This is knowledge or, in more philosophical terminology, the epistemic condition.

Two obvious questions arise with respect to the epistemic condition: (1) What kind of knowledge does a good teacher require?; and (2) How much knowledge (of this kind) does a good teacher require? One possible answer to question (1) is *subject* knowledge. One possible answer to question (2) is *expert* knowledge. Accordingly, one might argue that a good teacher is (among other things) an expert in their subject area. But are the answers to these questions convincing or even clear? I will argue not, especially in the case of question (2). It is not clear what constitutes expertise (especially when this is conflated with the authority of the teacher). Even when clarified (and disentangled from the authority of the teacher) it is not obvious why expertise should be required of a good teacher.

I will attempt to provide a Carnapian analysis of 'expertise', such as to dissociate it from 'authority' and to raise doubts about its relationship to the 'good teacher'. Ultimately, I will argue that a good teacher does not need to be an expert (in their subject area). I will also argue that this is a hopeful conclusion from the perspective of the teacher educator.

Selected References*:*
Carnap, R. (1950) *Logical Foundations of Probability*, London: Routledge & Kegan Paul.
Goldman, A.I. (1999) *Knowledge in a Social World*, Oxford: Oxford University Press.
Kitchen, W.H. (2014) *Authority and the Teacher*, London: Bloomsbury.

KEYWORDS: Teaching, knowledge, expertise, authority

Impact of Learning one Foreign Language on Teaching another Foreign Language

Dr. Patrick Farren

School of Education, National University of Ireland, Galway

Patrick Farren is lecturer in Education at the National University of Ireland, Galway, and has particular interests in language acquisition, pedagogy, and history of education. He has a PhD from Trinity College, Dublin and extensive language teaching and teacher education experience in Ireland, Africa and Middle East. More recently, he was a visiting scholar at King's College, London and Boston College, MA.

Patrick.farren@nuigalway.ie

The study examines the impact that learning one foreign language had on teaching another foreign language. The context is the Professional Master of Education (PME) programme in the School of Education at NUIG. Student-teachers who took a course in Chinese (Mandarin) In addition to a course in modern languages' methodologies participated in the study. They were asked to reflect on key implications they drew from their experience of learning Chinese for teaching any other language in the post-primary school context. Data was collected at the end of the course in the context of a focus group discussion, and was supplemented by data for pedagogical projects that student-teachers had developed. The fact that Chinese has some similarities with English, (e.g. sentences have a subject, a predicate and an object) and many differences, (e.g. Chinese is tonal and has different characters to those of any European language), suggested to me that having student-teachers reflect on the implications of their learning for teaching could be an innovative way for them to gain insights into the challenges post-primary pupils faced when learning a foreign language. By implication, the process should support student-teachers in developing the capacity to improve their teaching.

Among the findings were that use of listening and speaking skills, developing cultural awareness, and reflecting, (e.g. negotiating content, monitoring progress, and drawing implications for teaching), motivated student-teachers and supported them in developing a greater understanding of what was involved in learning as well as teaching, foreign languages.

KEYWORDS: Language learning, pedagogy

Reflections on Primary Language Teaching in Northern Ireland

Eugene McKendry

School of Education, Queen's University Belfast

Dr McKendry has worked in the Celtic Department, Queen's University Belfast, the Universities of Rennes, Uppsala, and St Mary's University College Belfast before joining the School of Education QUB where he is also director of the Northern Ireland Centre for Information on Language Teaching and Research (NICILT).

e.mckendry@qub.ac.uk

Modern Languages are in decline in Northern Ireland's post-primary schools but the international focus on primary languages has reawakened interest in the curricular area, even after the ending of the Primary Modern Languages Programme (PMLP) in 2015. The PMLP emerged from an Education and Library Board project for the peripatetic teaching of Spanish (Irish and Polish followed) at Foundation/Key Stage One (age 4-7) to become the favoured approach from 2007 until funding ceased.

The Department of Education Northern Ireland has expressed its intent to encourage Primary Languages without as yet making them statutory and the Northern Ireland Centre for Language Teaching and Research (NICILT) was mandated to organise a conference for principals and international coordinators and work to support former PMLP and other schools.

As part of this process, this paper will revisit how policy and projects over the years have been approached, but the lessons often ignored. A stagist, reflective approach to policy and practice is recommended, taking account of policy documents and research findings while acknowledging the unpredictability of the real world. Comparisons will be made with policy and practice in other regions of the United Kingdom, the Republic of Ireland and the European Union. An argument will be made for the importance of language awareness, interculturalism/ cultural heritage and language learning skills as well as the more familiar focus on particular languages.

KEYWORDS: Modern Languages, Primary Languages, Language Awareness, Connected Learning, Cultural Heritage, Policy, Northern Ireland

Modern Foreign Languages in post-primary education: Opinions and Perspectives of post-primary teachers and policymakers

Clíodhna McManamon, Conor Galvin

UCD Dublin College of Human Sciences

Clíodhna McManamon is a post-primary teacher in Dublin. She teaches French and Irish. She has just completed the MA in Education in UCD and her research study explored the provision of MFL in post-primary education in Ireland. Conor Galvin teaches and researches at UCD College of Human Sciences where he works on various education, ICT, public policy and research methods programmes.

Cliodhna.mcmanamon@gmail.com   Conor.galvin@ucd.ie

Languages are the principal means through which we organise our thoughts, express ourselves and communicate with other people. In Ireland, owing to more frequent travel, an export-led economy and unprecedented immigration, as well as a return to high levels of emigration, having a command of foreign languages is arguably more important than ever. As Ireland's population becomes increasingly diverse, it is argued that languages contribute to greater cultural awareness and, thus, could play a crucial role in aiding the transition from a predominantly white monolingual country to one which reflects the reality of global society; multi-ethnic, multicultural and multilingual. Ireland seems to be struggling to engage in foreign language acquisition and reluctant to recognise the importance of foreign languages. Numerous reports have highlighted the absence of an overarching languages policy (Little, 2003). It is argued, therefore, that the future of foreign language acquisition in Ireland is precarious, which would have negative economical, educational and cultural consequences. The proposed paper has its origins in Masters research conducted at University College Dublin on the provision of MFL at post-primary level within a delimited geographical location. In the belief that learning in the school context occurs through collaboration between teachers and students, the research explored the views of key stakeholders in MFL education, namely post-primary teachers and the Post-primary Languages Initiative, which aims to support language learning at post-primary level. The research aimed to afford an opportunity to post-primary teachers to have their voice heard, based on the importance of '*multi-voicedness*' (Bakhtin, 1982). It is argued that students' academic success or failure depends on the interactions between students and teachers (Cummins, 2009). It is believed that the role of teachers, therefore, cannot be underestimated but is often ignored by research and policy (Shulman, 1987). By drawing upon data collected from in-depth interviews with post-primary MFL teachers and the National Coordinator of the PPLI and documentary analysis, the research questions explore and analyse Ireland's foreign language acquisition, possible improvements and the benefits and challenges which could arise.

The research results in a number of interesting findings in relation to the issues of particular interest and concern to the teachers who have a crucial role to play in Ireland's MFL acquisition, given that for the majority of the population MFL learning occurs solely in the post-primary context. It appears that MFL acquisition is affected by decisions taken at school level, assessment, parents' opinions and by the organisation of Continuous Professional Development and its availability for teachers.

Responding to the Diversity Factor in Differing Worlds: Developing Cultural Awareness among Foreign Language Learners at the Post-Primary Level

Mary Masterson

University of Limerick

Mary has worked for 13 years as a secondary school teacher. She is currently working as a Lecturer in Education at the University of Limerick. Her current research interests include intercultural learning, cooperative learning, global citizenship, foreign language education and preparing teachers for working with diverse students.

Mary.masterson@ul.ie

Culture awareness has become an important focus of modern language education. This paper sets out to report on an exploratory qualitative study, which seeks to evaluate the effects of the *ABCs of Cultural Understanding and Communication* (Ruggiano Schmidt, 1998; Ruggiano Schmidt & Finkbeiner, 2006; Finkbeiner & Lazar, 2015) on the development of cultural awareness with a group of 15 year old foreign language learners in an Irish and German secondary school settings. Students communicated online in order to share cultural knowledge.

The research problem lies in discovering the extent to which participants can be successful in developing a deeper understanding of different cultures, and to examine whether foreign language proficiency impacts on their learning.

Results of this study demonstrate that the ABCs approach to intercultural learning did help some participants develop intercultural understanding. As the students developed an understanding of themselves as being culturally situated, they were in a position to be able to appreciate different cultures. There is evidence that self-knowledge may be the first and foremost consideration when attempting to help students develop cultural awareness. Challenges of communicating in the foreign language and using only online tools for communication were found in this study to impact on some participants' ability to develop cultural awareness.

Selected References:

Finkbeiner, C. & Lazar, A. M. (2015). Getting to Know Ourselves and Others Through the ABC's: A Journey Toward Intercultural Understanding Information Age.

Ruggiano Schmidt, P. (1998). The ABC's Model: Teachers Connect Home and School. Paper presented at the National reading conference yearbook.

Ruggiano Schmidt, P., & Finkbeiner, C. (2006). ABC's of cultural understanding and communication: National and international adaptations: IAP.

KEYWORDS: Intercultural learning, cultural awareness, foreign language learning, pedagogical innovation, telecollaboration

An investigation into the use of non-digital games in mathematics to influence children's learning

Maria Dunne, Aisling Leavy

Our Lady' s Meadow Primary School, Durrow, Co.Laois, Mary Immaculate College, Limerick

I (Maria Dunne) am a primary school teacher in Durrow, Co. Laois. I am currently teaching 2nd and 3rd class. I have a strong interest in mathematics and I am always trying to enhance my pedagogy thus I chose to explore the value of using of non-digital games in the classroom.

mariatdunne@gmail.com

The development of skills is one of the key components of the Primary School Curriculum. In recent years, greater emphasis has been placed on the development of Numeracy and Literacy skills. The NCCA (2011) defines Numeracy as the ability to employ mathematical skills to solve problems and meet the demands of day-to-day living and often involves the use of mental computation skills. As mental computation skills are not innate; they need to be developed. The purpose of this study was to investigate "In what ways can the use of non-digital games in mathematics influence children's learning?" The study was conducted within a collaborative learning context which aimed to foster positive attitudes and increase motivate towards mathematics. The development of recall of basic number facts, mental computation strategies, co-operative skills and organisational skills were also promoted within this enjoyable and meaningful learning experience. Action research was considered to be the most suitable strategy of inquiry within the mixed methods framework as this study was concerned with improving the teacher's current pedagogy. The pupils were taught a range of mental computation strategies indirectly in cycle A. In order to facilitate game play the researcher and Special Needs Assistant (SNA) circulated and assisted the pupils with comprehension of instructions. The pupils were also encouraged to employ mental strategies to assist them with recall of basic facts. Results showed that using game playing in mathematics was a beneficial pedagogical tool. It was found that the pupils preferred game playing rather than drill like games such as 'Tables Champ' in order to enhance their fluency and automaticity of the basic number facts. Game playing sessions were favoured because they were better fun, aided recall of basic number facts and were more inclusive than drills. Game playing within a collaborative learning setting enabled the pupils to develop recall of basic number facts, mental computation skills, organisational and co-operation skills. Although the collaborative learning setting impacted on the role of the teacher, the teacher played a central role in establishing the learning environment which aimed to promote effective learning within a collaborative setting. A structured teaching approach is necessary to ensure the benefits of using games in the mathematics classroom are obtained. Thus, more research surrounding the teaching of mental computation strategies through the medium of game play would be advantageous.

The Culture of the Engineering Profession and its Interaction with Gender: A Case Study With Aer Lingus (Ireland) and Air Europa (Spain).

Noema Garcia, Dr. Raymond Lynch, Dr. Ann Ledwith

University of Limerick

Noema received a BS in Aerospace engineering from St. Louis University, USA. In 2010 she completed a Master's in Education, UNED (Spain). Currently Noema is a PhD candidate in the University of Limerick.

noema.garcia@outlook.com

Government policy is attempting to attract more female students into the area of STEM education, however, the engineering culture within organisations may be militating against such effort. This study explores the impact on the engineering culture across two organisations, Aer Lingus in Ireland and Air Europa in Spain. This engineering culture is internationally understood as reflecting masculine attitudes, values and norms of behaviour, thus reinforcing the present under-representation of women in a tertiary level leading to an increased number of men being employed within different organizations when compared to women. The goal of the study is to describe the current culture of the engineering profession and the associated processes of enculturation, highlighting the gender interaction.

Following a review of relevant literature, research question, aims and objectives were formulated. These have been addressed through an interpretive case study in two engineering departments located in Ireland and Spain. This research is designed as an ethnography study which focuses on the description, classification and interpretation of a particular organisation's culture and way of life.

Schein's theoretical framework guides the analysis of this study. The first level of the model involves the identification of observable manifestations of the culture which has been grouped as Artefacts, Practices and Behaviours. At the second level, shared values and cultural norms evolve from the observable manifestations. At the third level, the essence of the engineering professional culture will be processed from these values and norms. At each level of the analysis the explicit and implicit processes of enculturation, especially with respect to gender theory will be considered.

The significance of this study, which describes the current culture of the engineering profession, lies in its potential to provide a base for developing new strategies for cultural change advantageous to the participation of women which is a project the Irish Government has shown high interest in due to their significant under-representation compared to other professions. The findings of this thesis may result in the development of strategies that focus on exposing behaviours and practices that must be critically reflected upon by engineers and educators, making explicit the values and assumptions which underpin them.

Science vs Education Studies: Exploring science teachers' beliefs about knowledge and knowing in two domains

Liam Guilfoyle, Sibel Erduran, Orla McCormack

University of Limerick, Ireland

Liam Guilfoyle is a PhD Candidate in the Department of Education and Professional Studies, Faculty of Education and Health Sciences at the University of Limerick.

Prof. Sibel Erduran is the Professor for STEM Education and Director of EPI*STEM, the National Centre for STEM Education in the Department of Education and Professional Studies, Faculty of Education and Health Sciences at the University of Limerick.

Dr. Orla McCormack is a lecturer in Education in the Department of Education and Professional Studies, Faculty of Education and Health Sciences at the University of Limerick.

Liam.Guilfoyle@ul.ie   Sibel.Erduran@ul.ie
Orla.McCormack@ul.ie

The apparent rejection of Education Studies by pre-service and in-service teachers has concerned teacher educators for some time (Holligan 1997; Sexton 2007; Allen 2009; Korthagen 2010). Although this issue is well explored and potential solutions for 'bridging the divide' have been suggested the issue still remains to be a concern (Anderson and Freebody 2012; Knight 2015). This study offers a new perspective to examine this rejection by considering how teachers compare knowledge between their subject area and their Education Studies component of their Initial Teacher Education (ITE).

This paper reports qualitative findings from the first time-point in a larger 18-month longitudinal study with science teachers as they transition from pre-service to in-service teaching. In-depth semi-structured interviews were conducted with 12 pre-service teachers in order to explore beliefs about the nature of knowledge and the nature of knowing in both Science and Education Studies (i.e. Personal Epistemologies - Hofer 2000), as well as their perceptions of Educations Studies as relevant or useful for teaching.

In line with international literature (e.g. Kang 2008; Markic & Eilks 2012), science teachers in this study espoused unsophisticated beliefs about the nature of knowledge and knowing in science. The unique finding of this study is that these beliefs about science were used by participants in order to justify negative criticism of knowledge from Education Studies components of their ITE. The potential implications for teacher education are discussed.

KEYWORDS: Teacher Attitudes Towards Education Theory/Research; Science Teacher Education; Epistemic Beliefs; Personal Epistemologies

Retention of Students in Science and Technology as a Global Concern: A Synthesis of Effective Mentoring Programs and Embedded Classroom Practices

Becky Wai-Ling Packard

Mount Holyoke College, USA

I am a Professor of Psychology and Education at Mount Holyoke College in the United States. I have led multiple federal-funded research grants on science and diversity, and have taught in higher education for nearly 20 years.

bpackard@mtholyoke.edu

There is global concern about the retention of students in science and technology, to include women, low-income students, and students from diverse racial and cultural backgrounds. This presentation is based on a synthesis of hundreds of research studies, drawn from literature drawn from research conducted in the United States, Europe, and Asia. I present:

1) the most typical barriers to student retention, including why they leave science and technical fields,

2) the most effective mentoring program models and why they work, and

3) the most effective classroom practices that embed similar mentoring functionality as programs, and why they work.

For example, developing a peer cohort is valuable for promoting a sense of belongingness. In addition, active learning and frequent formative assessments foster cognitive and technical skill. Discussion focuses on the cost and barriers for implementation. While the benefits of using these programs and practices are high for all students, there is disproportionate positive benefit for underrepresented groups including women and low-income students. Implications of this work within both the United States and the Irish educational system are included.

KEYWORDS: Active learning, college teaching, mentoring programs, women, diversity, science, technology, higher education

SYMPOSIUM TITLE: THE NATURALISTIC CONTEXT OF DESIGN-BASED RESEARCH
 # - EDUCATION FOR PUBLIC GOOD

CONTRIBUTORS: Paul Flynn, Martin McHugh, Dr. Eilis Flanagan.

DISCUSSANT: Dr.Tony Hall, School of Education, NUI Galway.

CHAIR: Dr.Veronica McCauley, School of Education, NUI Galway.

Designing educational innovations successfully is a complex undertaking. It requires a systematic approach that can help with implementing impactful local solutions while concomitantly advancing adoptable and adaptable design models that contribute broadly to education as a universal, public good. As a practitioner-oriented methodology, Design-Based Research (DBR) holds the notion of 'naturalistic context' as a core concept by characterising real-world educational challenges and questions as completely as possible, in all their complexity. Recent developments have transformed the education continuum, where the pervasiveness of technology-enhanced learning has become inextricably linked to teachers' and students' engagement with all levels of education. However, technological advancements across the education continuum have overburdened the capacity of educators to keep pace with such developments leaving efforts to innovate often frustrated. Now clear, is a need to discuss the role of systematic design research, in technology-enhanced settings, that is informed by theory and generates prototype design models for adoption and adaptation by educationists. This symposium presents three, interlinked, DBR papers that investigate the relationship between theory, design and practice in educational settings. It is our position that such designed methodologies have the potential for authentic and holistic impacts at all levels of education.

KEYWORDS: Education, Design-Based Research

PAPER 1: Exploring the History of Education: Designing for Learning Community Formation in Undergraduate Initial Teacher Education

Paul Flynn

School of Education, NUI Galway.

Paul Flynn is a former second level teacher and now Galway Doctoral Scholar at NUI Galway.

p.flynn10@nuigalway.ie

At the heart of recent developments in initial teacher education are efforts to establish a cultural shift within the teaching profession, to a point where professional learning communities may flourish. Historically, teachers have operated as individuals; as conduits for student engagement with the education system. Isolated and observed as individuals by students, this persona perpetuates such an approach to teaching through what Dan Lortie (2002) describes as the 'Apprenticeship of Observation' experienced by prospective teachers as they move through formal compulsory education. Therefore, new entrants to ITE are both emergent members of the teaching profession and recent observants. Their embryonic status locates them at the nexus of the student-teacher relationship and consequently as potential agents of change. This juxtaposition is particularly acute at the point of entry to undergraduate ITE, accentuated by values established through prior experiences.This paper reports on a design-based research (DBR) study, exploring how a collaborative exploration of the history of education, in a technology enhanced learning environment (TELE), can act as a catalyst for the development of participants' identities as emergent members of a pre-professional teaching community. Inspired by social constructivist thinking this DBR intervention invited participants to collaboratively explore their personal histories of education and situate those biographical experiences in their contemporary, naturalistic context.

PAPER 2: As the Pendulum Swings: Clocking the tension between Theory and Practice throughout Video Hook Interventions.

Martin McHugh, Dr.Veronica McCauley

School of Education, NUI Galway.

Martin McHugh is a former second level teacher and now Hardiman Doctoral Scholar at NUI Galway.

m.mchugh2@nuigalway.ie   veronica.mccauley@nuigalway.ie

This paper explores the challenges encountered during a Design-Based Research (DBR) project situated around the implementation of a video hook design artefact. A hook, is an instructional technique that stimulates student attention, interest and engagement. The creation and design of effective hooks is vital, as leading students from passive to interactive positions is an indispensable part of learning. Starting from a theoretical bricolage, the pilot intervention revealed the need for a more practical grounding in order to effectively scaffold the hooks into the classroom environment. Employing such a practical orientation, the following mainstream intervention worked with teacher participants to successfully weave the hooks into the fabric of the classroom. In achieving this, the iterative sequence of Design-Analysis-Redesign has reduced the oscillation between the theoretical rigour of research and the practical relevance of real world instruction. Hence, the methodological process benefits all stakeholders within the formal educational sector. The tension generated between theory and practice in aligning the hook design, pedagogy, and context improved teaching and learning, both in the immediate domain and beyond. Moving forward, the research will enter the final capstone phase in which the intervention will be advanced with the design principles from the previous phase.

PAPER 3: Digital Ensemble: Designing Technology-Enhanced Learning to Augment Students' Engagement with English Literature

Dr. Eilis Flanagan

School of Education, NUI Galway.

Dr.Eilis Flanagan is a former secondary school teacher and now Post-Doctoral Researcher at NUI Galway.

eilis.flanagan@nuigalway.ie

Students are disengaging from learning and literature learning in post primary education in Ireland due to an over-emphasis on rote learning practices and the constraints of high stakes, summative assessments. Further, the potential of ensemble-based pedagogy, technology-enhanced learning and digital content creation can render learning experiences more engaging, dynamic and creative while encouraging civic participation. Therefore, this cyclical, longitudinal study with two post-primary schools explored systematically the design, implementation and evaluation of technology-enhanced and ensemble-based learning in English education to augment students' engagement with English literature. The researcher refers to such a process as Digital Ensemble. Additionally, the research investigated the potential of technology-enhanced learning experiences to support interactive communication, communities of practice and creative civic activities among young people. Data collection methods included video recordings, student feedback questionnaires, group interviews, student artefacts, evaluation rubrics and ethnographic observations. The resultant theoretically informed prototype design model, ENaCT, illustrated the affordances of Digital Ensemble to encourage students to employ constructionist technology productively, creatively and collaboratively within English education to augment their engagement with literature.

POSTERS

Global Challenges, Global Citizenship: What Is The Local Classroom Reality? A Qualitative Study of Global Citizenship Education Teaching and Learning Practices

Maria Barry
St Patrick's Campus, DCU

Developing Representational Ability to Improve Mathematical Problem Solving

Amy Looney and Aisling Leavy
Mary Immaculate College, Limerick

Principles for Teaching the Decade of Centenaries in Northern Ireland Junior History Classes

Dr Alan McCully
Ulster University

The Struggle For Equity: A Study Of Disadvantaged Non-State Second Level Schools From a Social Justice Perspective

Michael Minnock
Department of Education, Maynooth University

From Hero to Zero: Male Teachers Navigate the Modern Irish Educational Landscape

Suzanne O Keeffe
Mary Immaculate College, Limerick

Researching Early Childhood Education: Facilitating Collaborative Knowledge Sharing and Constructing a Research Agenda.

Carol-Ann O'Síoráin and Professor Nóirín Hayes
Researching Early Childhood Education Collaborative, School Of Education, Trinity College, Dublin