
ESAI Newsletter

Summer 1999

Letter from the President

Dear Colleagues,

Greetings for the summer term! Our Annual Conference in UCD last March was very successful. Its success was due in great measure to the efforts of a number of people: the local organising Committee - Dr David Tuohy, Dr Anne Lodge and Mr Brian Prunty; Dr Gerry Gaden and the staff of the UCD Education Department; the organisers of the academic programme, especially Dr Micheal Shevlin, Ms Elizabeth Oldham and Ms Marie Flynn; and, of course those who presented papers and all who participated. Most sincere thanks are due to all for their hard work.

Vol. 18 of Irish Educational Studies was launched by UCD President, Dr Art Cosgrave. We would like to express our appreciation to him, and to UCD, for hosting the Conference. Particular thanks are due to the IES Editor, Dr Ciaran Sugrue for producing such a fine document.

The Conference also saw the launch of the ESAI website. This is currently hosted at: NUI Maynooth Education Department

(<http://www.may.ie/academic/education>).

It will be mirrored on other sites in due course.

Many thanks to Aidan Mulkeen who designed the website, and set it up. The Register of Theses from 1993-1997 can now be accessed on this website. It also includes the contents pages of IES 1995-1999, as well as notes for contributors and general information on the ESAI. Details of forthcoming events will be posted here, as well as in the Newsletter.

May I wish you all a very pleasant vacation, whenever you are free to take it.

Yours sincerely,

Sheelagh Drudy,
President
May 1999

ESAI Website

The ESAI now has a pilot website, which can be viewed at:

www.may.ie/academic/education/esai

This site intended as a resource for ESAI members. The main resources on the site are:

- The register of educational theses 1993-97.
- The contents of Irish Educational Studies 1995-1999

The site also provides contacts for the ESAI committee, and the constitution of ESAI.

Obviously this site will be developed and updated periodically. We hope to mirror the site in a number of different servers in the long term, and to include the text of the ESAI newsletter. In the meantime, any suggestions, corrections or additional contributions should be sent to: **aidan.mulkeen@may.ie**.

Aidan Mulkeen,
Education Dept., N.U.I.M.

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Editorial

Welcome to the Summer 1999 ESAI Newsletter. I would like to begin by thanking Marie Flynn and Joan Hanafin from whom I have taken over responsibility for editing the newsletter. I acknowledge the help and advice of both, and hope that I can live up to their standards!

I would also like to extend very sincere thanks to all of the people in Teacher Education Centres, Colleges of Education and Teacher Education Departments who responded so quickly and so kindly to my pestering demands!

If your Centre, College or Department has not been

contacted, and would like to be included in the next Newsletter, please get in touch with me (details below).

Teacher Education Centres were invited to contribute news and updates for the first time. I hope that more of the Education Centres will participate in forthcoming issues.

The contents of this Newsletter can be accessed via the new ESAI webpage. We have included a discussion forum on the recently published Green Paper *Adult Education in an Era of Lifelong Learning* in this newsletter. It is hoped that the discussion begun here by Tom Collins, Marie Clarke and Finbar Geaney can be continued on the ESAI website. I would like to invite people to contribute, if they wish, by emailing either Aidan Mulkeen (aidan.mulkeen@may.ie) or myself (Anne.Lodge@ucd.ie) with opinions they may wish to add to the discussion.

The next Newsletter will be issued in the Autumn, and the deadline for submissions is **Friday, October 1st 1999**. After that date, people can begin living in dread of phone calls and emails from me!!

Submissions are most welcome, preferably by email, or on disk, but also on hard copy. The Newsletter is produced using Word 6 for Windows so this is the most useful format. Please send submissions, notification of events, etc. to:

Anne Lodge, Equality Studies Centre, Library Building, U.C.D., Belfield, Dublin 4

email: Anne.Lodge@ucd.ie

A list of *Recent Publications in Irish Education* will be compiled for inclusion in the

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next Newsletter. Each Education Centre, Education College and Teacher Education Department will be contacted separately to contribute to this list.

The updated Register of Theses on Educational Topics will be circulated with the Autumn Newsletter.

Anne Lodge
Newsletter Editor

Membership Update

Members are encouraged to recruit colleagues at primary, second and third level who have not yet joined ESAI. Educational bodies and initiatives are also encouraged to become involved with ESAI. Membership / standing order form are included with this newsletter.

Individual membership of the ESAI costs £20 per annum, Corporate membership costs £30 per annum, and Associate (student) membership costs £10 annually. The membership year corresponds with the calendar year.

Ms. Monica Dowdall,
29 Ardagh Avenue, Blackrock,
Co. Dublin

Discussion Forum:

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Adult Education in an Era of Lifelong Learning

Adult Education in an Era of Lifelong Learning is the first Green Paper on Adult Education since the foundation of the State. It is evidence of a growing conviction, nationally and internationally, of the need for a commitment to lifelong learning objectives in formulating education policies. In Ireland the case for such a commitment arises from the comparatively low levels of adult literacy; generally low levels of educational attainment in the adult population; persisting problems in intergenerationally transmitted social exclusion and emerging skill deficiencies in the Irish labour market. A convergence of social and economic imperatives, therefore, combine to lend urgency to a proactive national programme of Adult Education within a lifelong learning perspective.

The Green Paper sets out a number of themes and proposals for discussion leading to the publication of a White Paper on Adult Education later in the year. These include a fundamental upgrading of the adult literacy provision; a national second chance Back-to-Education initiative; formal recognition

and a wider range of resources and supports to the community education sector, a series of initiatives to provide greater third level access for mature

students and new approaches to the accreditation of prior learning, including prior experiential learning.

Regarding structures for the development of provision and its delivery, the Paper proposes the establishment of an Adult Learning Council at national level and, at local level, the establishment of Adult Learning Boards to co-ordinate the planning and provision of Adult Education within their respective hinterlands. The system would be underpinned by a national Adult Guidance and Counselling service and the eventual emergence of clear tutor training / qualifications criteria.

Since its publication, the Green Paper has been the subject of a very broad based consultation involving both the statutory and NGO sectors active in the field. It is expected that over the next few months the Department of Education and Science will produce the country's first White Paper on Adult Education with a projected publication sometime before the end of this year.

Tom Collins,
N.U.I. Maynooth

Comment

The publication of the Green Paper, *Adult Education in an Era of Lifelong Learning* provides an opportunity for reflection on the nature of adult education. As the

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Council of Europe's Report *Adult Education and Social Change* pointed out, "rethinking adult education means redefining it, organising it coherently to respond to the need for permanent socialisation of individuals and groups in society, the development of a more concrete and operative notion of abilities for life and the restructuring of current supply" (1993:31).

Limited resources (in terms of finance, accommodation and personnel) have long been a reality in the adult education sector. As Brookefield (1984) has suggested, many adult education programmes tend to focus on increasing student numbers through the provision of ever more plentiful courses and classes. This has contributed to an over-reliance on tried and tested formulae.

New, innovative and flexible approaches to the management of access, the execution and the organisation of learning possibilities are required. Learners need a complete range of programmes, organised in an integrated way, fulfilling their needs, and taking account of their various origins and expectations.

The Council of Europe (1993) proposed a continuum model facilitated by coherent structures, inclusive of possibilities to create routes and bridges (both horizontal and vertical) between the various programmes.

The recommendations made in the Green Paper concerning professional training for adult educators are particularly welcome. The development of

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structures for ongoing inservice training and career progression for practitioners will make a significant contribution to a previously neglected area. The creation of a forum for people working in the area will create a focus beneficial to everyone.

It is vital that existing mechanisms for the recognition of qualifications and training are widened to embrace a variety of new qualifications in the field, and that expertise and experience are also given recognition.

The very fabric of existing professionalized practice is impregnated with a disposition towards established forms and a range of taken-for-granted understandings. Schools, classrooms, teaching and college are popularly (and often professionally) perceived as the sites and modes of educational practice (Jeffs and Smith 1990). Such thinking is outdated in the life-long learning model.

In order to be regarded as an effective role model, the practitioner must be committed to life-long learning. Adult educators need to continue learning so that they can respond to the changes that are occurring in the world around them. A commitment to the ideal of life-long learning is seen as an essential component of true teacher development.

Professional development can be described as any activity which develops the teacher's skills, knowledge, and other characteristics, including personal study and reflection, alongside formal courses.

The OECD/CERI Report considers in-service education

and training as, "specially referring to identifiable learning activities in which practicing teachers participate" (1998: 18). Pre-service teacher training cannot be expected to prepare practitioners fully to meet the changes occurring due to a rapidly changing social and educational environment. It needs to be supplemented by on-going inservice, training and professional learning, if the ideal of life-long learning is to be realised.

However, much of what passes for professional development is fragmented and fleeting. As the challenges facing teachers become greater, so too should the opportunities for professional development. This should happen as the concept of life long learning gains greater currency and as new technologies open up more and more existing possibilities for learning.

Inservice alone can be simplistic in what it has to offer. Instead of grappling with abstract concepts and imponderables, educationalists and participants are offered the gratifying prospect of encountering the concrete and the immediate (Jeffs and Smith 1990), where tricks of the trade could be learnt in the morning and applied in the afternoon.

The process of enabling people to act autonomously is surrounded by rhetoric. The practice of developing the autonomous student in an open and student-centred environment is difficult to translate into practice.

Autonomy is not a thing to be bequeathed to others but instead is a way of thinking and behaving. It has to be

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demonstrated and held within course structures, organisations and especially in the actions of practitioners (Kitto 1986).

A framework for adult education is required which enables dialogue to take place at all levels, between practitioners themselves, and between the participating adults and those facilitating learning.

Marie Clarke, Education Dept., UCD.

Marie Clark is the author of the "Response by City of Dublin VEC to the Green Paper on Adult Education" published May 1999

Comment

The Green Paper places too much emphasis on economic goals, whether personal or national. Educational and skill deficiencies constitute a significant barrier for those seeking useful and satisfying work. Yet while the availability of meaningful qualifications must be a vital part of a progressive system of adult education, there must also be due recognition for its social, personal and political aspects.

The Green Paper does place a brake on purely utilitarian goals, referring to education as 'enriching' the lives of participants and describing the importance of education in general culture and civilisation (p.9 and 16). However, it does have a tendency to point towards the attainment of 'competitive advantage' for the

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national economy as a dominant theme.

Institutional structures are needed to implement the proposals of the Green Paper. Purpose-built Adult Education Centres with proper funding must be provided around the country, at least on a pilot basis.

Those returning to education require flexibility in terms of attendance. The distinction between part-time and whole-time attendance needs to be eliminated, or at least minimised. Whether engaged in paid employment, in looking after the home, or in receipt of social welfare payments, adults require wide flexibility in planning their attendance on education and training courses.

From an institutional perspective, this would require a significant change in systems of delivery and administration. Similarly, changes would be required in payment and salary structures for teachers involved in adult education. The self-financing arrangement for adult education programmes should be abolished. It is discriminatory in that a similar system does not apply in Primary or Second level education. Similarly, within Higher Education, the dominant paradigm is universal access without fees.

The Green Paper recognises the relationship between levels of investment and levels of participation (p.7). Yet, only third level institutions are offered specific funding support for courses (p.8).

For the majority of adults, education and training courses are most appropriately delivered on a part-time or modular basis. Funding for such courses needs to be organised differently than for more traditional full-time courses.

A modular system of learning and accreditation is appropriate for adults. It should be possible for adult learners to choose a route through the education system which would be tailor-made to meet their needs. The accumulation of properly-accredited learning is a key component of life-long learning.

Choice and flexibility in terms of content, modes of learning, location and time are necessary in order to facilitate life-long learning. The Green Paper fails to deal adequately with the question of part-time education.

Other distinctions associated with adult education also need to be mitigated if not entirely eradicated. Examples include the distinction between evening and day-time attendance, between social welfare recipients and those in paid employment or looking after the home, or between students attending whole-time day courses for State examinations and those who prepare for State examinations in one or two subjects at a time (where fees are chargeable in the latter case).

The *Back to Education Initiative* for those who have not completed upper second level education proposed in the Green Paper is very welcome

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and will form a very important growth area within adult education. In this regard it is about time that the designation *Junior Certificate* be replaced with a title which is not age-specific.

The proposal to establish part-time courses in the PLC and VTOS areas is a significant step forward. Implementation of this aspect of the Green Paper is a matter of some urgency. Already there are more mature students entering PLC courses than there are in the higher education colleges.

Work and education need to develop a richer interaction. The dominant paradigm in Ireland is that a young person is educated for a number of years before then leaving the education system and entering the world of work. For a majority of workers, in-company training is not available (Roche and Tansey, 1992).

One of the reasons for the low rate of involvement by Irish people in adult education is this separation of work and learning. The experience of work, both paid and unpaid, needs to be incorporated into the curriculum at all levels.

The education and training systems of Germany and The Netherlands allow for the integration of learning and work. Their systems should be examined closely to see whether they contain aspects which could usefully be introduced into the Irish system.

The commitment in the Green Paper to *mainstreaming* adult

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education (p.6) is welcome. However in this context it is unhelpful to separately define adult education (p.16). Such definitions can be difficult and cumbersome, and can serve to create ghettos, from both an institutional and a qualifications perspective.

What is necessary is to provide access to all forms of education and training for everybody; and access without appropriate forms of progression will not provide lasting benefits. The *lifelong* and *lifewide* aspects which are adumbrated in the Green Paper (p.19) give a clearer perspective on a progressive adult education system. What is required is an integrated system and not one segregated in terms of age.

The reference to *further education* (p.17) as that *which occurs between second level and third level* has drifted even further away from what is actually happening on the ground, and from what is most likely to happen in the future.

Finbar Geaney,
Colaiste Dhulaigh, Coolock

ESAI Members' Discussion

If you wish to contribute an opinion or comment on either the Green Paper *Adult Education in an Era of Lifelong Learning*, or on the discussion in the Newsletter, you can email these either to:
Aidan Mulkeen

(aidan.mulkeen@may.ie) or

Anne Lodge
(Anne.Lodge@ucd.ie).

Your comments will be included at intervals on the updated ESAI website.

You can also send comments on disk for inclusion in a members' discussion to either of the above.

Conference Review

The 24th Annual ESAI Conference,
25th - 27th March 1999
Education Dept., UCD

A Not So Distant Perspective

Sabbaticals are one of humankind's most beneficial creations. I am currently enjoying a year's sabbatical from my college in California, and I have been graciously provided the opportunity to work with the Department of Education, UCC for the year. In California I am the Provost at De Anza College, a rather large community college (26,000 students) near San Francisco.

In addition to working on my own sabbatical research, I have had the opportunity to participate in numerous activities involving the Irish educational system. This Spring's ESAI Conference at UCD was one of the more interesting and rewarding of these activities.

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What did I observe at the Conference? At one level I sensed that I had never left home. The structure concerns, questioning and playfulness paralleled the world I know. I learned a great deal from the thoughtful and non-personalized questions and answers in the sessions. The questioning clearly indicated a wonderful depth of understanding and commitment of the participants.

Even issues that appeared at first glance to be absolutely specific to Ireland provided me with valuable insights applicable to my own work. While the precise nature of our problems may vary, the parallels provide wonderful opportunities to learn from one another. It would help, I think, if the number of Americans visiting Irish conferences could parallel the number of Irish who make the effort to visit conferences in the US.

At a conceptual level, we in California are grappling with many of the same issues discussed at the conference: equality, diversity, disabilities, evaluation. It is in the particulars that we find the variations. With regard to linguistic diversity alone, it is not unusual to find students in our primary classrooms speaking eight to ten different languages.

While this diversity presents its own interesting challenges, and is significantly different from diversity within Ireland, the principles discussed at the ESAI Conference apply to California as well.

It should be noted that I speak from the perspective of a Californian, and particularly a northern Californian, and more particularly a San Franciscan. Many Americans, including Californians, observe with some justification that California closely resembles an alien nation. Our population is close to 35 million, our economy is probably fifth or sixth largest in the world, and our cultural diversity mirrors the United Nations.

Coming from this background, my observation on education in Ireland is that you seem to have the enviable advantage of working within a community where people know and relate to one another as individuals.

Although it does not pretend to perfection, this sense of community has provided me with an appealing change from the world I know. Southern

Californians are to me strangers in an even stranger land.

At conferences I manage to learn every bit as much from informal discussions as I do from formal presentations, and the ESAI Conference was no exception. Both during breaks and at evening social gatherings, I was able to talk with and learn a great deal from the very gracious and patient people who responded to my questions.

The task for me now is not to let slide what I have learned. Not unlike most people, I leave conferences with great piles of papers and the very best of intentions only to be confronted with reality at my

home campus. But, I tell myself, not this time.

I strongly recommend taking sabbaticals when they become available. I also suggest visiting other countries to see how they "do education". Most of us learn a great deal about our own systems when we are able to place them in relative perspective.

I enjoyed the ESAI Conference, I learned a great deal from it, and I thank you for the invitation.

Mick Sullivan,
Education Dept, UCC

Book Reviews

A New Partnership in Education

From Consultation to
Legislation in the Nineties

By **John Walshe** (IPA,
Dublin, 1999 – 228pp)
£17.00p

"The Minister's thinking was disclosed, prematurely from her point of view, in a newspaper report...(p. 125)".

That little phrase "prematurely from her point of view" surely resonates with anyone involved in educational policy making over the past ten years or so. The panic and paranoia

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induced by premature disclosures, above the bye-line of John Walshe in the *Irish Independent*, have reduced the collective life expectancy of Irish education officials.

Walshe casually refers to such disclosures on a number of occasions in this most valuable and interesting work; they are often accompanied by discreet footnote references to "off the record sources". This book is presented as a detached, disinterested account based largely on post-graduate research informed by the author's professional experience as a journalist. The reality, however, is that Walshe's role has been significantly closer to the events and processes described than might appear in this text. In some cases, his journalism has been an active agent in the processes he describes, notably on those frequent occasions when leaked documents appeared co-incident with such events as teacher conferences.

The book itself is a timely and fascinating account of the educational politics of the last ten to fifteen years. It deals essentially with the evolution of state policy as manifested in the development of the Green Paper on education through various drafts, the White Paper (1995) and the recent spate of legislation. The governance of schools and higher education issues are treated in great detail: inevitably, other aspects of educational policy, such as curriculum, are largely untouched.

Walshe gives a particularly good account of the different styles and priorities of

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successive Ministers of Education from Hussey to Martin. He refrains from judgements, but one suspects that Mary O'Rourke will not be displeased with her portrait as emerging through this work. Walshe seems to be critical of Niamh Breathnach's judgement on various issues: yet, taken in all, the record of ambition and indeed of achievement of the latter's Ministry, as recorded here, remains impressive.

The book is a masterly narrative of events covering some of the most tortuous and difficult corporate negotiations in Irish public life. The public debates (notably in the National Education Convention and subsequent roundtable discussions), as well as the private negotiations – and it is good to see Tom McCarthy's quiet work acknowledged here – are sympathetically and comprehensively treated.

Walshe demonstrates in this work, as in his daily journalism, a critical understanding of the issues involved in education, the significance of statements and nuanced phrases and the dynamic of interpersonal relationships and institutional politics.

This is an important addition to the literature on Irish educational policy.

Gary Granville
NCAD, Faculty of Education

Do Schools Differ?

Academic and Personal Development among Pupils in the Second-Level Sector

By **Emer Smyth** (Oak Tree Press, Dublin, 1999 – 234pp) £16.95p

This is a timely and important book, making a valuable contribution to the knowledge base regarding effective schooling both nationally and internationally.

It is particularly important in an Irish context, given the increasing focus by the Department of Education and Science on whole school development (*Charting our Education Future 1995*), outlining models of good practice across the full spectrum of Irish Second Level schools.

While a great deal of research has been carried out on school effectiveness in particular in the United States of America, the United Kingdom and, more recently, Holland, there is no guarantee that models of good practice from abroad will transfer readily to the Irish context.

This study fills the gap with respect to Irish second level schooling, providing a thorough up-to-date analysis of school factors which impinge on student outcomes, in the academic and social sphere.

School effectiveness as a field of research is fraught with difficulties, both in terms of analysing and teasing out the multitude of factors which influence student outcomes (national, school, class and individual level factors), as well as being open to misuse in

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the creation of a league table ranking of schools classified as effective or ineffective.

Smyth focuses in particular on school and individual level influences on pupil outcomes, defining such outcomes in terms of academic achievement, personal / social development, pupil absenteeism and pupil retention. She rightly refuses to rank schools in terms of their effectiveness levels, directing the analyses to identifying factors which enhance pupil outcomes.

The nationally representative sample used (drawn from data collected for the *Coeducation and Gender Equality Study (1996)*), as well as the combined qualitative / quantitative research approach, ensures that the study provides a balanced investigation of school level factors which contribute to, or detract from, the effectiveness levels of schools.

The study highlights how schools do make a difference to the outcomes of pupils, over and above the influence of individual factors such as social class, gender, parental education and "ability" level.

While the study is unable to confirm issues related to the stability of school effects (due to the absence of a longitudinal focus), findings do indicate that schools are rarely consistently effective across the range of pupil outcomes, a pattern identified in previous research in the field (Creemers 1994; Teddlie and Stringfield 1993).

A particular strength of this research lies in its focus on within-school differences and the identification of school practices which effect groups of students in different ways. School level effects appear to be particularly pronounced for working class students and those classified as “lower ability”, especially boys, with organisational practices such as streaming identified as having a detrimental effect on their performance in school.

Further factors associated with effectiveness included level of pupil involvement (flexibility in subject choice and involvement in school structures), disciplinary climate (fair but firm) and academic climate (high expectations (high expectations, positive teacher / pupil interactions).

Surprisingly, the issue of school leadership was not mentioned in specific terms, despite its prominence as school level factor in much of the international literature in the field.

Overall, this book is well laid out and generally written in a style which is fluid and easy to digest. This is a considerable accomplishment, given the complexity of the issues involved.

The case studies of the six “outlier” schools (identified as above and below average in effectiveness levels) add depth to the analysis and ground many of the issues raised in the previous chapters in the reality of school life.

The concluding chapter integrates the main findings

with recommendations for future policy and practice. Given the detail involved, the recommendations may have been better placed on their own, for both impact and clarity.

In conclusion, this book is a worthwhile read, providing a wealth of information for those with an interest in practice in our second level schools. Smyth’s study indicates that in considering issues of effectiveness, it is not a question of establishing if second level schools differ, but rather of how they differ and for whom.

Dympna Devine,
Education Dept, U.C.D.

Dympna Devine carried out Department of Education and Science funded research into school effectiveness in Irish primary schools as part of the International School Effectiveness Research Project (ISERP). This is due to be published in the Autumn.

The Inner World of Teaching

Exploring assumptions which promote change and development

By **David Tuohy** (Falmer Press, London, 1999 – 204pp) £17.75p

The demands for school communities to engage in strategic planning [as it generally called] arise from a diversity of sources. The system type demands receive the greater attention from educators as they imply statutory or administrative

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imperatives: the legal requirement in section 21 of the Education Act 1998, school rationalisations and the introduction of the Whole School Evaluation.

Other, equally important, factors affecting schools demand engagement in strategic and development planning: demographic and social changes, responding to societal and economic expectations of schools and leadership in and for organisational effectiveness and efficiency.

Moreover, teachers themselves look to a workplace for professional meaning, satisfaction and development. The planning process is suggested ideally to enable schools/teachers to reflect critically and respond creatively to these change forces rather than become victims of such a process. David Touhy's book, *The Inner World of Teaching*, provides teachers, whether as individuals or as staff members, with a variety of perspectives on schools.

These perspectives are premised on schools' organisational cultures [explored in the earlier chapters] and present teachers with an invitation, with accompanying tasks and critical questions, to explore the hidden assumptions of the organisation within which they work. They are invited to participate as actors or players in shaping and re-shaping this organisational culture.

Exploring (the sub-title of the book) conjures up images of

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new, challenging territory being travelled for the first time; or some place or object mundane and well known but being examined as never before to reveal its secrets: something lost, clues or evidence necessary to explain a novel experience. Both types of professional exploration are catered for in this timely work.

The book is like a mansion and the author points out the variety of entrances to this building. Each way in, set out in various chapters, provides the reader with an understanding of this access route, the tools with which to examine their school (its values, expected behaviours and beliefs), the means to evaluate the implications of their existing configuration and a basis for making choices for a re-configuration based on the evaluation.

Each exploration is supplemented with practical exercises which ideally should take place in a group or full-staff setting. The professional dialogue encouraged by the activities is the means of reflecting critically and responding creatively to the changes which impact on schools. The new understandings developed are the motivators for action.

The 'entrances' identified allow for a variety of interests: metaphors of schooling and typologies of schools to facilitate a school focus as a starting point; assumptions about teachers and their development or students and learning enable exploration commencing with a more person based focus.

Mindful that these are but entries to the mansion, the author skillfully guides initially and then prompts and encourages deeper reflection that progressively leads the reader to a greater awareness of the complexity of the enterprise and to explore further the complementary perspectives in the other chapters.

Education and schools in Ireland are, as is our society and economy, going through significant transformation and at a pace that demands that the critical actors need time to examine and reflect, not only on their impact but on the deeper sense of those transformations. This book, *The Inner World of Teaching*, provides readers and their colleagues with an excellent guide in the ways of exploring - seeing hidden patterns - the new that confronts us as well as the routine and mundane which require re-evaluation.

[Endnote: readers are encouraged to read also David Touhy's other text, *School Leadership and Strategic Planning*, Dublin: ASTI, 1997]

Donald Herron, Director,
Dublin West Education Centre

College News

Science for Primary and Second Level Teachers:

Dun Laoghaire Institute of Art, Design and Technology

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The Institute was established in April 1997 from the Dun Laoghaire College of Art and Design. It is the national centre for courses in film, TV, interactive media, radio, animation, photography, design and art. There are three constituent schools:

- Art Design and Media;
- Science and Technology;
- Business and Humanities.

For both the Schools of Science and Technology and of Business and Humanities the continuing education programme aims to support

teachers at both primary and second level.

The School of Science and Technology aims to support science and technology education at both primary and second level. A lecturer with specific responsibility for developing courses for teachers has been appointed. The Institute has already run one short course for primary teachers.

The initial course was a preparation for the revised primary curriculum in science and was aimed at teachers who had some experience in teaching science at this level. It was a thirty-hour courses (three hours per week for ten weeks).

There were twenty seven participants and they explored aspects of primary science such as children's ideas in science, resources while developing their skills in investigations and designing and making. The response of

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the participants was excellent and it is intended to repeat this course in the next academic year.

Following on from the initial course the Institute is collaborating with the INTO in developing a summer school. The Institute will also run its own approved summer course between 5 – 9 July. For the next academic year a range of short courses are planned at both primary and second level.

One ten hour course is designed for primary teachers who have little or no background in

science and who are interested in starting to teach science. The

course aims to explore the issues involved in developing a series of primary science lessons.

A second ten-hour course is designed for primary teachers who wish to develop their scientific knowledge and understanding. It will focus on major concepts in science, particularly those that underlie the revised primary curriculum. However, the focus will be on the science and how scientific knowledge is developed and communicated.

The third course is of thirty hours duration and will be an amended version of the initial course. It is aimed at primary teachers already teaching some Primary Science who would be interested in developing their skills and knowledge. Such teachers could also be

interested in becoming curriculum leaders in Primary Science in their own schools and in their local areas through the Education Centres. The course is also targeted at anyone supporting primary schools in the teaching and learning of science.

The short courses being developed for second level teachers will be ten hours long. One course will be aimed at science teachers who wish to develop their science teaching and laboratory management skills. It will focus on Junior Certificate Science and Leaving Certificate Physics and Chemistry.

The second course will help teachers prepare for the

introduction of the revised Leaving Certificate Physics syllabus in September 2000. It is aimed at teachers of Leaving Certificate Physics and will focus on the STS (science, technology and society) aspect of the syllabus.

The third course will be electronics and will be aimed at second level teachers of the technology subjects. It is also a preparation for the revised Leaving Certificate syllabuses in the technology subjects. It aims to develop the skills and knowledge necessary to teach electronics at second level.

Marion Palmer

Lecturer – Science Education
Dun Laoghaire Institute of Art,
Design and Technology

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For further information on short courses for teachers in 1999/2000 please contact:

Department of Continuing
Education
Dun Laoghaire Institute of Art,
Design and Technology
Kill Avenue,
Dun Laoghaire

Tel: 01-214 4631

Fax: 01-214 4700

College News Bulletin Board

News updates from all responding colleges and education departments are given here. Information includes new appointments, new courses, upcoming conferences and samples of current research.

If your college or department is not included here and would like to be in future Newsletters, please contact the Editor.

St. Catherine's College of Education for Home Economics, Sion Hill,

Blackrock

www.weblink.ie/stcatherines

Paul McElwee

New Appointments

- Madeleine Mulrennan has recently joined the staff of St. Catherine's College as Head of

Home Economics from her position as Development Officer with the NCVA.

St. Angela's College, Sligo

Michael Hanley

New Appointments

- Ms Nora McHugh joined the Education Department in April 1999. She will have responsibility for teaching practice and methodology.

- Ms Eva Johnston has been seconded to the staff of St. Angela's College to co-ordinate the St. Angela's / Western Education and Library Board Citizenship Development Programme which is funded by the Dept. of Foreign Affairs and DENI. Eva can be contacted at Strabane Teachers' Centre, ph: 0801504382632

New Courses

- A Certificate in Non-Formal Guidance for Youthreach trainers commenced in April. This initiative has been sponsored by the National Council for Guidance in Education.

- A second cycle of the MA Education and MA Education and Training will commence in June, 1999. These programmes are delivered on a collaborative basis by the University of Wales College, Newport and St. Angela's College, Sligo.

NCAD, Faculty of Education
www.ncad.ie/welcome.html

Gary Granville

New Appointments

- Professor Gary Granville, Head of Faculty of Education

Current Research

- LCVP Research and Evaluation Project: funded by Dept. of Education Science (G. Granville)

Mater Dei Institute of Education, Clonliffe Rd

Kevin Williams

Current Research

- Patriotism as an aim in civic education (K. Williams)
- The interface between religious education and civic education (K. Williams)
- Education, religion and the shaping of national identity. (K. Williams)

School of Education Studies, DCU

<http://www.dcu.ie>

Joe O'Hara

New Courses

- B.Sc. in Science Education a four year concurrent science education degree being offered jointly with the Schools of Physical and Chemical Sciences, DCU. The first intake of students will be in September 1999.

Current Research

- LEONARDO / INFET Programme examining the training needs of educators and trainers in the Further Education sector. Co-ordinated Terry Barrett
- Centre for Pluralism in Education (co-ordinated by Peter McKenna and Carmel Mulcahy) is currently completing a response to the Green Paper in Adult and

E.S.A.I. Newsletter

Continuing Education in the area of education for diversity.

- Greendale Project / Positive Discipline Project: seeking to develop alternative approaches to issues of indiscipline that are sensitive to the Irish educational context. (Joe O'Hara, Stephen Byrne and Gerry McNamara)

The Centre for Social and Educational Research at DIT

Sarah Craig

New Courses

- Degree in Early Childhood Care and Education commences September 1999.

Current Research

- Pathways through Education (EU funded) project: improving the self-esteem and motivation of First Year Post-Primary Students in a number of inner-city schools. (Sarah Craig)
- Dublin Inner City Computerisation Project (DISC): upgrading of and training in information technology to both primary and post-primary schools. (Audrey Warren)

Mary Immaculate College of Education, Limerick

Aine Cregan

New Appointments

- Patricia Keiran was appointed as a lecturer in Religious Education.

Current Research

- Social Class differences in educationally relevant non-school activities of primary school pupils in rural and urban areas (Roland Tormey)

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• Mapping processes of educational disadvantage in the western seaboard area (R.Tormey)

New Courses

• A Graduate Diploma / M.Ed. in Remedial Teaching is currently being developed along with a taught M.Ed. in Positive Educational Intervention

St. Patrick's College of Education, Drumcondra
<http://www.spd.dcu.ie>

Ciaran Sugrue

Conference Notice

• 9th Biennial ISATT conference
"Teachers and Teaching: Revisionary Policy and Practice for the 21st Century"
27th - 31st July 1999

Faculty of Education, UL
<http://inset.ul.ie>

Jim Gleeson

Current Research

• Use of Instructional Management System (Topclass) in second level schools (Dr. John O'Brien)
• External Evaluation of Exploring Masculinities Project (Jim Gleeson, Aileen Walsh, Patricia Conboy)

New Courses

• Graduate Diploma / Masters in Information and Communication Technology in Education (commenced Feb. 1999)

Equality Studies Centre, U.C.D.

<http://www.ucd.ie/~esc>

Anne Lodge

Current Educational Research

• Coeducation, Gender Equality and Mathematics Achievement (Maureen Lyons, Leonie Warren)
• Equality and the Social Climate of Schools (Kathleen Lynch, Anne Lodge)
• Points and Performance: A Study of the Predictive Validity of the Points System (K. Lynch; T. Brannick; P. Clancy; S. Drudy with A. Carpenter and M. Murphy)
• Non-Completion in Higher Education: A Study of Three Institutes of Technology (Margaret Healy; Anne Carpenter; Kathleen Lynch)

School of Education, TCD

Michael Shevlin

New Courses

• M.Sc (IT in Education) commencing Sept. 1999 to be run jointly by Dept. of Computer Science & Education Dept.
• Special Education course (H.Dip) extended in collaboration with the Irish Learning Support Association
• Drama in Education for H.Dip and B.Ed students was introduced in 1998/99.

Current Research

• Exploring teacher attitudes to the integration of children with disabilities into mainstream schools (M. Shevlin; R. McConkey [U.U.]; S. Butler)
• Creating a positive learning environment in schools [European project] (M. Shevlin)

Graduate School of Education, QUB, Belfast
<http://www.qub.ac.uk/edu>

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Tony Gallagher

New Appointments

- William McClune
- Patrick Walsh
- Colette Murphy

Current Research

There are a wide range of funded research projects currently underway in the Graduate School. These include projects examining school leadership, school self-evaluation, language diversification, school exclusions, issues in medical education, the role of science in the primary and post-primary curriculum, literacy and numeracy, school effectiveness and improvement, and issues related to ethnic minorities. In addition, a collaborative team involving researchers from the Graduate School, the University of Ulster School of Education, Stranmillis University College, St. Mary's University College and BDO Stoy Hayward are carrying out a major research project on the selective system of grammar and secondary schools in Northern Ireland.

New Courses

• The Graduate School is contributing support for the new DENI development of Early Professional Development courses for newly qualified teachers.

Education Department, U.C.D.

<http://www.ucd.ie/>

Marie Clarke

UCD Education Department hosted the launch of the Schools IT 2000 SIP (Schools Integration Project) on 30th March 1999. The Minister for

Education, Mr. Michael Martin, formally launched the 42 projects which currently involve over 220 schools.

Education Department, N.U.I.M.

www.may.ie/academic/education

Aidan Mulkeen

Current Research

- Gender Equality in Classroom Interaction (Sheelagh Drudy; Maire Ui Cathain)
- School and Curriculum Development (Jim Callan)
- The Jesuit-Maynooth Initiative (Jim Callan, N.U.I.M.; Jim O'Connor Jesuit Education Office)
- Gender Differences in Entry to the College of Education (Sheelagh Drudy; Maeve Martin)
- North-South Collaboration using ICT (Aidan Mulkeen; Elizabeth Sherry N.U.I.M.; Roger Austin U.U.)

New Courses

- M.Ed. (School Leadership) commenced Oct. 1999
 - Higher Diploma in Arts (Applications of ICT in Education) offered in Maynooth and Kilkenny Education Centre 1998/99
-

Adult Education, U.C.D.

<http://www.ucd.ie/~delltti>

Kevin Hurley

Current Research

- An enquiry into the present arrangements for the training of adult education personnel including a feasibility study for

such provision by UCD (Rhonda Wynne)

Education Department, UCC

<http://www.ucc.ie/ucc/depts/>

Joan Hanafin

New Appointments

- Declan Kennedy is responsible for Science Education and ECT
- Marian McCarthy co-ordinates the Higher Diploma in Curriculum Studies (Civic, Social and Political Education)

New Courses

- Diploma in Drama and Education
- "New Testament Greek" video conferencing link between UCC and IT Tralee will be established in Autumn 1999. Those interested in the course should contact Fiachra Long.

Current Research

- The Multiple Intelligences, Curriculum and Assessment Project has just published a collection of 14 essays entitled *Innovations in Assessment in Irish Education* (see flyer with this newsletter)
- Project E.Y.E. (F. Douglas, M. Horgan, C. O'Brien)
- The Early Years Education Scholarship fund currently supports three students reading for the degree of M.Phil. Four more scholarships will be offered next year. For further details, contact the Education Dept, UCC

Conference Notification

- An International Conference on Religion and Science will be held in UCC on 29th - 30th October. Input will be relevant to teachers of the new senior

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cycle Religious Education module on Religion and Science.

Stranmillis University College, Belfast

<http://www.stran-ni.ac.uk>

Margaret Reynolds

New Courses

Planned start: Sept. 2000

- BA (hons) Education Studies
 - BA (hons) Heritage Studies with Management
 - BA (hons) Performance Studies
-

Teacher Education Centres

Teacher Education Centres have not been featured in previous Newsletters. A small number Centres have provided information on courses they are currently running, upcoming events and details of projects with which they are involved.

We invite Teacher Education Centres to submit information they would like included in future editions of the Newsletter.

Athlone Education Centre

email: athedcen@iol.ie

Director: Colette Murphy

Current Projects / National Programme Involvement

- Transition Year
- Leaving Cert. English In-service Programme

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- Leaving Cert. Vocational Programme (LCVP)
- Modern Languages Pilot Scheme: Primary
- IT 2000

Courses Offered

In partnership with TCD:

- Diploma in I.C.T.
- Diploma in Curriculum Studies
- Diploma in Educational Management

Upcoming Events

- Time Management for Principals and Deputy Principals: Primary and Post-primary
- *Conflict Resolution: Is There A Better Way?*
Sat. October 9th 1999
10am - 2pm For
Primary and Post-Primary Principals and Team Members of Middle Management
- National Hospice Day Coffee Morning (in the afternoon)

Carrick on Shannon Education Centre

email:
carrickeducentre@tinet.ie

Director: Pdraig Griffin

Courses Offered

In conjunction with UL:

- Graduate Diploma in Guidance Counselling
- Postgraduate IT Diploma Course

In conjunction with TCD:

- In-service IT Diploma

ECDL qualification:

- Flexible Learning IT project

New Building The
Official Opening of the New Centre Building will take place in September

The Euro The
Centre will be involved in a European Project relating to Teaching about the EURO in the autumn and are interested in hearing from teachers who have devised games, simulations, etc. For teaching the EURO to junior classes at second level.

Mayo Education Centre,
Castlebar
email: mayoedcent@tinet.ie

Director: Denis O'Boyle

New Course Offered Commencing Sept 1999

In conjunction with TCD:

- Diploma in Management in Education comprising four 30-hour modules

Current Courses In conjunction with UL:

- Graduate Diploma / M.Ed in Information and Communication Technologies in Primary Education

Summer Course Programme

- Information and Communications Technology (ICT)
- Art & Craft in the Primary School
- Building Better Relationships in the Classroom
- Caring for the Earth

E.S.A.I. Newsletter

News Updates

Department of Education and Science Research and Development Committee:

- **Autumn Research Conference**
- **Research Proposals Sought**

I wish to avail of the opportunity of informing ESAI members that the Department of Education and Science will convene a research conference on Wednesday, 20th October, 1999 in the Grand Hotel, Malahide, Co. Dublin. The purpose of the conference is to disseminate research commissioned by the Department in recent years and to generate some discussion around the research findings. I hope to circulate a conference brochure to your members in the coming weeks.

I would also like to take the opportunity of informing you that the Department will also shortly contact Universities, Colleges of Education and Research Institutes seeking research proposals on various education policy issues.

Gearoid O'Conluain

Assistant Chief Inspector and
Chairperson, Research and
Development Committee

Annual Conference of the American Educational Research Association:

ESAI Participation?

It is possible for members of ESAI, with the approval of the executive, to submit a symposium for inclusion at the next AERA conference in New Orleans (April 24th - 28th, 2000).

The symposium will be of two hours duration (max.) and usually includes 4/5 paper presentations with a discussant and more open dialogue with those who attend. Such symposia from national research organisations are not subject to the normal selection process.

If you are interested in contributing to and participating in such a symposium, please indicate your interest, in the first instance, to the secretary:

Marie Flynn,
Education Department,
National University of Ireland,
Cork.

Your initial message should include:

a) a focus for the symposium and,

b) the paper title with a 200 word abstract of your contribution to the symposium.

The final date for submission to AERA is **October 1999**.

“Philosophizing with Young People”

30 hour module

Forming part of the Diploma in Curriculum Studies, TCD and recognised by the Department of Education and Science, Primary Branch for Inservice.

To be held from **July 5th - 9th 1999** at a Dublin venue.

Tutors:

Dr. Fiachra Long (UCC)
Dr. Karl van Ber Leeuw
(University of Amsterdam)

Further information from:

Secretary,
Division of Inservice
Education,
Arts Block,
Trinity College,
Dublin 2

Telephone:

(01) 608-1989
(01) 6081292
