



Education Studies Association of Ireland
Cumann Léann Oideachais na hÉireann

ESAI 42nd Annual Conference

Changing Research: working the spaces
between education policy and practice



20th – 22nd April 2017

University College Cork and The River Lee Hotel, Cork

www.esai.ie/conference-2017

#esai17

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Conference Theme & Welcome from President of ESAI

Changing Research: working the spaces between education policy and practice

This year's theme invites us as researchers and practitioners to consider the challenges and expectations driving education research in contemporary Ireland and beyond. Recent years have seen a number of substantive revisions to the very nature of research activity, to its funding, and to its perceived purpose within a fast-changing system. Austerity and its strictures have affected badly the focus of research undertaken across the public spheres and even perceptions of possibility, but in Ireland that appears to be beginning to soften. We see increasing indications of renewed engagement across the university and college sector with issues such as arrangements for the organisation and provision of education, with concerns for social justice and equality, with additional learning needs, with curriculum and assessment, with policy work and policy action, and with the political economy of education. Doctoral studies programmes in education are again on the rise. We are also seeing the emergence of an interesting and potentially exciting form of practice and practitioner research under the aegis of the Teaching Council following recent announcements around funding for small-scale work relating to its ongoing Programmes – covering issues such as the continuum of teacher education, teaching in a changing society, pedagogy, and so on. And of course increasingly research is interdisciplinary in nature.

Taken individually these developments are significant, taken as a group they are potentially transformational.

ESAI Conference 2017 presents a timely opportunity to consider the extent to which the work we are engaged in – across the full spectrum of education research interests and concerns – can change for the better what happens in our schools, colleges and universities.

Research is a *lived activity*; it has its origins in curiosity or concern, it has its life-course, its ways and means, its underscoring intentions, and its outcomes. Working the spaces between policy and practice is about understanding and improving. And learning. Yet working these spaces can also provoke conflict, confusion and limitations. ESAI 2017 is about wrestling with all of this. In this way, we hope that the conference can bring together educationalists with a broad range of interests, from a similarly broad range of sectors and roles (e.g. researchers, policymakers, practitioners, and interested others.) from Ireland and beyond.

On behalf of the Educational Studies Association of Ireland, it is my pleasure to welcome you to this our 42nd Annual Conference, to thank you for participating, and to wish you every success with any paper or symposium involvement you may have here.

Conor Galvin, PhD (Cantab.)
President, ESAI



Keynote Address

Changing research. Working the spaces between policy and practice.

From the checklists promoted by the 'what works' school of research, to the networks of the 'knowledge mobilisation' aficionados, to the communities of practice promoted by supporters of teaching-as-inquiry, the spaces between policy and practice in education have never been as crowded. This era defined by policies that are 'evidence-based' or 'data-driven' should be the golden age for research across all social sciences. But it is far from golden. The 'spaces between' are not only ambivalent about research, but in some case, overtly hostile, consigning 'experts' to the sidelines. What are the options for research and researchers, particularly in the field of education?

Keynote Speaker: Dr. Anne Looney

Anne has recently taken up the post of Executive Dean of Dublin City University's new Institute of Education. From 2001 until 2016 she was the CEO of the National Council for Curriculum and Assessment, the agency responsible for curriculum and assessment for early years, primary and post-primary education in Ireland. She held the position of Interim CEO at the Higher Education Authority until March of this year.

A former teacher, she completed her doctoral studies at the Institute of Education in University College London. In 2014/2015 she was Professorial Research Fellow at the Learning Science Institute Australia, based at Australian Catholic University in Brisbane.



Her research interests include assessment policy and practice, curriculum, initial teacher education and professional standards for teachers and teaching. She has also published on religious, moral and civic education, and education policy. She has conducted reviews for the OECD on school quality and assessment systems.

She tweets at @annelooney

ESAI Executive 2016-2017

President

Dr Conor Galvin (University College Dublin)

Vice-President

Dr Enda Donlon (Dublin City University)

Secretary

Dr John Walsh (Trinity College Dublin)

Treasurer

Dr Eamon Costello (Dublin City University)

Dr Celine Healy (Maynooth University)

Dr Andrew Loxley (Trinity College Dublin)

Dr Daniel Mulcahy (Central Connecticut State University)

Dr Una O'Connor (Ulster University)

Prof Teresa O'Doherty (Mary Immaculate College)

Ms Sarah O'Grady

Ms Elena Revyakina

General Editors IES

Dr Paul Conway (University of Limerick)

Dr Aisling Leavy (Mary Immaculate College)

List of Past Presidents of ESAI

1976-1978

1978-1980: Eustis O'hEideain

1980-1982: Donal Mulcahy

1982-1984: John Coolahan

1984-1986: Seamus O'Suilleabhain

1986-1988: John Marshall

1988-1990: John Wilson

1990-1992: Aine Hyland

1992-1994: Kieran Byrne

1994-1996: Padraig Hogan

1996-1998: Kevin Williams

1998-2000: Sheelagh Drudy

2000-2002: Elizabeth Oldham

2002-2004: Margaret Reynolds

2004-2006: Denis Bates

2006-2008: Anne Lodge

2008-2010: Paul Conway

2010-2012: Joe O'Hara

2012-2014: Rose Malone

2014-2016: Delma Byrne

List of Conference Locations 1976-2017

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 Hotel
2017 University College Cork, River Lee Hotel

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 & Jim McKernan
1980		Conference Proceedings	John Coolahan
1981	Volume 1	Irish Educational Studies	John Coolahan
1982-84	Volume 2-4	Irish Educational Studies	Jim McKernan
1985	Volume 5	Irish Educational Studies	John Coolahan
1986-87	Volume 6-9	Irish Educational Studies	Jim McKernan
1991-94	Volume 10-13	Irish Educational Studies	Padraig Hogan
1995-96	Volume 14-15	Irish Educational Studies	Aine Hyland
1997-98	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, Dymphna Devine & Emer Smyth
2008-2009	Volume 27-28	Irish Educational Studies	Dymphna 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
2010-13	Volume 29-31	Irish Educational Studies	Dymphna 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 & Dymphna 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 & 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 & Paul Conway (Joint General Editors), Emer Smyth & Maeve O’Brien
2014	Volume 33	Special Issue (Issue 2): Investment in Education and the intractability of inequality	John Walsh, Selina McCoy, Aidan Seery & Paul Conway
2015	Volume 34	Irish Educational Studies	Aisling Leavy & Paul Conway (Joint General Editors), Emer Smyth, Aidan Seery & Maeve O’Brien
2016	Volume 35	Irish Educational Studies	Aisling Leavy & Paul Conway (Joint General Editors), Emer Smyth, Maeve O’Brien, Aidan Seery, Delma Byrne & Tony Hall
2017	Volume 36	Special Issue (Issue 1): Queer Teaching – Teaching Queer	Declan Fahie, Aideen Quilty & Renée DePalma Ungaro
2017	Volume 36	Irish Educational Studies	Aisling Leavy & Paul Conway (Joint General Editors), Emer Smyth, Maeve O’Brien, Aidan Seery, Delma Byrne & Tony Hall



Educational Studies Association of Ireland
Cumann Léann Oideachais na hEireann

Annual General Meeting 2017

Friday, 21st April, 12.30 pm

AGENDA

1. Minutes of 2016 AGM

2. Matters arising

3. Executive Reports

3.1 Treasurer's Report

3.2 Membership Report

3.3 Special Interest Group Proposal (SIGs)

3.4 President's Report

3.5 IES Report

4. EERA Report

5. Conference 2018

6. AOB

Conference Timetable

ESAI Conference 2017

Pre-conference Opening Panel Event

THURSDAY 20 April, 2017

Formal Opening of Educational Studies Association of Ireland Conference 2017

[Start-time 7:00pm for 7:30pm] **The Hub (First Floor) / Room 5;** The River Lee Hotel, Western Road, Cork, IRELAND.

The now-tradition **ESAI Opening Panel** will take place in **The River Lee Hotel, Cork**, on the evening of Thursday, 20 April starting at 7.30pm.

Our keynote speaker Dr Anne Looney will be joined by a number of invited guests to discuss the conference theme ***Changing Research; working the spaces between education policy and practices***, and to invite us as researchers and practitioners to consider the challenges and expectations driving education research work in contemporary Ireland and beyond; along with the opportunities presented. This is an open session and all conference participants are cordially invited to attend. Anne's guests will include Prof Kathy Hall, Dr Mairin Glenn, Mr Tomás Ó Ruairc, Dr Emer Smyth, and Prof Donal Mulcahy.

The Panel will be convened by Dr Conor Galvin, President of ESAI.

Convivial and engaging conversation is a characteristic of these opening panels. There is always room for another voice... we hope to see you there.

[This event is funded through the Legacy Endowment of the Curriculum Studies Association of Ireland.]

ESAI Conference 2017

General Programme Main Conference Day 1

FRIDAY 21 April, 2017

REGISTRATION

[Opens 08:30am]

Foyer Area; Western Gateway Building, University College Cork

09:30 – 11:00 Session 1	Symposium Room G.14	Education Policy Rm G.09	Mathematics Rm G.17	Research Rm G.18	Changing Practice Rm G.13	Mindfulness and Social Issues Rm G.15
	<p>1:0 Research Expertise Exchange: Constructing a Community of Practice through an online social network for Irish teachers and other educational researchers. <i>Tony Hall, Jennifer McMahon, Eadaoin Slattery, Des Carswell, Paul Flynn, Marie Ryan, Patrick Burke, Marek McGann.</i></p>	<p>1:1 Opening up education in Irish universities: an analysis of institutional strategy and macro-level policy (<i>Mairéad Nic Giolla Mhichíl, Mark Brown, Eamon Costello, Enda Donlon</i>)</p> <p>1:3 (Re)constructing the teacher: a study of the relationship between education policy and teacher identity in Irish post-primary education (<i>Cliona Murray</i>)</p> <p>1:4 Policies and practice for Irish – how Irish wordbricks can help bridge the gaps (<i>Monica Ward, Maxim Mozgovoy, Marina Purgina</i>)</p> <p>1:2 (b) Changing beliefs, changing practice: action research as a catalyst for change in out-of-field maths teaching (<i>Ciara Lane, Máire Ni Riordáin</i>)</p>	<p>1:5 Strengthening the Bridge between Primary and Secondary Maths Education (<i>Mark Prendergast, Niamh O'Meara, Clare O'Hara, Lorraine Harbison, Ian Cantley</i>)</p> <p>1:6 Children's observations of structure within shape patterns: an exploration of catalysts that supported children in achieving a broader perspective (<i>Aisling Twohill</i>)</p> <p>1:7 Infield and out of practice (<i>Kathleen Walsh</i>)</p> <p>1:8 Endorsing the narrative in bilingual learning in maths to inform education policy and practice (<i>Máire Ni Riordáin, Ellis Flanagan</i>)</p>	<p>1:9 Problematizing ethnography and case-study: reflections on using ethnographic techniques and research positioning (<i>Marie Parker-Jenkins</i>)</p> <p>1:10 A Wengerian value-creation framework analysis in the SCoTENS project (<i>Noel Purdy, Maria Campbell, Linda Clarke, Pamela Cowan, Conor Galvin, Kathy Hall, Geraldine Magennis, Teresa O'Doherty</i>)</p> <p>1:11 Mind the gap: developing the roles, expectations and boundaries in the doctoral-supervisee relationship (<i>Patricia Mannix McNamara, Marie Parker-Jenkins</i>)</p> <p>1:12 Living research: an analysis of the research supports identified by the full spectrum practitioner-researcher (<i>Caitriona McDonagh</i>)</p>	<p>1:13 C, TWINS: does computational thinking win when Coding Twins are born? (<i>Elizabeth Oldham, Pamela Cowan, Richard Millwood, Glenn Strong, Nina Bresnihan, Mags Amond, Lisa Hegarty</i>)</p> <p>1:14 Computational thinking: are we all on the same page? (<i>Colette Kirwan, Eamon Costello, Enda Donlon</i>)</p> <p>1:15 Towards Ireland's action plan for 2016-2017. Deconstructing local education clusters in a monoculture system. Empirical evidence from Ireland (<i>Martin Brown, Gerry McNamara, Joe O'Hara, Shivaun O'Brien</i>)</p> <p>1:16 Squaring the circle – vocationalism and further education & training in Ireland (<i>Justin Rami, John Lalor</i>)</p>	<p>1:17 Mindfulness matters in the primary school (<i>Seline Keating, Bernie Collins, Sandra Cullen</i>)</p> <p>1:18 Bullying and Cyberbullying studies in the school aged population on the island of Ireland: a systematic overview (<i>Mairéad Foody, Muthanna Samara, James O'Higgins Norman</i>)</p> <p>1:19 Under the radar – Children of Incarcerated Fathers (<i>Ashling Ryan-Mangan</i>)</p> <p>1:20 Teacher homogeneity in primary schools in Ireland: an exploration of its historical origins (<i>Thomas Walsh</i>)</p>
11:00	Coffee; Registration Area					

11:30 – 12:30

Session 2

Conference Keynote [Room G.05]

Changing Research; the challenges and opportunities of researching in transient times.

Dr Anne LOONEY

12:30 Lunch; Registration Area

<<<< Educational Studies Association of Ireland, AGM >>>>

[Room G.15]

All Welcome!

13:30 – 15:00

Session 3

Symposium
Room G.15

**3:0 SCHOOL PATRONAGE
AND PRACTICES AT THE
TIME OF SOCIAL CHANGE**

*Merike Darmody,
Marie Parker Jenkins,
Patrick Sullivan,
Barry O'Reilly,
Laura Dooley.*

SIG; 'Belief Systems, Ethics
and Philosophy in
Education' (BEPE)

Leadership Issues
Rm G.17

3:1 A review of leadership
preparation and
development for the Irish
secondary school context
(*Gavin Murphy*)

3:2 Nine years into the
instructional leadership
project in Ireland: virtuous
cycle within a vicious circle
(*Finn Ó Murchú, Joan Russell,
Barrie Bennett*)

3:3 Identifying challenges
of foster children in
schools (*Daniel O'Sullivan*)

3:4 To boldly go where no
learning network has gone
before (*Mairín Glenn*)

Policy and Practice
Rm G.18

3:5 Education policy and
practice at institutional
level: languages for all
(*Imelda Elliott*)

3:6 Ignoring practice: the
shaping of US education
policy despite the
educational community
(*Donal E. Mulcahy*)

3:7 Critical theory and
Henry Giroux: the assault
of authoritarian
neoliberalism on
democratic public
education in Trumpland
(*Jim McKernan*)

3:8 Invented traditions
regarding secondary
school attendance
patterns prior to the
commencement of the
'free' second level
education scheme in 1967
(*Tom O'Donoghue*)

Practice Challenges
Rm G.14

3:9 Learning at the limits:
teacher perspectives on
learning and identity in
post-primary alternative
education settings (*Kevin
Cahill, Alicia Curtin, Kathy Hall,
Dan O'Sullivan*)

3:10 Teachers' ontological
and epistemological
beliefs and the impact on
approaches to teaching
international school
environment (*Mary C. Kelly*)

3:11 Reflections on
reflective practice and the
creation of a teaching
portfolio (*Teresa Whitaker*)

3:12 Between the
classroom and the
staffroom: the significance
of contextual engagement
in the school placement
(*Elaine McDonald, Enda
Donlon, Sabrina Fitzsimons, PJ
Sexton*)

Initiatives in Primary
Rm G.13

3:13 Irish in the primary
school: engaging children and
parents with *Is Tusa an
Múinteoir* programme (*Jane
O'Connell*)

3:14 The studio classroom:
developing a studio habits
framework to enhance
meaningful integration of the
curriculum in DEIS primary
school (*Anne Marie Morrin, Ruth
Bourke*)

3:15 Coding in primary school
(*Claire Carroll, Aisling Leavy*)

3:16 Using assessment for
Learning to enhance maths
education in primary school:
A Lesson Study Approach
(*Ann Marie Gurhy*)

Inclusion
Rm G.09

3:17 Working the spaces
between policy of inclusion and
teachers interpretations and
the inactments in practice (*Órla
Ní Bhroin*)

3:18 Masking the seams
between policy and practice:
the undercoat, the filler, the
gloss of inclusive education
(*Carol-Ann O'Siordáin, Miriam
Twomey, Michael Shevlin, Conor
McGuckin*)

3:19 Inclusion in Irish schools:
special classes (*Joanne Banks,
Selina McCoy*)

15:00 Coffee; Registration Area						
Session 4 15:30 – 17:00	Symposium Room G.15 4:0 DIGITAL LEARNING REVISITED: EXPLORING SOME OF THE BIG QUESTIONS. <i>Mark Brown, Eamon Costello, Enda Donlon, Tom Farrelly, Mairead Nic Giolla-Mhichil, Monica Ward</i> SIG; Technology Enhanced Learning (TEL)	Research Rm G.18 4:1 But is it valued? Pre-service teachers' perspectives on the use and conduct of educational research (<i>Jennifer Hennessy, Raymond Lynch</i>) 4:2 Frontier Taxonomies: exploring the synergies between teaching, learning, research and writing development (<i>Alison Farrell, Sharon Tighe-Mooney</i>) 4:3 Critical need: discourse analysis as applied to the workshop model (<i>Cara M. Mulcahy</i>) 4:4 Tidy binaries vs prolific paradigms: the reimagining of teacher education research (<i>Suzanne O'Keeffe</i>)	Inclusive Education Rm G.17 4:5 A thousand tiny pluralities: children engaging ethics and injustice amid debates on school futures in Ireland (<i>Karl Kitching</i>) 4:6 Inclusive Education: Using and Creating evidence while effectively working the spaces between policy and practice (<i>Audrey Halpin, Ricky McMahon, Laura Welch, Alyson Crowley</i>) 4:7 Early Career Teachers' habitus and its influence on the Teacher-Parent Relationship in Designated Disadvantaged Schools (<i>Gareth Burns</i>) 4:8 Parents as nomads; journey, in betweenness and identity (<i>Miriam Twomey</i>)	Aesthetics Rm G.14 4:9 Signs of solidarity: a performative ethnography of deaf children's schooling in Ireland (<i>Jim Deegan, Noel P. O'Connell</i>) 4:10 Drama in education: opening spaces for critical pedagogy to come alive in the practice of Chilean teachers (<i>Catalina Villanueva, Carmel O'Sullivan</i>) 4:11 Gender and social inequalities in cultural participation among children and young people: the implications of out of school learning for within school outcomes. (<i>Emer Smyth</i>) 4.12 Exploring Conflicting Discourses of Creativity within Educational Contexts. (<i>Donna Callan</i>)	Initial Teacher Education Rm G.13 4:13 Pre-service teachers' perceptions of a blended approach enriched with a cyclical self-assessment process (<i>Antonio Calderon, Ann MacPhail</i>) 4:14 A study of the reasons for joining the teaching profession (<i>PJ Sexton, Sabrina Fitzsimons, Elaine McDonald, Enda Donlon</i>) 4:15 Pre-service teachers' use of assessment strategies when teaching primary P.E. (<i>Suzy Macken, Ann MacPhail, Antonio Calderon</i>) 4:16 Mathematical Knowledge of Teaching (MKT) and a Pedagogical Model for Computer Science (<i>Cornelia Connolly</i>)	Assessment Rm G.09 4:17 An overview of Culturally Responsive assessment practices in European Schools (<i>Joe O'Hara, Martin Brown, Denise Burns, Gerry McNamara, K Funda Nayir, Oya Taneri</i>) 4:18 The fear of not knowing: teachers' attitudes towards implementing quality assessment in P.E. (<i>Ann-Marie Young, Melissa Parker</i>) 4:19 Exams and Irish history – Intermediate history and gauging the national narrative 1926-68 (<i>Colm Mac Gearailt</i>) Academic Publishing Rm G.09 4:20 How to get published in an academic journal: Tips from the editors of Irish Educational Studies (<i>Aisling Leavy, Paul Conway, Emer Smyth, Maeve O'Brien, Aidan Seery, Tony Hall, Delma Byrne</i>)
19:30 for 20:00 Pre-Dinner Drinks: Glucksman Gallery Terrace, University College Cork Conference Dinner: <i>FRESCO</i> Restaurant at The Glucksman Gallery, University College Cork						
Late-night Network session at The River Lee Hotel Bar. Social Resilience Training for Researchers; Survivors Photo @ 1am						

ESAI Conference 2017
General Programme Main Conference Day 2
SATURDAY 22April, 2017

REGISTRATION

[Opens 09:00am] Foyer Area; Western Gateway Building, University College Cork

09:30 – 11:00 Session 5	Symposium Room G.15	Sustainability Room G.18	Education Policy Room G.13	Language and Literacy Room G.09	Initial Teacher Education Room G.14	Inclusion Room G.17
	<p>5:0 The Teaching Council@ESAI: an introduction to the Teaching Council's reframed research funding scheme and a series of short talks by teachers who have been identified by TC as leading research-practitioners.</p>	<p>5:1 How does Development Education contribute to the preparation of teachers in a global society? (<i>Deirdre Hogan, Joanne O'Flaherty</i>)</p> <p>5:2 Living tributaries: environmental pedagogies in the 21st century (<i>Judith Madera</i>)</p> <p>5:3 Situating multigrade classes within the education landscape: a preliminary path through the literature (<i>Breed Murphy, Aisling Leavy</i>)</p> <p>5:4 Welfare and Prosecution: the experiences of parents and children referred to the Education Welfare Service in Ireland (<i>Sinead O'Flynn</i>)</p>	<p>5:5 Diane Ravitch: conservative or progressive (<i>D. G. Mulcahy, D. E. Mulcahy</i>)</p> <p>5:6 When curriculum policy meets curriculum practice in the Junior Cycle classroom: Why context matters in the enactment of JC reform (<i>David King</i>)</p> <p>5:7 Changing research and learner mobility: insights from QUAKE (<i>Cathal de Paor</i>)</p>	<p>5:9 The battle of literacy vs numeracy (<i>Kathy O' Sullivan, Niamh O'Meara, Paul Conway</i>)</p> <p>5:10 Evidence-based pedagogies to enhance L2 learning in immersion classes (<i>Sylvaine Ni Aogáin, Pádraig Ó Duibhir</i>)</p> <p>5:11 Towards a language based view of teaching and learning in Irish primary schools: explicating the gap between linguistic research and teaching and learning (<i>Shane Leonard</i>)</p> <p>5:12 Media and violence: does McLuhan provide a connection? (<i>Jane O'Dea</i>)</p>	<p>5:13 Science Teachers' views of education studies vs the natural sciences (<i>Liam Guilfoyle, Orla McCormack, Sibel Erduran</i>)</p> <p>5:14 Creating an online research community in ITE: enhancing practice in contemporary Ireland and beyond (<i>Aoife Lynam</i>)</p> <p>5:15 All aboard or still at check-in? ITE tutors use of digital technologies. Lessons from a small island (<i>Stephen Roulston, Pamela Cowan, Martin Brown, Joe O'Hara, Roger Austin, Paul Conway</i>)</p> <p>5:16 We're not in the money. Counting the costs of being a PME student (<i>Melanie Ni Dhuinn, Mark Prendergast, Andrew Loxley</i>)</p>	<p>5:17 Cascading support from practitioners to learners in FET: learning difficulties and other issues (<i>Jane O'Kelly, John Lalor, Justin Rami, Peter Tiernan, Francesca Lorenzi</i>)</p> <p>5:18 Preliminary findings from LEAP transition programme for gifted disadvantaged kids (<i>Eamonn Carroll</i>)</p> <p>5:19 Team-teaching for inclusion: a critical discourse analysis of team meetings (<i>Eamonn McCauley, Delma Byrne</i>)</p>
11:00	Coffee; Registration Area					

11:30 – 13:00 Session 6	Symposium Room G.15 6:0 NEARI@ESAI: An exploration of how we can drive educational action research work in contemporary Ireland and beyond for teacher-researchers, including the role of the Network of Educational Action Researchers of Ireland (NEARI) in this development. <i>Bernie Sullivan Caitriona McDonagh Máirín Glenn</i>	STE(A)M & TEL Room G.18 6:1 STEM career choices: barriers and influences – a snapshot of the current views of generation Z in Ireland (<i>Mary Mullaghy</i>) 6:2 Video observation of self and colleagues: the development of an emergent framework for reflective practice in early years education (<i>Andrew Dineen, Melanie Ni Dhuinn</i>) 6:3 Data use in secondary schools (<i>Cornelius Young, Gerry McNamara, Martin Brown</i>) 6:4 Investigating the use of computer games to identify high ability students (<i>Emily Church</i>)	Higher Education Room G.13 6:5 Is now the time to re-think how to frame retention and persistence of part-time flexible students in higher education? (<i>Nuala Hunt</i>) 6:6 The social and academic Higher Education experiences of Black and Minority Ethnic (BME) Students in Ireland (<i>Maeve Dunne, Elaine Keane</i>) 6:7 “Very casual, just a chat”: Newly qualified primary teachers’ perspectives on their mentoring experiences during induction. (<i>Dan O’Sullivan</i>)	Inclusion & Exclusion Room G.14 6:9 Supporting the enactment of inclusive pedagogy in a primary school: implications for the new model of allocation (<i>Aoife Brennan</i>) 6:10 Integrated education and deeper learning in Northern Ireland’s Secondary Schools (<i>James Nehring</i>) 6:11 Parents need to play (<i>Michael Shevlin, Miriam Twomey</i>) 6:12 The Nazareth Vocation: Lay/Coadjutrix Sisters and Social Hierarchy in American Convents. (<i>Brian Tittley</i>)	CPD Room G.17 6:14 Ongoing Assessment Using eportfolios: lessons to be learned from a 2 year study of eportfolio integration in Irish secondary schools (<i>Rachel Farrell, Seán Gallagher, Brendan Waldron, Martin Brown, Gerry McNamara, Joe O’Hara, Shivaun O’Brien</i>) 6:15 Self-organised CPD - the TeachMeet phenomenon (<i>Mags Amond, Richard Millwood, Keith Johnston</i>) 6:16 Learning by doing: A model of continuing professional development for data-use in school self-evaluation (<i>Shivaun O’Brien, Gerry McNamara, Joe O’Hara, Martin Brown</i>)
<div>Close of Conference</div>					

Conference Abstracts

SYMPOSIUM

FRIDAY 21TH APRIL 9.30-11.0

SYMPOSIUM 1.0; Rm G.14

SYMPOSIUM TITLE: RESEARCH EXPERTISE EXCHANGE.

Constructing a community of practice through an online social network for Irish teachers and other educational researchers.

CONTRIBUTORS: Dr Jennifer McMahon, Ms Eadaoin Slattery, Mr Des Carswell, Dr Paul Flynn, Ms Marie Ryan, Mr Patrick Burke, Dr Marek McGann.

DISCUSSANT: Dr Paul Flynn

Presented in this symposium are four case studies that investigate the tentative emergence of a community of practice (CoP) within the teaching profession in Ireland within the technology enhanced learning environment (TELE) - Research Experience Exchange (REX). REX is an online social network for Irish teachers and other educational researchers. Through this online social media engagement participants in the case studies presented established relationships based upon common research experience and interests that would have been difficult without the infrastructure that REX provides. Case Study 1 explores how undergraduate preservice teachers negotiate collaborative research projects mediated through the REX environment. Case Study 2 problematises that individualistic nature of 'traditional' research paradigms and articulates the advantages of collaborative engagement through REX. Case Study 3 delves into the impact of such collaborative engagement on the attitude of participants to the process of research and Case Study 4 focuses on the connection between pre-service and in-service teachers facilitated by REX. All of the case studies, in this multisite study explore the development, consolidation and impact on students as a result of participation in the CoP established by REX and how this TELE was viewed by participants in the development and execution of their respective research studies.

FRIDAY 21TH APRIL 9.30-11.0

SYMPOSIUM 1.0

[1] Developing and supporting Educational Communities of Practice for Research Literacy

Jennifer McMahon & Eadaoin Slattery

New developments within education posit research as central to teacher education at all levels and requires curricular scaffolding. Communities of practice offer a means of supporting research literacy and bridging the theory and practice divide that exists between teachers in training and those in practice. To establish a community of practice that addresses issues of research, theory and practice models of research collaboration between in-service and pre-service post-primary teachers were piloted using the Research Expertise Exchange (REX) online platform. The current report outlines how the REX facilitated a community of practice in two undergraduate modules, Understanding Young People and How They Learn ($n = 232$) and Inclusive Education ($n = 82$), at the University of Limerick. Over a four-month period, groups of students collaborated with in-service teachers using the online platform. Teachers identified an issue from the classroom related to the module area. These issues then served as the focal point of research collaboration, engagement and activity between the in-service and pre-service teachers. Data collection is ongoing. Analysis includes evaluation of interviews with participating in-service teachers in addition to focus groups with pre-service teachers. Outcomes will be discussed in terms of the value of REX in supporting a situational learning community of practice to support research literacy for both in-service and pre-service post-primary teachers.

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SYMPOSIUM 1.0

[2] REX: Problematising Research Paradigms

Des Carswell

The REX project group "Problematising Research Paradigms" was formed with the intention of creating a safe discursive space for postgraduate researchers to explore their ontological, epistemological, axiological and methodological research frameworks. Generally speaking, the development of these frameworks tends to be solitary, demanding, in terms of interdependency, and ultimately somewhat difficult to articulate. The forum is designed to create a safe space for the articulation of incomplete thoughts and to facilitate a shared space to wonder and wander. Two readings are forwarded via REX on Monday mornings for face-to-face discussion on Wednesday evenings. The intention is to use the project feed to pair researchers with similar research interests while simultaneously offering the possibility of auditing discussion strings to inspire alternate frameworks.

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SYMPOSIUM 1.0

[3] REX: Developing a positive attitude towards action research in an undergraduate ITE programme through participation in an emergent community of practice.

Paul Flynn

Enrolling in an undergraduate second level initial teacher education programme can be a daunting undertaking for students who are, themselves, recent graduates of the very system that they will return to for school placement. Successful completion of the Bachelor of Mathematics & Education (BME) programme at NUIG requires the successful completion of an Action Research project carried out in the final two years of this four year programme. This project is the first time that such students will engage in research practices and they often express feelings of isolation, frustration and a sense of being overwhelmed by the research process ahead of them. This study tracks a cohort of 3rd year BME students (n=20) as they embark upon their Action Research journey. Each participant was initially tasked with engaging with the REX community with a view to connecting with in-service teachers and established academics that might inform their research activities. Specifically, this study seeks to investigate how these novice researchers integrate into the REX community of practice and how such an integration impacts upon their research journey. Preliminary findings indicate that participation, while tentative, established a positive disposition towards their research process

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SYMPOSIUM 1.0

[4] Supporting Collaborative Research Engagement between In-Service Primary Teachers and Pre-Service Teachers: A Model Using REX (The Research Expertise Exchange) Online Platform

Maire Ryan, Patrick Burke, Marek McGann;

Policy changes, as well as the profession-wide shift toward expectations of research-informed practice and evidence-informed decision making in schools, have driven changes in initial teacher education to include more research engagement and research activity. With the aim of ensuring that academic research practice becomes more integrated with in-school professional activity, models of collaboration between in-service teachers and students in initial teacher education have been piloted. This report outlines a “research teams” model in two undergraduate modules in Mary Immaculate College; Educational Psychology (n= 32) and Contemporary Issues in Language and Literacy (n=42). Small groups of students collaborated with at least one in-service teacher through the REX online platform as research teams. Teachers identified practice-relevant queries based on their own professional experience, relevant to the module area. These experiences served as the focus for critical engagement with the research literature by students, who remained in regular communication with the teachers. Data collection is on-going. Analysis includes evaluation of transcripts of interviews with participating teachers, as well as focus groups with student research groups. Outcomes will be discussed in terms of potential for further collaboration between in-service and pre-service teachers, and the value of REX in supporting student-teacher collaborations.

Session 1 Papers

FRIDAY 21TH APRIL 9.30-11.0

SESSION 1: EDUCATION POLICY, Rm G.09

1.1 Opening up Education in Irish Universities: An analysis of institutional strategy and macro-level policy

Mairéad Nic Giolla Mhichíl

Mark Brown

Eamon Costello

Enda Donlon:

Dublin City University

Dr Mairéad Nic Giolla Mhichíl is a Senior Lecturer in Information Technology and a Senior Research Fellow with the National Institute for Digital Learning. Mairéad is an OpenUpEdu expert and has conducted research into supra-national and national policy areas in higher education.

Professor Mark Brown is Director of the National Institute for Digital Learning at Dublin City University. Mark is a member of the Executive Committee of the European Distance and E-Learning Network and has published extensively in the area of online, blended and digital learning.

Dr Eamon Costello is co-Head of the Open Education Unit which is part of the National Institute for Digital Learning in Dublin City University. He has research interests in digital, online and open learning and expertise in developing and delivering online programmes.

Dr Enda Donlon is a lecturer in Digital Learning in the school of STEM Education, Innovation and Global Studies at the DCU Institute of Education, where he teaches on the use of ICT in teaching and learning.

25 years have passed since UNESCO established the term *education resources* and outlined a global mandate to support education for all. The broader notion of open education has evolved as a supra-national policy objective of the European Commission for its member states. In 2013, the Open Up Education Communication was published and in 2015 the objectives of open education were incorporated into the Commission's strategic framework for Education and Training, ET2020. Nationally, the Higher Education Authority and the National Forum for Teaching and Learning have published policy documents relating to elements of open education and the wider sector's policy objectives. This paper analyses element of the policy process as it is unfolding in Ireland and focuses in particular on the strategic alignment of the supra-national and national policy objectives within institutional policy texts. This analysis uses an adapted version of the OpenEdu framework to assess published institutional policy in this area. The OpenEdu framework developed by the European Commission's Joint Research Centre is both an evaluation and developmental instrument. It is available to institutions to facilitate strategic decision relating to wider concepts associated with open education. The framework incorporates ten dimensions of core areas related to open education such as research, collaboration and content which are intersected by four transversal dimensions that underpin institutional implementation. These transversal elements include strategy, technology, leadership and quality. This paper seeks to focus on considering the core areas and their treatment within institutional strategic documentation. The significance of this analysis is to determine the level of harmony and potential for micro-policy implementation within Irish universities to realise open education supra-national and national policy objectives.

FRIDAY 21TH APRIL 9.30-11.0

SESSION 1: EDUCATION POLICY, Rm G.09

1:3 (Re)constructing the teacher: a study of the relationship between education policy and teacher identity in Irish post-primary education.

**Clíona Murray;
Maynooth University**

Clíona Murray is a post-primary teacher and is currently undertaking a PhD at Maynooth University. Her research interests include feminism, narrative theory, education policy studies and teacher identity.

Education policy at the macro-level is often based on a notional 'ideal school', leaving no room for the inevitable disruptions that occur when planned policies encounter the realities of life in schools. By paying closer attention to the micro-level of individual practice, a better understanding can be developed of the complexities of the policy enactment process and of the implications of this process for both teacher identity and education reform. This paper explores the processes through which the macro, in the form of policy, and the micro, in the form of teacher identity, interact in the context of post-primary education in Ireland.

By examining the biographic narratives of mid to late-career teachers and highlighting the socially and temporally situated nature of those narratives, the paper illustrates how individual teachers' narratives of professional identity are influenced by national and international discourses of teacher professionalism (Biesta, 2015). It looks at how teachers negotiate space for individual identity narratives within dominant discourses and how those individual narratives in turn shape teachers' engagement with policy. The idea of interaction is key here, as the study understands policymaking as an ongoing process which does not end with the production of a policy document but continues through the interpretation and enactment of those policies at the level of practice (Braun et al., 2011).

The study is located within a feminist poststructural framework and, in line with the feminist tradition, the study engages with questions of how assumptions and discourses on the macro level are negotiated and reinterpreted at the individual level, and how individual agency operates in these processes. The study brings together the work of Adriana Cavarero and Judith Butler. It adopts Cavarero's narrative theory of identity (Cavarero, 2000; Tamboukou, 2010) and is also shaped by Judith Butler's work on identity, in particular her theories of performativity. Bringing these theoretical influences into conversation allows the study to explore the ways in which the individual draws on narratives and memory in constructing an identity while also highlighting the power of dominant discourses in shaping the limits of those narratives (Butler, 2001; Forrest et al., 2010).

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SESSION 1: EDUCATION POLICY, Rm G.09

1:4 Policies and Practice for Irish – how Irish WordBricks can help bridge the gaps

**Monica Ward, Maxim Mozgovoy, Marina Purgina:
Dublin City University, University of Aizu, University of Aizu**

Monica Ward is a Computer Assisted Language Learning (CALL) research with extensive expertise in CALL resources for Irish. Maxim Mozgovoy has developed the WordBricks tool for language learning. Marina Prugina is adapting the WordBricks tool for Irish.

The policy for the teaching of Irish in primary schools is outlined in the NCCA (NCCA, 2015). This document outlines the curriculum for English and Irish in the primary school context in Ireland. Ó Duibhir and Cummins (2012) list several key

features of language learning. They state that it is beneficial for learners to have enjoyable interactions in and increased exposure to the language. They note that learners can avoid re-enforcement of errors if there is explicit teaching of form including certain grammatical features. They state that language learning is increased if there are opportunities to produce language including written language. While teachers strive to implement the policy, it can be challenging to ensure that these key principles are observed.

Irish WordBricks (IWB) is an app designed for enabling learners to produce grammatically correct sentences in Irish. It uses a set of language blocks (language components) that have a distinct shape and colour and only permits learners to build a sentence with the correct words in the correct word order. The IWB is aligned with the primary school curriculum and there are sample sentences for each grammatical topic and a free-form mode where learners can make their own sentences.

IWB address some of the gaps between policy and practice in the case of Irish. It is interactive and enjoyable. It has a fun, colourful interface that appeals to young learners. By virtue of the fact that students like to use the app, they will automatically have increased exposure to the language. Learning grammar is generally not very exciting for students, but with IWB they can try to produce different sentences and will only be able to produce correct ones. This will help to avoid the problem of re-enforcement of errors as it can be difficult for a teacher to correct individual errors in a class of 30 students. One of the difficulties that students encounter when having to write in Irish is that they may not be able to spell a word correctly or they may dislike the actual physical act of writing. IWB overcomes these difficulties as the students do not have to write the words, they simply select the ones that they to use. This deals with both the spelling and handwriting issues.

This paper provides an overview of the IWB app and shows how it aims to cover some of the gaps between policy and practice in the teaching of Irish.

FRIDAY 21TH APRIL 9.30-11.0

SESSION 1: EDUCATION POLICY, Rm G.09

1:2(b) Changing beliefs, changing practice: action research as a catalyst for change in out-of-field maths teaching.

Dr Ciara Lane, Dr Máire Ní Riordáin:

EPI STEM UL; UCC School of Education.

Dr Ciara Lane is a Projects Officer in Mathematics in EPI-STEM, National Centre for STEM Education, Department of Education and Professional Studies, University of Limerick.

Dr Máire Ní Riordáin is a Senior Lecturer in Education in the School of Education, UCC. Máire's expertise is in mathematics education and teacher education. Her key research interests include bilingualism and mathematics teaching/learning; teacher professional development and teacher inquiry.

Second level mathematics education in Ireland entered a phase of rejuvenation in the last decade with the introduction of a new syllabus in 2010. The new syllabus, at its core, accentuated real-world mathematics and student-centred pedagogy. Yet, students in Ireland reported the highest occurrence of teacher-oriented instruction compared to student-oriented instruction for all countries that participated in PISA 2015 (OECD, 2016). Concurrently, there were concerns about the number of out-of-field teachers teaching mathematics at post-primary level, where research has found that 48% of teachers who are teaching mathematics are not specifically qualified to do so (Ní Riordáin & Hannigan, 2011). In response, a Professional Diploma in Mathematics for Teaching (PDMT) was designed and implemented from 2012 to upskill these teachers. As part of the PDMT, teachers are required to complete an action research project. Examining one's own practices is the core form of action research utilised in the PDMT (McNiff & Whitehead, 2006). To date, over six hundred teachers have carried out such a project. Given the acknowledged relationship between teachers' beliefs and practices (Zhang & Morselli, 2016), teachers' action research projects are a natural facilitator for reflecting on, and possibly transforming, their beliefs about teaching and learning (Fives & Gill, 2015). Direct transmission oriented beliefs of teaching and learning imply that teachers transmit knowledge directly to learners who absorb this knowledge as passive receivers, whereas constructivist beliefs view learners as active constructors of their own knowledge (Hahn & Eichler, 2017). Constructivist beliefs are more aligned with the new syllabus requirements. Utilising a document analysis approach, teachers' submitted action research papers were qualitatively analysed for evidence of reported beliefs and practices that relate to direct transmission and/or constructivism. Analysis of the action research papers expounds a genuine tension already existing in these out-of-field teachers' own beliefs and practices. In particular, new curricular changes to the Irish post-primary mathematics syllabus had a significant impact on their reasoning about the importance of mathematics and how they teach mathematics. The findings indicate the presence of both belief categories, with the action research project facilitating a transition from direct transmission to constructivist beliefs about and practices in teaching and learning mathematics. Additionally, completing an action research project facilitated teachers' engagement in a journey of self-learning whereby they questioned their beliefs and practices, as well as improving knowledge and confidence in implementing a constructivist approach to teaching and learning mathematics.

FRIDAY 21TH APRIL 9.30-11.0

SESSION 1: MATHEMATICS, Rm G.17

1:5: Strengthening the Bridge between Primary and Secondary Mathematics Education

Mark Prendergast; Niamh O'Meara; Clare O'Hara; Lorraine Harbison; and Ian Cantley

University of Dublin, Trinity College; University of Limerick; Central Statistics Office; Dublin City University; and Queen's University Belfast

Dr Mark Prendergast is a secondary level mathematics education lecturer in Trinity College Dublin.

Dr Niamh O'Meara is a lecturer in mathematics and secondary level mathematics education in the University of Limerick..

Dr Clare O'Hara is a Trinity College Dublin PhD graduate. She currently works for the Central Statistics Office.

Dr Lorraine Harbison is a primary level mathematics education lecturer in Dublin City University

Dr Ian Cantley is a secondary level mathematics education lecturer in Queen's University Belfast. He currently co-ordinates and teaches on the Postgraduate Certificate in Education (PGCE) Mathematics programme.

The transition from primary to secondary school presents a significant challenge with lasting effects on the educational career of the pupil. This move, which typically occurs between the ages of twelve and fourteen, is deemed to play a central role in the achievement, well-being, and mental health of the individual (Zeedyk et al., 2003). Internationally, much research has been carried out to investigate this transition and the issues surrounding it in more detail. According to Bicknell, Burgess and Hunter (2009) such issues are complex and involve challenges from a social, academic and systematic perspective. Paul (2014) surmises that the requirements of the transition, such as adjusting to different subject requirements and teacher expectations, coupled with managing multiple deadlines, increase the danger of pupils developing negative attitudes towards their school, their relationships with teachers, and teaching and learning.

One of the main subjects that is affected by an unsuccessful transition is mathematics (McGee et al., 2003; Grootenboer & Marshman, 2016). It has been documented that difficult transitions may result in pupils' interest and liking for the subject decreasing, which can lead to disengagement and result in reduced levels of self-confidence and motivation (Attard, 2010; Paul, 2014). While much of the research to date has focused on the views of pupils, this article describes the results of a survey undertaken in the Republic of Ireland, in which the views of primary and secondary teachers were ascertained with regard to the transition process. Specifically, we sought to determine the main issues regarding the transition and how the process could be improved. A total of 296 primary and 171 secondary teachers completed the questionnaire. Results showed that teachers of both levels identified similar issues such as a lack of continuity between curriculums, a lack of knowledge of each other's curriculum and a lack of communication between both levels. Many of the teachers suggestions on how the transition process could be improved centred around these issues, as well as highlighting a need to provide professional development opportunities for teachers of both levels.

The findings of this research are particularly timely and relevant in Ireland as one of the Government objectives in the 'Action Plan for Education 2017' is to improve the transition of learners at critical stages in the education system (Department of Education and Skills, 2017).

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SESSION 1: MATHEMATICS, Rm G.17

1:6 Children's observations of structure within shape patterns: an exploration of catalysts that supported children in achieving a broader perspective.

Aisling Twohill:

DCU, CASTeL

Aisling Twohill is a lecturer in Mathematics Education, in the School of STEM Education, Innovation and Global Studies, DCU Institute of Education. She is studying towards her PhD in the area of mathematics education, and her research encompasses the algebraic thinking of children attending primary school, patterning, the role of shape patterning in children's developing thinking, and assessment of children's thinking through task-based interviews. Other interests include the complex interplay between theory and practice in teacher education.

Constructing general terms for shape patterns supports children in reasoning algebraically about covariance and rates of change (Rivera and Becker 2011). In this paper, I present findings from a research project where I investigated the strategies children attending Irish schools used when asked to solve shape patterning tasks. The research instrument was a task-based group interview, and the children's interactions shed light on a number of catalysts for the broadening of children's observations of the pattern structure. Such catalysts included peer interactions, concrete materials, and teacher prompts.

In this paper, I draw attention to children's observations of structure. I present evidence of children applying recursive, whole-object and explicit thinking as they sought to construct general terms for the patterns presented (Lannin, 2006). I also highlight incidents when children's observations of numerical and figural thinking supported their exploration of the

pattern structure (Rivera and Becker, 2011). In seeking to explore why some children broadened their observations from an initially narrow or limited perspective I trace the interactions of children who demonstrated explicit thinking following initial inclinations to reason recursively. Explicit and recursive thinking are both appropriate strategies in seeking to explore patterns, and should not be considered as hierarchical in nature (Watson, Jones and Pratt, 2013). However, Lannin (2004) stated that when children begin to explore the structure of patterns, their natural tendency inclines towards a 'recursive approach' and that intervention may be supportive in facilitating children in observing relationships between a term number and the quantity of elements within components of the corresponding term.

Mason (2017) emphasises the need for research in algebraic thinking to inform teacher actions, and for such actions to broaden children's observations of structure. There is no content relating to generalisation in the Irish Primary School Mathematics Curriculum, and the patterning content is limited in terms of children's observations of structure (Government of Ireland, 1999; Twohill, 2013). Also, the value inherent in children constructing understanding is largely accepted in mathematics education research, but teaching approaches underpinned by transmission persist in many classrooms in Ireland (Dooley 2011; Nic Mhuiri 2013). The success achieved by some children in this research, on novel high-order tasks demonstrates the efficiency of discovery methods, and points to the benefits of specific catalysts to support children's observations of structure.

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SESSION 1: MATHEMATICS, Rm G.17

1:7: In-field and out-of-practice

Kathleen Walsh:

University College Cork

Kathleen is a secondary school teacher currently researching mathematical reform.

In recent times the mathematical landscape in Irish second-level schools has changed dramatically. Reform in the shape of Project Maths has taken practitioners out of their comfort zone, positioning them as novices in their field. Now more than ever research is needed to cast light on the lived world of the teacher. Inquiry provides a means by which mathematicians can reflect on practice, understand change and search for solutions in an effort to improve the teaching and learning of their subject. It is from such a perspective that the current paper takes its focus. Many studies have explored the experience of the out-of-field teacher teaching mathematics. The practice of allocating mathematics classes to out-of-field practitioners has been a widespread occurrence in many second level schools. Falling numbers studying the subject at third level is at the root of this phenomenon. Research conducted by Ni Riordain and Hannigan (2009) found that 48% of teachers teaching mathematics did not hold a recognised qualification in the subject. Mathematical revision has acknowledged this deficit. September 2012 saw the launch of the Professional Diploma in Mathematics for Teaching. Upskilling was offered through NCE-

MSTL to all those instructing outside their field of expertise. While this development has been seen as a positive move it does carry negative implications for in-field practitioners. The aim of this paper is to describe the impact of additional training on those already teaching mathematics. It is based on a study of teacher self-efficacy at a time of mathematical reform. Research revealed that while practitioners welcomed professional development for their out-of-field colleagues they were somewhat anxious about their own position in the mathematics department. They might be in-field but could they find themselves out-of-practice?

FRIDAY 21TH APRIL 9.30-11.0

SESSION 1: MATHEMATICS, Rm G.17

1:8 Endorsing the narrative of bilingual learning in mathematics to inform educational policy and practice

Dr Máire Ní Riordáin, Dr Éilís Flanagan:

School of Education, University College Cork.

School of Education, NUI Galway

Dr Máire Ní Riordáin is a Senior Lecturer in the School of Education, UCC, whose research interests include bilingualism and mathematics, mathematics teacher professional development and practitioner research. She is the Principal Investigator on the M²EID project.

Dr Éilís Flanagan lectures in Education and is a Post-doctoral Research Fellow in Mathematics Education (M²EID project) with the School of Education, NUI Galway, whose research interests include English education, STEAM, bilingualism in learning, Design-Based Research (DBR), and Discourse and video analysis.

Classrooms around the globe cater for varied linguistic and cultural backgrounds within the context of changing demographics and the narrative of reforming education systems (Barwell, Barton & Setati, 2007). Therefore, there is a need to consider how and when learners use their languages for learning. This is especially crucial within mathematics

education since language is central to engaging with the discourses particular to this subject (Sfard, 2008). Within this context lies a gap in the research relating to the specific role of the languages employed by learners when engaged in mathematical learning (Barwell, Barton & Setati, 2007). Consequently, this paper reports on how instructors employ particular discourse tenets within bilingual practices to encourage learner's conceptual thinking in mathematics. Of particular significance, is exploring how these findings occupy that chasm between education policy and practice and what characterises a framework that could potentially translate such findings into practice.

The paper draws from the authors' current study entitled M²EID, which is investigating Mathematical Meta-level developments in English and Irish language Discourses, within a bilingual undergraduate mathematics module. This is a mixed-methods study, comprising approximately 40 hours of video-recorded lectures, questionnaires, cognitive interviews and students' learning artefacts. The research is underpinned by Sfard's (2008) commognitive framework for examining learning in situ, which is founded on the principle that thinking is a form of interpersonal communication and that learning mathematics entails extending one's discourse. Accordingly, the authors perceive mathematics as a discourse and as such learners need to be facilitated towards their initiation into that discourse and supported, by way of instruction or teaching, to achieve substantial discursive shifts to enhance their conceptual learning in mathematics (Sfard, 2008). This paper outlines the tenets particular to the commognitive approach and focuses explicitly on the application of one of these tenets, Endorsed Narratives, by instructors within a bilingual mathematics learning context. We discuss how instructors negotiate and employ Endorsed Narratives to support students' meta-level thinking in mathematics in English and Irish languages. Findings are discussed in relation to the texts (written or spoken) employed by instructors to describe objects and interrelated processes within mathematics learning and how endorsement, modification or rejection of these texts are subsequently facilitated and supported by instructors. The findings are also considered in the context of both English and Irish languages. Lastly, the paper characterises a potential framework for translating such findings into practice across cognate disciplines and educational environments.

FRIDAY 21TH APRIL 9.30-11.0

SESSION 1: RESEARCH, Rm G.18

1:9 Problematising Ethnography and Case Study: Reflections on using ethnographic techniques and researcher positioning.

Prof Marie Parker-Jenkins:
University of Limerick

Marie Parker-Jenkins is Professor of Education in the School of Education, University of Limerick, and Co-Director of the Research Centre for Education and Professional Practice. Before having an academic career in the UK, she taught in Bermuda, Canada and Australia where she obtained practical knowledge of working with children from culturally diverse backgrounds. She has taught at seven universities in 3 countries, and the overall theme of her research is that of Social Justice, drawing on human rights law, issues of ethnicity and school leadership which she has explored in over 100 books, articles and conference papers.

This paper was prompted by the question, what do we mean by conducting 'ethnography'? Is it in fact 'case study' drawing on ethnographic techniques? My contention is that in many cases, researchers are not actually conducting ethnography as understood within a traditional sense but rather are engaging in case study, drawing on ethnographic techniques. Does that matter you might ask? Well it determines what we can expect to discover from a research project in terms of results and the unearthing of deeper complexities. I frame the discussion around a set of closely related issues, namely: ethnography, case study and researcher positioning, drawing on ethnographic techniques and fieldwork relations. The original contribution of the piece and overall argument is that research can represent a hybrid form, and based on my experience, I propose a new term 'ethno-case study' that has advantages of both ethnography and case study.

Reflection on my own research concerning social justice issues has prompted a number of on-going challenges and they serve as the basis for discursive reflection on personal use of ethnographic techniques. In part, the article builds on the work of Hammersley (2006) which helps inform initial discussion exploring the meaning of 'ethnography'. In addition, I argue that as methods evolve the new term, that of 'ethno-case study' might better convey the sense of an inquiry concerning people which employs techniques associated with long-term and intensive ethnography but which is limited in terms of scope, time in the field and engagement with data.

This new concept is particularly useful for practitioner research as advocated by the Teaching Council and the undertaking of small-scale work related to priorities such as teaching in a changing society.

FRIDAY 21TH APRIL 9.30-11.0

SESSION 1: RESEARCH, Rm G.18

1:10 A Wengerian value-creation framework analysis of the SCoTENS project: reflections on learning and boundary-crossing in evolving landscapes of practice

M Campbell, L Clarke, P Cowan, C Galvin, K Hall, G Magennis, T O'Doherty, N Purdy::

St Angela's College, Sligo; Ulster University; Queen's University, Belfast; University College, Dublin; University College, Cork; St Mary's University College, Belfast; Mary Immaculate College, Limerick; Stranmillis University College, Belfast

The authors are members of the Steering Committee of SCoTENS, the all-Ireland Standing Conference on Teacher Education North and South. SCoTENS is a network of 37 colleges of education, university education departments, teaching councils, curriculum councils, education trade unions and education centres on the island of Ireland with a responsibility for and interest in teacher education.

SCoTENS was established in 2003 to create a safe space for teacher educators – North and South– to come together and discuss issues of common interest, and explore ways of co-operating closely together. A part of the broader peace dynamic that was gathering momentum on the island of Ireland at the time, it has always been rooted in the deepest commitment to quality teaching *and* learning for all. It is believed that that SCoTENS is the only network of its kind operating across a contested border in the world

This collaborative paper takes Wenger's recently developed value-creation framework and uniquely applies it to the particular social learning space created through SCoTENS since its establishment. The paper considers the original aims of SCoTENS, traces the development of the project and explores the continually evolving landscapes of practice within which teacher educators have encountered boundaries between multiple communities of practice.

In so doing it is argued that SCoTENS has engaged in brokering, facilitating cross-boundary learning experiences and creating boundary objects in which teacher educators North and South have been able to engage in value-laden cross-boundary learning.

The paper presents initial critical reflections by current members of the steering committee on Wenger-Trayner and Wenger-Trayner's seven value-creation cycles in its application to the SCoTENS project. These reflections lead to a series of tentative conclusions about the future of this particular social learning space created and facilitated by teacher educators north and south of a border which is still contested and which looks set to become increasingly "hard" in the post-Brexit years to come.

FRIDAY 21TH APRIL 9.30-11.0

SESSION 1: RESEARCH, Rm G.18

1:11 Mind the Gap: Developing the roles, expectations and boundaries in the doctoral supervisor-supervisee relationship.

**Patricia Mannix McNamara, Marie Parker-Jenkins:
University of Limerick**

Patricia Mannix McNamara (PhD) is a Senior Lecturer in Education and Deputy Head of the School of Education at the University of Limerick. Patricia's research areas include wellbeing, bullying (workplace and school) organisational climate and supervision. She has published three books and several research papers in these research fields.

Marie Parker-Jenkins is Professor of Education in the School of Education, University of Limerick, and Co-Director of the Research Centre for Education and Professional Practice. Before having an academic career in the UK, she taught in Bermuda, Canada and Australia where she obtained practical knowledge of working with children from culturally diverse backgrounds. She has taught at seven universities in three countries, and the overall theme of her research is that of Social Justice, drawing on human rights law, issues of ethnicity and school leadership which she has explored in over 100 books, articles and conference papers.

Do we really need boundaries between doctoral supervisor and supervisee when we are talking about mature learners? Drawing in part on reflection from my experience in this area, I believe it is critical to maintain a divide. There is an increase in doctoral students, proliferation of doctoral programmes globally and practices which vary from context to context. A shared concern, however, is the engagement between the supervisor and the supervisee which can be mutually unsatisfactory. Why is this relationship sometimes so problematic for both parties? What kind of relationship is most appropriate and beneficial, and to what extent does this academic engagement need rethinking?.

Institutions globally have been expected to increase their intake of postgraduate students, and within a European context, the *Bologna* (European Commission 1999) and *Lisbon Treaties* (Gov.UK 2008, European Parliament 2007) have helped inform higher education standards and the lifelong learning agenda. Similarly in North America, the up-skilling of the workforce to doctoral status has resulted in a proliferation of doctoral level courses and pathways. Statistically, there is a

worldwide increase in research doctorates each year. For example in 2011, just under 49,000 were awarded in the US and 6,780 in Australia, while India aims to graduate 20,000 by 2020 (Group of Eight 2013)

Doctoral programmes need to have structures in place which reflect the mature learner and the diversity of overlapping personal, academic and professional identities (Smith 2008).

Drawing on a critical literature review; personal experience from teaching at seven universities in three countries ; the supervision of over 20 doctorates to completion and extensive examining experience, this paper explores the supervisor-supervisee relationship. I frame the text around the issues of roles, expectations and boundaries and the way this particular educational relationship needs to be placed and maintained on a professional basis which recognises both parties in the enterprise. The article is a discussion piece and aims to contribute to the debate about good practice for supporting completion of doctoral studies and avoiding the situation of 'when things go wrong'.

This topic is particularly timely as, 'doctoral studies programmes in education are again on the rise' (ESA/ Conference theme 2017) and *the Teaching Council* has prioritised the continuum of teacher education and lifelong learning.

FRIDAY 21TH APRIL 9.30-11.0

SESSION 1: RESEARCH, Rm G.18

1:12 Living Research: An Analysis of the Research Supports Identified by the Full Spectrum of Practitioner-Researchers

Caitriona McDonagh:

UL

Dr Caitriona McDonagh has spent many years as a primary teacher. She is a supervisor for school placement with the Froebel Department of Primary and Early Childhood Education, and supervised action research projects in Mathematics for postgrad students at the University of Limerick, Ireland.

How might we best help practitioner-researchers to conduct living research into their practice? By living research, I mean exploring 'how you might engage in an authentic, practical and personalised framework for conducting critical reflection and action on your educational practice' (Sullivan et al 2016). The practitioner-researchers are participants in the Network of Educational Action Researchers of Ireland (NEARI see www.eari.ie), which provides a platform for the encouragement and support of action researchers who are conducting rigorous and evidence-based work (Ferguson 2016).

This paper examines the last 2 years for this multi-sectoral group, who were hungry for professional nourishment, and analyses

- 1) why there was such variety in the membership across all levels and fields of education from student teachers to research lecturers and from such varied disciplines as pharmacy medicine, construction, school leadership, teaching and learning
- 2) The topics this group of educators chose to examine collaboratively
- 3) The networking processes they selected and how these nurtured them
- 4) The collaborative strategies they chose to support them in sharing expertise

We learned that their recommendations may have the potential to contribute to new ways of supporting meaningful, accredited and non-accredited, educational action research in Ireland. We compare our new learning with a 'panorama of action research around the world' Bruce and Rowell 2017: xiv) and networks of action researchers (Riel 2017) including efforts to link university-based action research with larger communities of practice (Thomas 2017) and the use of theory as a 'binding element in growing a network of colleagues across diverse social and cultural domains of practice'.

FRIDAY 21TH APRIL 9.30-11.0

SESSION 1: CHANGING PRACTICE, Rm G.13

1:13 CTwins: Does Computational Thinking win when Coding Twins are born?

Elizabeth Oldham, Pamela Cowan, Richard Millwood, Glenn Strong, Nina Bresnihan, Mags Amond, and Lisa Hegarty

All the authors are partners in the CS4HS (Computer Science for High School) funded research project and represent the cross-border study of programming in second-level schools in the island of Ireland. The authors form an interdisciplinary team of educationalists and computer scientists.

Computational Thinking through learning to programme in pairs called 'twins'. Paired programming has been shown to have positive effects on novice programmers' performance, in addition to increasing their confidence over time.

The 'twins' agree to produce a creative piece (such as an artwork or a subject-specific game) and take turns at contributing to the final product. Participants communicate and reflect in an online community; they are purposely chosen to be geographically and educationally-culturally distant from one another by twinning one person from the Republic of Ireland with one from Northern Ireland. This also ensures the paired programming processes are recorded, and tests a process that may be viable for isolated teachers.

An action research approach in two cycles was undertaken, using mixed methods data collection including two pre and post surveys, a focus group and postings from the online community. The first survey measured confidence in programming and the second 'grit'. Preliminary analysis reveals high levels of grit, indicating that the participants were likely to persevere with programming, and also that participants' confidence had risen by the end of the project. Posts in the online community were analysed to triangulate the survey results. An exhibition of the products at the end of each cycle was the occasion for a focus group for joint reflection and evaluation.

This paper describes the implementation of the CTwins strategy, presents the initial results and discusses the implications for further work.

FRIDAY 21TH APRIL 9.30-11.0

SESSION 1: CHANGING PRACTICE, Rm G.13

1:14 Computational Thinking: Are we all on the same page?

Colette Kirwan, Eamon Costello, Enda Donlon:

Dublin City University

Colette Kirwan PhD Candidate (School of Stem Education, Innovation and Global Studies) DCU

Eamon Costello: Co-Head Open Education

Open Education Unit, National Institute for Digital Learning, DCU

Enda Donlon, Digital Learning Lecturer (School of Stem Education, Innovation and Global Studies) DCU

What is Computational Thinking? How is it defined? Who is talking about it and why?

Computational Thinking as an idea was popularised in 2006 by Jeannette Wing and has since gained mainstream attention. Former President Obama addressed this subject in his January 2016 "Computer Science For All" initiative address. Closer to home, our minister of Education and Skills recently announced his goal to add coding to the primary curriculum with the aim of ensuring students are taught computational, flexible and creative thinking skills (DES, 2016). In 2018, Computer Science is scheduled for inclusion on the Leaving Certificate Examination; the proposed curriculum will focus on "computational thinking and coding"(O'Sullivan, 2017).

Computational Thinking suffers from definitional confusion. Its exact meaning is frequently debated, but its definition has implication for how it is taught in schools.

How can we teach or integrate a subject into the curriculum if we don't know have a consensus on its definition? Does it matter?

This presentation starts with first reviewing how Computational Thinking is defined in academic literature according to a systematic literature review. A rationale for using a systematic literature review is given, the methodology outlined and initial findings presented

This is followed by an outline of the methodology and results of a thematic analysis conducted on coverage of Computational Thinking in the Irish media. In telling the story of Computational Thinking in the Irish media, this paper will contribute to the evolving debate and policy on this issue by highlight the popular understanding of Computational Thinking and its perceived importance.

FRIDAY 21TH APRIL 9.30-11.0

SESSION 1: CHANGING PRACTICE, Rm G.13

1:15 Towards Ireland's Action Plan for Education 2016 – 2019: Deconstructing Local Education Clusters in a Monocentric system. First empirical evidence from Ireland.

Dr Martin Brown, Prof Gerry McNamara, Prof Joe O'Hara, Dr Shivaun O'Brien
EQI: The Centre for Evaluation, Quality and Inspection, DCU Institute of Education

The authors are all based at DCU Institute of Education and have published extensively as researchers within EQI - The Centre for Evaluation, Quality and Inspection, DCU Institute of Education

Formalised educational networks are beginning to emerge in countries throughout Europe. These networks have similar functions such as peer support and collaborative planning to improve an aspect of teaching and learning among schools in a geographical location (Ehren et al., 2017). Educational networks, such as those found in Northern Ireland, have also been established to make more efficient use of human and/or physical resources (Brown et al. 2015). Consistent with this trend towards New Public Governance (Theisen et al. 2016), educational networks are also beginning to emerge in Ireland. As part of the Programme for Government 2016-2019 (Government of Ireland 2016), formalised educational networks, referred to as local education clusters, are being established through a process of incentivised participation among schools in geographical locations throughout Ireland.

The purpose of these networks is similar to other established educational networks in Europe; that is, to deliver improved services for learners in a local area and 'to allow for cost reductions through economies of scale' (Department of Education 2016, p.16). However, in Ireland, for those who are at the receiving end of this new mode of localised governance, questions remain as to the perceived benefits of and factors associated with maintaining such a system. To answer these questions, a concurrent mixed methods study was carried out with a sample of primary and post-primary school teachers and principals in Ireland. Using a purposeful sampling strategy, a total of 36 participants were recruited for this study. Data collection consisted of an electronic survey that was administered to all participants. This was followed by a series of one-hour semi-structured interviews with all participants. Quantitative data sets were analysed using parametric and non-parametric statistical techniques. This was followed by analysis of interview data using Miles and Huberman's component of data analysis technique. Finally, data sets were converged to form an overall interpretation of the study.

Findings suggest that participants saw many benefits to the establishment of Local education clusters such as inclusion, collaborative learning and the potential for joint action research initiatives between local schools. On the other hand, participants were also of the view that there are many issues concerning the establishment and maintenance of Local education clusters that need to be addressed. These issues included, but were not limited to, the provision of facilitated supports to moderate the competitive nature of schools in a network, while at the same allowing for competitive collaboration to occur. As with all forms of external incentivisation, participants were also unclear as to how local education clusters would be evaluated and who should devise the framework of quality indicators. Finally, participants agreed that a road map for education clusters together with a loosely bound framework of quality indicators to evaluate the quality of network activities would be welcomed. To truly harness the potential for educational networks, Local education clusters should also, in a monocentric system be allowed to decide what aspect of educational provision they would like collectively improve.

FRIDAY 21TH APRIL 9.30-11.00

SESSION 1: CHANGING PRACTICE, Rm G.13

1:16 Squaring the Circle – Vocationalism and Further Education & Training in Ireland.

Justin Rami, John Lalor
DCU, School of Policy and Practice. Institute of Education.

Dr Justin Rami is Director of DCU's Further Education and Training Research Centre (FETRC) and is the Associate Dean for Teaching & Learning at DCU's Institute of Education. Justin is the currently Chair of the Foundation Programme in Education & Training DCU's Institute of Education. Justin lectures in a range of undergraduate and postgraduate areas in teacher education, further education, vocational skills and competencies.

Dr John Lalor is a lecturer and researcher in the School of Policy and Practice in the Institute of Education in DCU. John is also a researcher in DCU's Further Education and Training Research Centre (FETRC). He teaches at undergraduate level in the areas of Values, Identity and Intercultural Learning, Citizenship Education, Curriculum Evaluation and Research, Curriculum Design and Implementation, Research Methods, Micro Teaching and Teacher preparation, Professional Skills and Practice, and Teaching Practice. At postgraduate level his work involves the supervision of Masters students on the MSc in Education and Training, Leadership strand and the Professional Masters in Education. John has also acted as an external examiner at PhD level at NUI Galway and has served as an external examiner in FET contexts.

This paper entitled 'Squaring the Circle' takes a look at how policy development in Further Education and Training in Ireland has come about.

Defining further and vocational education and further and vocational training has at best been tricky. The term FET (Further Education & Training) in Ireland is used as the catch-all conception of Further Education, Vocational Education and Vocational Education and Training by those that work in or access its services and by society as a whole. Though FET also occurs in some tertiary educational environments, the FET sector is regarded by stakeholders as being less clearly defined and of lower perceived status than Higher Education (HE) (McGuinness, S. et al, 2014). This echoes wider social norms but was also seen as relating to the diversity of FET in terms of 'provision and perceptions of current provision' (ibid).

The term FET is often used interchangeably with VET, depending on the perspective. There is no legal definition for 'further education and training', 'initial vocational education and training' or 'continuing vocational education and training' in Ireland. There are legal definitions for vocational education and then separately for vocational training. The most recent legislation, which marked the establishment of the (National Further Education & Training Authority) SOLAS and the ETBs, was in 2013 and covered FET but not VET specifically.

Education and Training in Ireland is not only about employability, it is also concerned with the key concept of lifelong learning. It is seen both in policy and structural terms as being one of the main pillars essential to the building and maintaining of a highly skilled workforce operating within a knowledge society (Harper & Fox, 2003).

With the introduction of SOLAS in 2013 came a drive to join the 'T' of training with the 'FE' of Education. One of SOLAS's missions is to radically enhance the image of further/vocational education and training amongst Ireland's school leavers and their parents/guardians and career guidance professionals (SOLAS 2014, p.12). This paper highlights the blurring of lines between 'Training' and 'Education' and asks if SOLAS are succeeding with this mission.

The paper discusses this in the context of Further and or Vocational Education and Training and concludes with the question of whether we should even try to 'square the circle'?

FRIDAY 21TH APRIL 9.30-11.00

SESSION 1: MINDFULNESS AND SOCIAL ISSUES, Rm G.15

PAPER 17: Mindfulness Matters in the Primary School?

Dr Seline Keating, Dr Bernie Collins, Dr Sandra Cullen:
DCU Institute of Education

Dr Seline Keating is a lecturer in Social, Personal and Health Education in DCU Institute of Education. Her research interests include Mindfulness, wellbeing, resilience, bullying prevention and intervention.

Dr Bernie Collins is a lecturer in Social, Personal and Health Education in DCU Institute of Education. Her research interests include circle-time, wellbeing, LGBT issues and gender/sexuality identity in education.

Dr Sandra Cullen is a lecturer in Religious Education in DCU Institute of Education. Her research interests include the identity of the religion teacher, educating for the spiritual domain and the relationship between public and private forms of religious education.

Mindfulness is presented as a common practice in society as a means of helping individuals de-stress and focus on "living in the present" (Epstein 1999; Kabat-Zinn 2003). Increased popularity has extended the practice to primary school-aged pupils where numerous schools have adopted a Mindfulness approach to help pupils deal with the stresses and anxieties of growing up in 21st century Ireland. This research project, a collaboration between lecturers in Social Personal and Health Education (SPHE) and Religious Education (RE), aimed to gain an insight into Irish Primary School teachers' practice of Mindfulness with their pupils; to identify where Mindfulness takes place on the classroom timetable and for what purposes; to examine the relationship between the practice of Mindfulness and contemporary practices in Religious Education; and to explore the possibilities and pitfalls of the practice in primary school contexts. A qualitative research approach was adopted. The theoretical frame adopted focus on wellbeing theory; positive psychology; experiential learning and emotional intelligence theory. Data was acquired through semi-structured interviews with 6 participants. Five participants were primary school teachers representative of different school settings e.g. urban/rural, disadvantaged/non-disadvantaged while two participants were involved in delivering Mindfulness Continuing Professional Development (CPD) courses to primary school teachers. One participant was both a primary school teacher and Mindfulness CPD co-ordinator. In addition, an example of practice in one senior mixed primary school classroom was explored in detail. The findings highlighted many similarities amongst the participants in relation to resources used (CDs; Tibetan balls/bells; Hoberman spheres), practices (Check-ins; Mindful Eating), and positioning Mindfulness within the SPHE curriculum rather than RE. Differences existed among participants in relation to their own Mindfulness training, relating Mindfulness to RE and parental reactions to the practice. Overall a key finding was that all teachers found Mindfulness to be a positive and beneficial experience for children in Irish primary schools. The researchers have adopted a critical lens to the practice of Mindfulness in their discussion of research findings and related literature and problematize its use in the Irish primary school context. While this small-scale research project is limited in terms of its findings it is hoped to build on this in the future by extending its scope.

FRIDAY 21TH APRIL 9.30-11.00

SESSION 1: MINDFULNESS AND SOCIAL ISSUES, Rm G.15

1:18 Bullying and cyberbullying studies in the school-aged population on the island of Ireland: A systematic review

Mairéad Foody, Dr Muthanna Samara and Dr James O'Higgins Norman
DCU

Background: Bullying research has gained a substantial amount of interest in recent years because of the implications for child and adolescent development. *Aim and sample:* We conducted a systematic review of traditional and cyber bullying studies in the Republic and North of Ireland to gain an understanding of prevalence rates and associated issues (particularly psychological correlates and intervention strategies) amongst young people (primary and secondary school students). *Method:* Four electronic databases were searched (PsychArticles, ERIC, PsychInfo and Education Research Complete) for cross-sectional and/or longitudinal studies of traditional bullying and cyberbullying behaviours (perpetrators, victims or both) published between January 1997 and April 2016. *Results:* A final sample of 39 articles fit our selection criteria. Results are presented for the prevalence for traditional/cyber bullying victimisation and perpetration, psychological impacts and interventions. *Conclusions:* These papers are discussed in light of current literature and points for future research are considered.

FRIDAY 21TH APRIL 9.30-11.00

SESSION 1: MINDFULNESS AND SOCIAL ISSUES, Rm G.15

1:19 "Under the radar" – Children of incarcerated fathers and the reciprocal effects of their experiences on interactions relating to their academic lives (as perceived by key members in their lives).

Ashling Ryan-Mangan
Trinity College Dublin

Ashling Ryan-Mangan is a Ph.D. candidate at the School of Education, Trinity College Dublin. Her Ph.D. research focuses on the experiences of children with incarcerated fathers and the impacts that these experiences can have on children's academic lives.

Approximately one million children throughout Europe have a parent in prison. Studies have indicated that these children, often referred to as the 'forgotten victims' of crime (Matthews, 1983), are at increased risk socially, emotionally, economically, and mentally for a variety of reasons, many of which are directly or indirectly related to their parents' incarceration (see, for example, Geller, Garfinkel, Cooper, & Mincy, 2009, p.1196; Murray, 2005, p.451; Murray, Farrington, & Sekol, 2012, p.178; Breen, 2010, p.50). While there has been increased international interest in the plight of these children in recent years, there has been little attention afforded specifically to the impact that parental incarceration has on children's academic lives (ie, children's approaches to school work, their relationships with teachers and peers, their attitudes to school and learning and their academic performance).

In an attempt to address this issue, a piece of qualitative research was carried out, looking, in particular, at instances involving paternal incarceration. Given the complexity of the topic in question and the need to gain a detailed understanding of all the factors that may influence the academic lives of children with incarcerated fathers, the case study approach was chosen. With access to the children unavailable for ethical reasons, data was generated through observation, document analysis and semi-structured interviews (n=21) with fathers, mothers/carers, teachers and other relevant professionals.

Focusing on one aspect of the study, this paper will explore how children's experiences (and interpretations of these experiences) have implications for interactions relating to children's academic lives and vice versa. Preliminary findings highlight the significance of home-school links and draw our attention to the influence chronology exerts insofar as children's relationships are concerned.

FRIDAY 21TH APRIL 9.30-11.00

SESSION 1: MINDFULNESS AND SOCIAL ISSUES, Rm G.15

1:20: Teacher Homogeneity in Primary Schools in Ireland: An Exploration of its Historical Origins

Dr Thomas Walsh
Maynooth University

Dr Thomas Walsh is a lecturer in Maynooth University Department of Education. He teaches on a range of courses and is School Partnership Co-ordinator with specific responsibility to build relationships with partner schools around school placement. His research interests include history of education, early childhood education, curriculum development and educational policy.

The school teaching workforce in Ireland has been characterised as White, Heterosexual, Irish-born, Settled and Catholic or WHISCS (Tracy, 2000 cited in Bryan, 2010. See also Clarke, 2009; Coolahan, 2003; Devine, 2005; Heinz, 2011; Hyland, 2012; Schmidt and McDaid, 2015). Data on those entering undergraduate and post-graduate initial teacher education programmes in Ireland (Keane & Heinz, 2015; 2016) and those seeking to enter the profession from abroad (Schmidt & McDaid, 2015; McDaid & Walsh, 2016) provide little evidence that this situation will change in the immediate future.

While it is accurate to claim that homogeneity is relatively consistent internationally (see Cochran-Smith, 2004), there exists a particular set of historical underpinnings to the development and maintenance of this phenomenon in the Irish context (Walsh, 2012). Collectively, the twin sieves of religious and Irish language requirements, operated by both churches and State, have had a profound effect on the selection and recruitment of primary school teachers since the early 1800s. The nature of the operation of these filters and the motivation behind their application evolved over time but remained a powerful determinant in relation to the selection and recruitment of teachers for the profession. This presentation will trace the historical evolution of this phenomenon from the 1830s until the end of the twentieth century.

The main research questions addressed are:

What were the historical barriers to entry to teacher education in Ireland (1831-present) and how do these impact on the current lack of heterogeneity in the primary teaching profession?

Who managed control of entry to teacher education and to recruitment to the teaching workforce in Ireland?

Why and when were selection criteria created for entry to the teaching profession and how did these evolve over time?

What was their impact on pupils, teachers and the system as a whole?

The paper will distil a number of creative solutions to diversifying the teaching workforce that will allow a broadening of the teaching workforce while still maintaining high quality provision, which has been the hallmark of the profession in Ireland.

The key methodology employed to undertake this historical analysis will be critical documentary analysis (Bowen, 2009; Duffy, 2005). Sources include a wide range of historical documents, including State papers, annual reports, legislation, official parliament records and ecclesiastical documents. Narrative policy analysis (Rose, 1994) will be used to synthesise and bring coherence to the various narratives emerging from the documentary analysis.

SYMPOSIUM

FRIDAY 21TH APRIL 13.30-15.0

SYMPOSIUM 3.0. Rm G.15

SYMPOSIUM TITLE: SCHOOL PATRONAGE AND PRACTICES AT THE TIME OF SOCIAL CHANGE

The SIG group 'Belief Systems, Ethics and Philosophy in Education' (BEPE)

CONTRIBUTORS: Marie Parker Jenkins, Patrick Sullivan, Barry O'Reilly, Laura Dooley

DISCUSSANT: Dr Merike Darmody

Marie Parker-Jenkins is Professor of Education in the School of Education, University of Limerick, and Co-Director of the Research Centre for Education and Professional Practice. Before having an academic career in the UK, she taught in Bermuda, Canada and Australia where she obtained practical knowledge of working with children from culturally diverse backgrounds and issues of educational administration.

Patrick Sullivan is a Director of the National Council of Curriculum and Assessment, with responsibility of overseeing curriculum developments at primary school level. He is a former principal teacher.

Barney O'Reilly is an independent researcher with interest in history of Irish educational system and school patronage.

Laura Dooley is the Education Officer at Educate Together. Her role involves developing the second-level Ethical Education curriculum and providing support to schools to implement it. Laura is a qualified second-level teacher and recently completed her PhD at Dublin City University. Her research involved investigating the views of second-level students on intercultural education and immigration in Ireland.

In recent decades, significant shifts have occurred in religious beliefs and practices in many EU Member States as a diverse range of religious and non-religious practices have started to co-exist with the more traditional forms of religious authority (Clarke and Woodhead, 2015). There is also now a growing proportion of people who indicate they are not affiliated with any organised religion. (Woodhead and Catto, 2012)35. With increased ethnic and religious/non-religious diversity in schools and increasing secularisation, tensions regarding the role of (different manifestations of) religion and belief in public life have become increasingly visible. The manner in which educational systems frame children's moral and religious development raises different issues for majority and minority faith groups, as well as those without religious affiliation (Tinker and Smart, 2012). In education systems where schools do not focus on religious formation but promote 'learning about religion', minority faith groups and the non-religious are less likely to face explicit tension over religious issues. Ireland is a particularly interesting case study as the majority of the population continue to identify themselves as Catholic, although there is some decline in religious practice. While some parents prefer to enrol their children to schools under religious patronage, others are seeking out multi-denominational schools that offer different approach to teaching Religious and Moral Education. All four papers in the symposium focus on different aspects of acknowledging difference among our student population and seeking ways how this should be supported by schools.

FRIDAY 21TH APRIL 13.30-15.0

SYMPOSIUM 3.0

[1] 'Education for the Other: Policy and Provision for Muslim Children in the UK and Swedish Education Systems'

Marie Parker Jenkins
University of Limerick

The European Convention on Human Rights has been signed by the UK and Sweden as well as other European states, providing legal justification for accommodating the educational needs of religious minorities. This legal entitlement is explored in the paper with particular reference to parental choice for schools based on an Islamic ethos. How the UK and Sweden have responded to accommodate the religious convictions of Muslim families is the focus of discussion, drawing on historical and policy backgrounds. The paper also draws on the theoretical work of Kumashiro and the concept of 'Education for the Other', examining the positioning of minority groups within the broad context of a multicultural society and the challenge of accommodating religious convictions in a climate of hostility, fear of 'terrorism' and support for greater cultural assimilation.

FRIDAY 21TH APRIL 13.30-15.0
SYMPOSIUM 3.0

[2] 'The impact of school patronage on the curriculum in our schools'.

Patrick Sullivan

The purpose of this paper is to examine the continued impact patronage has on the curriculum as experienced by children in our schools. It outlines the privileged position the patron's programme/curriculum holds in our education system and questions the extent to which this space is regulated in terms of the quality and appropriateness of teaching. The paper continues by examining the provisions of the Education Act (1998) that ensures the entire primary school curriculum is taught through the lens of the patron. Such provisions have impacted upon the teaching of Social Personal and Health Education (SPHE), Relationship and Sexuality Education (RSE); Identity and Belonging in *Aistear- the Early Childhood Curriculum Framework* (2009) and in the development of a curriculum in Education about Religions and Beliefs (ERB) and Ethics. Indeed, any teaching of a sensitive matter that is contrary to the views or values of the patron body may be subject to regulation from the Board of Management of the school. The paper argues that this has serious implications on the levels of inclusion in our school communities.

FRIDAY 21TH APRIL 13.30-15.0
SYMPOSIUM 3.0

[3] 'Towards an Archaeology of Patronage- A Further Report Leases, Vesting and Trustees - their origins and development'.

Barney O'Reilly

The paper proposed is a further instalment on reports to ESAI conferences in recent years. This personal research project is in response to challenges faced by the publicly-managed school sector in Ireland (formerly the Vocational Education Committee (VEC) schools, now the Education and Training Board (ETB) schools) by the addition of the role of 'patron' and 'characteristic spirit' to the governance architecture of these schools by the 1998 Education Act. The work was undertaken as background research in support of a University of Limerick, School of Education-based, ETB supported, research programme "Exploring and Expressing the Characteristic Spirit of Publicly Managed (ETB) Schools" 2012-2016.

Earlier presentations have sketched the emergence and the development of the concept of patronage in the National School system of Ireland from 1831 to current times, largely by way of examination of the evolution of the Rules and Regulations for National Schools - as promulgated by the Board of Commissioners of National Education up to independence, and by the Minister for Education, on three occasions since independence. The last, 1965 version of the Rules have been amended by legislation and other Ministerial promulgations over recent decades.

The research being reported is based, as were earlier reports, on public record documents, reports and inquiries, including the rules for national schools. Extensive reading of secondary material on nineteenth-century Ireland and the development of the National school system, with a particular focus on wider European and international contexts, is being undertaken. For this aspect of the project, national, local and diocesan archival material, and documentation secured under Freedom of Information requests from the Department of Education and Skills in 2016, are being utilised.

Summary findings will be presented in respect of the evolution, provisions and commitments of these lease which relate to the property aspects of National Schools.

Data on the nature, extent and reporting of 'vesting' will be presented. In addition, it is proposed to present summary findings in respect of the evolution of the role and character of trustees and trusteeship, as it relates to the ownership of school sites and the governance of schools.

It is hoped to have an opportunity to discuss any implications for current policy that may reasonably be drawn from the data and analysis presented.

FRIDAY 21TH APRIL 13.30-15.0
SYMPOSIUM 3.0

[4] 'From FFISH to FFOSH: Findings from a report on the transition from faith formation classes in school hours to out of school hours in Educate Together schools'.

Emer Nowlan, Fionnuala Ward, Laura Dooley, Phillips Hogan, Briana Nofil

A distinguishing feature of Educate Together schools is the provision of an inclusive Ethical Education curriculum for all children during the school day, with faith formation classes taking place out of school hours (FFOSH). However, this was not always the case. When the early Educate Together School Projects first opened in the 1970s and 80s, the Department of Education stipulated that the schools should provide religious instruction for pupils within school hours (FFISH). With the later removal of this requirement, Educate Together schools adopted the FFOSH model. This paper presents findings from research which explored the experience of schools that transitioned from the FFISH to FFOSH model. Using data collected from interviews with parents, teachers, principals, and board of management members in the first three Educate Together schools (Dalkey School Project National School, Bray School Project National School, and North Dublin National School

Project), this paper will include a focus on the issues that arose with FFISH, motivations for switching to FFOSH, the role of various stakeholders in the schools in this process, and the practical implications of the decision. The findings reveal how concerns around timetabling and delivery of the core curriculum, teachers' perceptions of "policing religion" and conflict with Educate Together's democratic and student-centred ethos all acted as motivation for the transition from FFISH to FFOSH.

Session 3 Papers

FRIDAY 21TH APRIL 13.30-15.00

SESSION 3: LEADERSHIP ISSUES, G.17

3:1 A review of leadership preparation and development for the Irish secondary school context

Gavin Murphy

UCD

Gavin Murphy was a secondary school teacher in Dublin, and has also taught in Cork and Switzerland. He completed a Masters in Educational Research at the University of Cambridge as a Scholar of the Cambridge Trust. He is currently a Research Scholar at UCD School of Education.

Evidence has been generated in educational research which informs us that high quality school leadership preparation and development makes a difference. Arguably, national and international influences on school leadership have shifted how we think about who is qualified to lead. Despite this evidence and shifting conceptions, multiple challenges remain in connection to this agenda from policy and practice perspectives. One such challenge is considering the role of local culture in an era of commonplace policy transfer to achieve educational change.

Some other general challenges are related to the rapid and wide-ranging changes in how we think about the work of teaching, new discourses in relation to teacher and leadership quality and professionalism, and the increasing complexity in schools given wider societal changes and challenges. These general challenges have led some scholars to argue that there is a moral imperative to develop school leaders. Others contend it is necessary for problems regarding recruiting and retaining school leadership. I contend that this demonstrates the reality that school leadership preparation and development is at once personal and professional – per-fessional – and to assert that formation is either-or risks assuming a false dualism.

More specific challenges raise questions like: Does preparation even make a difference, and if so, how? Should there be a mandatory qualification in order to assume a leadership position in schools, or if so, should it be limited to the principal? If then a qualification is mandatory, should it be professional certification or academic learning? Is engaging in leadership preparation and development more about leadership learning, or practice, or both? How similar should qualification courses' content look? Given this brief taster of important considerations, the extent to which the pathways to leadership positions in Irish schools tend to be crafted deliberately or inadvertently is the focus of this paper presentation.

The format of this paper presentation will:

(i) provide contextual background, key influences and outline key messages from (inter)national studies in the field of leadership preparation and development (ii) present wider debates on contemporary theory which states that formal preparation is needed to effectively enact the role of school principal (iii) give an overview of preparation programs in Ireland (iv) comment on issues in relation to the trajectory from classroom teacher to school principal in Irish secondary schools

The conclusion of this paper will summarise the emerging themes and outline the next steps in my doctoral research on this topic.

FRIDAY 21TH APRIL 13.30-15.00

SESSION 3: LEADERSHIP ISSUES, G.17

3:2 Nine years into the instructional leadership project in Ireland: virtuous cycle within a vicious circle

Finn Ó Murchú, Joan Russell, Barrie Bennett

MIC Thurles; ETBI; OISE (emeritus)

Finn is Head of School Post Primary at MIC and a former Senior Inspector with DES. Joan is Project Officer for Instructional Practices ETBI. Barrie is retired Professor of OISE and project consultant.

The purpose of this paper is to describe, through the lens of policy, practice and change research, the evolving Instructional Leadership Programme here in Ireland. Currently, a total of 250 post-primary schools in Ireland (approximately 33% of all

such schools) are engaged in the programme. The rationale for the 'project' is our focus on 'working at' impacting student learning through teacher learning focused on instruction and its connection to curriculum and assessment.

We critique the project through the policy/practice lens but also through the literature on change wisdom and systemic change. From a conceptual perspective, the purpose of this paper is to clarify and justify Ireland's Instructional Leadership Programme and its efforts at systemic change through Ellis' (2001) lens of Level III research, and Cuban and Usdan's (2003) and Sarason's (1990) argument that we have few examples of successful large-scale systemic change. Tangentially, as a rationale, we (as authors) must research our efforts to determine what is (and is not) working. For example Leithwood et al's (2009) ten-year study (in three countries) showed that extending/refining teachers' instructional repertoire had the largest impact on student achievement. The second largest impact was the principal's support of teachers working to extend their repertoire. That data guides our thinking and efforts around extending teachers' instructional repertoire while involving principals in the process. For those of you who've worked to enact change over time, you understand that it's one thing to talk about change; another to implement it. This paper is about implementation.

The paper tracks the nine-year trajectory of the project and highlights the interplay between policy and practice. It explores the complexity of change and the contestation and congestion that is associated with teacher professional learning. It also draws on how we are building on and working to extend the knowledge of previous systemic change efforts completed or underway in Canada and Australia. The paper outlines the instructional dimension over a time frame of nine years while respecting the need to pay attention to the quality of both the initiation as well as the quality of the implementation.

This paper has three sections. The first section provides a description of the programme. In the second section, we focus on one research lens for understanding, analyzing, and critiquing our change efforts. The third section illustrates our analysis of how effectively we are attending to change research. To finish we explore some lessons we have learned and are learning about the conference theme of working between the spaces of policy and practice.

FRIDAY 21TH APRIL 13.30-15.00

SESSION 3: LEADERSHIP ISSUES, G.17

3:3 "When society itches, schools scratch". Identifying challenges facing the management of foster children in schools.

The case of Ireland.

Daniel O'Sullivan

DCU

A lecturer and immersed in the educational curriculum having been Program Director to Level 8, written countless modules and liaised with QQI on validation-evaluation and continuous assessment.

The purpose of the paper is to explore and better understand the world of the foster child by firstly giving an account of the current situation in Ireland and then pin-pointing some needs and resource allocation to improve the contribution of the educational framework to the needs of the foster child.

This paper is a culmination of a pilot study that identified and examined the challenges facing the management of foster children in schools to ensure equitable education through the lens of the various stakeholders; principals and teachers that have a vested interest in the care and management of foster children in a school setting.

This now the subject of a wider study for my Doctorate thesis which shall investigate the experiences, struggles, and needs of foster children in their educational development through the lens of teachers, on the micro level and Tusla on the macro level, along with School Principals who bridge the two perspectives. The function of this report is to first of all give an account of the current situation in Ireland and then pinpoint some needs and resource allocation to improve the contribution of the educational framework to the needs of the foster child.

The pilot study and the content of this paper identified a number of specific challenges that face Irish educators in teaching foster children such as;

- 1) evaluating the difficulties from an educationalist view of dealing with multiple stakeholderships when dealing with foster children,
- 2) Identifying what skills may be necessary to deal effectively with this cohort.
- 3) Identifying stress points where the system lets the foster child down
- 4) Comparisons with international experiences to identify trends consistent and divergent with the largely negative viewpoints offered by international experiences particularly in North America and the United Kingdom.
- 5) Contextualise the unique problems and challenges and indeed favourable aspects that face foster children in Ireland.
- 6) What considerations are necessary to improve the effectiveness of teachers in managing foster children in Ireland presently.

Also findings from this author's pilot study suggest school systems and social service agencies need to improve their collaboration to support better the teachers of foster students and, thus, the outcomes for children living in foster care.

In this author's view it is time to highlight the experiences of educational stakeholders in managing foster children in mainstream post primary education in Ireland with a view to illumination leading to improvement.

While literature and statistical data indicate that socioeconomic factors such as poverty and social exclusion may be 'causal indicators' of children being placed in care, these issues are under-researched.

It is time to highlight the experiences of educational stakeholders in managing foster children in Ireland with a view to illumination leading to improvement in the educational process to benefit the immediate multiple stakeholders namely teachers, foster parents, foster children on the micro level and on a macro scale Tusla who are ultimately accountable for the state care.

FRIDAY 21TH APRIL 13.30-15.00

SESSION 3: LEADERSHIP ISSUES, G.17

3:4 To boldly go where no learning network has gone before.

Dr Mairín Glenn

NEARI & Inver National School, Mayo

Dr. Máirín Glenn works as a teaching principal in a primary school in Co. Mayo, Ireland. She also works as a part-time tutor in the area of self-study action research with some of the teacher education programmes in Ireland. She is co-author of *Enhancing Practice through Classroom Research* (2012) and *Introduction to Critical Reflection and Action for Teacher Researchers* (2016).

ESAI conference this year invites researchers and practitioners to consider the challenges and expectations driving education research work in contemporary Ireland and beyond.

We at the Network for Educational Action Research of Ireland (NEARI), consider and embrace these challenges as we weave our way across new boundaries by exploring professional development right alongside our exploration of research. Drawing on the metaphors and grammatical creativity of the Starship Enterprise (Star Trek 1966), we at NEARI are seeking 'to boldly go where no learning network in Ireland has gone before'.

We have developed a grassroots network for people who are interested in examining their practice, with the intent of engaging in robust dialogue with others about it and wishing to improve it (Whitehead and McNiff 2006); celebrate it; and/or develop new understanding of it (Sullivan et al 2016). NEARI is a network that is not affiliated to any one institution but has members from most. It welcomes all practitioners: undergraduate, graduate, post-graduate, doctoral, post-doctoral and those with little or no education alike to share the story and struggles of their learning process. There is no fee to join the network and it survives on the good-will, good coffee and meeting spaces supplied by its members and other well-wishers around Ireland.

NEARI came into being in an organic, emergent manner, without any precise plan or strategy. It drew on the collective energy of five women who had the lived experience of the power of self-study action research in their lives. Like Cochran-Smith and Lytle (2009), they saw self-study action research not just as an approach to research or an experimental intervention at work; they saw it as a way of life; an attitude or disposition; both an ontology and an epistemology. They saw it as something that becomes part of one's existence and as something empowering and life-enhancing (Tannehill and MacPhail 2016). They sought to share that experience with others.

This paper narrates the transition for the conveners of NEARI from being teacher/researchers (Stenhouse 1975) to becoming teacher/theorists (McDonagh et al. 2012) to becoming co-conveners of NEARI. Like the Starship, it stands on new frontiers in research and seeks to explore strange new worlds, to seek out insights and understandings in a new galaxy where the boundaries between practice and theory; reflection and action, professional development and academic research, and school and university begin to disappear (see Glenn et al. 2017 forthcoming).

FRIDAY 21TH APRIL 13.30-15.00

SESSION 3: Policy & Practice, Rm G.18

3:5 Education policy and practice at institutional level: languages for all.

Prof Imelda Elliott

Université du Littoral Côte d'Opale (ULCO)

Professor Imelda Elliott, Head of the School of Modern Languages at the Université du Littoral Côte d'Opale (ULCO), Boulogne, France, has published numerous articles and books on Irish and French education policy. She is the director of the Masters in Teaching and Learning in the field of Modern Languages for secondary schools at ULCO and also lectures on various education and language programmes. Her research is mainly in the area of education policy and public policy in the area of languages and language education.

The purpose of this paper is to examine a new languages for all policy in one French higher education institution to investigate the spaces between policy and practice. A languages for all policies including certification was introduced in all undergraduate degrees in 2014 and in postgraduate (masters) degrees in 2015 with the overall ambition of reducing social inequalities and of providing language skills to help students to find employment. At an operational level, the new policy seeks to improve the general level of all students in languages especially English (EFL) in listening, speaking, written comprehension and writing. In order to make language skills visible, the language skills are validated by certification at levels B1, B2 and C1 of the CEFR (Common European Framework of Reference for Languages). With the help of language proficiency tests, classes are organised according to the level of language proficiency (3 levels) in each disciplinary area. The course leaders try to embed the vision for an inclusive culture in the teaching and assessment strategy. Students get marks for each language competence each semester so that they can see which areas need improvement. Language certification is integrated into degrees.

This research project attempts to identify the influence of various variables (social class, motivation, self-esteem, previous labelling) on language competence. It seeks to explore individual differences that could explain differences in L2 level: anxiety, inhibition, willingness to communicate, extraversion, learner beliefs and self-esteem...

This paper will explore the policy and the practice from the point of view of the learners, the language teachers, the teachers of other disciplines and management at various levels of the institution. To what extent can using participant management and decision policy theory help to introduce a new policy in an orderly fashion? Are conflict, confusion and limitations inevitable when introducing a new policy which will affect the whole academic community in an institution?

FRIDAY 21TH APRIL 13.30-15.00

SESSION 3: Policy & Practice, Rm G.18

3:6 Ignoring practice: the shaping of US education policy despite the educational community.

Prof Donal E. Mulcahy
Wake Forest University

Donal Mulcahy is Assistant Professor and Director of Elementary Education at Wake Forest University. His research is focused on United States Education Policy production. Recent publications include *Revitalizing Education*, 2016 (Editor) and *Pedagogy, Praxis and Purpose in Education*, 2015 (co-author).

Today social and political trends travel across geographical and political boundaries as never before. The same is true in education. With this in mind, and given the attention ESAI has paid in recent years to educational scholarship in the US, and at AERA in particular, I treat here trends impacting educational policy in the US that are already identifiable in Ireland (see Sugrue, 2004), and for which teacher unions in Ireland may provide a model of resistance.

Kincheloe and Giroux have highlighted the mono-cultural and hegemonic nature of standards reform and the anti-democratic goals they support, and neo-liberalism has been identified as a set of principles increasingly guiding school reform. Whether to advance autocratic control over schools in order to transform public schools into a sector of the economy principally concerned with profit, or for the betterment of students and democracy, standardized reform and the anti-union, pro-privatization pushes associated with these broad movements have been shaping education policy in the United States through direct access to legislative bodies.

Proponents of standardization and other efforts to measure, condemn and then privatize public schools insist that “school choice” or “educational liberty” coupled with accountability of teachers is a precursor to egalitarian, democratic schooling. A central premise of this argument is that schools are at their best when driven by competition. The conclusion is that a “free market” approach to school choice is what education policy should be developing.

Building on previous research (2015, 2016), I argue that “free market” principles intrinsically undermine equality and democracy and lead to disparity and oligarchy. I do so by developing the argument that free market capitalism overrides democratic practices by the establishment of a “virtual parliament” (Chomsky) or a “hostile constituency” now evident in the formulation of U.S. education policy. The ability of corporate foundations and their policy shaping peer organizations to avoid scholarly review, and engage instead directly with policy makers, is largely invisible to public consciousness and serves corporate interests. Working as a virtual parliament that undermines and overrides the citizenry, it seeks to avoid public or democratic oversight. This is a trend that teacher unions in Ireland have withstood better than in other countries, a matter that may merit closer attention than it has received.

FRIDAY 21TH APRIL 13.30-15.00

SESSION 3: Policy & Practice, Rm G.18

3:7 Critical theory and Henry Giroux: the assault of authoritarian neoliberalism on democratic public education in Trumpland.

Prof Jim McKernan

College of Education, East Carolina University, Greenville

“In any democratic society education should be viewed as a right, not an entitlement” Henry Giroux

Teaching in “Trumpland”, USA, is a fearful and scary occupation nowadays. Betsy DeVos a multi-billionaire was able to buy the Secretary for American Education Cabinet post in the Trump Administration by offering the largest single donation to Trump’s Election chest. When asked if she expected anything in return for the donation she quipped “Absolutely”. Neither she nor her children have ever set foot inside a public school; have never had a student loan nor Pell Grant but they do have and plans are already afoot to “privatize” American public education. This paper will explore some of the educational critiques offered by perhaps America’s chief critical educational theorist, Henry Giroux. It is perhaps a wise correlative indicator that George Orwell’s profound novel 1984 has headed the number one spot on Amazon’s best-selling list for weeks in both the USA and Canada. This paper represents a continuing study of my project Socialist Philosophers of Education.

This contemporary shift to the right is not just an American phenomenon but is being witnessed even in some European nations like France and Germany. In the USA this movement is characterized by many undesirable traits such as the denial of quality healthcare; restricting the voting rights of minorities and with of the creeping corporatism, ignorance, and ‘academic brutality’. Recent attempts to punish dissenting academics like Ward Churchill, Steven Salaita and indeed Giroux himself when denied tenure at Boston University some years ago) What is alarming is the shifting to right wing Nazi tactics of national surveillance and the new ‘security state’ and the continuous war to deny universities to be places of critical thought and inquiry in favour of some corporate training outpost is frightening in a rational democratic society.

This paper will attempt to expose the various strands of this new authoritarianism and lay bare some of its defenseless and ignorant policies called “the new academic brutality” (Warner, by right wing neoliberal policies in education The threat to American public education is very real and growing. De Vos wishes to turn our historically democratic (socialized) public school system into a capitalist free market enterprise-“schools for profit” industry through voucher plans and other “choices”.

FRIDAY 21TH APRIL 13.30-15.00

SESSION 3: Policy & Practice, Rm G.18

3:8 Invented traditions regarding secondary school attendance patterns prior to the commencement of the ‘free’ second level education scheme in 1967.

Prof Tom O’Donoghue

Graduate School of Education, The University of Western Australia

Tom O’Donoghue is professor of educational research in the Graduate School of Education, The University of Western Australia. He is also an elected Fellow of the Academy of the Social Sciences in Australia and of the Royal Historical Society (UK). He specialises in the study of the historical antecedents of contemporary education issues.

This year marks the 50th anniversary of the introduction of the ‘free’ second-level education scheme in Ireland. In magisterial fashion, the OECD-sponsored Investment in Education report published in 1965, portrayed the economic, social and geographic inequalities of opportunity that existed in Ireland at the time, where one-third of all children left full-time education on completion of primary schooling and only 59% of all 15 year-old children were actually in school. While this situation received widespread publicity nationally, what was less clear in the public mind at the time is that levels of provision had been even bleaker at the time of the establishment of the State, and had not changed substantially over the succeeding four decades. It is arguable that such lack of awareness still exists. Yet, there is sufficient evidence available to allow one to go some way towards rectifying this situation by outlining broad trends in attendance patterns in the early decades.

The emphasis in this paper is on trends in the patterns of attendance in relation to the secondary school sector during the first 45 years of independent Ireland. A useful way of addressing this is by attempting to unmask a number of ‘invented traditions’ - to use the memorable concept generated by Eric Hobsbawm. to try to ensure they are not allowed to go uncontested Three of these invented traditions are considered, namely:

- that participation was on a steady upward trend in the decade prior to the advent of the ‘free education’ scheme and that, as a result, the period of expansion that commenced in 1967 was on the way anyway;

- that no child was ever turned away from a secondary school if he or she desired to attend one;
- that there were plenty of scholarships for 'bright' children of limited financial means.

Contesting such traditions can help us to come to a better understanding of how powerful sectors in society hid their practice of using schools in the interest of reproducing social privilege and also to continue to have them hidden. To highlight this is to take on board the argument of Southgate that "myth-breaking" is an important task for the historian.

FRIDAY 21TH APRIL 13.30-15.00

SESSION 3: Practice Challenges, Rm G.14

3:9 Learning at the limits: teacher perspectives on learning and identity in post-primary alternative education settings

Dr Kevin Cahill, Dr Alicia Curtin, Dr Kathy Hall, Dr Dan O'Sullivan:
UCC School of Education

The researchers are faculty members in the School of Education, University College Cork. Their research interests intersect across adolescent literacies, inclusive education and sociocultural understandings of identity and learning

As part of a wider study of curriculum design and student agency, the Adolescent Literacy, Identity And School (ALIAS) study focused upon experiences of curriculum, learning, literacy, assessment and identity in alternative education settings in Ireland. Post-primary alternative education settings do valuable and important work for students who, for a variety of reasons and circumstances, find themselves outside the remit of mainstream settings. This paper reports on key findings from these alternative settings which included a *Youthreach* centre, a voluntary education setting and a special school. These settings, their students and their teachers work at the limits of the formal education system and therefore this paper turns a timely gaze in their direction. The focus of our findings here is on the experience of attending an alternative setting for students, curriculum mediation, pedagogical approaches and assessment. The study also concerns itself with the implicit identity work enacted by learners in these settings.

The theoretical framework scaffolding this study draws largely on sociocultural theories of understanding learning and identity. We draw on 'funds of knowledge' (Moll, Amanti, Neff, & Gonzalez, 1992) perspectives on learning and identity as well as on 'positional identities' and 'figured worlds' (Holland, Lachicotte, Skinner, & Cain, 1998) of learning and identity to delve into the experiences of teachers and learners in post-primary alternative education settings.

The paper draws upon data generated through site visits and in-depth individual interviews (n=10) with teachers, volunteers and administrators in these alternative education settings. This data was cross-coded by the research team members and a thematic analysis is emerged from the data.

The emergent findings discussed here focus upon unpacking these alternative education settings through the following lenses: mediating curriculum; literacy experiences and learning; how identities are positioned; pedagogical practices; interactions with assessment; and future possibilities for alternative education settings. Vignettes of data will be introduced in order to unpack the world of alternative education through the words of the teachers

This paper speaks to the conference theme through a focus on the in-between spaces of post-primary education in Ireland. We also focus on the in-between spaces of policy and practice, particularly in terms our examination of the mediated nature of curriculum, pedagogy and assessment in these research settings.

FRIDAY 21TH APRIL 13.30-15.00

SESSION 3: Practice Challenges, Rm G.14

3:10 Teachers' ontological and epistemological beliefs and the impact on approaches to teaching international school environment

Mary C. Kelly
International School of Amsterdam

Mary C. Kelly completed her Doctorate in Education with the University of Nottingham whilst coordinating Teacher Professional Development opportunities and teaching Science and Humanities at the International School of Amsterdam, a well-established IB World school affiliated to Harvard University's Project Zero Research Centre. Previously, she taught at a number of international schools worldwide and she completed an MSc in Science Education with Curtin University of Technology in Australia. Her research interests include the role of teachers' ontological and epistemological beliefs on pedagogical styles, the role of complexity theory in education, and the impact of integrated mindfulness-based practices on teacher and student well-being and performance.

Research indicates that teachers' philosophical beliefs have a profound effect on what they teach and how they choose to teach. The purpose of this research study was to explore the beliefs of international school teachers and to consider the ways in which their beliefs affect how they see the world, and how they teach. The case study focused specifically upon teachers' views on knowledge (epistemology) and the fundamental nature of reality and being (ontology), given that a

combination of these beliefs forms the base of individual worldviews. I wondered whether an unearthing and contemplation of teachers' worldviews could play a role in the continued personal and professional development of experienced teachers.

The participants in the research study were three seasoned International Baccalaureate Middle Years Programme teachers at the International School of Amsterdam, who taught Science, English Literature, and Spanish. Within this international teaching environment students and teachers are predominantly multilingual global citizens, and English is the language of instruction. Learning is concept, process, and inquiry-based, and teachers are encouraged to incorporate the design-cycle and constructivist teaching methodologies into their personal pedagogies and the development of curricula.

The study was positioned within the constructivist-interpretive research paradigm and, therefore, allowed for the emergence of a holistic and contextualized understanding of teachers' beliefs and practices. Detailed profiles were generated for each of the participants and a comparison of these profiles acknowledged the complexity of teachers' beliefs and the transformative role that an exploration of these beliefs can have on their perceptions of self, and on their approaches to teaching. Specifically, the findings indicated that the disciplinary areas and teaching methodologies preferred by the research participants corresponded closely to their epistemological and ontological beliefs. In addition, their ways-of-being, the universal concepts they are drawn to, their impressions of the nature of learners, their unique approaches to constructivism, and their views on emergent learning all seemed to align closely with their personal worldviews.

The research also brings to light the impact that the complexity science and super-complexity paradigms are having on emergent beliefs, as well as on the evolution of relational approaches to teaching. The findings indicate that it is, indeed, beneficial to take the exploration of teachers' worldviews into account when considering and designing professional development opportunities.

FRIDAY 21TH APRIL 13.30-15.00

SESSION 3: Practice Challenges, Rm G.14

3:11 Reflections on reflective practice and the creation of a teaching portfolio

Dr Teresa Whitaker

Hibernia College

Teresa Whitaker is a sociologist and educationalist. She is Director of Research in Hibernia College, and also director of the Master of Arts in Teaching and Learning and head of ethics.

FRIDAY 21TH APRIL 13.30-15.00

SESSION 3: Practice Challenges, Rm G.14

3:12 Between the classroom and the staffroom: the significance of contextual engagement in the school placement.

Dr Elaine McDonald, Dr Enda Donlon, Dr Sabrina Fitzsimons, Dr PJ Sexton ;

DCU Institute of Education

All four authors are members of CREATE21, the Centre for Collaborative Research Across Teacher Education for the 21st Century. CREATE21 is based at the new DCU Institute of Education (www.dcu.ie/create21).

Being and belonging to a school community in the context of school placement extends far beyond the boundaries of the classroom. Yet, the extent to which we fully understand the breadth and complexity of the school placement experience is a vexed question. Despite the multi-faceted nature of school placement, the examination of student-teachers while on school placement continues to focus, almost exclusively, on classroom-based activities.

In response to the evolving understanding of the complex and multifaceted nature of student-teacher engagement in placement schools, the BRelEd concurrent teacher education programme at the DCU Institute of Education 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). In short, student teachers are expected to demonstrate proficiency not just in the classroom but in the socio-cultural context of the school community. Greater levels of student-teacher engagement in placement schools requires teacher educators to "acknowledge the interconnectedness of all parts of student-teacher workplace learning" so that we can help student-teachers to "become aware of all the different influences on their learning process" (Leeferink et al, 2015, p. 346).

The 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. It will focus on two areas in particular:

- (1) the types of activities that student-teachers engage in during the contextual engagement period, and
- (2) student-teachers' reflections on their experience of the contextual engagement period.

In light of our initial findings we argue that the broader school placement experience warrants further research and investigation. Such research is necessary since it has a vital role in helping teacher educators and student teachers to describe and articulate what we mean by "good" teaching and teacher "effectiveness" (Devine, Fahie & McGillicuddy, 2013).

FRIDAY 21TH APRIL 13.30-15.00

SESSION 3: Initiatives in Primary, Rm G.13

3:13 Irish in the primary school: engaging children and parents with *Is Tusa an Múinteoir* programme.

Jane O'Connell

TCD School of Education

A primary school principal and teacher, Jane is a language graduate with a particular research interest in second language acquisition and the teaching and learning of the Irish language in English-medium primary schools in Ireland.

This paper seeks to explore a school-based action research project carried out by a teacher-researcher in partnership with primary school students and their parents in the area of Irish language teaching and learning.

In order to set the scene, the context of the Irish language in English-medium language schools will firstly be examined. While the levels of Irish language attainment in Irish-medium schools have been commendable in recent years, a significant decline in the level of proficiency of L2 learners of Irish in English-medium is apparent. Thus the researcher asks: What can be done to engage primary school learners of Irish and their parents with the Irish language in English medium schools?

A lived activity which was integrated with everyday teaching and learning in the classroom, the project took place in the school year 2014/15 over three action cycles. Working the spaces between policy and practice, the teacher-researcher sought to engage students and parents in learning and speaking the Irish language in an English-medium school by inviting all participants to be co-researchers and thus contribute to the design of each action research cycle and language learning interventions therein. Entitled '*Is Tusa an Múinteoir*' (You are the Teacher), the study has empowered primary school students to evolve into Irish tutors for their parents at home.

The rationale of this school-based participatory study which draws on the latest research in L2 pedagogy, student voice, parental involvement and computer assisted language learning (CALL) shall be presented. The pedagogical interventions undertaken during the study shall be discussed with reference to student and parent evaluations and interviews. In addition, the impact of the programme on student motivation shall be explored.

In response to the conference theme, the teacher-researcher will also reflect on limitations and causes of conflict and confusion that emerged during the evolution of the project. Drawing on both the positive outcomes and lessons learned during the action cycles, the teacher-researcher shall propose a working model of the project for future implementation in English-medium schools in Ireland.

FRIDAY 21TH APRIL 13.30-15.00

SESSION 3: Initiatives in Primary, Rm G.13

3:14 The studio classroom: developing a studio habits framework to enhance meaningful integration of the curriculum in DEIS primary school.

Anne Marie Morrin, Ruth Bourke

Mary Immaculate College, 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.

The Studio Classroom is an educational art and research project involving visual artists and primary school teachers and children who develop their art practice through online residencies. It is envisaged that connecting artists with primary schools will demonstrate the use of virtual technology to connect studio and classroom where exciting collaborative arts practice can evolve. The initiative has been delivered in two phases (Phase 1 in 2015 with 3 schools and Phase 2 in 2016

with 3 schools). It is a collaboration between artists, teachers and children in six schools in the Transforming Education through Dialogue (TED) Project PLUS Network and Visual Art Education, Dept. of Arts Education and Physical Education.

The primary focus of the *Studio Classroom* is to promote innovative ways for artists, primary school teachers and pupils to engage, respond and challenge contemporary issues within our society. The project connects artist's studios directly into the primary classroom offering all involved a unique opportunity to see how working collaboratively in a shared virtual space can contribute to a meaningful teaching and learning experience. Through online residencies the project establishes a community of learners including artist, primary school teachers, children and teaching professionals in- third level.

From the first phase of the initiative, a *Studio Habits* framework emerged which focuses on intergration and cross curricular learning using methodologies and strategies taught through studio arts and facilitates the learner by making the experience relevant. Arts integration provides learning experiences that reflect constructivist theories of learning. Learning is a socially constructed process of meaning making by making connections between context, experience, culture, emotion and thinking (Gage & Berliner 1998; Freedman 2003; Efland 2002).

The framework was developed with the view of building creative capacities by combining teaching methodologies and encouraging integration and cross-disciplinary learning. It challenges discipline specific skills to motivate and impact on student learning.

This paper will discuss the development of the Studio Habits framework as well as findings from data collected on phases one and two of the Studio Classroom art and research project. Focus groups were conducted with children, teachers and artists and data was also collected through visual methods such as video diary, photography, art making, blogging.

FRIDAY 21TH APRIL 13.30-15.00

SESSION 3: *Initiatives in Primary*, Rm G.13

3:15 Coding in primary school

Claire Carroll, Aisling Leavy;

Mary Immaculate College, Limerick

Anne Claire Carroll is a PhD student at Mary Immaculate College, Limerick. Her research interests are in mathematics education and constructivist pedagogies. Dr Aisling Leavy is a lecturer and researcher at Mary Immaculate College.

In October 2015, the then Minister for Education and Skills, Jan O'Sullivan launched Ireland's Five Year Digital Strategy for Schools. She voiced the government's commitment to giving students the opportunity to develop 21st Century Skills, specifically digital literacy (Department of Education and Skills, 2015). This idea of adapting our education programmes to meet society's needs is an ever-evolving digital landscape. In 2006, Jeannette Wing proposed that computational thinking should be a fundamental skill in every child's analytical ability. Kafai (2015) suggests that programming should become the new literacy, joining the three R's, reading, writing and arithmetic, which form the foundations of our education programmes. According to Yasmin et al (2001) learning to programme is one approach to help children become more 'digitally literate'. In September 2014, schools across England and Wales replaced ICT with a new 'computing' curriculum, with one of the core components of this being the teaching of coding. With the Minister for Education and Skills, Richard Bruton, now asking the NCCA to consider ways of integrating coding into the primary school curriculum here, it seems it won't be long before we follow their lead. This research sought to examine what benefits can be gained from introducing programming to the primary school curriculum, particularly in relation to computational thinking. The research also sought to identify potential challenges teachers will face (and perhaps possible solutions) in the introduction of programming to primary schools. A collective case study was selected as an appropriate research methodology as it allowed for the analysis of the phenomenon within its real life context. This paper reports on a ten week coding initiative carried out in an Irish primary school, introducing children to the basic functions of coding while creating their own animations. Prior to the ten programming sessions students were asked to complete a short questionnaire to ascertain their prior computing experience. During the ten week programming phase the students' computational thinking was examined using various data collection techniques. These included Project Portfolio Analysis, Design Scenarios (Brennan and Resnick, 2012) and Participant Observation. The students also kept a written log each week on their own experience of programming, to include; what they learned, what they liked and what could be improved. This paper describes the findings of this research study, including the computational thinking concepts, practices and perspectives of the participants.

FRIDAY 21TH APRIL 13.30-15.00

SESSION 3: Initiatives in Primary, Rm G.13

3:16 Using *Assessment for Learning* to enhance maths education in primary school.

Ann Marie Gurhy;

DCU

Ann Marie Gurhy is a primary teacher and has completed doctoral studies at DCU.

In recent decades the merits of assessment for learning (AfL) have been particularly lauded, nationally and internationally. Scholars have linked effective use of AfL with improved student learning and achievement, increased student motivation and self-esteem, enhanced self-regulation and metacognition, improved teacher professional and organisational learning and better student-teacher relationships. In the Irish context, while government policy emphasises the centrality of AfL in teaching and learning few teachers have received assessment-related continuing professional development (CPD). The Department of Education and Skills (DES, 2011a) has highlighted that AfL is not used sufficiently widely in our schools and concerns have also been raised about teacher assessment literacy. Regarding mathematics, data from the 2009 National Assessments of Mathematics and English Reading (DES, 2010b), school inspections (DES, 2010a), international reports (PISA, 2009), and the Literacy and Numeracy Strategy (DES, 2011a) have suggested Irish students are underperforming.

This practitioner action research case study aimed to address these issues. Operating within the pragmatic paradigm, it utilised a convergent parallel mixed methods design. Over the course of one academic year, it investigated the impact of AfL practices on the teaching and learning of mathematics at fourth-class level in one primary school. Specifically, it explored how the use of AfL principles, strategies and techniques affected students' attainment on standardised mathematics tests and their dispositions towards mathematics. Additionally, the research investigated the potential of lesson study (LS) as a vehicle of collaborative professional learning in AfL and considered the impact engaging in LS had on teachers' skills, knowledge, and use of AfL, and their beliefs towards AfL as a form of assessment. This study also provided unique insights into learners' perspectives of using AfL in mathematics, both teachers and students. Findings revealed significant effect size gains in children's confidence, motivation and attitudes regarding mathematics, although there was no appreciable difference in students standardised mathematics scores when compared to the comparison group. Additionally, indications are that teachers found LS to be a very effective model of CPD in AfL.

FRIDAY 21TH APRIL 13.30-15.00

SESSION 3: Inclusion, Rm G.09

3:17 Working the spaces between policy of inclusion and teachers interpretations and enactments in practice.

Órla Ní Bhroin;

DCU

Senior lecturer in the School of Inclusive and Special Education at the DCU Institute of Education.

In the context of rapid policy transformation from segregation to inclusion in the education of children with special educational needs (SEN) in Ireland, a study was conducted to explore resource teachers' and class teachers' interpretations of policy and principles of inclusion and the manner in which these are enacted in their practice. Based on nine resource teachers and nine class teachers each paired in a particular school, interviews to elicit teachers' interpretations combined with observations to document detail of practice generated data from which nine case studies were crafted. Findings revealed that teaching-learning activities that connect with needs of the learner are priority while degree of inclusion they provide is secondary in teachers' constructions of inclusive practices. At times, the withdrawal setting is more appropriate for the intensity of teaching necessary to secure intentional learning of children with special educational needs. In the mainstream class, their intentional learning is enhanced by one-to-one and small group teaching and by co-teaching practices. Inclusion is highly complex and has to evolve further as learners with special educational needs are accommodated only to the extent that they can be included within the needs of the mainstream class. Paradoxically, the very resources provided to facilitate inclusion can contribute to separate, fragmented and often times exclusionary teaching-learning experiences for learners with special educational needs.

The particular contribution of the study to understanding inclusion is that teachers' interpretations and constructions of inclusive practice are grounded in the central tenets of communicative routines, attunement and coherence-fragmentation. As such, pedagogical practices central to facilitating inclusion are as follows: teachers' use of mediated talk and questions to assess learning; transactional teaching-learning interactions contributing to transformational teaching-learning episodes; and, optimal interfacing of roles of resource teachers and class teachers.

This paper focuses specifically on findings related to the theme of attunement, referencing how the policy of inclusion plays out in teachers' interpretations and constructions of practice. To this end, attunement is defined, detailing the mutually transformative reciprocal interactions among teachers and learners to enable intentional learning; complexities presented by attunement for class teachers are documented; co-teaching to circumvent the challenge of deploying attunement is detailed; and, analysis of attunement as an inclusive pedagogical approach is presented. Findings support

recommendations to policy and professional preparation as a means of promoting the developments to practice critical to securing and sustaining inclusion.

FRIDAY 21TH APRIL 13.30-15.00

SESSION 3: Inclusion, Rm G.09

3:18 Masking the seams between policy and practice: the undercoat, the filler, the gloss of inclusive education.

**Carol-Ann O'Síoráin, Miriam Twomey, Michael Shevlin, Conor McGuckin;
TCD School of Education**

Carol-Ann O'Síoráin is a Montessori and primary trained teacher. She is an adjunct researcher in the School of Education, Trinity College and is currently pursuing a PhD on the literacy practices of pupils with autism in mainstream primary schools in the Republic of Ireland.

Dr. Miriam Twomey has a background in teaching and research in the field of Early Intervention, Autism Spectrum Disorders and intellectual and developmental disabilities.

Professor Michael Shevlin is Professor of Inclusive Education in the School of Education, Trinity College. Michael has worked on developing an inclusive system for all marginalised groups but particularly for children and young people with intellectual disabilities. He has published widely, nationally and internationally, on developing inclusive learning environments.

Dr. Conor McGuckin is Assistant Professor of Educational Psychology in the School of Education, Trinity College. Conor's research interests are in the areas of bully/victim problems among children and adults, psychology applied to educational policy and processes.

Over the course of the past three decades Ireland has seen the development of legislation and policy frameworks for the advancement of inclusion for pupils with special educational needs (SEN) in mainstream education. However in those thirty years it remains undetermined how localised inclusion policy supports its practical application in the classrooms and schools around the Republic of Ireland. Danforth and Jones (2015) map the development of inclusive education in response to the flaws identified in the ideology of special education. Ireland's new allocation model promises to provide schools with a fairer more 'equitable way' of approaching resource provision for learners with SEN. The new model espouses to support the 'meaningful education and inclusion of students with SEN' (NCSE 2014). While it doesn't provide a definition for inclusion it suggests meaningful inclusion 'reduces the sense of isolation and the impact of negative labelling' associated with a SEN (NCSE 2014). This new model supports a rights based approach where children with SEN are entitled to be educated among their mainstream peers. It also supports a needs-based approach, calling upon the class teacher and the school to identify the learning profile of the learners in the school. It pointedly, requires a shift from the medical model of resource allocation.

Norwich (2007) argues that a 'dilemma' arises between the gaps in a rights-based philosophy and a needs-based philosophy. Ravet (2011) agrees and posits that there exists inconsistency and 'contradictory perspectives' of inclusion, and she argues, this reinforces the gaps in professional knowledge and practice. McCoy, Banks et al. (2014) also argue that the practice of successful inclusion is also dubious and more research is needed to explore this.

This paper presents qualitative case studies from three research projects within the Republic of Ireland. These case studies examine the following aspects of inclusive practice: transitions experiences from pre-school, transitions within school and transitions post school. Implications of transition planning and practice are explored in relation to inclusive practice in Irish schools. This paper will argue for an integrated model of inclusion to fill the gaps between policy and practice.

FRIDAY 21TH APRIL 13.30-15.00

SESSION 3: Inclusion, Rm G.09

3:19 Inclusion in Irish schools: special classes

**Dr Joanne Banks, Prof Selina McCoy;
Economic and Social Research Institute**

Joanne Banks is a Research Officer at the Economic and Social Research Institute. Selina McCoy is Associate Research Professor and joint Education Programme Co-ordinator at the Economic and Social Research Institute

Inclusive education is a broad and relatively new concept in the Irish educational landscape. Until recent decades, children with special educational needs were outside mainstream education with many educated in special schools and a small number of special classes. Today, while the majority of children with special educational needs are educated in mainstream settings, an increasing proportion of students are being assigned to special classes, in line with policy objectives. In the context of Ireland's commitment to inclusive education, this paper questions the value of special class placement over mainstream education for children with special educational needs. Using data from a mixed-methods longitudinal study of special classes, we examine if special classes are operating as a form of segregation or inclusion for

these children and young people. The findings highlight the conditions necessary to operate special classes within the ethos of inclusive education, in particular: where special class teachers are sufficiently qualified; where special class teachers receive peer support; and a whole school approach to inclusion permeates the school.

SYMPOSIUM

FRIDAY 21TH APRIL 15.30-17.00

SYMPOSIUM 4.0. Rm G.15

SYMPOSIUM TITLE: DIGITAL LEARNING REVISITED: EXPLORING SOME OF THE BIG QUESTIONS

SIG group: Technology Enhanced Learning (TEL)

CONTRIBUTORS: Mark Brown, Eamon Costello, Enda Donlon, Tom Farrelly, Mairead Nic Giolla-Mhichil, Monica Ward

DISCUSSANT: Prof Mark Brown

Professor Mark Brown is Director of the National Institute for Digital Learning at Dublin City University. Mark is a member of the Executive Committee of the European Distance and E-Learning Network and has published extensively in the area of online, blended and digital learning.

Dr Eamon Costello is co-Head of the Open Education Unit which is part of the National Institute for Digital Learning in Dublin City University. He has research interests in digital, online and open learning; and expertise in developing and delivering online programmes.

Dr Enda Donlon is a lecturer in Digital Learning in the school of STEM Education, Innovation and Global Studies at the DCU Institute of Education, where he teaches on the use of ICT in teaching and learning.

Dr Tom Farrelly divides his time in IT Tralee between being an educational developer with the Institute's e-learning development unit and lecturing across the Nursing and Social Departments. His doctoral research focussed on the use of Virtual learning Environments as a vehicle for realising lifelong learning.

Dr Mairead Nic Giolla Mhichil is a Senior Lecturer in Information Technology and a Senior Research Fellow with the National Institute for Digital Learning. Mairead is an OpenUpEdu expert and has conducted research into supra-national and national policy areas in higher education.

Dr Monica Ward is a lecturer in the School of Computing at Dublin City University. Monica has extensive expertise in the area of computing education and Computer Assisted Learning.

This Symposium explores some of the big questions confronting researchers in the area of Digital Learning. It builds on 'The Next Generation Digital Learning Research Symposium' jointly hosted by ESAI in November 2016 at Dublin City University (DCU) in partnership with the Irish Learning Technology Association (ILTA) and National Institute for Digital Learning (NIDL). The intention is to discuss some of the contemporary issues, opportunities and challenges facing the field with a critical eye on the future. More specifically the Symposium is structured to explore the following questions:

- What research in the area of Digital Learning is currently being conducted in the Irish context?
- What is the role and potential of coding in the school curriculum?
- What are some of the issues and challenges arising from the emergence of Analytics and Big Data in formal education?
- What are the implications of the Unbundling movement for the future of formal education?
- What impact is the latest generation of Artificial Intelligence going to have on the future of formal education?

In exploring these questions, the aim is to critically reflect on the impact of the digital era on formal education set against the context of wider societal changes—for better and worse. Additionally the Symposium is designed to help participants identify, discuss and debate some of the current gaps in the literature both nationally and internationally.

FRIDAY 21TH APRIL 15.30-17.00

SYMPOSIUM 4.0. Rm G.15

[1] Coding and the Curriculum: Potential and Challenges

Monica Ward

Many people take technology (powered by coding) for granted and little thought is given to how things work, the potential downsides (who is doing what with my data?) and possible developments (e.g. in the medical area). It is important that students are made aware of these issues and given the ability to understand and develop their own applications for potential societal and commercial benefits. In a number of countries (such as Israel and Canada) coding has been taught in schools as part of the curriculum for a number of years. The benefits of cross-curricular linkages within schools are often highlighted, and coding and its related topics are inherently cross-curriculum. The challenge is how to bring coding (and related topics) into the school curriculum. It is not just a matter of developing the curriculum and related materials – the logistics of professional development for teachers is a key area of consideration. Significant thought must also be given to ensuring that it is available to all students particularly those from groups that are currently

under-represented in the coding arena (e.g. students from disadvantaged backgrounds, females, students with disabilities). This paper looks at the role and potential of coding in the school curriculum and outlines the multi-disciplinary and multifactorial issues and challenges for the future. It will explore the options for placing coding within the school curriculum and the long-term strategy options for this dynamic and constantly changing field

FRIDAY 21TH APRIL 15.30-17.00

SYMPOSIUM 4.0. Rm G.15

[2] Coding Finding Privacy in the Big Education Data Haystack

Eamon Costello, Mark Brown, Enda Donlon, Mairead Nic Giolla-Mhichil

Educational data is now being harvested in ever greater and more efficient machines. The resultant haystacks are the grist for a branch of research that has been termed Educational Data Mining, Learning Analytics or defined as a set of enquiries that are concerned with Learning at Scale. The promise of this research is that it can deliver not just insights but tangible educational improvements such as to student retention, personalization of learning and student engagement. A major challenge however concerns how educational researchers can deal with the ethical implications of this research. This is a field where new questions are being posed, leading to new types of information being derived, in ways that were previously unimagined and from ever larger datasets. This paper seeks to examine the rights of learners (and educators) in this emerging research landscape, including the ways in which their privacy may be protected or betrayed. To this end it draws on current ideas of best practice for conducting educational research with big data. As an example we present results of an analysis of current practice in research on learners in Twitter taking Massive Open Online Courses (MOOCs). This analysis focused on how published research on this topic deals with ethics including the privacy rights of participants. Our findings help contribute towards an agenda for an ethical framework for research involving large datasets of learners in social media and MOOCs. In so doing we seek to go some way towards asking a Big Question of research using Big Data.

FRIDAY 21TH APRIL 15.30-17.00

SYMPOSIUM 4.0. Rm G.15

[3] Why Unbundling Matters: Unpacking Competing Languages of Persuasion

Mark Brown, Tom Farrelly, Mairead Nic Giolla-Mhichil

In 2003, the CD was unbundled by Apple Computer with the launch of iTunes. This innovation meant that for the first time you could purchase the music you wanted rather than the bundle pre-packaged by the record labels. The unbundling of formal education parallels this development. In the context of higher education the traditional degree is formal education's version of the bundle, which has been the business model of universities for centuries (Craig, 2015). This paper expands on this rather simplistic conception of unbundling and is framed around a deeper theoretical analysis which locates the movement as part of wider social practice and discusses some of the challenges and opportunities arising from the new unbundling movement. The basic tenet is that the current language of crisis, disruption, democratisation and re-imagination in the age of unbundling requires a type of double vision: utopia and dystopia. Having said that, the unbundling debate is far more complex than simple dichotomies of good or bad, as the competing languages of persuasion are entangled in interwoven and contradictory arguments. A number of examples of unbundling are used to illustrate why policy-makers, institutional leaders and educational researchers really need to take the movement seriously in thinking about the future of formal education.

FRIDAY 21TH APRIL 15.30-17.00

SYMPOSIUM 4.0. Rm G.15

[4] The Next Big Thing: The Impact of Artificial Intelligence on Education

Enda Donlon, Eamon Costello, Mark Brown

In 2011, Watson, an IBM supercomputer, defeated Jeopardy champion Ken Jennings. This much publicised moment in the history and development of Artificial Intelligence (AI) builds on the legacy of when Soviet grandmaster and World Chess champion Garry Kasparov was outsmarted by Deep Blue in 1996. Some have suggested this to be the start of the 'next big thing' in both education and the future of work. Set against a number of bold predictions this paper looks to the future of education and considers the potential impact of the latest generation of AI on traditional models of teaching and learning. How will the affordances of AI impact on the nature of the learning experience? How can educators best harness the potential of such developments in the service of more effective teaching and better learning outcomes? Is it really possible that robots, virtual agents and other forms of AI could in the foreseeable future replace the traditional role of teachers? In exploring these questions the presentation attempts to demystify the nature of AI by sharing real examples already being applied in other sectors. In so doing the objective is to help identify and scope out the types of research questions and pilot initiatives that we might benefit from investigating from an educational perspective in the future.

Session 4 Papers

FRIDAY 21TH APRIL 15.30-17.00

SESSION 4: RESEARCH, Rm G.18

4:1 But is it valued? Pre-service teachers' perspectives on the use and conduct of educational research.

**Dr Jennifer Hennessy, Dr Raymond Lynch;
University of Limerick**

Jennifer Hennessy is a lecturer in Educational Research Methods and Professional Master of Education Research Strand Coordinator. Raymond Lynch is Lecturer and Course Director Professional Diploma in Education (Technology). Both are at the University of Limerick.

The nature, purpose and authorship of educational research are much contested. The intensification of teachers' work (Apple 2009) and the bureaucratic (Gleeson and Donnabháin 2009) nature of this work has, according to some, resulted in diminished commitment to teacher-led research. Contesting the nature of teacher-led research also are critics who assert the inherent role of the teacher to be at odds with that of the researcher. Yet, it is argued that teachers operating at a distance from educational research work in professional isolation often attempting to "reinvent the pedagogical wheel" (Labaree 2003, p.20). This research explores post-primary pre-service teachers' perspectives on the use and conduct of educational research. Drawing on the responses of 56 pre-service teachers enrolled in the Professional Master of Education Programme at the University of Limerick, this research highlights the perceived barriers, both practical and theoretical to engaging in and with educational research. Preliminary findings highlight a high level of reluctance amongst pre-service teachers to engage in practitioner research. The intensification of teacher work, lack of resourcing and remuneration and the perception of educational research as an unduly onerous activity were all noted as inhibitors to the feasibility and desirability of teacher-led research amongst respondents. Moreover the perception of teaching and research as mutually exclusive endeavours was highlighted by many participants. When discussed in light of the intensification of teaching, this task exclusivity was noted to render the conduct of meaningful teacher research both impracticable and unmanageable.

FRIDAY 21TH APRIL 15.30-17.00

SESSION 4: RESEARCH, Rm G.18

4:2 Frontier Taxonomies: exploring the synergies between teaching, learning, research and writing development.

**Alison Farrell, Sharon Tighe-Mooney;
University of Limerick**

Alison Farrell is Teaching Development Officer in the Centre for Teaching and Learning, School of Education, Maynooth University. She is principal investigator of the European COST Action (CA – 15221 – We ReLaTe) which is examining the synergies between teaching, learning, research and writing development.

Sharon Tighe-Mooney works in the Centre for Teaching and Learning at Maynooth University. She completed her doctoral research in 2010 at the School of English, Media and Theatre Studies, Maynooth University and has a Professional Certificate in Teaching and Learning (2012). She is currently Co-ordinator of the University Writing Centre in Maynooth University.

Our paper will address the conference theme of the challenges and expectations driving education research work in contemporary Ireland and beyond, through the outlining of an exploration of the frontier taxonomies and borderlands that exist across four key education areas, namely, teaching, learning, research, and writing. While there is a wealth of research about the distinct areas of learning, teaching, researching and writing, there is a dearth of scholarship addressing these four areas more holistically. Though, in many institutions, and indeed at policy level, support and development in these spaces continues to evolve, this change can occur in a reactive rather than strategic manner. Responsive shifts, of this nature, are often influenced by external forces, which can result in less than optimal outputs. By identifying the frontier taxonomies between these areas we believe there is potential to reimagine how these key activities can contribute to bridging the gaps between policy and practice.

Our paper is based on a European COST Action which contributes to the professional conversations and research around the shared territory of support for, and development of, learning, teaching, research and writing. We believe that greater dialogue between the areas, particularly with regards centralized support and policy, would illuminate intersections and contribute to transformation based on complementary, coherent and integrated provision.

To this end, our COST Action is, amongst other goals, seeking to classify as 'frontier taxonomies', the common ground, in terms of shared purposes, processes, knowledge, values and skills, between research, writing, teaching and learning in order to capitalise on their synergies.

This paper will present on progress to date in the research.

FRIDAY 21TH APRIL 15.30-17.00

SESSION 4: RESEARCH, Rm G.18

4:3 Critical need: discourse analysis as applied to the workshop model.

Cara M. Mulcahy;
Central Connecticut State University

Cara Mulcahy is a professor of Literacy at Central Connecticut State University. Her areas of interest include critical literacy, Readers'/ Writer's Workshop, young adolescent literature and children's literature. Dr Mulcahy has published two books: *Marginalized Literacies: Critical Literacy in the Language Arts Classroom* (2010) and *Pedagogy, Praxis and Purpose in Education* (2015), co-authored with Donal E. Mulcahy and Daniel G. Mulcahy.

In 1997 Congress charged the National Institute of Child Health and Human Development to, "convene a national panel to assess the status of research-based knowledge, including the effectiveness of various approaches to teaching children to read" (Yatvin, 2002, pp. 364- 369). It was the panel's job to analyze reading research and to present what they felt were the most effective ways to teach reading. The panel determined all studies to be examined had to be, "experimental or quasi-experimental in design with a control group or a multiple-baseline method" (NRP, 2000). Educators such as Yatvin (2002) and Cole (2000), among others, have taken issue with this arguing that it excluded many qualitative research studies that provide a wealth of descriptive information on reading and literacy instruction and it may also promote a specific approach to reading instruction.

Challenging this limited definition of research is important. The paper proposed here employs a critical and grounded theory of research. Such an approach is important as it challenges definitions that limit research to experimental or quasi-experimental designs. Further, scholars and educators (Freire, 1987; Harste, 2014; Morrell, 2008; New London Group, 2000) recognize literacy as a social practice embedded in cultural, historical, and political contexts. With this broader understanding, literacy is recognized as far more than a set of technical skills students need to master. Research practices need to reflect this broader understanding of literacy and the diversity of experiences that impact students' literacy practices so we can better understand what kind of literacy instruction is most impactful for students.

The Readers'/Writers' workshop is a student-centered, progressive approach to teaching the language arts. The workshop model allows students to engage in the process of reading and writing during class time. Students are active learners; they choose topics they wish to read and write about. Teachers facilitate student learning by providing constant feedback and by supporting students in their choices, strategies and inquiries. The study proposed here employs critical discourse analysis to engage in a critical analysis of the Readers'/Writers' workshop, to locate critical literacy in the contexts of literacy education, to examine how the Readers'/Writers' workshop compares to a critical paradigm for the teaching of literacy, and to identify spaces for critical literacy within the Readers'/Writers' workshop. This will be done by referring to how this has been accomplished in *Pedagogy, Praxis, and Purpose in Education* (Mulcahy *et al*, 2016) by drawing on the work of Atwell, Calkins and Rief.

FRIDAY 21TH APRIL 15.30-17.00

SESSION 4: RESEARCH, Rm G.18

4:4 Tidy binaries vs prolific paradigms: the reimagining of teacher education research.

Suzanne O'Keeffe;
Central Connecticut State University

Suzanne O'Keeffe is a primary school teacher who was recently conferred with a doctorate from Mary Immaculate College. She currently is a part-time lecturer in MIC.

Against the backdrop of current complex social and global transformations, qualitative research is once again challenged by situations we no longer understand or know how to react to. Older stories speak of paradigm wars and a one-best-way of knowing. New stories talk of prolific paradigms that trouble common-sense understandings and scientific knowledge. Confidence in certainties, totalities and universals has been eroded. We may be moving far from the qualitative-quantitative split towards an interest in dichotomies between language and reality, discourse and materiality. As language and representation have traditionally been granted to only humans, there had been no need to engage with anything other than language. However, recent destructive material events indicate that language alone cannot fully account for reality and agency. Questions surrounding the material must be considered. This intellectual sea change in critical thought does not privilege rhetoric over reality. Rather it offers new interpretations that extend how we understand our increasingly diverse daily experiences. As market logics push even deeper into educational research and policy, qualitative research is much involved with this epistemological and ontological wrestle. This paper locates itself within the current tension as it explores male primary school teachers' experiences of masculinities in contemporary Irish schools. The male teachers in this study cannot escape their bodies, nor can they escape the construction of abstract bodies, such as the school in the community, the cultural landscape upon which the school is placed and the education system governing the school system. Each teacher can be in his bodies but how others treat them is the result of their bodies is a material encounter. Inspired by feminism and poststructuralism, the research design consists of three interconnected yet distinct phases of interviews. It examines diverse understandings of care, explores the public and private worlds of masculinities

and evaluates how various social relations are charged with formal and informal meanings of masculinities. It provides a platform for Irish male teachers' voices to be heard, offering fresh insights into the complexities and challenges that they face both inside and outside contemporary Irish schools. This presentation is a creative offering towards our responsibility as teachers, researchers and scholars to produce more research that is in response to the experiences, desires and needs of marginalised groups. It will be of particular interest to all those interested in bringing fresh evaluations of key gender issues to the debate on education.

FRIDAY 21TH APRIL 15.30-17.00

SESSION 4: INCLUSIVE EDUCATION, Rm G.17

4:5 A thousand tiny pluralities: children engaging ethics and injustice amid debates on school futures in Ireland.

**Karl Kitching;
UCC**

Karl Kitching is a lecturer in education in University College Cork. His recently published work includes *The politics of compulsive education: Racism and learner-citizenship* (Routledge 2014). He is currently planning a book based on the current study of socio-religious change in Irish childhoods and schooling, centred on the concept of 'a thousand tiny pluralities'.

Public debate about majoritarian, pro-Catholic discrimination in Irish state-funded primary schools has intensified in recent years. Policy makers have responded by promising alternative school futures, which enable 'greater parental school choice'. I argue these responses denote a form of liberal pluralism that essentialises and individualises ethico-religious orientations, and elides the multiply differing dis/advantages, desires, tempos and spaces of children's lives. Drawing on Deleuze and Guattari's radical political theorisation of Life processes as 'becoming', I assert that plurality is continuously emergent in complex corporeal relations that are irreducible to liberal pluralism's adult-centred, morally fixed and linear representations of 'the nation's children'. My empirical analysis draws on singular accounts of children's experiences of differing Irish school and peer contexts. I analyse children's religious and non-religious encounters, including the multiplicities of (a) classed, gendered and generationed exclusions and desires and (b) human and non-human forces constituting their experience in a technologically advanced, consumerist world. I focus on 'Lily's' and 'Cormac's' engagement with images and modes of embodied expression as complex intra- and inter-corporeal encounters, which alter or escape contextually differing socio-religious hierarchies in unique ways. By mapping the encounters Lily and Cormac have with significant images, concepts, materials, peers, and us as researchers, I demonstrate how corporeal intra- and interactions are alive with an limitless, immanent ethical potential. The specific potential is for these bodies – broadly defined - to become other (sense, perceive and experience intensities) with Life (multiple materials, images, technologies, concepts) in unique, plural, unforeseeable ways that creatively exceed, alter or muddle the public and pedagogical ordering of children's development in temporally singular, linear ways according to morally pre-defined school models. To conclude, the paper argues that mapping becomings in public and everyday pedagogical encounters is essential to 'becoming-other' to hierarchical and binding modes of thinking about education and moral authenticity. I argue the greatest potential for engaging ethics and injustice in schooling and childhood is not through liberal pluralism, if it fails to recognise multiple agonistic relations and desires as constitutive of democracy. Mapping a thousand tiny pluralities in public and pedagogical encounters offers a more politically creative and just way of negotiating children's and schools' ethico-religious futures.

FRIDAY 21TH APRIL 15.30-17.00

SESSION 4: INCLUSIVE EDUCATION, Rm G.17

4:6 Inclusive Education: Using and Creating evidence while effectively working the spaces between policy and practice.

**Audrey Halpin, Ricky McMahon, Laura Welch, Alyson Crowley;
Church of Ireland Centre, DCU**

Audrey Halpin is a lecturer and inclusive education researcher. Ricky Mc Mahon, Laura Welch and Alyson Crowley are inclusive educators at various stages on the teacher education journey.

Inclusive Education is an exciting contemporary possibility. For us, inclusion affords rich opportunities to find out, to experiment, to document and to action the nexus between research, policy and practice in education.

The development of new modules to form a strand within the revised Bachelor of Education (Primary) programme (2012-2016) at the Church of Ireland College of Education provided the opportunity for research-responsive and research-generating practices at primary and higher education levels.

At higher education level, within the teacher education programme, analysis of inclusive education research from recent decades informed the decision to create module content emphasising the development of attitudes, efficacy, policy awareness and successful experiences. Teacher education research informed the decision to use inquiry, collaborative and reflective approaches as methodologies for delivery. Ongoing research continues to inform the refinement of these

modules and also tracks the impact that direct focus on attitudes, efficacy, policy awareness and experience has on student teachers' practices.

At primary level student teachers have been working on understanding their learners and figuring out the pedagogical implications of human diversity in their school placement classes. Each school placement experience has provided opportunities for applying inclusive education attitudes, efficacy beliefs and policy awareness to the planning for and teaching of all pupils in mainstream primary classrooms. Module assessment and placement evaluations indicate high levels of efficacy for inclusion and of effective inclusive practice among teachers from the early stages of their initial teacher education.

Overall, research is very much a lived activity for us in which we have been navigating the provision of education which is concerned with excellence that is mindful of concerns for social justice and equality; education wherein these concerns are highly compatible.

This paper will first outline the research and policy foundations upon which the module content and delivery methods were built. The ways in which ongoing research into the programme of study has informed its refinement will then be presented. Following this the impact that the study of inclusive education has had on student teachers' attitudes, efficacy beliefs and practices will be illustrated.

We hope to generate discussion on the transformational possibilities our research and experiences to date can offer pupils, practitioners, policymakers, and other researchers.

FRIDAY 21TH APRIL 15.30-17.00

SESSION 4: INCLUSIVE EDUCATION, Rm G.17

4:7 Early Career Teachers' habitus and its influence on the Teacher-Parent Relationship in Designated Disadvantaged Schools.

**Gareth Burns;
DCU Institute of Education**

Gareth Burns works as a primary teacher in Ratoath, Co. Meath and lectures in Sociology on the MEd programme at DCU Institute of Education. Gareth's doctoral research explored early career teachers' understandings of 'making a difference'. His research interests include the professional lived experiences of beginning and early career teachers, mentoring and induction, socially just pedagogies and educational inequality.

Given the increasing influence of overly rationalistic and technicist views of teaching, it is even more difficult to imagine education as a transformative praxis (Apple, 2011). By viewing themselves as public intellectuals and cultural workers, teachers can 'make a difference' in terms of social justice. Viewed as a signifier of teachers' willingness and capacity to incorporate a vision of social justice into their understanding of 'making a difference', this paper explores early career teachers' (ECTs) attitudes towards parents in DEIS schools, and their understandings of their professional role and responsibilities vis-à-vis cultivating open and inclusive teacher-parent relationships.

This study adopted a narrative life history methodology grounded in phenomenology. Semi-structured, life-history interviews were conducted with 18 ECTs drawn from three urban designated disadvantaged schools. Significantly, the sample contained a balance of participants drawn from a range of socioeconomic backgrounds, which was very advantageous considering the emphasis the study placed on exploring ECTs' habitus and its influence on idealised and realised teacher identities and practices.

The findings demonstrate that while participants' attitudes towards, and engagement with, working class parents were found to be context and career stage specific; the most significant factor influencing the type and quality of engagement they had with working class parents was found to exist along class and social background lines. Those participants identified as having working class origins, and/or those that grew up in close proximity to the working class communities they now work in (working class-close proximity cohort), used their greater knowledge of the local communities they work in to 'connect' with parents on a personal level. Their felt desire to try and initiate more open and inclusive relations with working class parents also allowed them to resist to a large extent the boundary setting and professional protectionism that governed the majority of participants' relations with parents. While these practices reflect the generative quality of the 'working-class-close proximity' cohort's class and social habitus in terms of perceptions and practices, there was also evidence of its more structuring and limiting quality at play, which helps to explain the intensity of their engagement with institutionally embedded discourses of parental deficiency. In presenting these findings, this paper opens up a conversation about how teacher education might build increased awareness amongst student and practicing teachers of their positionality within the social context and the central role it plays in shaping what one sees and understands about the world (Sensory & Di Angelo, 2012).

FRIDAY 21TH APRIL 15.30-17.00

SESSION 4: INCLUSIVE EDUCATION, Rm G.17

4:8 Parents as nomads; journey, in betweenness and identity

Miriam Twomey;
TCD School of Education

Miriam Twomey leads the Master's in Early Intervention at the School of Education, Trinity College Dublin. Miriam is a member of the Inclusion in Education and Society Research group at the School of Education.

This study examined the experiences and understandings of parents whose children were undergoing assessment and diagnosis of ASD, which impacted on their children's educational experiences. The life of the parent is thematised using the metaphor of the nomad.

A nomad (Greek: νομάς, nomas, plural νομάδες, nomads) exemplifies the role of the parent using three themes. The first theme describes the dynamic and evolving character who travels from place to place with an awareness of tracks, plants and nourishment, finding themselves in different lands [clinics, classrooms and school yards].

The second theme describes the position of the parent during the period of assessment, diagnosis and intervention, as that of 'in-betweenness'. The theme of in-betweenness signifies that the parent is neither here nor there. "The life of the nomad is the intermezzo" (Deleuze and Guattari, 1987, p. 380) allowing us to think that though an in-between space is characterised by movement and changes, it may achieve significance. An Adlerian (1964) view may signify 'in-betweenness' with a sense of not belonging, being left out or invisible.

The third theme, also linked to the central metaphor of nomad, describes parents' experiences as that of journeys during which their identities change. According to the philosophers of difference, flows, energies and movement defy the subject becoming a fixed identity. Education is examined as a locus of identity formation for the parent.

Methods: Qualitative, in-depth, longitudinal case studies were undertaken with a group of parents (n=7) of young children with autism over fifteen months. An in-depth view of the lived experience of the parent was conducted through semi-structured interviews.

Findings: The findings in this research evidence parental marginalisation when children failed to experience inclusion or remain within a mainstream school setting (Rogers, 2007). Similar to Hodge and Runswick-Cole (2008) parents considered medical and professional discourses as more highly valued than those of parents, in school settings.

Discussion: This research suggests that parents navigate (difficult) ways of forming new multiple selves and so they are opening up new life worlds. Similar to Roets (2006) parents [nomads] are reforming their multiple selves and drawing new cartographies. Like Braidotti (2002) parents in this research were focused not on who they are, but rather what, at last, they want to become. Parents were simultaneously nomads and settlers with their children (McLaughlin and Goodley, 2008).

FRIDAY 21TH APRIL 15.30-17.00

SESSION 4: AESTHETICS, Rm G.14

4:9 Signs of solidarity: a performative ethnography of deaf children's schooling in Ireland.

Prof Jim Deegan, Dr Noel P. O'Connell;
Mary Immaculate College.

Jim Deegan is Professor and Head of Graduate School, Research and Graduate School, Mary Immaculate College, Limerick. His publications focus on the social epistemologies of teaching and teacher education, autobiographical and narrative inquiry, and stories of community consciousness in social regeneration contexts. In May, 2016, he presented the Plenary Performance, 'Seeing Epiphanies in Qualitative Inquiry' at the International Congress on Qualitative Inquiry (ICQI), University of Illinois, Urbana-Champaign, IL, USA.

Noel P. O'Connell graduated with a Ph.D in Education (Sociology) from Mary Immaculate College, Limerick in 2013. His research interests include qualitative research, autoethnography, deaf history and education, sign language studies, and postmodern and postcolonial theories. He is a recipient of a Government of Ireland Postdoctoral Fellowship for a book project with Peter Lang entitled '*Belonging: An Autoethnography of a Life in Sign Language*'.

The ways in which we approach children and childhood as variables of social analysis has undergone profound change in the last quarter century in the Republic of Ireland. Revelations of physical, sexual, and emotional abuse in state and religious-run residential schools have been unrelenting in the interim period. In response to public outcry in the print and broadcast media, there have been significant changes in the statutory and policy contexts of children and childhood. Still, much remains un/seen, un/heard and un/told in the grand narrative of schools and schooling and especially missing are the hidden injuries of the silenced "other". Perennial questions about social in/justice and democratic practices include: Who is included/excluded? Who is produced/reproduced? Who is voiced/silenced? Who is represented/underrepresented? More specifically, How do variables of race, ethnicity, gender, belief, class, ability,

community, or indeed any other variable of social analysis, correspond with policy, practice and curriculum? One of the largely hidden injuries until quite recently has been the provision and practices that stem from the dualism of “normal as hearing/deaf as abnormal”. This performative ethnography confronts this dualism by taking the audience/spectators “behind the backs” of teachers, parents, family, and community and, in particular, “officialdom” into the secret lore and language of children’s lives and schooling in a residential school. The social world of deaf children revealed in the original ethnography was characterized by solidarity, care and love. This kind of solidarity born of a collective biography compares with “othering” practices that often accompany “official” accounts of children in institutional state and religious-run schools. It originated in the community of the children, and not the “other” community. It was most evident in the children’s willful embodiment of sign language as opposed to the prevailing doxa of oralism. It represented a potent example of the transgressive, liberatory and de-colonizing agency of children. In this performative ethnography, medium and message come together through theatrical devices associated with Brechtian “epic theatre”, including loosely connected scenes, storyline turns and interruptions, political placards as scenic moments, and addresses to audience. In addition, the visual technique of “pentimento”, whereby spectators are invited to paint a painting out of the painting on the projection screen, will be used to facilitate a way of not only seeing things differently but also as a first step towards doing things differently and, in doing so, render this performative ethnography as a continuing reflexive project.

FRIDAY 21TH APRIL 15.30-17.00

SESSION 4: AESTHETICS, Rm G.14

4:10 Drama in education: opening spaces for critical pedagogy to come alive in the practice of Chilean teachers.

**Catalina Villanueva, Dr Carmel O’Sullivan;
TCD School of Education**

Catalina Villanueva is a PhD candidate at the School of Education, TCD, under the supervision of Dr Carmel O’Sullivan.

Dr Carmel O’Sullivan is the Director of the Arts Education Research Group (AERG) and former Head of the School of Education, Trinity College Dublin. Her research interests include Drama and Theatre in Education, teaching and learning in higher education, drama with children and young people with an autism spectrum disorder, and the work of theatre practitioner Augusto Boal.

Since its emergence over 60 years ago, *critical pedagogy* has been an influential paradigm that has inspired many in their efforts to promote social justice through education. However, critical pedagogy has been challenged for its emphasis on theory rather than practice, which is visible in the work of some of its main proponents. One way to contribute to the development of this educational theory is to explore practical approaches that can potentially enable its application in classrooms. Drama in Education has been identified as an approach that can create spaces for critical pedagogy to come alive. However, little research has been advanced to date that explores the critical pedagogical potential of Drama in Education in the practices of teachers who are not drama specialists. In an attempt to bridge this knowledge gap, this doctoral study aims to analyse the possibilities and challenges that Chilean teachers face when integrating Drama in Education as a form of critical pedagogy in their classrooms. Bringing together case-study and reflective practitioner methodologies, this research involved the creation and application of a Continuing Professional Development (CPD) programme for teachers in a school in Santiago, Chile. This school offered a valuable location for this investigation due to its critical pedagogical ethos, one that, while strong on paper, was still in an embryonic state in practical terms. The CPD programme invited teachers from a broad range of subjects and levels to explore the critical potential of Drama in Education strategies developed by drama experts such as Dorothy Heathcote, Jonothan Neelands, and Augusto Boal. This paper presents the study’s initial findings, focusing on the teachers’ experiences of the CPD programme, their familiarisation with drama strategies, and their discussion of the possible critical spaces that drama opened up for them and their students. Initial findings indicate that the CPD programme offered a valuable site for teachers to reflect on their diverse interpretations of critical pedagogy, while presenting them with a teaching approach that strengthened the criticality of their practices and promoted the democratisation of their classrooms. The findings also highlight limitations that the teachers found in Drama in Education, which related to the acute time constraints they faced in their work. The initial findings are helping direct the analysis of the subsequent stages of this study, while also illuminating tensions that the dual role of researcher and practitioner implies.

FRIDAY 21TH APRIL 15.30-17.00
SESSION 4: AESTHETICS, Rm G.14

4:11 Gender and social inequalities in cultural participation among children and young people: the implications of out of school learning for within school outcomes.

Prof Emer Smyth;
Economic and Social Research Institute

Emer Smyth is Research Professor and head of the Social Research Division at the Economic and Social Research Institute (ESRI).

Studies of cultural participation among adults have tended to focus on participation in a specific set of high-culture activities, largely centred on attendance at arts exhibitions and performances such as the theatre, ballet and opera, as well as on reading for pleasure. In contrast, this paper draws on two waves (at ages 9 and 13) of Growing Up in Ireland data to take a broader view of arts and cultural participation among children and young people, taking account of their engagement in popular culture, including television viewing and digital engagement, as well as involvement in music, dance and drama lessons and in reading for pleasure.

The paper analyses the extent to which different kinds of cultural participation are shaped by social background, taking account of social class, parental education and household income. A strong social gradient is found in the frequency of reading for pleasure and in taking part in structured activities such as music and dance classes. However, gender cross-cuts social background in complex ways, with working-class girls spending as much or even more time reading than middle-class boys.

The analyses assess two sets of outcomes from a longitudinal perspective: cognitive development (as measured by performance in standardised tests) and wellbeing (as measured by the prevalence of socio-emotional difficulties). Self-directed reading and taking part in structural cultural activities outside school time is found to contribute to cognitive development (in terms of both verbal and numeric skills) as well as to academic self-confidence. Watching a lot of television promotes verbal skills but at the expense of greater socio-emotional difficulties. Patterns of cultural participation outside school therefore serve to produce and reproduce social and gender differences in within-school achievement and engagement.

FRIDAY 21TH APRIL 15.30-17.00
SESSION 4: AESTHETICS, Rm G.14

4:12 Exploring Conflicting Discourses of Creativity within Educational Contexts.

Donna Callan;
UCD School of Education

Donna Callan is a doctoral student at UCD School, of Education where she also teaches on the PME programme

While the 21st century has seen renewed focus on the role of creativity in teaching and learning, there exists considerable divergence in current views on what creativity means, how it can be fostered and why it is necessary. Conservative traditions emphasize the value of nurturing aesthetic self-expression, while more recent democratic rhetoric makes explicit the links between creativity and social inclusion. At international policy level, creativity and innovation have received increased attention for their potential to address global challenges and contribute to economic sustainability and technological advancement, leading to a wider trend among western countries to prioritise curriculum learning outcomes designed to develop the creative capacities of students. This paper examines conflicting discourses of creativity to propose a framework for exploring creativity within formal and informal educational contexts. It traces how traditional and individualistic hierarchical views of artistic genius have evolved to more progressive and inclusive theories of creativity as an innate capacity of every person, which can be fostered and enhanced when certain enabling factors are present within a learning environment. On the one hand, this may be seen as a democratic and egalitarian development, yet more recent policy trends could be argued to measure the value of creativity within a market-driven model, designed to navigate the demands of an increasingly globalised society.

Drawing on cross-cutting themes emerging from this research, a spectrum of creativity is proposed to better understand these competing conceptualisations. This framework is used to explore four dominant visions of creativity; instrumentalist views of creativity as a transversal skill, the cultural heritage tradition, creativity for social empowerment, and anarchic creativity. By locating discourses of creativity upon this spectrum, it offers a useful lens for exploring models of creative practice and enables a deeper understanding of key tensions and paradoxes within the creativity debate.

FRIDAY 21TH APRIL 15.30-17.00

SESSION 4: INITIAL TEACHER EDUCATION, Rm G.13

4:13 Pre-service teachers' perceptions of a blended approach enriched with a cyclical self-assessment process.

Antonio Calderon, Ann MacPhail;

UL Dept of Physical Education and Sport Sciences

Antonio Calderon is a Lecturer in Physical Education & Teacher Education. Ann MacPhail is Professor in Physical Education and Head of Department.

Introduction: In order to promote learning, and maintain student engagement, the utilisation of technology with or without traditional pedagogical approaches (Brown, 2016) and/or of innovative assessment practices (Lynch, McNamara, & Seery, 2012) are considered essential. Nevertheless, the student responses to blended approaches and self-assessment are varied, with generally positive experiences with blended instruction (Dahlstrom, Walker, & Dziuban) and mixed feelings (positives and negatives) about self-assessment (Yan & Brown, 2016). The purpose of this study was to analyse the perception of pre-service teachers after experiencing a blended module enriched with a cyclical self-assessment process.

Methods: Participants and instructional setting

Third-year pre-service teachers in one class (n=61) and one lecturer participated. The blended approach was designed according to the pre-service teachers' technology background (Drysdale, Graham, Spring, & Halverson, 2013) and included face-to-face methods (team reflection and debates) and the use of online tools for instruction (YouTube clips and a mobile app for class communication). The cyclical self-assessment was designed from an adaptation of the process proposed by Yan and Brown (2016) and included determining the criteria, submissions, general and specific feedback, self-reflection, self-assessment and self-grading.

Data collection and analysis: Pre-service teachers' perception of the blended approach and the self-assessment were collected from their learning blogs (n=61) and video blogs (n=13). One experienced researcher coded 255 blog posts and 16 minutes of video. Categories were identified inductively from the data. Both authors, through a reflective dialogue which included discussion of interpretations of the transcripts, critically examined categories.

Results: In terms of the blended approach three categories emerged; Teaching approach (six subthemes), Pedagogy of technology (three subthemes), and Content learning (five subthemes). In terms of the self-assessment process, results conveyed two main insights that aligned with an assessment for learning appreciation and summative assessment as a surface learning.

FRIDAY 21TH APRIL 15.30-17.00

SESSION 4: INITIAL TEACHER EDUCATION, Rm G.13

4:14 'She was engaging, kind and understanding...she is why I aspire to be a teacher': A study of the reasons for joining the teaching profession.

PJ Sexton, Sabrina Fitzsimons, Elaine McDonald, Enda Donlon;

DCU Institute of Education

The authors of this paper form part of CREATE21, the Centre for Collaborative Research Across Teacher Education for the 21st Century. CREATE21 is based at the new DCU Institute of Education.

This paper offers a snapshot into the reasons why young people choose to enter the teacher profession. The data is drawn from one element of a longitudinal practitioner based research project with one hundred post-primary student teachers. The findings overwhelmingly support the statement that "teachers have played a significant role in recruiting new members to the profession" (Lortie, 1986 p.152). The findings highlight that student-teachers' positive experience of their own post-primary teachers significantly influences their decision to join the profession. The data suggests that while mastery of subject content, creativity of methodology, classroom and lesson management have some influence, it is those intangible personal characteristics of passion, enthusiasm, kindness, care, support and understanding that has the most influential impact on potential teachers. However, despite their obvious importance and identifiability, such characteristics are not easily nurtured or assessed within programmes of Initial Teacher Education. Nor do such characteristics alone constitute the outstanding or masterly teacher. This challenges us, as practitioner researchers, to consider our understanding, discourse, and evaluation of the school placement component of our concurrent programme of Initial Teacher Education.

FRIDAY 21TH APRIL 15.30-17.00

SESSION 4: INITIAL TEACHER EDUCATION, Rm G.13

4:15 Pre-service teachers' use of assessment strategies when teaching primary P.E.

Suzy Macken, Ann MacPhail, Antonio Calderon;

Marino Institute of Education; UL Dept of Physical Education and Sport Sciences; UL Dept of Physical Education and Sport Sciences

Suzy Macken is a Lecturer in Education in Marino Institute of Education in Dublin, working within primary physical education teacher education. She is currently engaged in doctoral research in the University of Limerick.

Professor Ann MacPhail is the Head of Department of Physical education and Sports Sciences and Professor in Physical Education at the University of Limerick.

Dr Antonio Calderon is a Lecturer in sport pedagogy and physical education teacher education at the University of Limerick.

Assessment for learning has been widely researched and defended within policy documents and literature yet such recognition of the effectiveness of using assessment strategies does not guarantee that a transfer of theory into pre-service teacher's school placement will occur (Lorente-Catalán & Kirk, 2016). Ogan-Bekiroglu & Susuk (2014) found that although pre-service teachers identified key elements of assessment literacy in theory, they had difficulty in implementing this into practice. Furthermore Lopez-Pastor et al (2012) highlight that embedding assessment within the teaching of physical education is considered 'as one of the most troublesome topics' (p. 57). Thompson & Penney (2015) stress the need for critical engagement with assessment in the teaching of physical education in the primary school.

The purpose of this study was to 1) examine primary pre-service teachers' use of assessment strategies while on school placement, and 2) identify potential opportunities for use of assessment strategies within their teaching of primary physical education. The findings report on the initial phase of a longitudinal study.

Using action research ethnographical strategies the researcher engaged in participant observation with five primary pre-service teachers. Data was generated using researcher field notes, primary pre-service teacher reflective journals and individual primary pre-service teacher interviews. An interpretivist approach was adopted within this phase of the longitudinal study drawing on the views of Holloway & Wheeler (2002) who emphasis that the goal within interpretivist research is to form a close relationship between those being researched and the researcher. Primary pre-service teachers associated a number of complexities around teaching physical education in the primary school, e.g., availability of appropriate facilities that impacted on their ability to engage with the assessment strategies they had encountered on their initial teacher education programme and were being encouraged to enact. Those pre-service teachers who taught physical education consistently during the school placement felt better able to implement assessment strategies.

FRIDAY 21TH APRIL 15.30-17.00

SESSION 4: INITIAL TEACHER EDUCATION, Rm G.13

4:16 Mathematical Knowledge of Teaching (MKT) and a Pedagogical Model for Computer Science.

Dr Cornelia Connolly:

NEARI and DKIT

Cornelia Connolly is a Lecturer at the Department of Computing & Mathematics at Dundalk Institute of Technology. She holds a Ph.D. from the University of Limerick (UL) in pedagogical innovation and was awarded a MEng (Hons) through research and BEng (Hons) in Computer Engineering.

Mathematics and Computer Science have a positive correlation in regards to cognitive abilities such as problem-solving, reasoning and analytic process conceptualization. There is a recognised relationship between success in procedural programming, mathematics proficiency and the cognitive development theory developed by Piaget.

Computer Science may be defined as the study of computers and algorithmic processes, including principles, designs, applications, and its impact on society. It may be viewed as the development of new ways to use computer hardware and software in solving problems. Mathematics is a fundamental tool in computing and computing has increasingly been used as a key component in mathematics - replacing existing proofs by computer programmed mathematical objects or in the further development of algorithms by using visualisation packages.

This paper explores the Mathematical Knowledge of Teaching model developed by Deborah Ball at the University of Michigan (Ball et al. 2008, Hill et al. 2008) and proposes a pedagogical model for Computer Science. Recent publications from the Department of Education and Science, and in particular the STEM Education in the Irish School System report (DES, 2016) have argued the necessity to introduce Computer Science as a Leaving Certificate curriculum subject. As University Teacher Education Departments begin to develop initial teacher education Computer Science programmes, inquiring of and understanding the pedagogy of the discipline is arguably essential. This paper contributes to the debate.

FRIDAY 21TH APRIL 15.30-17.00

SESSION 4: ASSESSMENT, Rm G.09

4:17 An overview of Culturally Responsive assessment practices in European Schools

Prof Joe O'Hara, Dr Martin Brown, Dr Denise Burns, Prof Gerry McNamara, Dr K Funda Nayir, Dr Oya Taneri:
Centre for Evaluation, Quality and Inspection DCU Institute of Education; Department of Educational Sciences, Cankiri Karatekin University, Turkey

This paper reports on an Erasmus + Project titled "Aiding Culturally Responsive Assessment in Schools (ACRAS)" which is seeking to prioritise the inclusive education of students with a migration background in four European countries: Ireland, Norway, Austria and Turkey".

Across Europe immigration has dramatically increased and the challenge of successfully addressing the demands of a diverse multicultural classroom is taxing educators at all levels of the educational spectrum (e.g. Ireland: see Lyons & Little, 2009; Smyth, Darmody, McGinnity & Byrne, 2009) as well as across Europe (e.g. European Commission, 2013) and internationally (e.g. OECD, 2015).

One way of coping with this situation is to make assessment practices more culturally responsive. This is the goal of the ACRAS project which seeks to provide an opportunity to identify commonalities and differences relating to educational assessment in schools. ACRAS wants to develop methods of culturally responsive assessment which allow for differentiation and the contextualisation of learning in a culturally appropriate manner.

Strategies which have previously been proposed for creating culturally responsive assessment include using locally validated formative assessments (Tichá & Abery, 2016), the addition of creativity assessments (see Kim & Zabelina, 2015) or utilising multiple methods of assessment to provide additional opportunities for students to demonstrate their learning (Castagno & Brayboy, 2008; Qualls, 1998). Hood (1998) suggests that performance-based assessments can be culturally responsive if both the learning objectives and assessment tasks are created with an awareness of students' cultural context. ACRAS is therefore seeking to improve the quality and equity of educational assessment for students with a migration background in Europe by providing culturally responsive assessment strategies to educational professionals.

This paper will present a summary of the systematic literature review of the field which will be used later to contextualise the outcomes of a survey of existing practices in the partner countries. Ultimately it will be argued that classroom and teaching practices will need to be changed. It is suggested that changes to teachers' practices could come about as a result of increased systemic awareness of the key issues and the development of the ability to create a variety of culturally responsive and appropriate assessment tools across the education systems in all participating countries.

FRIDAY 21TH APRIL 15.30-17.00

SESSION 4: ASSESSMENT, Rm G.09

4:18 The fear of not knowing: teachers' attitudes towards implementing quality assessment in P.E.

Ann-Marie Young, Melissa Parker:
University of Limerick

Ann-Marie Young is a School Placement Development Officer in the School of Education UL and Missy Parker is Lecturer and Course Director of the Professional Master of Education (Physical Education) in PESS, UL.

As a result of educational reform initiatives most teachers are being required "to rethink their own practice and to teach in ways they have never taught before" (Darling-Hammond and McLaughlin (1995, para 1). The new Junior Cycle, Senior Cycle, and Leaving certificate requirements form the basis of educational reform in Ireland. Within physical education these changes are significant and substantial requiring teachers and teacher education programmes to change what and how they teach. It is only in understanding stakeholders understanding, perceptions, and reactions to these changes that physical education teacher education can educate, both pre-service and in-service teachers, in the delivery of the new syllabi and associated assessment and thus ensure the best possible implementation of the programmes.

The purpose of this paper is to understand education stakeholders' (physical education teachers and principals) reactions to and perceptions of the new JCPE/SCPE/LCPE specifications. This presentation will specifically focus on physical education teachers' attitudes towards assessment and how it will impact physical education programmes and teachers ability to deliver quality physical education.

Three overarching themes represent the findings:

- The culture of assessment in Irish schools;
- The lack of confidence in carrying out assessment;
- The lack of understanding of the role of the physical education teacher.

Framed in the national educational context of curriculum change, namely the introduction of physical education short courses, Senior Cycle physical education and proposed Leaving Certificate physical education, conflicting opinions regarding assessment and curriculum change were evident. Sixty one semi-structured interviews were conducted with

both physical education teachers and principals and the results revealed both positive and negative responses to current changes to physical education. Stakeholders realised the potential benefits of the proposed curriculum changes to physical education; most apparent the enhancement of physical education in Ireland and the raised status and professionalism of Irish physical education teachers. These benefits were out-weighted by perceived challenges and concerns; most prominently the introduction of assessment in physical education, the high stakes nature of assessment and the possibility of assessment removing the enjoyment aspect from physical education. An unwillingness to alter or re-construct values resulted in a hesitancy and uncertainty towards the proposed changes. Implications for practice are readily apparent: the need for comprehensive and sustained continuous professional development for all stakeholders and the provision of resources to allow for effective implementation.

FRIDAY 21TH APRIL 15.30-17.00

SESSION 4: ASSESSMENT, Rm G.09

4:19 Exams and Irish history – Intermediate history and gauging the national narrative 1926-68

Colm Mac Gearailt:
University of Limerick

Colm Mac Gearailt is a PhD Candidate in History and Education in TCD. This paper is derived from an abridged chapter from his doctoral thesis, 'Teaching the Irish Past: Politics, History and Curriculum in Context, 1924-70', under the co-supervision of Prof. Patrick Geoghegan and Dr John Walsh.

My proposal looks at the Intermediate Certificate examination on Irish history between 1926 and 1968. The overall purpose of the paper is to attempt to gauge the official narrative of Irish history from the examination papers set by the Department of Education in the first four and a half decades after independence. It also aims to provide data on this aspect of school history which until now has not been comprehensively researched, and so has remained largely unqualified when being discussed. An investigation into how the official syllabus was examined is of equal merit, if not more important than the syllabus itself, being used as the official marker of a pupil's aptitude and awareness of Irish history.* Furthermore, examination papers are a massively underused historical source, and a further lens through which to gauge the official ideology regarding the history of the Irish nation. By looking over a considerable period of time at how the Intermediate certificate course was engaged with and importantly at what aspects were stressed by the state examiners through the papers set at examination time, it is possible to glean not only what is generally seen as important (as highlighted by the syllabus which frames the exam) but what issues, themes or events were repeatedly stressed and therefore seen as the defining issues in the course of Irish history. This paper looks at Intermediate History, as unlike Leaving Certificate History, which specialised in terms of the syllabus chosen for study, the Intermediate certificate throughout the period comprised of an overview of Irish history and as such can provide a sense of which aspects of this long storied history were chosen to be recalled, and in what manner. It is also important as for the great majority of those who attended secondary school during this time, the Intermediate Certificate was the culmination of their studies, with roughly only one in four students continuing on to Leaving Certificate level.

* It is noted that Irish history comprised half of the course, the other half being on European history. However, this paper will exclusively look at the former.

FRIDAY 21TH APRIL 15.30-17.00

SESSION 4: ACADEMIC PUBLISHING, Rm G.09

4:20 How to get published in an academic journal: Tips from the editors of Irish Educational Studies

Aisling Leavy, Paul Conway, Emer Smyth, Maeve O'Brien, Aidan Seery, Tony Hall, Delma Byrne:
IES Editorial Team

The presenters are editors at Irish Educational Studies and come from a variety of institutes across the country including Mary Immaculate College, University of Limerick, Economic and Social Research Institute, DCU, Trinity College Dublin, NUI (Galway) and Maynooth University.

Writing for academic journals is highly competitive. However, publishing scholarly research in the form of journal articles, monographs, edited volumes and so on is at the heart of an academic career. The editors of Irish Educational Studies share insights and tips into how to navigate the review process and deal with reviewer feedback.

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*™. These significant developments were recognized when the journal was accepted on the Thompson Reuters 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

SATURDAY 22ND APRIL 09:30 – 11:00

SESSION 5: Symposium 5.0, Rm G.15

The Teaching Council @ESAI: an introduction to the Teaching Council's reframed research funding scheme and a series of short talks by teachers who have been identified by TC as leading research-practitioners.

Convener: **Dr Carmel Kearns**,
Education Officer, The Teaching Council.

Session 5 Papers

SATURDAY 22ND APRIL 09:30 – 11:00

SESSION 5: SUSTAINABILITY, Rm G.18

5:1 How does Development Education contribute to the preparation of teachers in a global society?

Dr Deirdre Hogan, Dr Joanne O'Flaherty:
Ubuntu Network, UL School of Education

Dr Deirdre Hogan is Project Coordinator of the Ubuntu Network based in the School of Education at the University of Limerick. Her research interests include Education for Sustainable Development in Initial Teacher Education.

Dr Joanne O'Flaherty is Lecturer in Education in the School of Education at the University of Limerick and Academic Coordinator of the Ubuntu Network. Her research interests include developing pro-social behaviour, moral development, Education for Citizenship and Social Justice Education.

Education is a multifaceted endeavour that both shapes and responds to the needs of society. It serves many functions from the 'growth of competent, caring, loving and lovable people' (Noddings, 1997:27) to the replication of society and culture (Sterling, 2001), with Durkheim (1885, p. 445) declaring that the aim of education is not 'a matter of training workers for the factory or accountants for the warehouse but citizens for society'. Responding to the economic imperative is a key role of education, developing the human capital necessary to drive economic development and attract international investment (DoES, 2011). Cochran-Smith (1999, p. 116) also identifies 'social responsibility, social change, and social justice' as key roles of education.

Irish Education policies have been criticized for their alignment with economic objectives and market value, and as such for moving the focus of education from the development of the individual to the service of the economy (Hannan, 1991; Lynch, Grummel, Devine, 2012). Hicks too warns that the utilitarian and market driven ethos of society is often at odds with the need to work towards a more just and sustainable world (Hicks, 2002). Naussbaum (2010) criticizes education systems driven by economic needs as hindering the development of empathy in the learner, reducing their sympathy with the marginalized, and reducing their capacity to deal with complex global problems.

In response to these criticisms, what is needed today is a greater focus on Education for Sustainable Development (Development Education, Global Citizenship Education), the bringing together of economic, social and environmental considerations. Notwithstanding the achievements of the Millennium Development Goals in addressing key development issues (UN, 2015), our world remains blighted by injustice and inequality, religious and political tensions and environmental threats. Our apathy in the face of issues such as climate change and human migration is palpable while our international commitments such as COP21 and the Sustainable Development Goals are significant.

So how do we teach for economic development while also teaching for justice, equality and sustainability? We do this by equipping out teachers with the knowledge, skills, and attitudes to address local and global development issues within their teaching on a day-to-day basis in order to fulfil their duties in preparing Irish citizens for a global society as well as global economy. We do this by supporting our teachers to understand the nuanced inter-dependencies of our world and reflect interrelated economic, societal, environmental factors in the teaching of their subjects. We do this by enabling them to move beyond subject boundaries and work with colleagues in an interdisciplinary manner in considering complex development scenarios. (UNECE, 2012)

Post primary Initial Teacher Education colleges across Ireland are recognising and responding to this need with the support of the Ubuntu Network by integrating Development Education into teacher education programmes using a 5-Component Integration Framework that spans core educational concepts, subject pedagogies, School Placement and research/inquiry projects (Ubuntu Network, 2012).

Cognisant of the philosophical, historical and contemporary purposes of education as well as the teacher competencies required to deliver such goals, this paper provides a description of the framework along with examples of its application to Initial Teacher Education. Finally, the paper draws upon evidence of the impact of Development Education related initiatives on student teachers' knowledge, understanding and capacity to teacher for justice and sustainability.

SATURDAY 22ND APRIL 09:30 – 11:00

SESSION 5: SUSTAINABILITY, Rm G.18

5:2 Living tributaries: environmental pedagogies in the 21st century.

Judith Madera:

Wake Forest University

Judith Madera is Associate Professor of English and Environmental Studies at Wake Forest University. Her book *Black Atlas* was published by Duke University Press in 2015 and she delivered the 2016 keynote for the National Endowment for Humanities Advanced Institute in Digital Humanities. Her scholarship centers on race and environmental humanities.

At a time when schools are purportedly creating 21st century citizens with global competence, the need to adapt educational policy toward better addressing our dire environmental realities is frequently overlooked. In the United States, a Common Core of State Standards was developed and recently adopted by as many as 46 of 50 states. While only 42 states now tentatively retain the Common Core, these widely-lauded standards contain no reference to the environment. Further, the work of the national EPA (Environmental Protection Agency), the federal government agency charged with protecting human environment, has offered only minimal support for nascent environmental educator certification programs and a materials review (to promote best practices).

However, this funding has all been suspended. Just this March 2017, the EPA's new administration, under Donald Trump, has been turned over to the agency's most virulent critics—committed to reducing its staff, eliminating key protective positions, and diminishing its regulatory capacity. In this epoch of acute environmental crisis, the lack of environmentally-focused curricular standards means that practitioners must find spaces both in the classroom—and beyond—for engaging students in environmental education.

In "Living Tributaries" I discuss a current National Endowment for Humanities (NEH) project I am working on that addresses what I claim is a core disconnect between educational policy and environmental realities. I illustrate how (and why) an ethos of environmental estrangement has been promoted in the secondary and post-secondary classrooms. I also look at some practical outcomes of such policy. For example, very few students entering the university even know about the basic geologies of where they live, or where household water comes from, or where it goes. They lack competent knowledge about their "home environment."

I will argue that education researchers can work this "space between" by thinking more expansively about environment as the environs of experience, and developing approaches that treat environment imminently—like a relative context. For one thing, such an approach makes issues like access asymmetry, environmental disparity, precarity, and toxic exposure, legible to students as applied contexts. Human behavior and stance are shaped against living environments, and factors such as "community safety" and "unfriendly environment" are generally accepted as influencing the achievement gap between students. To this end, it is important to address the ways educators can make students stakeholders in the environments they will inherit. Here I look at some implementable aspects of place-based pedagogy. I conclude with a brief overview of course designs that present pedagogical opportunities for collaboration with other educational institutions, public sector specialists, and entities in a set of engaged humanities exercises and structured learning contexts.

SATURDAY 22ND APRIL 09:30 – 11:00

SESSION 5: SUSTAINABILITY, Rm G.18

5:3 Situating multigrade classes within the education landscape: a preliminary path through the literature.

Breed Murphy, Dr Aisling Leavy:

Mary Immaculate College

Breed Murphy is a doctoral student at Mary Immaculate College, Limerick and a primary teacher. Her areas of interest include rural education and multigrade settings.

Dr Aisling Leavy is a mathematics educator and lectures at Mary Immaculate College, Limerick.

This presentation reports on a review of literature pertaining to multigrade education. Multigrade contexts are classes where one teacher has responsibility for teaching pupils of two or more grade levels in a classroom. In Ireland, 30% of classrooms fell within this definition of multigrade in 2014-2015. A variety of demographic and economic situations, and in some cases educational decisions have led to these class groupings being a feature of education systems in Ireland and internationally. Frequently, although not exclusively, multigrade classrooms are situated within rural communities. Despite the significant numbers of students educated in multigrade settings, research on multigrade education is sparse. Much of

the research on multigrade education is situated in small-scale studies, focusing on the experiences of teachers in multigrade classrooms and the academic outcomes of students in multigrade classes compared to their monograde counterparts. The voices of children are almost non-existent in research on this area.

Interestingly, literature on multigrade education also reports that these learning environments are well situated to facilitate learning. One of the advantages of multigrade classrooms is that they constitute unique educational environments in which the heterogeneity of the students can be considered normal and that instructional practices which embrace the individuality of children can be implemented. This potential of multigrade classrooms fits well with the main tenets of the Primary Curriculum which recognises the uniqueness of every child and insists that the individuality a child should be central in the learning process. Furthermore, the curriculum promotes active learning in an imaginative and stimulating way and emphasises the importance of fostering an ability to work co-operatively with others. However, the review of literature which will be presented suggests that in many multigrade classrooms, gaps exist between the visions of the curriculum and the practices implemented in classrooms.

Taken as a case, mathematics is a curricular area which comes under particular scrutiny in several studies on multigrade education. Teachers report significant challenges relating to the teaching of mathematics in multigrade classrooms. They identify difficulties with time shortages, the inavailability of suitable resources, lack of suitable training and a curriculum which fails to address multigrade settings. The limited data available indicates that in many schools students find themselves spending most of their time listening to the teacher, waiting for the teacher or engaged in 'seatwork' tasks. Internationally similar results have been reported. The presentation will critically review the literature in the area and present international models and pedagogical practices that are used to support teaching and learning in primary classrooms.

SATURDAY 22ND APRIL 09:30 – 11:00

SESSION 5: SUSTAINABILITY, Rm G.18

5:4 Welfare and Prosecution: the experiences of parents and children referred to the Education Welfare Service in Ireland.

**Sinead O'Flynn:
UCC**

Sinead O'Flynn is a Senior Educational Welfare Officer with Tusla (The Child and Family Agency) and is a doctoral student in the School of Education at UCC. Sinead completed her M.Ed. in 2004 and her thesis examined the work of the Hillgrove Lane Centre - an off-campus centre for potential early school leavers in the Northside of Cork city settings.

There has been a significant level of research into school attendance issues at international level but to date no substantive qualitative study has been conducted on the impact of the Education Welfare Service (EWS) on school attendance, retention and participation in Ireland. This paper will give an overview of current PhD research on the interventions of the Education Welfare Service and the experiences of parents and children referred to that Service by using a sample case study. The case study will include an outline of the child's family background, their educational profile, details of other agency involvement and the role and interventions of the EWS in this particular case. This paper will discuss the initial findings, influenced by the theories of Bourdieu and Foucault, which are emerging from the analysis of the semi-structured interviews and related documents. The purpose of the research is to gain a more in-depth understanding of the complex and multidimensional nature of the relationships between the EWS and the service users which will hopefully inform future policy and practice. More broadly, this research is qualitative in nature and includes a series of case studies which will examine the impact of social class, gender, special educational needs, ethnicity and culture on attendance and participation in education. The research will outline the work of the Education Welfare Officer, examine the experiences and outcomes for the families referred to the service, identify the factors contributing to poor or non-school attendance and consider the impact of the school itself on school attendance and participation. The research will explore the effectiveness of the EWS in reducing levels of school absenteeism and truancy by examining the development, role and function of the EWS, the availability of resources and how this also impacts on service provision. The research will also look at the responses to school absenteeism and truancy by other jurisdictions.

SATURDAY 22ND APRIL 09:30 – 11:00

SESSION 5: EDUCATION POLICY, Rm G.13

5:5 Diane Ravitch: conservative or progressive.

D. G. Mulcahy, D. E. Mulcahy:

Central Connecticut State University; Wake Forest University.

D. G. Mulcahy is CSU Professor Emeritus of Educational Leadership at Central Connecticut State University; and D. E. Mulcahy is Assistant Professor of Education and Director of Elementary Education at Wake Forest University.

Diane Ravitch is well known as a prominent participant in the American educational debate. Because of positions taken in her earlier publications (1) she was viewed as a strong proponent of a broadly conservative position. More recently, she has been seen as a powerful critic of aspects of the conservative position and a stalwart advocate for progressive policies. As might be expected, this has given rise to puzzlement by some and strong criticism and even disgust by those of a conservative persuasion. One such person is Sol Stern. For Stern, Ravitch has become essentially a turncoat who has abandoned positions she once held strongly and with it the conservative agenda in education.

The purpose of the proposed paper is to challenge the idea of Ravitch as a progressive. We argue that while aspects of Stern's criticism—such as Ravitch's retreat from the ideas of vouchers and choice—have merit, other aspects are mistaken and may lead to erroneously viewing her as being progressive in her core beliefs. This mistake by Stern is especially evident when considering Ravitch's long standing and continuing advocacy of a traditional, general education, which has been welcomed by those such as Wolfe. The insistence by Ravitch, when advancing this position, that the interests of students take second place to that of a largely predetermined curriculum is in clear disagreement with the progressives such as John Dewey and more recently Richard Pring. So too is the ever present tendency in Ravitch to conceive of literacy education largely in terms of the traditional canon of English literature despite an insensitivity to what many see as its monocultural bias.

(1) See, for example, Diane Ravitch and Chester Finn, *What do our 17-year-olds know?* (New York, NY: Harper and Row, 1987), Diane Ravitch, *A Consumer's Guide to High School History Textbooks*. (Washington, D.C.: *Thomas B. Fordham Foundation and Institute*, 2004) and Chester E. Finn and Diane Ravitch, eds., *Beyond the Basics: Achieving a Liberal Education for All Children*. (Washington, D.C.: *The Fordham Institute*, 2007).

SATURDAY 22ND APRIL 09:30 – 11:00

SESSION 5: EDUCATION POLICY, Rm G.13

5:6 When curriculum policy meets curriculum practice in the Junior Cycle classroom: Why context matters in the enactment of JC reform

David King:

University of Sheffield & JCT.

David King is a Science teacher, currently on secondment with Junior Cycle for Teachers (JCT), and a Doctoral candidate at the University of Sheffield.

Junior Cycle (JC) reform is arguably one of the most significant, albeit controversial, educational changes in the history of the state. The enactment of A Framework for Junior Cycle (2012 & 2015) has been slow, fragmented and highly contested – why? Why has there been resistance? What affordances does the Framework offer to schools and, of most interest to my research, teachers and school leaders? What advice can be given to these stakeholders to enable them to enact this curriculum to its fullest potential?

When curriculum policy meets curriculum practice, practitioners (teachers and school leaders) go through a process of enactment. Ball et al. (2012) describe this enactment as an interpretation of policy and a subsequent translation into practice. In this paper, I describe how this process is mediated by, with and through context. Through research conducted with teachers and school leaders across three JC Network Schools, I considered the following question: 'Taking context as an active force that mediates the enactment of policy, and with regards to the stakeholders within and across the school sites – why does context matter in the enactment of JC reform?'

The results of the study suggest that 'system contexts' - curriculum policy and the management of the reform process at a system level, influenced actors' interpretations of JC reform. The management of school policy and participant values, 'school contexts', influenced translation of JC reform into practice. A context-centric theoretical model is presented, which reconciles the emergent concepts to describe how JC reform has been contextually mediated and institutionally rendered. Spaces for contestation and negotiation of curricular enactment are considered, in light of the challenges and opportunities for contextualised policy responses at a school and system level.

Consequently, this study offers a contribution to knowledge that responds to the dearth of contextualised policy responses in the change literature. It looks to move beyond the truism that 'context matters' in curriculum policy enactment through illuminating what contexts matter, how they matter and why. The research presents, and expands upon, statements regarding why context matters for schools, for policy analysis and for system level governance. Context, in this regard, is not bleached into the background of the policy landscape but rather becomes a centralised, active force through which we can understand and mediate change better.

SATURDAY 22ND APRIL 09:30 – 11:00

SESSION 5: EDUCATION POLICY, Rm G.13

5:7 Changing research and learner mobility: insights from QUAKE.

Cathal de Paor:

Mary Immaculate College.

Cathal de Paor is Director of CPD, in the Faculty of Education in Mary Immaculate College. He is Co-ordinator of an Erasmus+ Strategic Partnership, focused on the professional development of teachers in the FE sector which provides the basis for the current paper.

The call for papers refers to changes and revisions that can be identified in contemporary educational research. Another trend, which will be the focus of this paper is the extent to which research also needs to become more mobile – mobility being very much part of the zeitgeist of the early 21st century. The paper draws on the results of an Erasmus+ Strategic Partnership, QUAKE, co-ordinated by Mary Immaculate College, and involving government ministries, HEIs, and providers of vocational education and training (VET) in five European countries. QUAKE is working with VET teachers on a range of professional development activities, geared towards their greater use of learner mobility within the context of ECVET (European Credit System for Vocational Education and Training). ECVET is an initiative promoted at European level, designed as a technical framework for the transfer, recognition and, where appropriate, accumulation of learning outcomes by learners in VET, thereby promoting transnational mobility and access to lifelong learning.

QUAKE provides opportunities for teachers to collaborate with their counterparts in other countries, developing their knowledge and skills in curriculum planning and assessment, and organising the mobility of their own learners on individualised learning experiences. This requires them (i.e., the sending and receiving teachers) to work together in agreeing learning outcomes for the mobility of learners, and the accompanying assessment arrangements and criteria, which the receiving teacher will use.

The paper draws on the testimony of teachers and learners to examine how ECVET can be instrumental in the promotion of new policies and practices in curriculum design and assessment and in teacher professional development. These findings are analysed in the context of other available research undertaken as part of transnational monitoring studies (CEDEFOP, 2016). Returning to the conference call for papers, it therefore shows how research which focuses on the increasing mobility of learning can help ‘work the spaces between policy and practice,’ i.e., between policies relating to ECVET and the practice of teachers in curriculum and assessment, and the practice of learners in creating their own learning journeys across multiple sites.

SATURDAY 22ND APRIL 09:30 – 11:00

SESSION 5: LANGUAGE AND LITERACY, Rm G.09

5:9 The battle of literacy vs numeracy

Kathy O’ Sullivan, Niamh O’Meara, Paul Conway:

University of Limerick.

Kathy O’ Sullivan is a PhD student in the University of Limerick. Formerly, a post-primary school teacher of mathematics and now a co-ordinator on the Professional Diploma in Mathematics for Teaching (PDMT). Kathy has a keen interest in Numeracy teaching across all subjects.

Literacy and numeracy are often referred to as essential skills that everyone needs to possess to engage fully in society. However, gaining skills in literacy often takes precedence over gaining skills in numeracy, as society prioritises literacy skills over numerical skills. There is a strong belief amongst society that being able to use mathematical skills is not as important as being able to read or write. (National Research and Development centre for Adult Literacy and Numeracy, 2005). The necessity for a person to be literate in daily tasks is very obvious; being able to use these skills in work, at home, and in social circles is essential (Scribner, 1984). Generally, people are embarrassed if they possess poor literacy skills but the same cannot be said for being innumerate.

In the UK, a national study was carried out, to determine if literacy is deemed more important than numeracy (Parsons et al, 2005). The study showed that people prioritise the importance of being able to read and write over being able to use numbers. Government bodies place a strong emphasis on improving the literacy and numeracy skills of young people but as highlighted by Perso (2006), the focus is predominantly on improving literacy. Perso (2006) explains how the abundance of funding for literacy programmes has improved teachers’ understanding of literacy, which in turn has improved the literacy skills of young people. On the other hand, Perso (2006) explains how the lack of funding for numeracy programmes is resulting in little or no change in student’s numeric abilities. Westwood (2008) describes the funding for research into literacy interventions as exceeding that been offered in the Numeracy domain.

More often than not, teachers who do not teach mathematics, feel they do not have the expertise or adequate knowledge of numeracy to incorporate it into their lessons. However, when teachers are expected to teach literacy skills to their students, they will do so, as most teachers feel equipped with the skills to teach literacy (Perso, 2006).

In 2011, the Department of Education and Skills (DES) stipulated that teachers need to integrate literacy and numeracy teaching and learning into their lessons. However, teachers have received little or no professional development in this area. Five years on from when this policy was implemented, there are many education centres offering literacy workshops for teachers but there is a lack of numeracy workshops available for teachers.

SATURDAY 22ND APRIL 09:30 – 11:00

SESSION 5: LANGUAGE AND LITERACY, Rm G.09

5:10 Evidence-based pedagogies to enhance L2 learning in immersion classes.

Sylvaine Ní Aogáin, Pádraig Ó Duibhir:

DCU Institute of Education; *Institiúid Oideachais, Ollscoil Chathair Bhaile Átha Cliath*

Sylvaine Ní Aogáin is a Michael Jordan Fellowship PhD scholar in the Institute of Education, Dublin City University St. Patrick's Campus. She is also lecturing in Teagasc na Gaeilge in the School of Language, Literacy and Early Childhood in Dublin City University.

While students, internationally, in immersion programmes, generally achieve a high standard of second language (L2) fluency, they do not achieve a similar standard of grammatical accuracy when compared to native language speakers (Day & Shapson, 1996; Fortune & Tedick, 2015; Harris & Ó Duibhir, 2011; Ó Duibhir et al., 2010; Swain, 2005; Tedick & Young, 2014). These findings have been mirrored in research carried out in all-Irish, immersion primary schools in the North and South of Ireland (Ó Duibhir, 2009; Ó Duibhir & Garland 2010). Findings from these cross-border studies highlight that at least three out of every ten Irish students' utterances contained grammatical errors. Furthermore, data reveal that peers do not correct each other's incorrect L2 (Ó Duibhir et al., 2010). These findings are not solely unique to Irish immersion settings, it is a challenge faced by immersion programmes worldwide (Lyster & Tedick, 2014).

Adopting a sociocultural framework, this study explores pedagogical strategies which may enhance grammatical accuracy and help address this challenge. The study examines the systematic use of Corrective Feedback (CF) as a pedagogical strategy, in the classroom and the school yard. While research on CF is limited in Ireland, it appears from international literature that it may have a positive impact on acquisition on a more grammatically correct L2 (Lyster, 2007; Lyster & Saito, 2010). Despite such potential, however, international research indicates that many immersion teachers do not utilise CF strategies routinely as part of their teaching approaches (Lyster, 2007). Furthermore, research appears ambiguous with regard to illustrating which CF strategies are most effective (Ammar & Spada, 2006; Ding, 2009; Lyster, 2004).

In order to address these lacunae, a pragmatic paradigm was adopted and a mixed method approach to data collection was utilised in the current study. Class teachers (n=8) received CPD on specific CF strategies and other grammar teaching approaches, which were then applied in their classes. Written and oral pre/post and delayed post-tests were administered to the students (n=198) by the researcher who engaged in continuous observation of the intervention in the classroom. Interviews were conducted with all teacher participants (n=8). The student voice was considered critical and therefore, focus groups were facilitated with the students to investigate and analyse their lived experience of the intervention. Interesting findings are emerging, which may benefit learners in our schools, colleges and universities through the lived activity of this research.

SATURDAY 22ND APRIL 09:30 – 11:00

SESSION 5: LANGUAGE AND LITERACY, Rm G.09

5:11 Towards a language based view of teaching and learning in Irish primary schools: explicating the gap between linguistic research and teaching and learning.

Shane Leonard:

TCD School of Education

Shane Leonard recently completed his M.Ed Thesis within the School of Education, Trinity College Dublin. He is currently teaching in Monasterevin, Co. Kildare

The 2011 National Strategy Literacy and Numeracy for Learning and Life states that there must be, '...systemic and explicit attention in the syllabus to the teaching and assessment of a range of literacy skills in English...' (2011, p. 59). Underpinning all literacy skills in English is a clear, and explicit, Knowledge About Language (KAL), including grammar and genre. However, the above document neglects to mention either term. This presentation seeks to promote a language-focused perspective of teaching, and looks at one, distinct, area of Knowledge about Language (KAL) and literacy within Irish schooling. The presentation will detail an explicit English language intervention with first class pupils in a Primary School context. It will highlight how we can push the boundaries of what pupils learn. Drawing from the theoretical framework of

Systemic Functional Grammar (SFG), pupils were taught elements of functional grammar (including terms such as Processes, Participants, and Circumstances), and genre (defined as, '...a clear, purposeful, staged language used to achieve a particular context' (Leonard, 2014, p. 4).

It will be argued here that pupils, including 6-7 year olds, are capable of learning a more explicit KAL, if it is taught to them in a structured and meaningful manner.

It is hoped that such an example of research in early primary education can help create a shift in focus to a more explicit English language pedagogy that could, potentially, help all pupils achieve more in literacy development.

SATURDAY 22ND APRIL 09:30 – 11:00

SESSION 5: LANGUAGE AND LITERACY, Rm G.09

5:12 Media and violence: does McLuhan provide a connection?

Jane O'Dea:

University of Lethbridge, Alberta.

Professor of Education and Dean Emerita, The University of Lethbridge. Ph.D. the University of Alberta. Author of *Virtue or Virtuosity* (Praeger, 2000) and articles in *Educational Theory*, *Philosophy of Education*, *Journal of Aesthetic Education*, and other scholarly journals.

School shootings publicized worldwide inevitably awaken the debate about contemporary communication media and violence. It is often conjectured that regular exposure of young people to countless acts of aggression in popular contemporary media leads them to become more aggressive and/or to commit violent crimes. But is this claim valid? Media guru Marshall McLuhan argues that it is not so much the content of such media that incites aggressive actions as rather societal structural conditions they bring into being.

Drawing on the cultural context of Postmodernity and Baudrillard's thought, this paper explores and critically assesses the validity of the linkage McLuhan proposes, identifying the kinds of questions, inquiries and educational implications it potentially raises.

SATURDAY 22ND APRIL 09:30 – 11:00

SESSION 5: INITIAL TEACHER EDUCATION, Rm G.14

5:13 Science Teachers' views of education studies vs the natural sciences.

Liam Guilfoyle, Dr Orla McCormack, Prof Sibel Erduran:

University of Limerick; University of Oxford; National Taiwan Normal University.

Liam Guilfoyle is an Irish Research Council PhD Scholar in the School of Education at the University of Limerick.

Dr. Orla McCormack is a lecturer in education in the School of Education at the University of Limerick.

Prof. Sibel Erduran is professor of science education at the University of Oxford, distinguished chair professor at the National Taiwan Normal University, and an adjunct professor at the University of Limerick.

Concern about the impact of teacher education, the theory-practice divide, and the rejection of education studies in the teaching profession is still being articulated in the literature today, despite numerous attempts at reconceptualising the issue and proposing possible solutions (Anderson & Freebody, 2012; Korthagen, 2017; McGarr, O'Grady, & Guilfoyle, 2017). The ways in which teachers compare knowledge from their subject discipline to their professional knowledge, and the impacts of these comparisons, have received little attention in the literature (Löfström & Pursiainen, 2015; Sjølie, 2014).

This research study aims to contribute to this gap in the literature by examining student science teachers' beliefs as they study both science and education studies concurrently during their initial teacher education. Using a Discipline Focused Epistemic Belief Questionnaire (Hofer, 2000) and in-depth semi-structured interviews, comparisons between the two areas of knowing were elicited at two separate time-points; at the beginning (n=12) and end (n=7) of their final year of teacher education. These constitute the first two points of an ongoing longitudinal study.

The unique finding of this study is that science teachers appear to draw on epistemic beliefs about science in order to justify negative criticism of knowledge from education studies components of their teacher education, while others with more developed epistemic beliefs advocate for the utility of education studies to teachers' professional practice. Certain experiences on school placement and carrying out a final year research project appeared to cause changes in how some student teachers compared knowledge.

That subject area epistemic beliefs might be influential for student teachers acceptance or rejection of education studies is an important finding for teacher educators. It suggests that a focus on explicit epistemic development in teacher education is necessary; a point which is already supported in the science education literature (Erduran, Bravo, & Naaman, 2007).

Further research is necessary in other subject areas, however, in order to examine the similarities and nuances of comparisons between subject area knowledge and education studies.

SATURDAY 22ND APRIL 09:30 – 11:00

SESSION 5: INITIAL TEACHER EDUCATION, Rm G.14

5:14 Creating an online research community in ITE: enhancing practice in contemporary Ireland and beyond.

Dr Aoife Lynam:

Hibernia College.

Dr Aoife Lynam (B.Ed., M.A., Ph.D.) is a primary school teacher who is currently Head of Research in Hibernia College. Dr Lynam completed her IRCHSS funded Ph.D. in TCD in 2015 and her research interests include: pre-service teacher education, research methods, SPHE, resilience, and wellbeing.

As instructional technology continues to develop, more learners have access to a variety of online learning opportunities. The move toward online delivery methods has continued to become a popular method of delivery in teacher education programmes. Since 2000, Hibernia College has become an established blended-learning leader in pioneering new education technologies and embracing change in the ever-evolving world of education. With the conversion of the postgraduate Higher Diploma in Education to a Masters Programme, an online research methods module needed to be developed in order to support students on our programme. Since 2014, Hibernia College have developed an online research community through an online resource page for students, drop-in webinars, on-demand recorded lectures, graded progress reports, online research supervision, and tracking engagement.

Despite the burgeoning literature about the impact of online instruction broadly and increasing demand for online education in general, there are mixed findings about the efficacy of these modalities, particularly concerning effective participant engagement in learning experience (Hew, Cheung, & Ng, 2009; Lebec, & Luft, 2007; Zhu, 2006). This paper will present data from research supervisors (N=32), research students (N=105) as well as data relating to research topics chosen by students relating to their engagement with the online community. This study will outline best practice for future developments of how to create an online research community and enhance practice in contemporary Ireland and beyond.

SATURDAY 22ND APRIL 09:30 – 11:00

SESSION 5: INITIAL TEACHER EDUCATION, Rm G.14

5:15 All aboard or still at check-in? ITE tutors use of digital technologies. Lessons from a small island.

Dr Stephen Roulston, Dr Pamela Cowan, Dr Martin Brown, Prof Joe O'Hara, Prof Roger Austin, Prof Paul Conway: Ulster University; Queens' University, Belfast; Dublin City University; Dublin City University; Ulster University, University of Limerick.

The authors are all based at educational institutions in Ireland and Northern Ireland. They have previous experience of completing research projects relating to ICT in ITE including CPD for teacher educators.

Institutions across the continuum of education are now expected to embed digital tools into their practice for a variety of reasons such as, enhancing assessment, content creation and collaboration. This is also the case at Initial Teacher Education (ITE) level where institutions are not only expected to use digital technologies to enhance teaching and learning but are also expected to prepare ITE students for the 21st century classroom. The process of embedding digital technologies as a core element of ITE student practice is also influenced by the use of digital technologies by ITE tutors. However, all is not what it seems. A significant body of research suggests that there are concerns relating to the use of digital technologies in ITE course preparation. It is argued, for example, that there is a need to move from the use of digital technologies as a functional tool for teaching to an approach that conceptualises the use of ICT as a key enhancer of learning (See for example Rogers, 2000; Hoffman and Preus, 2016). However, in the case of Ireland and Northern Ireland, data on the challenges relating to the use of digital technologies and the extent to which ITE tutors are technology-ready in their teaching practice is lacking. Research reported on here is part of a SCOTENS funded study on the use of ICT in ITE on the island of Ireland which seeks to investigate these issues.

This paper reports on the first phase of the study which sought to investigate the use of ICT and the professional development opportunities afforded to ITE tutors as well as challenges encountered. A 4-stage mixed methods study was used to address these issues. Stage 1 consisted of a systematic literature review on the use of digital technologies in ITE. Leading on from this, using Parasuraman's (2000) National Technology Readiness Survey, a survey was administered to 4 ITE institutions in Ireland and 4 in Northern Ireland which was Stage 2 of the research. This was followed by stage 3 that consisted of case study observations of ITE tutors' practice together with a series of semi-structured post-observation interviews. Finally, stage 4 brought together the three preceding stages to form an overall interpretation of the study.

Initial findings suggest that the use of ICT as a functional tool for teaching is now common practice in all of the observed institutions. However, in some instances, this was not the case when ICT is used to enhance other aspects of teaching and learning such as using ICT to provide formative feedback to ITE students. Finally, it is argued that there are a number of

findings that could be relevant across the continuum of education. These include the fact that ITE tutors' enhancement of digital skills did not come from one entity or organisation and the most valuable form of digital professional development as described by ITE tutors was from that of their peers.

SATURDAY 22ND APRIL 09:30 – 11:00

SESSION 5: INITIAL TEACHER EDUCATION, Rm G.14

5:16 'We're not in the money.' Counting the costs of being a PME student.

**Melanie Ní Dhuinn, Mark Prendergast, Andrew Loxley:
TCD School of Education.**

Melanie Ní Dhuinn is an Assistant Professor in Teacher Education in the School of Education in Trinity College Dublin. Melanie's research interests include Teacher Education, Research Methodologies, Cultural Capital and Family-School Relationships. She submitted her D.Ed thesis in early 2017.

Dr Mark Prendergast is an Assistant Professor in Mathematics education in the School of Education at Trinity College Dublin.

Dr Andrew Loxley is a sociologist by trade, gaining his PhD at the University of Bath. He is currently an Associate Professor in the School of Education at Trinity College Dublin and a founding member of the CAVE research centre.

A confluence of factors has contributed to a reinvention and re-conceptualisation of Teacher Education in Ireland in the recent past. From a legislative perspective, the passing of the Teaching Council Act (2001) represented a significant stage in the professionalisation of the teaching profession in Ireland. In accordance with section 38 of the Teaching Council Act (2001) the Teaching Council developed a set of criteria and guidelines which are integral to the Council's policy on the Continuum of Teacher Education and are integral to the Council's Strategy for the Review and Accreditation of Programmes of Initial Teacher Education. The publication of the Programme for International Student Assessment (PISA) 2009 (Cosgrove et al., 2010; Perkins et al., 2010.) reading literacy results heralded a crisis of confidence in educational standards in Ireland (Conway, 2012). One of the attentions of the response to the "perceived crisis" (Conway, 2012) nationally was on Teacher Education in Ireland. Evidence from the literature (Conway, 2001; Conway et al., 2009; Kitching et al., 2015) confers substantial benefits on societies, individuals and economies that enjoy high-quality teacher education provision that subsequently informs the quality of teaching in schools.

In 2014, the first cohort of students registered on the reconceptualised ITE programmes. The reconceptualised programmes at both primary and post-primary, concurrent and consecutive models are characterised by additional and extended school placement, additional credits, additional assessment, double and multiple cohorts of student teachers seeking additional placements and additional costs. This piece of research investigates and analyses the real costs of being a PME student within the newly re-conceptualised PME models. Using a mixed-methods approach the researchers developed research instruments that were utilised to uncover, examine and interpret the myriad of costs borne by PME students from the initial cohort intakes. The empirical research was carried out with student teachers from one primary and one post-primary ITE programme. Findings include evidence of attrition and adversity within cohorts attributable to increased and unmanageable costs. The findings also reveal how financial implications of being a PME student raise a concern in terms of future student teacher and newly qualified teacher cohorts who may not have the means to enrol or complete an ITE programme due to increased costs. Findings suggest that students who are of limited means with limited access to funding may not register on programmes or register and fail to complete because of financial hardship brought about by the organisation of the programme over a longer timeframe and with additional and extended school placement requirements.

SATURDAY 22ND APRIL 09:30 – 11:00

SESSION 5: INCLUSION, Rm G.17

5:17 Cascading support from practitioners to learners in FET: learning difficulties and other issues.

Dr Jane O'Kelly, Dr John Lalor, Dr Justin Rami, Dr Peter Tiernan, Dr Francesca Lorenzi: DCU Institute of Education.

All five authors are lecturers and researchers in the School of Policy and Practice in the DCU Institute of Education. All work as lecturers on the BSc in Education and Training which provides, in its four year option, an initial teacher education route into the further education and training sector which is accredited by the Teaching Council. Dr Rami is the Director of FETRC, the Further Education and Training Research Centre based in DCU. Dr O'Kelly, Dr Lalor, Dr Tiernan and Dr Lorenzi are also members of the Centre.

The European Council Resolution on a Renewed European Agenda for Adult Learning (2011) defines adult learning "as a vital component of the lifelong learning continuum, covering the entire range of formal, non-formal and informal learning activities, general and vocational, undertaken by adults after leaving initial education and training".

In Ireland, the broad range of education and training programmes provide education and training opportunities for adults and young people preparing for higher education, training for employment, changing career, improving literacy and numeracy skills and engaging in lifelong learning. The sector supports communities and individuals who wish to change and improve their lives through education and training. The complexity of reasons for engaging with the sector introduces an array of learner background and life experience that can include the impact of difficult socio-economic conditions, disability, learning difficulties, early school leaving, addiction, offenders in prison or ex-offenders. Between 2010 and 2012, the European Agency for Special Needs and Inclusive Education, analysed vocational education and training policies and practices in 26 countries from the perspective of learners with special educational needs (SEN) and/or disabilities.

The analysis focused on 'what works' in VET for learners with SEN and/or disabilities, 'why it works' and 'how it works' (2013, p.1). Factors included the need for: educational staff to receive sufficient support in order to ensure and safeguard a learner-centred approach; multi-disciplinary teams are established that include all professionals involved in VET, have clear roles, adopt a teamwork approach and co-operate well with other services; and VET settings are flexible and responsive to learners' needs allowing different timeframes for completion and flexible pathways (p.4).

The aim of this research is to examine the opinion and experience of FET stakeholders both nationally and internationally on the instance of learning difficulties in the learning environment and to examine how practitioners developed their own learning to assist and support learners. A range of Irish stakeholders in FET were interviewed and practitioners across the EU were surveyed through purposive (Cohen, Manion and Morrison, 2011, p. 156) and snowball-sampling (p.158) within EU VET and international networks.

The research found that the experiences of practitioners in vocational education and training and adult education were consistent across countries and diverse systems with practitioners in the majority relying on informal support from colleagues and own research to supplement their knowledge. Practitioners also cited their own professional experience as their main learning support for coping with learners in need.

SATURDAY 22ND APRIL 09:30 – 11:00

SESSION 5: INCLUSION, Rm G.17

5:18 Preliminary findings from LEAP transition programme for gifted disadvantaged kids

Eamonn Carroll:
DCU Institute of Education.

Eamonn Carroll is a PhD student in Dublin City University's Institute of Education. His research focuses on addressing the needs of high ability students from socioeconomically disadvantaged backgrounds. He is the Coordinator of the LEAP Programme which supports high ability students from nearby DEIS schools as they transition from primary to secondary school.

There is not so much a space as a gaping abyss between Irish education policy and the reality of Irish educational practice with regard to highly able students. Despite strong rhetoric and numerous explicit commitments, successive governments have promised much and delivered little for this group. It is now 10 years since the NCCA published Exceptionally Able Students: Draft Guidelines for Teachers, recognising the distinct needs of highly able students and offering teachers a range of approaches to meet these needs. In those ten years, progress has stalled on the national, within-school front: teacher-training or Continual Professional Development (CPD) in the field and support and resources for high ability students in the classroom remain thin on the ground.

It is also 10 years since the Centre for Talented Youth, Ireland started the Centre for Academic Achievement (CAA), a programme aimed at providing out of school academic enrichment to high ability primary school students from areas of socioeconomic disadvantage. Since its foundation, the CAA has grown to offer classes on everything from computer programming to music production to several hundred students across 3 campuses (DCU, UL & UCC) every year. From the outset the CAA has enshrined research at its core and used rigorous investigation and an action research methodology to refine and improve its programmes in collaboration with its stakeholders. This paper will discuss the newest CAA programme, the Lifelong Educational Achievement Partnership (LEAP), and its translation of academic innovation and educational policy into practice.

The LEAP programme aims to strengthen the CAA's sustained commitment to its students, ensuring that their participation is not limited to a few weeks of classes but spans their entire school life. It does this by providing classes for students during their transition from primary to secondary school, a challenging period for all adolescents but an especially tough one for both high ability students and those from socioeconomically disadvantaged backgrounds. For students at the intersection of these two groups, the difficulties are compounded.

This paper will discuss the initial findings from the programme's first year which show positive outcomes across a range of academic, social and aspirational measures. While the findings are highly context specific, there are strong indications of what has worked well and this paper also aims to suggest pathways for translating these best practices to other contexts (eg. in-school programming, similar programmes for other socioeconomically disadvantaged communities, out-of-school programmes for mixed socioeconomic or ability groups).

SATURDAY 22ND APRIL 09:30 – 11:00

SESSION 5: INCLUSION, Rm G.17

5:19 Team-teaching for inclusion: a critical discourse analysis of team meetings.

Eamonn McCauley, Dr Delma Byrne:

DCU Institute of Education; Maynooth University.

Eamonn McCauley works as a lecturer in Education at the Institute of Education, DCU and is PhD student at Maynooth University.

Dr Delma Byrne is a lecturer at Maynooth University, working across the departments of Sociology and Education. Her research interests include social stratification and the sociology of education, with a particular emphasis on the role of education in shaping life chances over the life-course, including labour market experiences.

This paper presents findings emerging from one aspect of a PhD study that investigates four instances of team-teaching deployed within 'mainstream' second-level Irish schools to support the inclusion of students deemed to have special educational needs. The study sets out to describe some of the discourses that dominate teachers' discussion of team-teaching for this purpose and to explicate how these are reproduced and/or challenged at various levels within the schools studied. It also looks at how dominant discourses influence teachers' conceptualisations of students with special educational needs and of team-teaching that is deployed to support their inclusion.

Discourse analysis is 'the study of language in use'; 'the meanings we give language and the actions we carry out when we use language in specific contexts' (Gee & Handford, 2012 p.1). Critical Discourse Analysis (CDA) (Fairclough, 2003, 2012) focuses this analysis on 'socially, or culturally contentious issues' (Gee & Handford, 2012 p.5). In this paper, CDA is used to analyse one strand of the data collected; namely transcripts generated from meetings held between team-teaching dyads during the 2015-2016 academic year. This is done to explicate how the discursive structure of meetings influences the distribution of power within teams (genres); how certain representations tend to dominate team-teachers' talk of students deemed to have special educational needs (discourse); and how the positions and identities asserted and adopted within meetings affect the production, reproduction, consumption and distribution of discourse (style).

Findings are discussed within a Critical Disability Studies (CDS) framework, which offers a way of looking at institutional practices that 'strictly clinical research rarely does ... fostering change towards democratic ends' (Biklen et al., 2014 p. 363). They suggest that teachers' consideration of inclusion and team-teaching is influenced in important ways by the discursive structures of meetings, the discourses deployed therein and the roles and identities taken up by individuals. These dynamics affect teachers' constructions of students with special educational needs, of special needs education, of inclusive education and of team-teaching in ways that present significant barriers to the successful inclusion of this group.

While evidence is found of the reproduction of and resistance to positivist discourses, such discourses continue to dominate other conceptions of student diversity. In addition, general education discourses dominate those of inclusive education, with material effects. Examples of these effects are offered that point to a broader tendency within mainstream second-level schools in Ireland, to privilege 'ableist' interests over those of marginalised groups, including students deemed to have special educational needs.

SYMPOSIUM

SATURDAY 22ND APRIL 11:30 – 13:00

SESSION 5: Symposium 6.0, Rm G.15

NEARI@ESAI: An exploration of how we can drive educational action research work in contemporary Ireland and beyond for teacher-researchers, including the role of the Network of Educational Action Researchers of Ireland (NEARI) in this development. NEARI is a network for action researchers who are new to action research as well as those who are working on action research projects – formal or informal – and some who are life-long action researchers. This is a cross sectoral group with participants from all levels of the education system.

Conveners: **Dr Bernie Sullivan, Dr Caitriona McDonagh and Dr Mairín Glenn; NEARI**

Session 6 Papers

SATURDAY 22ND APRIL 11:30 – 13:00

SESSION 6: STE(A)M & TEL, Rm G.18

6:1 STEM career choices: barriers and influences – a snapshot of the current views of generation Z in Ireland.

Mary Mullaghy:

Trinity College Dublin.

Mary Mullaghy, BSc (Chemistry), Higher Diploma in Education (NUI Galway), MSc Analytical Chemistry (DCU), has been a Chemistry teacher for 25 years at second level and also Assistant Examiner in Chemistry with SEC & PDST Additionally; Facilitator in Chemistry. STAR (Science Teacher Assistant Researcher) & Ambassador for Scientix (2013-2015) ISTA PharmaChemical Ireland Science Educator of the Year 2012 and elected as National Chairperson of the Irish Science Teachers' Association 2012-2014.

Internationally there is an inadequately sized science, technology, engineering, and mathematics (STEM) workforce and this is causing concerns for Governments all around the World as it is impacting on economic progress. Conversely, there has been a growing interest in out-of-school time (OST) science activities as a means to foster STEM career interest. This study examines the attitudes of students to science both curricular and extra-curricular and their subsequent selection of subjects at senior cycle that may impact on their career choices.

This project aims to investigate the factors that are at play in influencing the choices students are making as they negotiate the transitions in STEM education from Junior Cycle to Senior Cycle in secondary schools. STEM Career Influencers are an integral component of a National STEM strategy. A number of factors are at play in influencing the subject choices in schools and in order to increase the numbers of STEM students, we need to have a better understanding of these factors and how they interact, so that strategies could be implemented to promote and increase the uptake of STEM subjects.

A mixed methods approach is being used. Working with a Student Research Advisory Group as a focus group, we hope to capture the Student Voice in the participatory design of an electronic instrument to measure the attitudes of students nationally to Career Choices and with a particular emphasis on STEM Careers. The survey was piloted, reviewed and distributed nationally. Building on the International ROSE project done in Republic of Ireland in 2003 and in 40 countries worldwide. It is also hoped to include some in-depth interviews.

It is expected that the results will affirm previous findings, however as students are involved in the designing of the survey it is hoped that they might ask questions differently and hence elicit some new information that might be useful to make changes that would deliver effective STEM education and hence increase the numbers of students choosing STEM careers.

SATURDAY 22ND APRIL 11:30 – 13:00

SESSION 6: STE(A)M & TEL, Rm G.18

6:2 Video observation of self and colleagues: the development of an emergent framework for reflective practice in early years education.

**Andrew Dineen, Melanie Ní Dhuinn:
TCD School of Education**

Andrew Dineen (MEd) has worked in Sweden, Germany and Ireland. He has worked on additional language acquisition; conflict resolution; working with challenging behaviour; restorative practices; working with at risk and vulnerable children and families and reflective practice.

Melanie Ní Dhuinn is an Assistant Professor in Teacher Education in the School of Education in Trinity College Dublin. Melanie's research interests include Teacher Education, Research Methodologies, Cultural Capital and Family-School Relationships.

This paper presents the principal methodology utilised and subsequent findings presented in an M.Ed. dissertation, Video Observation of Self and Colleagues: Development of an Emergent Framework for Reflective Practice (Dineen, 2016).

A mixed methods approach was adopted in the research that used two online questionnaires; an initial questionnaire (IOQ) to recruit participants and a baseline questionnaire (OBQ) to establish the participants' levels of reflective thinking in the professional setting. The online questionnaires were adaptations from Larivee's (2008) "Survey of Reflective Practice: A Tool for Assessing Development as a Reflective Practitioner, Self-assessment" (2008, pp 353-356). Video was then used to record two pedagogues at work and later presented vignettes back to them for video observation. There were five (5) video recording sessions and five (5) video observation sessions. The video observation sessions were supported by the facilitator/researcher using Mezirow's ten phases of transformative learning to guide the sessions.

Video Observation of Self and Colleagues (VOoSC) is an emergent concept that aims to support participants, in this case pedagogues of early years education, to develop higher levels of reflective thinking and as such it is an emergent framework for and of reflective practice. The researcher believed that video observation could provide the catalyst that would nudge or shock participants forward into that first and essential phase of transformative learning, the disorientating dilemma. This paper primarily focuses on the practical aspect of creating a learning environment where adults can develop higher levels of reflective thinking. The VOoSC sessions were facilitated by a semi-structured maieutic style of questioning that elicits knowledge from participants and allows for the development and generation of intersubjective knowledge among participants (Dolci, 1973). This maieutic style of questioning, influenced by Driscoll's (1994) "What?, So what?, Now what?" model of reflection, was mapped onto Mezirow's (1991) Ten phases of transformative learning to track and guide participants' development. Larivee's (2008) four levels of reflection: pre-reflection, surface reflection, pedagogical reflection and critical reflection, provided a tool for measuring participants' development of reflective thinking. Although the duration of VOoSC for this M.Ed. research piece was only five sessions, participants (n=2) showed a heightened increase in their levels of reflective thinking. The findings from the research indicated that VOoSC is a powerful instrument in supporting early-year pedagogues to develop higher levels of reflective thinking; an exciting futuristic prospect in the development of early years education in Ireland.

SATURDAY 22ND APRIL 11:30 – 13:00

SESSION 6: STE(A)M & TEL, Rm G.18

6:3 Data use in secondary schools.

Dr Cornelius Young, Prof Gerry McNamara, Dr Martin Brown: DCU Institute of Education.

Dr Cornelius Young teaches Construction Studies, Materials Technology (wood) and ICT in Coláiste Chill Mhantáin, Wicklow. Previously, he worked as a Schools Advisor with the Professional Development Service for Teachers. He recently graduated with a D.Ed from DCU.

Data Informed Decision Making (DIDM) has received considerable attention across education systems in recent years. While this rise in DIDM is in part due to increasing availability of digital tools and the rapid pace to which data can be transferred across networks. This rise in DIDM is also due to increasing demands for school accountability and also as a strategy to improve student outcomes (Schildkamp et al., 2013a). On the one hand, while DIDM is a core element of school evaluation processes in most countries. On the other hand, Schildkamp et al., (2013b) suggest that the ubiquitous nature of information available in schools appears to obscure fundamental consideration of what data is most valuable and what data based practices are most effective in improving the quality of teaching and learning. This study sought to address these issues by carrying out a series of Case Studies on DIDM in Irish Schools.

Evidence arising from this study suggests that there was a propensity to describe data use, primarily in terms of examination data. While state examination data was the dominating impetus behind most discussions, routine classroom assessment received comparatively little attention. Similar to the international literature, principals played the most significant role in promoting and facilitating data use in their schools. Indeed, in the absence of coherent policies, facilitated supports and suitable technology, most of the Case Study principals developed practices and tools of their own

accord. As well as creating technical solutions, this involved a number of tasks such as critically facilitating DIDM among staff, fostering a collaborative and trusting culture, distributing leadership responsibilities and creating a trusting environment conducive to data use. While the majority of Principals in the Case Study were competent in the use of data analysis and critically facilitating data use, this was not the case for the majority of teachers who participated in this study. As a result and anti-thetical to the concept of distributed leadership, the vast majority of DIDM processes in the case study schools was concentrated, predominantly on the school leader.

SATURDAY 22ND APRIL 11:30 – 13:00

SESSION 6: STE(A)M & TEL, Rm G.18

6:4 Investigating the use of computer games to identify high ability students.

Emily Church:
DCU Institute of Education

Emily Church is PhD candidate in DCU's Institute of Education, and is conducting her research in collaboration with the Centre for Talented Youth, Ireland. Her research is currently focused on the use of computer games to identify high ability students.

This paper will describe the idea of stealth assessment and its possible applications in the identification of high ability students. Stealth assessment refers to the logging and monitoring of student progress while they are interacting with a computer game. Monitoring student interaction in this way allows for collecting detailed information on student actions while not interfering with the student experience playing the game. This allows students to have an authentic gaming experience, while also giving educators a rich volume of data to use for formative assessments of student knowledge and ability.

Identification methods for high ability students have remained largely unchanged over the past number of years, despite calls for advancements in the area. There has been an identified neglect of spatial abilities in the assessment and identification of gifted students; despite correlations between high spatial ability and high performance in STEM based subjects. Many other skills, including; leadership, persistence, and creative problem solving have also been identified in gifted learners, however these can be difficult or costly to measure or monitor.

This research project focuses on solving the problem of how to measure these skills, by utilising the idea of stealth assessment through educational computer games. Details of research involving high ability secondary school students and stealth assessment will be discussed. This will include details on how students performance was measured through the game log data, and how this related to other formal test scores. Analysis of student opinions towards educational technology and the identification process will also be discussed, as well as options for future research in this area.

SATURDAY 22ND APRIL 11:30 – 13:00

SESSION 6: Higher Education, Rm G.13

6:5 Is now the time to re-think how to frame retention and persistence of part-time flexible students in higher education?

Nuala Hunt:
TCD School of Education

Nuala Hunt is a PhD student in TCD and Head of Continuing Education in Art and Design Programme as well as Co-ordinator MA SEA+FE, at NCAD.

The subject of retention and persistence of part-time students has not been examined in any detail thus far in Irish Higher Education. In the context of; HE expansion, reform, reduction in exchequer funding and the current review of the funding allocation model for HEI's, it is timely to examine how retention and persistence of diverse students has been captured in research and policy documents. Theories of retention and persistence are not straightforward, evidence indicates that the process of 'departure' is complex, multifaceted and takes place over time (Tinto 1993, Ramlal, 2011). Equally establishing retention of part-time students presents challenges as definitions vary and methodologies used to examine progression tend to cater for the majority full-time cohort.

The literature on retention has been described as 'voluminous', furthermore a variety of terms and theories have evolved to analyse this complex problem (Tinto 2006). Tinto's theory of academic and social integration remains influential and continues to inform research, policy and practice on retention (HEA, 2010, Eivers et al, 2002). Theories of integration rely on interactionist and assimilationist ideas which apply favourably to homogenous cohorts of students, particularly students who transition directly from second level to full-time higher education. Integration as applied to persistence amongst diverse or minority groups such as part-time students, presents challenges (Tierney 1999, Rendon, 2011, Fleming & Finnegan, 2011). Student engagement described as 'a far reaching construct' has been linked to retention theory, and the arrival of ISSE provided a mechanism for monitoring and framing engagement (Zepke, Leach 2010:168). Arguably

theories of retention and engagement as outlined above may not adequately capture persistence amongst part-time students in Irish Higher Education.

This paper examines perspectives on two inter-related concepts; retention and persistence within Irish research. The lack of data on the retention of part-time students is explored in the context of widening participation strategy. The links between theories and methods of capturing retention and progression for traditional students is discussed, and it is argued that models that evolved may not fit older students. The implications of adopting established methods and theories without acknowledging difference associated with flexible and part-time could be problematic. Alternative theories of inclusion offer an option for understanding retention and persistence of older students. In particular Skillbecks' (2000) perspective on the formation of equity policies within Irish higher Education remain relevant to widening participation policy and retention strategies.

SATURDAY 22ND APRIL 11:30 – 13:00

SESSION 6: Higher Education, Rm G.13

6:6 The social and academic Higher Education experiences of Black and Minority Ethnic (BME) Students in Ireland.

Maeve Dunne, Dr Elaine Keane:

NUI Galway

Maeve Dunne is a PhD candidate in the School of Education, NUI Galway researching in the area of race, ethnicity and widening participation in Irish Higher Education.

Dr Elaine Keane is a lecturer (Sociology of Education and Research Methods) and MEd Director in the School of Education at NUI Galway.

This paper outlines the findings from a qualitative study on the Higher Education (HE) experience of Black and Minority Ethnic (BME) students in Irish HE. In response to increased migration, globalization and the changing demographics of the Irish educational landscape, this study looked at the ways in which race, ethnicity and cultural identity can impact upon the HE experience. The voluntary Equal Access Survey which collects data on the socio-economic and ethnic background of new entrants to HE had a 68% response rate by entrants who categorized themselves as 'ethnic' (HEA, 2015). 79% of these respondents came from universities while 56% came from Institutes of Technology and the National College of Ireland (HEA, 2015). The HEA (2015) defines 'ethnic' respondents as 'African', 'Any Other Black Background', 'Chinese', 'Any Other Asian Background' and 'Other'. Beyond quantitative data on participation rates of different groups there is limited insight about the voiced experiences of BME students within the Irish HE system (Darmody, et al., 2014).

Through in-depth semi-structured interviews with 25 students across a range of Irish HE institutions this study provides insights about the schooling application to HE and the HE social and academic experiences of BME students in Ireland. This paper focuses on the study's findings in relation to the participants' HE experiences. In terms of their social experiences issues relating to 'divided lecture halls', culture clashes and identity battles were identified. Within their academic experiences, BME students recounted the difficulties of adjusting to unfamiliar teaching and learning styles and the challenges of being bilingual in a monolingual teaching and learning space. Overall, the findings highlight the ways in which race, ethnicity and cultural background impact upon the HE experience. As an emerging area in Irish HE discourse, this study's findings on the experiences of BME students can contribute to HE policy development and institutional student support in terms of addressing issues of racial-cultural integration and equity within our education system.

SATURDAY 22ND APRIL 11:30 – 13:00

SESSION 6: Higher Education, Rm G.13

6:7 "Very casual, just a chat": Newly qualified primary teachers' perspectives on their mentoring experiences during induction.

Dr Dan O'Sullivan:

UCC School of Education

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, literacies, assessment, initial teacher education, and the induction and continuing professional development of teachers.

The focus of this paper centres on the perspectives of nine newly qualified primary teachers (NQTs) in the Republic of Ireland, on their mentoring experiences during their initial year of workplace practice, post-graduation. All nine participants were mentored by an assigned mentor, four of whom were aligned to the National Induction Programme for Teachers (NIPT). Gleaning NQTs' perspectives on the matter of mentoring support is opportune, as the Teaching Council's new model of induction entitled Droichead, is envisaged to become the sole induction route for all NQTs. Seeking the perceptions of parties other than NQTs, (e.g. mentor teachers, principals), did not form part of the research undertaking. Privileging the voice of the NQT represents an attempt to counteract the arguably marginal status of beginners.

Employing a multiple-case study research design, the selection of research participants followed a replication, not a sampling logic. Thus, when selecting nine research participants, (six females and three males, ranging in age from twenty-

two to thirty-one), overriding considerations related to feasibility, manageability and the vagaries of the NQT-employment market.

A three-cycle, individual interview design facilitated continuing contact with each NQT throughout their induction year. Selected, representative interview data are utilised to illustrate NQTs' perspectives on their mentoring experiences. In accounting for the representative nature of participants' experiences, selected interview data is presented as representative of the experience of a majority of NQTs, whether mentored by NIPT-trained mentors or not.

Overarchingly, interview data establishes NQT complicity in the transaction of narrowly conceived mentoring support. Within the veteran-oriented professional cultures prevalent in Irish primary schools, a narrow rather than a robustly expansive view of mentoring support prevails, resulting in less than fulsome commitment on the parts of assigned mentors. Underwhelmed by the process, NQTs became complicit in how mentoring support is narrowly conceived of and transacted. Thus, limited by structural and cultural arrangements, mentors expected to provide and NQTs expected to receive, help with immediate uncertainties and guidance about local arrangements and practices. Neither saw mentoring as a substantial and meaningful influence on an NQT's learning to teach.

Offering evidence that the fashioning of policy prescriptions into consolidated, enacted induction practices is a process fraught with uncertainty, particularly if the limits of the mentoring component of induction and the impact of workplace culture on the process are ignored, this paper addresses the conference theme of "working the spaces between education policy and practice".

SATURDAY 22ND APRIL 11:30 – 13:00

SESSION 6: Inclusion & Exclusion, Rm G.14

6:9 Supporting the enactment of inclusive pedagogy in a primary school: implications for the new model of allocation.

Aoife Brennan:

DCU Institute of Education

Aoife Brennan is a lecturer in the School of Inclusive and Special Education in DCU Institute of Education. She is in the final stages of completing her Doctorate in Education in DCU.

The myriad challenges and barriers to the development of inclusive education are well documented in the literature (Forlin, Keen & Barrett, 2008; O' Gorman & Drudy, 2010; Rose, Shevlin, Winter, & O'Raw, 2015; Travers et al., 2010). What arises time and again is the dearth of professional development across the teaching continuum to support teacher learning for inclusive practice. Resulting from this paucity of support, teachers often lack knowledge, understanding, confidence and competence in relation to implementing inclusive practice in the classroom (Rose et al., 2015; Travers et al., 2010). Compounding this problem is the dominant deficit view of disability, in which students with SEN are perceived as needing something different from what is ordinarily provided in the classroom. In order to provide inclusive learning environments that are absent of stigmatisation, a shift in thinking regarding education provision is required (Florian, 2014). Inclusive pedagogy is an approach that focuses on providing learning opportunities for all learners, without marking any one student as different. This paper presents a model of how the development of inclusive pedagogy can be supported in a primary school. It draws upon findings from studies of how teachers enact inclusive pedagogy (Florian & Spratt 2013; Spratt & Florian) and characteristics of effective PD (King, 2014, 2016). A professional learning community for inclusive practice was developed with 10 participants (8 mainstream class teachers and 2 school leaders) in an urban primary school over a 6-month period. Findings indicate that the inclusive pedagogical approach in action (IPAA) framework supported the participants to develop their inclusive practice. Variables which impacted on teacher learning for inclusive practice included: a single focus for teaching and learning, external support, visible examples of practice, and systemic factors for teacher change (leadership support, positive impact on pupil outcomes and teacher agency) (King, 2016). The research findings have implications for policy and practice in the context of social justice and equality in education provision. This paper substantiates previous calls for high quality and sustained teacher PD for inclusive practice (Rose et al., 2015; Travers et al., 2010), which is particularly pertinent to the imminent implementation of the new model of allocation of resources for pupils with SEN. Furthermore, the effective evaluation of such PD is paramount to the development of quality teaching and learning in this area. A national programme of PD to support schools in this regard has been recommended by the DES Inspectorate (DESI, 2016). However, it is crucial that any form of national PD avoids the traditional transmissive models of PD in favour of sustained models of support, such as the development of PLCs for inclusive practice. In addition, there is scope for university-schools linkage to contribute to capacity building in this area.

SATURDAY 22ND APRIL 11:30 – 13:00

SESSION 6: Inclusion & Exclusion, Rm G.14

6:10 Integrated education and deeper learning in Northern Ireland's Secondary Schools.

James Nehring:

University of Massachusetts Lowell

James Nehring is an associate professor in the Graduate School of Education, University of Massachusetts Lowell. He was a Fulbright Scholar at Queens University Belfast in 2013-2014, and he will return to Queens as a Visiting Research Fellow for the fall, 2017 term. He served as a secondary school teacher and leader for 24 years.

This study asks how school integration in Northern Ireland, currently used as a scheme for peace-building, may also serve as a natural lever for deeper learning. The study seeks to understand how integration and deeper learning serve as complementary enterprises. Findings will support ongoing efforts to integrate schools across communities in conflict, to build peace, address social disadvantage, and transform learning for a globalized society and economy, both in Northern Ireland and elsewhere. Specifically, the study asks, How, if at all, do integrated schools in Northern Ireland, committed to peace-building and addressing social disadvantage, foster high level cognitive, interpersonal and intrapersonal skills, known in the literature as "deeper learning" and "21st century skills" (Pellegrino & Hilton, 2012)? Integration is understood broadly to include statutory Integration, "Shared Education" schemes, and local initiatives (McDaid, 2015). This study draws on an earlier, Fulbright-supported study of secondary schools in the Maintained, Controlled, and Integrated sectors in Northern Ireland (Nehring & Szczesiul, 2015), which suggested that school integration, meaning the deliberate, co-education of students from different faith traditions across socially disadvantaged communities in conflict, may be a powerful lever not only for improved cross-community relations, but also the cultivation of "deeper learning".

This study is based on extended site visits to three schools. Data collection at each site includes: a) observation of classes, key stage assemblies, whole school assemblies, co-curricular events, and staff meetings; b) collection of instructional materials; c) focus groups and interviews with teachers, support personnel, and administrators; d) focus groups with identified student groups (e.g. Best Boy, Best Girl, Key Stage leadership teams, club members); e) guest teaching in a history/social science or English class; f) relevant public documents. Interview/observation protocols and analytic plan align with a taxonomy of 21st century skills developed for the previous study (Nehring & Szczesiul, 2015). This study is in progress.

SATURDAY 22ND APRIL 11:30 – 13:00

SESSION 6: Inclusion & Exclusion, Rm G.14

6:11 Parents need to play.

Prof Michael Shevlin, Dr Miriam Twomey:

TCD School of Education

Michael Shevlin is Professor of Special and Inclusive Education at the School of Education TCD.

Dr Miriam Twomey leads the Master's Degree in Early Intervention at the School of Education TCD. DCU

Autism Spectrum Disorders (ASD) are neurodevelopmental disorders that are characterised by challenges with social communication and restricted, repetitive behaviours and interests (APA, 2013). Considering the increased number of young children identified as having ASD (CDC, 2014), their heterogeneity in presentation and the variability of services, there is a need to develop effective interventions that involve families (Boyd, Odom, Humphreys and Sam, 2010). The literature on parenting of children with autism emphasises its challenges, but also parental perceptions of the importance of play, interaction and friendship development (Petrina, Carter and Stephenson, 2014). The benefits of parent mediation on engagement and communication are also acknowledged (Kasari et al, 2010; Siller et al 2013). While policy has encouraged parental involvement and decision making, it falls short at utilising a family centred perspective in defining what parents need, according to those parents.

With regard to the role of the parent of the child with ASD, the space between policy and parental need requires interrogation. Challenges appear particularly in the policy arena of Early Intervention. Policy fails to address parents need for information, training and support. Working the spaces between policy and practice is about understanding and improving the life course of these children and their parents, yet these spaces are enmeshed in confusion and limitations.

Methods: An in-depth qualitative, longitudinal research project sought to address how parents can be supported in engaging with their children with ASD.

An intervention was conducted to enhance the participation and engagement of children with autism in mainstream settings using the creative Arts and play strategies. A series of semi-structured interviews were conducted (n=20) over a fifteen month period with seven parents of children with autism to ascertain the impact, if any of the interventions on their children's capacity to engage in play activities and parental need for support.

Findings: Parents articulated their needs in relation to their child's ability to play and interact. Among their aspirations was that they would receive training in how to play and interact with their children and that their children would learn how to interact and develop friendships at school.

Discussion: A discussion of the findings emphasises the need for parent training, and parent mediated intervention. Findings from the intervention suggest that children can participate and engage with parents and peers using the creative Arts. Implications for policy, pedagogy and practice are explored.

SATURDAY 22ND APRIL 11:30 – 13:00

SESSION 6: Inclusion & Exclusion, Rm G.14

6:12 The Nazareth Vocation: Lay/Coadjutrix Sisters and Social Hierarchy in American Convents.

Prof Brian Titley:
The University of Lethbridge, Alberta

Professor Emeritus of Education, the University of Lethbridge. Ph.D. the University of Alberta. Author of six books, including the forthcoming *Into Silence and Servitude: How American Girls Became Nuns, 1945-1965* (McGill-Queen's University Press, 2017).

American Catholic sisterhoods of European origin usually featured a sub-group of servant nuns known as lay or coadjutrix sisters. Generally of poor background and limited education, the coadjutrices did most of the physical labour in convents and were excluded from many of the privileges of choir sisters. Obligated to wear distinctive clothing that marked their inferior status, they were segregated from choir sisters during meals and recreation, denied opportunities for self-improvement, and excluded from singing the Divine Office and from governance of the community. Choir sisters, on the other hand, monopolized professional work, such as teaching, had access to higher education, and controlled all leadership positions in the congregation. In this paper I examine the agitation by lay sisters for better treatment and greater equality in the United States in the century prior to the Second Vatican Council and the inroads made in undermining convent hierarchies. When the Vatican abolished the two categories of sister in 1965 there were still some congregations that had resisted change and were persisting with a system of social distinction that had originated in the Middle Ages.

SATURDAY 22ND APRIL 11:30 – 13:00

SESSION 6: CONTINUING PROFESSIONAL DEVELOPMENT, Rm G.17

6:13 Video observation of self and colleagues: the development of an emergent framework for reflective practice in early years education.

Andrew Dineen, Melanie Ní Dhuinn:
TCD School of Education

Andrew Dineen (MEd) has worked in Sweden, Germany and Ireland. He has worked on additional language acquisition; conflict resolution; working with challenging behaviour; restorative practices; working with at risk and vulnerable children and families and reflective practice.

Melanie Ní Dhuinn is an Assistant Professor in Teacher Education in the School of Education in Trinity College Dublin. Melanie's research interests include Teacher Education, Research Methodologies, Cultural Capital and Family-School Relationships.

This paper presents the principal methodology utilised and subsequent findings presented in an M.Ed. dissertation, *Video Observation of Self and Colleagues: Development of an Emergent Framework for Reflective Practice* (Dineen, 2016).

A mixed methods approach was adopted in the research that used two online questionnaires; an initial questionnaire (IOQ) to recruit participants and a baseline questionnaire (OBQ) to establish the participants' levels of reflective thinking in the professional setting. The online questionnaires were adaptations from Larivee's (2008) "Survey of Reflective Practice: A Tool for Assessing Development as a Reflective Practitioner, Self-assessment" (2008, pp 353-356). Video was then used to record two pedagogues at work and later presented vignettes back to them for video observation. There were five (5) video recording sessions and five (5) video observation sessions. The video observation sessions were supported by the facilitator/researcher using Mezirow's ten phases of transformative learning to guide the sessions.

Video Observation of Self and Colleagues (VOoSC) is an emergent concept that aims to support participants, in this case pedagogues of early years education, to develop higher levels of reflective thinking and as such it is an emergent framework for and of reflective practice. The researcher believed that video observation could provide the catalyst that would nudge or shock participants forward into that first and essential phase of transformative learning, the disorientating dilemma. This paper primarily focuses on the practical aspect of creating a learning environment where adults can develop higher levels of reflective thinking. The VOoSC sessions were facilitated by a semi-structured maieutic style of questioning that elicits knowledge from participants and allows for the development and generation of intersubjective knowledge among participants (Dolci, 1973). This maieutic style of questioning, influenced by Driscoll's (1994) "What?, So what?, Now what?" model of reflection, was mapped onto Mezirow's (1991) Ten phases of transformative learning to track and guide

participants' development. Larrivee's (2008) four levels of reflection: pre-reflection, surface reflection, pedagogical reflection and critical reflection, provided a tool for measuring participants' development of reflective thinking. Although the duration of VOoSC for this M.Ed. research piece was only five sessions, participants (n=2) showed a heightened increase in their levels of reflective thinking. The findings from the research indicated that VOoSC is a powerful instrument in supporting early-year pedagogues to develop higher levels of reflective thinking; an exciting futuristic prospect in the development of early years education in Ireland.

SATURDAY 22ND APRIL 11:30 – 13:00

SESSION 6: CONTINUING PROFESSIONAL DEVELOPMENT, Rm G.17

6:14 Ongoing Assessment Using ePortfolios: lessons to be learned from a 2 year study of ePortfolio integration in Irish secondary schools.

Rachel Farrell, Seán Gallagher, Brendan Waldron, Dr Martin Brown, Prof Gerry McNamara, Prof Joe O'Hara, Dr Shivaun O'Brien: PDST & EQI DCU Institute of Education

Rachel Farrell is Deputy Director of PDST. Seán Gallagher, is Deputy Director of PDST. Brendan Waldron is a PDST Associate. Dr Martin Brown, Prof Gerry McNamara, Prof Joe O'Hara and Dr Shivaun O'Brien research and teach at DCU Institute of Education's Centre for Evaluation, Quality and Inspection (EQI).

The use of ePortfolios to enhance the quality of education has become increasingly important in Europe and elsewhere. In the case of Ireland, there is real commitment to exploring ways in which ePortfolios can enhance teaching and learning across the continuum of education. At a policy level, the Digital Strategy for Schools 2015 -2018 (Department of Education, 2015) outlines a range of engagements with e-portfolios including the provision of a freely available online training on ePortfolios and assessment to all registered teachers in Ireland through teachercpd.ie. In addition, as part of the Department of Education's ongoing commitment to exploring the use of ePortfolios in Education, PDST and PDST - Technology in Education have tested a model of ePortfolio support at transition year level with 40 Post Primary schools throughout Ireland.

In this paper we provide a description of the CPD model of support that was provided to participating schools that consisted of capacity building through online training, face to face workshops and follow-up visits to ePortfolio schools at various junctures within the lifecycle of the 2-year project. Second, we provide an evaluation of the project that was carried out by EQI- The Centre for Evaluation, Quality and Inspection.

It is envisaged that the results from this project will allow various stakeholders such as the Department of Education, sectoral support services, Initial Teacher and Further Education providers and other interested organisations to enhance their understanding of the issues, mechanisms, training supports, and the value added attached to the systemic introduction of ePortfolios in Irish education.

SATURDAY 22ND APRIL 11:30 – 13:00

SESSION 6: CONTINUING PROFESSIONAL DEVELOPMENT, Rm G.17

6:15 Self-organised CPD - the TeachMeet phenomenon.

**Mags Amond, Dr Richard Millwood, Dr Keith Johnston:
TCD School of Education**

Amond is a PhD candidate in the School of Education at TCD. Dr Keith Johnston is Assistant Professor in the School of Education and Co-Director of the Centre for Research in Information Technology in Education, TCD. Dr Richard Millwood is Assistant Professor in the School of Computer Science, TCD.

This paper seeks to outline the evolution of a recently developed form of self-organised teacher Continuing Professional Development (CPD), known as TeachMeet. It will report work in progress on the consolidation of various informal sources of information into a dataset in preparation for further analysis and evaluation.

Defined by Hallinan as "a model of CPD which involves those attending as participants in delivering the training as well as receiving it", TeachMeet came into existence in 2006 in Scotland. The first event was organised by three educators who were publishing online and who wanted to continue discussion face-to-face. The subtitle given to the event by the founders was "teachers sharing ideas with teachers". TeachMeet combines the philosophy and practices of three unconference forms - Open Space Technology, PechaKucha and BarCamp - and is empowered by the communication methods offered by contemporary social media. A major factor has been the use of tools and practices of online collaboration that have enabled the TeachMeet community to develop and grow organically, unincorporated, without formal constitution or management structure, in a way that seems at present to be sustainable.

Although there is a wealth of informal and personal reflection on TeachMeet to be found online, a search in the academic literature reveals very little direct examination of the phenomenon, although other similar unconference activity has been reported. A first sweep of data recorded online suggests that in the UK alone there were between 40 and 50 TeachMeets per month in 2016. Positive reactions from TeachMeet attendees at such meetings have been frequently noted. In ten

years since its inception it has become a worldwide educational movement and recently government agencies are beginning to experiment with the format for CPD. Taken together these observations would suggest the phenomenon deserves further research to describe its essential elements and evaluate its effectiveness.

Informal comments and reports by attendees, presenters and organisers constantly refer to TeachMeet as “the best CPD yet” or more recently as “our COP” (Community of Practice). This paper outlines how TeachMeet characteristics may be mapped to Kennedy’s models of CPD, and Teachmeet participants identified within the Wenger-Trayner COP Levels of Participation model. The paper sets out a plan to use the CPD and COP evaluation frameworks, such as Kirkpatrick, Kirkpatrick-Millwood, Guskey, Desimone, Wenger, in order to frame the proposed research. This will help to fill a gap in knowledge concerning a phenomenon that Bennett (2011), in the only formal academic paper directly related to this subject to date, has entitled “guerilla CPD”.

SATURDAY 22ND APRIL 11:30 – 13:00

SESSION 6: CONTINUING PROFESSIONAL DEVELOPMENT, Rm G.17

6:15 Learning by doing: A model of continuing professional development for data-use in school self-evaluation.

Dr Shivaun O’Brien, Prof Gerry McNamara, Prof Joe O’Hara, Dr Martin Brown: DCU Institute of Education

The authors are all based in the DCU Institute of Education and have published extensively as researchers within the DCU Research Centre on Evaluation, Quality and Inspection (EQI).

A growing emphasis on the use of evidence as a basis for school improvement processes such as school self-evaluation (SSE), had led to an increasing demand for teachers to become data literate. Traditionally, the ability to carry out self-evaluation through the collection and analysis of data had not been promoted as an essential skill for a qualified teacher. However, the importance of preparing preservice teachers to use data at an early stage in their careers in order to improve teaching and learning has been highlighted in a number of contemporary studies (Mandinach & Gummer, 2013, 2016; Reeves & Honig, 2015; Van den Hurk, Houtveen & Van de Grift, 2016). Recent changes to criteria for the accreditation of programmes of initial teacher education in Ireland, now include a greater focus on research skills. Graduates of teacher training programmes are now required to have the ability to “engage in data gathering and critically analyse and evaluate relevant knowledge and research” (The Teaching Council, 2011, p. 26). As the impact of this policy has not yet been felt at school level, the vast majority of teachers in Irish schools have not been trained to use data for school improvement. This study explores how teachers might learn how to use data and in particular, models of continuing professional development (CPD) that support data-use. Based on a review of literature, a data-use CPD intervention was developed and implemented in five Irish post-primary schools. The intervention tested, involved a university based expert in SSE (critical facilitator) working directly with SSE teams in each of the five schools to complete an SSE cycle within an academic year. The findings outline aspects of the intervention which supported teachers’ professional development in data-use as well as its limitations.