Education Studies Association of Ireland
Cumann Léann Oideachais na hÉireann

ESAI 41st Annual Conference

Values and Purpose in Education

5th – 7th April 2018
University College Dublin and The Talbot Hotel Stillorgan, Dublin

www.esai.ie/conference-2018

#esai18

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Conference Theme & Welcome from President of ESAI

Values and Purpose in Education

This year's theme invites conference participants to a necessary and critical discussion around balancing the expectations of academics, students, teachers, university management, politicians, and others across society with legitimate interests in the values and purposes of education on the island of Ireland and beyond.

We all carry with us sets of values and beliefs developed throughout the course of our lives. The life we live and the people in that life – family, friends, colleagues, our wider personal & professional communities – all shape our experiences which in turn contribute to a sense of who we are and how we see the world. As educators and as researchers in education, we are also involved in shaping the values and perceptions of purpose held by others. We broker values in a rather unique way.

It is important therefore, from time to time, to stand back and (re)consider those values we work with and through. We need to be acutely aware of our own personal values and beliefs and of the professional values and purposes of education, particularly as these change and shift to accommodate contemporary concerns. Arguably, there are times when the dominant values of our society need to be celebrated, defended, supported and widely shared. There are also times when these need to be challenged and where the role of the academic as public intellectual takes on a specific tenor – one that Issitt & Jackson (2013) suggest involves thinking critically and employing a perspective that is informed and supported by systematic analysis. This is particularly so, perhaps, in times characterised by increasingly strident discourses of educational system shortcomings and particularly of higher education 'failure', the seemingly unstoppable rise of administrative convenience within our higher education institutions, and the increasingly evident impacts of austerity on the fabric and culture of our education system more broadly.

On behalf of the Educational Studies Association of Ireland, it is my pleasure to welcome you to this our 41nd Annual Conference, to thank you for participating, and to wish you every success with any paper or symposium involvement you may have here. As ever, our annual ESAI Conference presents a timely opportunity to consider and reflect on the extent to which the work we are engaged in – across the full spectrum of educational research interests and concerns – can change for the better what happens in our schools, colleges and universities.

Conor Galvin, PhD (Cantab.)
President, ESAI

President's Address

Values and Purpose in Education; bringing informed criticality to what we do.
Values and beliefs are part of the human condition. We all carry with us sets of each developed throughout the course of our lives. The life we live and the people in that life – family, friends, colleagues, our wider personal & professional communities – all shape our experiences which in turn contribute to a sense of who we are and how we work the world. As educators and as researchers in education, we are additionally involved in shaping the values and perceptions of purpose held by others; our students. We broker values & indeed beliefs in a rather unique way. This brings responsibilities. It is important therefore, from time to time, to stand back and (re)consider those values we work with and through. Arguably, there are times when the dominant values of our society need to be celebrated, supported, and defended. There are also times when these values need to be challenged. This is particularly so, perhaps, in times characterised by increasingly strident discourses of educational system 'shortcomings' and particularly of higher education 'failure', the seemingly unstoppable rise of administrative convenience within our higher education institutions, and the still- evident impacts of austerity on the fabric and culture of our education system more broadly. This balance between celebration and critique forms the focus here; and whether it can be lived authentically in an ordinary academic life.

ESAI President: Dr Conor Galvin
Conor Galvin is a University Lecturer and Researcher who teaches into various education, public policy, and research methods programmes at UCD College of Social Sciences & Law and UCD School of Education. He holds The *President's Award for Teaching Excellence* at UCD and also a National Forum/USI *National Award for Teaching Excellent*.

His research interests include policy networks, professional knowledge, innovation transfer, and the impact of new and emergent technology on learning and society. Conor has published on innovation in education, teacher education & learning, and education policy. He has been National Delegate (Ireland) to an OECD summit on the Information Society & Education and has recently spoken at both EU and UNESCO events on Knowledge Alliances and innovative learning technology usage. He has also been ESAI delegate to the European Education Research Council and an invited speaker at their season methods school for doctoral students. He contributed regularly to peace support education programmes at the UN School Ireland (UNTSI) where he ran field exercises for both humanitarian and military personnel preparing for PSO deployment.

Conor completed his doctoral studies at the University of Cambridge where he also studied Curriculum Organisation & Design. Before joining UCD, Conor worked at University of Wales Swansea and prior to that at University of Cambridge, England.

He occasionally tweets at @_conorgalvin.

ESAI Executive 2017-2018

President
Dr Conor Galvin (University College Dublin)

Vice-President
Dr Enda Donlon (Dublin City University)

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Dr Sarah O'Grady (Dublin City University)
Ms Elena Revyakina (University College Dublin)

General Editors IES
Dr Paul Conway (University of Limerick)
Dr Aisling Leavy (Mary Immaculate College)

Presidents of ESAI

1976-1978: Collective Leadership
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
2016-2018: Conor Galvin

List of Conference Locations 1976-2018

1976 University College Galway; Pre-Associational Graduate Conference
1977 University College Cork: Inaugural ESAI Conference
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 & Radisson Blu Hotel
2017 University College Cork & The River Lee Hotel
2018 University College Dublin & Talbot Stillorgan Hotel

General 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, Dympna Devine & Emer Smyth
2008-2009	Volume 27-28	Irish Educational Studies	Dympna Devine (General Editor), Emer Smyth, Paul Conway & Aisling Leavy
2010-13	Volume 29-31	Irish Educational Studies	Dympna Devine (General Editor), Emer Smyth, Paul Conway, Aisling Leavy & Maeve O'Brien
2013-14	Volume 32	Irish Educational Studies	Paul Conway & Aisling Leavy (Joint General Editors)
2014-15	Volume 33	Irish Educational Studies	Aisling Leavy & Paul Conway (Joint General Editors), Emer Smyth & Maeve O'Brien
2015-16	Volume 34	Irish Educational Studies	Aisling Leavy & Paul Conway (Joint General Editors), Emer Smyth, Aidan Seery & Maeve O'Brien

| 2016-17 | Volume 35 | Irish Educational Studies | Aisling Leavy & Paul Conway (Joint General Editors), Emer Smyth, Maeve O'Brien, Aidan Seery, Delma Byrne & Tony Hall |
| 2017-18 | 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 2018

Friday, 6th April, 12.30 pm

Rm 2.16

UCD O'Brien Centre for Science

AGENDA

1. Minutes of 2017 AGM
2. Matters arising

3. Executive Reports
   3.1 Treasurer's Report
   3.2 President's Report
   3.3 Secretary's Report
   3.4 Membership Report
   3.5 IES Report
4. ESAI Executive; Nominations & Confirmations

5. EERA Report

6. Conference 2019

7. AOB

Conference Programme

Formal Opening of Educational Studies Association of Ireland Conference 2018

[Start-time: 6:30pm for 7:00pm]   Halls Merrion 11 & 111; The Talbot Hotel Stillorgan, Dublin, IRELAND.

ESAI President's Address, 2017-18.

Values and Purpose in Education; bringing informed criticality to what we do. Values and beliefs are part of the human condition. We all carry with us sets of each developed throughout the course of our lives. The life we live and the people in that life – family, friends, colleagues, our wider personal & professional communities – all shape our experiences which in turn contribute to a sense of who we are and how we work the world. As educators and as researchers in education, we are additionally involved in shaping the values and perceptions of purpose held by others; our students. We broker values & indeed beliefs in a rather unique way. This brings responsibilities. It is important therefore, from time to time, to stand back and (re)consider those values we work with and through. Arguably, there are times when the dominant values of our society need to be celebrated, supported, and defended. There are also times when these values need to be challenged. This is particularly so, perhaps, in times characterised by increasingly strident discourses of educational system 'shortcomings' and particularly of higher education 'failure', the seemingly unstoppable rise of administrative convenience within our higher education institutions, and the still-evident impacts of austerity on the fabric and culture of our education system more broadly. This balance between celebration and critique forms the focus here; and whether it can be lived authentically in an ordinary academic life.

The Address will be Invited by Dr Enda Donlon, Current Vice-President of ESAI and President Designate, 2018-20.

ESAI Supported Book Launch/ Celebration

The second part of our opening event this year is given over to the celebration of an engaging, new book by two ESAI colleagues and one-time Executive Members – Dr Annelies Kamp and Dr Majella McSharry; *Re/Assembling the Pregnant and Parenting Teenager: Narratives from the Field(s)* Peter Lang: Oxford, 2018. The tone will be informal. We feel that the authors/ editors are best placed themselves to speak to the book's evolution and coming together, so that is what we have arranged. ESAI is pleased to be associated with this important, timely and thought-provoking publication.

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

ESAI Conference 2018
General Programme
FRIDAY 6 April, 2018

REGISTRATION

[Opens 08:30am]   **Foyer Area;** O Brien Centre for Science, University College Dublin

FRIDAY 09:00 – 10:30 Session 1	Symposium Room E2.16	Teacher Learning & Development Rm E2.14	Values Rm H2.12	Mathematics Education Rm H2.20	Inclusion Rm E1.19
	1.1: Junior Cycle Reform; Connecting the Voices::a Symposium on curriculum development & meaningful change. *David King* *Áine Woods* *Gráinne Macken* *John O'Reilly* *Ger Halbert*	**1.2** Exploring Teaching Philosophies using evidence-based Teaching Portfolios: Considering teacher values & purpose beyond teaching technique *Miriam Hamilton* **1.3** How do educational networks attract practitioner researchers internationally? Do values have a purpose in this process? *Bernie Sullivan, Caitriona McDonagh* **1.4** Irish and Finnish teachers' perceptions of their professional autonomy: a comparative study. *Maija Salokangas, Gerry Harvey, Wieland Wermke* **1.5** Self-Study Action Researchers: tree hugging navel gazers or serious researchers? *Mary Roche, Máirín Glenn*	**1.6** Values and Purpose in Education: Can we put Equity Front and Centre? *Ellen Reynor* **1.7** Educational Values through the Eyes of Our Pupils *Fionnuala Tynan, Margaret Nohilly* **1.8** Values, Emotion and Collaboration: Twelve Lessons from Ireland's Voluntary Secondary School Principals *Michael Redmond* **1.9** Managerialism in Irish higher education: university leaders as agents of change *John Walsh, Andrew Gibson*	**1.10** Teachers' Needs and Challenges with Differentiation and Cognitive Demand in Mathematics *Seán Delaney, Damien Burke, Ann Marie Gurhy, Mark Prendergast* **1.11** Coming back to haunt me! An Investigation into the Existence of Mathematics Anxiety among Mature Students studying Service Mathematics in Ireland *Maria Ryan, Olivia Fitzmaurice, Patrick Johnson* **1.12** M²EID: A Framework for analysing Mathematical Meta-level developments in English and Irish language Discourses *Eílis Flanagan, Máire Ní Ríordáin* **1.13** Investigating five commonly held beliefs towards mathematical problem solving *Mark Prendergast, Cormac Breen, Aibhin Bray, Fiona Faulkner, Brian Carroll, Dominic Quinn, Michael Carr*	**1.14** Re-engaging children with school through the School Completion Programme *Joanne Banks, Emer Smyth* **1.15** Tackling early school leaving in migrant populations through peer mentoring: The E-Evalinto Project. *Bernadette Sweetman, Joe O'Hara* **1.16** Examining Teachers' Practice in the Inclusion of Children with Special Educational Needs in Multi-grade Classrooms in Primary Schools *Ann Marie Casserly, Bairbre Tiernan, Dr. Gabrielle Maguire* **1.17** Special Schools: Do they have a Value and Purpose in Inclusive Education? *Catherine Merrigan, Joyce Senior*

10:30   **Coffee; Registration Area**

FRIDAY 11:00 – 12:30 Session 2	Symposium Room E2.16	Religion Rm E2.14	Values and Education Rm H2.12	Leadership Rm H2.20	Inclusion Rm E1.19
	2:1 ESAI GRADUATE AWARDS SYMPOSIUM *Awardees:* *Mags Amond* *Elizabeth O'Brien* *Ashling Ryan-Mangan* *Patrick Sullivan* *ESAI Convenor:* *Elena Revyakina*	**2.2** Religion and Education in Ireland: Child agency, ethos and leadership in Community National Schools *Daniel Faas* **2.3** Religion and Belief Diversity in Irish Catholic Post Primary schools through the lens of Identity Humility Theory *Catherine Stapleton* **2.4** Would you believe? Religions and Beliefs in Challenging and Changing Times - The Perspectives of Students in Third Level Irish Educational Contexts *Marie Parker-Jenkins, Patricia Kieran Anne Ryan* **2.5** A Catholic Buddhist: The Voice of Children in a Religiously Plural Irish Classroom *Maurice Harmon*	**2.6** Pedagogy and Politics: The disconnection between public accountability and professional autonomy in primary teaching in Ireland *Maeve Mc Cafferty* **2.7** A Sociocultural Perspective of Corrective Feedback *Sylvaine Ní Aogáin, Pádraig Ó Duibhir* **2.8** "We're not in the money- Part Two, The Bigger Picture" Continuing to count the costs of being a PME student. *Melanie Ní Dhuinn, Mark Prendergast, Andrew Loxley*	**2.10** Post-Primary School Principalship: Lost Leaders *Mary Cunneen* **2.11** Value or values? Has the time come to count what counts? School Leaders perspectives of the School Self Evaluation process *Pauline Egan* **2.12** A pragmatic model of continuing professional development for school self-evaluation *Shivaun O'Brien, Gerry McNamara, Joe O'Hara, Martin Brown*	**2.14** Putting the Talk into Teaching: Parents as Public Intellectuals in the Education of Their Children with Autism *Carol-Ann O'Siorain* **2.15** Supported Transitions: Exploring options for young people with an Intellectual Disability to progress to further education and training. *Ger Scanlon, Alison Doyle* **2.16** The education of social care students in Ireland: exploring the topic of personal development from the perspective of those who facilitate the process *Patricia Cremen* **2.17** 20 years after the Education Act 1998: Is Special Education still Special in the Age of Education for All? *Finn Ó Murchú*

12:30   **Lunch:** O'Brien Centre for Science **Zone 5**

<<<< Educational Studies Association of Ireland, AGM; Room E2.16 >>>

FRIDAY 13:30 – 15:00 Session 3	Symposium Room E2.16	Policy Rm E2.14	Values and Education Rm H2.12	Primary Rm H2.20	Higher Education Rm E1.19	Initial Teacher Education Rm H1.51
	3:0 Digital Learning: Valid, Vague or Valuable? *Eamon Costello Tom Farrelly Enda Donlon Louise Nagle Michael O'Connell Tony Murphy Mairéad Nic Giolla Mhichíl*	**3.1** Deconstructing Habitus: An Essential Process in the Evolution of Education Policy *Margaret Egan* **3.2** The Changing Purpose of Professional Development Policy for Primary Schools in Ireland *Mia Treacy* **3.3** Responding to the Challenges of Pluralism and Diversity since 2012: From a policy of 'Divestment' to one of 'Reconfiguration' - some genealogical reflections. *Barney O' Reilly* **3.4** Immigrant Internationally Educated Teachers in Ireland – a Process of Elimination? *Emer Nowlan, Rory McDaid*	**3.5** Values and Purpose - Teacher Training in France at the Time of the Great Exposition in Paris in 1889 *Imelda Elliott, Emeline Lecuit* **3.6** Bedford Row Family Project: Holding the Suffering *Ann Higgins, Ruth Bourke* **3.7** (Re)assembling insights into teenage lives: considering the legitimate interests of pregnant and parenting teenagers in the globalised context *Annelies Kamp, Majella McSharry*	**3.9** Teacher beliefs and teacher practice: the teaching of primary Physical Education. *Frances Murphy* **3.10** Understanding academic achievement in multigrade classrooms: Evidence from the Child Cohort of 'Growing Up in Ireland' *Breed Murphy, Aisling Leavy, Amy Erbe Healy* **3.11** Transitions between Preschool and Primary School: What's the problem? *Des Carswell* **3.12** Teaching primary physical education – the value of peer and lecturer mentoring *Maura Coulter, Susan Marron, Frances Murphy*	**3.13** A Black Life That Mattered: The Values of William Edward Burghardt Du Bois: Scholar, Civil Rights Activist and Democratic Socialist *Jim McKernan* **3.14** Learning opportunities in between vocational education and training and the world of work - European perspectives on partnership *Justin Rami* **3.15** Tertiary Educators' beliefs about their Emotion Regulation in Changing Landscapes – Both Neoliberal and Post Disaster *Veronica O'Toole* **3.16** Responding to change and addressing the need for both local and outward looking community cohesion: through the adoption of a Development Education approach *Nigel Quirke-Bolt, Gerry Jeffers*	**3.17** BeSAD (bereavement, separation and divorce) in the classroom: Exploring how pre-service teachers across Northern and Southern Ireland support pupil well-being during placement. *Aoife Lynam, Barbara McConnell, Conor Mc Guckin* **3.18** Accommodating contemporary concerns in mathematics education: preparing pre-service, post-primary teachers to embed literacy and numeracy skills in the mathematics classroom *Bernie O'Donoghue, John O'Donoghue, Patrick Johnson, Máire Ní Riordáin* **3.20** Reflective practice; an opportunity to reinforce or re-evaluate beliefs and values *Jennifer Liston, Melanie Ní Dhuinn, Mark Prendergast*

15:00   Coffee; Registration Area

FRIDAY 15:30 – 17:00 Session 4	Symposium Room E2.16	Curriculum Rm E2.14	Assessment Rm H2.12	Addressing Bullying Rm H2.20	Higher Education Rm E1.19	Initial Teacher Education Rm H1.51
	4:0 Teacher Education and Higher Learning: The Irish Experience in Retrospect and Prospect *Tom O'Donoghue, Teresa O'Doherty, Angela Rickard, Joe Oyler Pádraig Hogan*	**4.1** The Ambiguity Effect and Curriculum Decision Making *Chris Byrne* **4.2** The Design, Development & Deployment of Inclusive Design Themed Computational Thinking Maker Projects for UK and Ireland *Stephen Howell, Neeltje Berger, Peter Heldens, Kevin Marshall, Clare Riley* **4.3** Literacy for Learning and Life: An exploration of the potential of one onlinereading management programme to improve the literacy standards of Irish Post Primary Students and create life-long learners. *Tara Talbot, Elaine McDonald, Sabrina Fitzsimons*	**4.5** Standardised testing: A realistic measure of student performance? *Carol Guildea* **4.6** Irish Post-Primary Teachers' Conceptions of Assessment *Marie Darmody* **4.7** Positioning Culturally Responsive Assessment in Higher Education – A strategic response at DCU Institute of Education *Denise Burns, Martin Brown, Gerry McNamara, Joe O'Hara* **4.8** Values & purpose of assessment across frontiers - A comparative analysis of culturally responsive assessment practices in four European countries *Funda Nayir, Martin Brown, Denise Burns, Gerry McNamara, Joe O'Hara*	**4.9** The Cyberbullying of Post-Primary Teachers in Ireland *Liam Challenor, James O'Higgins Norman, Irene Connolly* **4.10** Teacher empathy, School Culture and Bullying. *Helena Murphy, James O'Higgins Norman* **4.11** Nuts and Bolts: An Anti-bullying Policy Audit Tool *Seline Keating*	**4.12** 21st Century Learning: Intergenerational Learning in Higher Education *Trudy Corrigan* **4.13** Balancing Tradition and Change in Higher Education Values *D.G. Mulcahy* **4.14** Defining ethical issues in HE : the role of teaching practices *Anne-Marie O'Connell* **4.15** Passionate or Performative Utterance? The University Lecture as a Mode of Address *Áine Mahon*	**4.16** Supporting PME student teachers of modern languages in their professional placement. *Céline Healy* **4.17** Making sense of digital literacies in Initial Teacher Education – The case of Ireland and Northern Ireland *Stephen Roulston* **4.18** Valuing Failure: Learning from the perspectives of those in learning to teach partnerships, on the failure experiences by student teachers during school placement. *Leo Kilroy*

19:30 for 20:00

Pre-Dinner Drinks: Talbot Hotel Stillorgan
Conference Dinner: *The Purple Sage Restaurant* at Talbot Hotel Stillorgan

ESAI Late-night Network sessions

REGISTRATION
[Opens 09:00am]   **Foyer Area;** O Brien Centre for Science, University College Dublin

SATURDAY 09:30 – 11:00 Session 5	Symposium Room E2.16	Teacher Learning & Development Rm E2.14	Teachers & Research Rm E1.19	Values Rm H1.12	Inclusion & Leadership Rm H1.49
	5:0 ESAI Working Groups: procedures, constitution, membership, futures. [By invitation.]	**5.1** Emotion regulation during teacher preparation *Roisin P. Corcoran* **5.2** Values and purposes in university-bound upper secondary schooling in Luxembourg *Alyssa Laureen Grecu* **5.3** From theory to practice: Coteaching as cultural 'change agent' *Marita Kerin, Colette Murphy* **5.4** Reflecting on nonverbal differentiation in the Irish primary classroom. *John White*	**5.5** Development of the skills and knowledge of inquiry in the context of socioscientific issues: A tale of two teachers *Ruth Chadwick, Eilish McLoughlin, Odilla E. Finlayson* **5.6** Rethinking Social Capital and Its Purpose in International Education: A Performative Encounter *Alfredo Salomão Filho, Tanja Tillmanns* **5.7** Jargon In Journals: Effects of different styles and formats of academic writing *Emer Emily Neenan* **5.8** Valuing school-based research: governance and decision-making in Irish gatekeeping. *Aimie Brennan, Patrick Burke*	**5.9** Wellbeing in Education: Does it need to be understood in order to be valued? *Margaret Nohilly, Fionnuala Tynan* **5.10** Mindfulness Meditation in the Educational System: To Be or Not to Be *Maria Kenneally* **5.11** Access to Post-Primary Teaching (APT): Supporting the Access and Retention of Lower Socio-economic Groups in/to Initial Teacher Education *Manuela Heinz, Elaine Keane, Eileen Kelly-Blakeney, Andrea Lynch* **5.12** 'That's how we do things around here': The place of religion in publicly managed schools in Ireland *Orla McCormack, Joanne O'Flaherty, Bernard O'Reilly, Jennifer Liston*	**5.13** Looking At Our SENCOs: Leading Learning for Students with Special Educational Needs in Post-Primary Schools *Johanna Fitzgerald* **5.14** Professional Development to Practice: Perceptions of Special Education Teachers *Stella Long* **5.15** Considerations for advancing school autonomy in Ireland *Craig Skerritt*

11:00   Coffee; Registration Area

SATURDAY 11:30 – 13:00 Session 6	**Symposium** Room **E2.14**	**Digital Learning** Rm **E2.16**	**History** Rm E1.19	**Sustainability** Rm H1.49	**Initial Teacher Education** Rm H1.51
	6:0 How the Values We Hold Can be Reflected in Practice – or Not! : the NEARI Symposium *Convenors: Mary Roche Máirín Glenn, Bernie Sullivan, Caitriona McDonagh*	**6.1** Using the School Self-Evaluation Process to Improve Teacher Engagement with Technology: A Case Study from a Dublin Gaelscoil *Colm O Coileáin, Yvonne Crotty* **6.2** Lights, Tablets, Reflection, ePortfolio 2.0 *Rachel Farrell* **6.3** Everyone can/should code . . . but can/should everyone teach code? A Swift approach to exploring this question for CS education in Ireland *Seán Ó Grádaigh, Cornelia Connolly, Tony Hall* **6.4** Students' Beliefs and Perspectives on the Use of Screen-based Technology in an IB Middle Years Environment *Mary Kelly*	**6.5** History Teachers in Secondary Schools, 1925-64 *Colm Mac Gearailt* **6.6** The values and purpose of female education: a study of sources on Presentation convent schools in the nineteenth and twentieth centuries *Deirdre Raftery, Catriona Delaney* **6.7** A curriculum centenary *Cathal de Paor*	**6.9** Design Criteria for Visual Cues: Triggering Emotions to Stimulate the Process of Ethics and Value Clarification *Tanja Tillmanns, Charlotte Holland, Alfredo Salomão Filho* **6.10** Global Citizenship Education: A counterpoint to "normal class" and dominant practices and values within post primary schools *Maria Barry* **6.11** Leaving Cert "Politics and Society" – A Report from the Trenches *Jerome Devitt* **6.12** From professional learning communities to Evaluation of Professional learning communities - Results from a three-year case study on network governance in education *Martin Brown, Gerry McNamara, Joe O'Hara, Paddy Shevlin, Melanie Ehren*	**6.13** Conflict from the start? Inequalities in teacher-pupil relationships in the early years of primary education *Emer Smyth* **6.14** Teacher, Trainer, Tutor ?: Exploring the perspective of students in initial teacher education for Further Education and Training *Jane O'Kelly, Peter Tiernan* **6.15** Critical Thinking: Unteachable ambiguous skill or essential element of teacher education *Brighid Golden* **6.16** Values, Purpose, and Policy-Making for Teacher Education; a discourse-historical analysis of the Russian Federation Context, 2000-17. *Elena Revyakina & Conor Galvin*

Close of Conference

Complimentary Light Lunch; Teas/ Coffee
O'Brien Centre for Science **Zone 5**

Conference Abstracts

Session 1 Symposium

FRIDAY
09:00 – 10:30 Session 1

FRIDAY 21TH APRIL 9.30-11.0
SYMPOSIUM 1.0; Rm E2.16
**SYMPOSIUM TITLE: Junior Cycle Reform; Connecting the Voices::a Symposium on curriculum development &
meaningful change.**

CONTRIBUTORS: *David King, Áine Woods, Gráinne Macken, John O'Reilly,*
DISCUSSANT: *Ger Halbert; NCCA*

Dr. David King – Seconded post-primary school teacher from Blackwater CS, Lismore, Co. Waterford. Currently working as
Team Leader for Science with JCT Support Service. Doctoral graduate of the University of Sheffield School of Education.

Gráinne Macken-Seconded post-primary school teacher from Athlone Community College, Athlone. Currently working as
Regional Team Leader for Whole School CPD with JCT Support Service. Currently pursuing a Doctorate in Education with
Queens University Belfast.

Áine Woods – Seconded post-primary teacher from Santa Sabina, Dominican College, Sutton, D13. Currently working as a
science advisor with the JCT Science Team.

Dr. John O'Reilly – Lecturer in Initial Teacher Education with the School of Education, University of Limerick. Teaching in
the areas of planning, learning, assessment, professionalism, curriculum development and science education. Research
interests include Inquiry Based Science Education; curriculum negotiation and integration; educational change.

[1:0:1] School and system responses to the enactment of Junior Cycle reform – Voices in context
David King
This research illuminates the experiences of teachers and school leaders in three pilot schools enacting Junior Cycle (JC)
reform on a trial basis, prior to national roll-out. This reform, recognised by many as the most significant in the history of
Irish education, proposes a student-centered curriculum framework intended to change teachers' practice, promote
equity and prepare students for the 21st century (Sinnema and Aitken, 2013). The reform has been marked by slow
introduction, fragmentation and high levels of contestation from teacher unions. A long period of mediation between the
Department of Education and teacher unions resulted in a significant re-writing of the Framework in 2015.

This research endeavoured to pay attention to the complexities of JC reform through the lens of context. Insights were
gained, through interview, regarding the influence of school and system contexts on actors' interpretations of JC reform
and its translation into practice. A context-centric model is proposed, which offers insights to how management of context
can support a shared meaning of the purpose of curriculum between school and system levels, grounded in the voices of
teachers and schools. Context, in this regard, is not bleached into the background of the curriculum landscape, but is an
active force through which we understand and mediate change.

[1:0:2] Student Voice: opportunities and challenges in an Irish context
Gráinne Macken
JCT and NCCA are partners in an Erasmus Plus project, Student Voice – Bridge to Learning. The project aims to develop
different models of working in partnership with students in school and in the classroom. This paper shares learning from
the project about possible ways of activating and developing student voice in education.

The project involves JCT and NCCA working collaboratively with nine schools and over twenty teachers in two different
Education and Training Boards. Much of this work involves supporting these teachers and their schools as they develop
learning and teaching approaches that enable students to become active agents in their own learning, taking early steps in
a journey to enhanced student voice.

This collaborative work reveals important learning about the experiences of teachers and students pursuing more
authentic student voice in the school and in the classroom. It also illuminates the impact a collaborative approach has on
teacher professional development and student experiences. Finally, it identifies the opportunities and challenges that
exist in embedding a culture of student voice in every classroom in every school for teachers, schools and the wider

education community.

[1:0:3] *Connecting voices across disciplines – STE(A)M in Junior Cycle*
Áine Woods

The Framework for Junior Cycle (2015) advocates for professional development that promotes collaboration. A CPD programme for teachers and schools, led by JCT, is taking place against the backdrop of a number of other significant reform proposals in the STEM space. At a national level, the STEM Education Policy Statement 2017-2026 is underpinned by a number principles, one of which acknowledges the interdisciplinary nature of STEM education (2017, p.9). In addition, Science Education for Responsible Citizenship (2015) offers a "21st Century vision" for Science education within the context of a broader European agenda and proposes a new framework for all types of Science education. It advocates for collaboration between formal and informal education providers and learning partnerships to promote active citizenry. To this end, the STEM Education in the Irish School System Report (2016, p.48) acknowledges the potential for intersection of STEM fields with the Arts in supporting cultural advancement and economic development opportunities. To support these ambitions, JCT launched the STE(A)M in Junior Cycle elective CPD initiative in November 2017. In this paper, we consider the realised and potential impact of this initiative in connecting the voices of teachers across disciplines, as well as connecting formal and informal CPD providers in the STEM and the Arts fields.

[1:0:4] Realising authentic teacher and student voice through Negotiated Integrated Curriculum in Junior Cycle reform
Dr. John O'Reilly

Educational change research stresses the need to support teacher agency (Hargreaves and Fullan, 2012), exercised to make visible and value students' own ideas and interests (Hargreaves and Shirley, 2009). Biesta, Priestly and Robinson (2015) suggest that the lack of a clear and robust vision about the purpose of education mitigates strongly against professional agency. Junior Cycle reform initially included explicit consideration of the vision and values of the new curriculum to include freedom and democracy (Towards a Framework for Junior Cycle, 2011) but more recent documents no longer contain such references.

This paper examines the Negotiated Integrated Curriculum (NIC) initiative (Fitzpatrick, 2016) involving two primary and four secondary schools in Limerick. NIC begins by asking students to express their concerns about their own lives and the world around them. Themes are identified and then voted upon to select an area for investigation. Students then generate questions and suggested approaches to answering them. Teacher planning draws on multiple subjects, integrating them organically as needed. Learning emphasises student active work and cooperation.

The affordances of NIC in supporting teacher and student voice and agency to make explicit and visible to all the capacity to bring the vision and values of junior cycle reform to life in a practical and meaningful manner are considered.

Session 1 Papers

FRIDAY 6TH APRIL 09:00 – 10:30
SESSION 1: <u>TEACHER LEARNING AND DEVELOPMENT</u>, Rm E2.14
1.2 Exploring Teaching Philosophies using evidence-based Teaching Portfolios: Considering teacher values & purpose beyond teaching technique

Miriam Hamilton:
Mary Immaculate College, Limerick

Miriam Hamilton is a Lecturer in Education interested in issues of equality in education, pedagogies of teaching and learning, science education and teacher and student relational experiences in schools.

This research project explores the process of evidence based teaching portfolio development and writing with a case group of teachers from different sectors. Using elements of self-study inquiry and a researcher-mentorship approach, participants are involved in a process where they catalogue and reflect upon their teaching and in doing so re-consider their teaching philosophy and teaching performance.

The paper will outline a hybrid qualitative methodology based on self-study, evidence gathering akin to action research cycles and supported by a research mentorship approach that is bound as a multiple case study. This paper also presents preliminary findings which suggest that the focus on the 'technique of teaching' can swamp the limited space teachers have to consider their teaching practice, and the inherent deeper values and purposes of such practice.

Finally, this paper highlights the potential transformative effects on practice, enabled by reflecting upon and writing about one's teaching philosophy. Such effects include a re-focusing on what is of real importance for each teacher and their students. Findings suggest that some participants shift from a focus on organisation and preparation (the techniques of teaching) to gradually articulating more affective and holistic goals such as 'giving confidence', 'encouraging the doing and accepting of one's best' and 'capturing or re-capturing the passion' for their subject and sharing this with students.

This research is significant in illustrating how teaching portfolio development can enhance deep reflection and a potential re-calibration of a teacher philosophy, enhancing both teacher and student experiences of education. This research reclaims some space for teachers to reflect on their identity, integrity and valued goals as teachers and aspirations for those they teach.

FRIDAY 6TH APRIL 09:00 – 10:30
SESSION 1: TEACHER LEARNING AND DEVELOPMENT, Rm E2.14
1.3 How do educational networks attract practitioner researchers internationally? Do values have a purpose in this process?

Bernie Sullivan, Caitriona McDonagh
NEARI

Dr. Bernie Sullivan and Dr. Caitriona McDonagh are educators and researchers. They are co-founders and convenors of the Network of Educational Action Research Ireland (NEARI) and co- authors of *Learning Communities in Educational Partnerships: Action Research as Transformation* (2017) and *Introduction to Critical Reflection and Action for Teacher Researchers (*2016).

There is an ever-growing number of research networks operating in the field of education. The paper investigates how networks in various countries attract practitioner researchers. First, we explore networks' stated raison d'être and value base. Second, we consider how these values are lived in the actions provided for participant researchers. Lastly, we critique our new understandings through the lenses of participants, epistemology and literature on action research networks globally.

The paper focuses on the work of the following organisations: the Australian Action Learning and Action Research Associations Inc. (ALARA); the Action Research Network of the Americas (ARNA); the UK based Collaborative Action Research Network (CARN); and the Network of Educational Action Research in Ireland (NEARI). We discovered that the value base of these networks is broad and includes both epistemological and ontological motivation. These values include knowledge production, knowledge dissemination and knowledge democracy, as well as creating local and global change for the achievement of a more equitable, just, joyful, productive, peaceful and sustainable society.

How are these values obvious in the motivating actions provided for participant researchers?

The networks provide a developing variety of activities that support participants at personal, professional, pedagogical and political levels. We consider how these actions contribute to bringing participants together into networks that may both sustain and enhance the work of researchers (Zornes et al. 2016).

We reflect critically on the frameworks we have found, and analyse our findings in relation to the literature on learning communities (Wenger-Trayner and Wenger-Trayner 2015) and on action research as a glue for learning communities (GLenn et al. 2017). We examine the range of participants who currently take part in these networks and consider the values they work with and through.

We invite discussion on how values might contribute to bringing participants together into networks that may both sustain and enhance them as researchers.

FRIDAY 6TH APRIL 09:00 – 10:30
SESSION 1: TEACHER LEARNING AND DEVELOPMENT, Rm E2.14
1.4 Irish and Finnish teachers' perceptions of their professional autonomy: a comparative study.

Maija Salokangas, Gerry Harvey, Wieland Wermke
TCD, TCD, University of Uppsala

Maija Salokangas is an Assistant Professor in Trinity College Dublin. Gerry Harvey, is also Assistant Professor in Trinity College Dublin. Wieland Wermke, is an Associate Professor in the University of Uppsala.

Teacher autonomy has remained a subject of heated debate in many European contexts during the past decades. Boundaries of teachers' decision-making capacity and action; what teachers can, and cannot do, are topics of political, academic and practice-based debates at local, national and international contexts. This contribution discusses both theoretical and empirical approaches to teacher autonomy reporting from a comparative study focussing on the work of Irish and Finnish post-primary teachers.

In this study teacher autonomy is understood as complex, context dependent and multidimensional phenomenon. In their work, we argue, teachers operate on different domains including educational, social, developmental and administrative domains. In other words, they deal with questions concerning pedagogical and instructional matters, but also social matters such as behavioural issues as well as developmental and administrational matters. In addition, we also understand

teachers to operate in different levels of education system and teaching profession: within their classrooms, within their wider school context, as well as professionals within their teaching profession.

The paper presents preliminary findings of a qualitative study involving Irish and Finnish post-primary teachers. The study draws from 32 teacher interviews, as well as 15 hours of focus group data involving Irish, Finnish, German, and Swedish teachers. The findings suggest that Irish and Finnish teachers value autonomy in various domains somewhat differently, however some similarities can also be seen. In terms of their pedagogical practice, teachers in both countries perceive themselves to be rather autonomous, in particular in relation to choices of content and method. Autonomous work in the classroom arena is seen as the very core of the teaching profession in both countries. Overall, Finnish teachers perceive themselves to be significantly involved in all areas of their work (eg. curricular work, assessment, social dimension of teachers work), whereas their Irish colleagues are somewhat more concerned about control.

FRIDAY 6TH APRIL 09:00 – 10:30
SESSION 1: <u>VALUES</u>, Rm H2.12
1.5 Self-Study Action Researchers: tree hugging navel gazers or serious researchers?

Mary Roche, Máirín Glenn
MIC St. Patrick's Campus, Thurles and NEARI

Mary Roche is a lecturer in initial teacher education. Her research interests include action research, critical reflection, and dialogical pedagogy. She is a co-founder of the Education Action Research in Ireland group and a co-convener of NEARI.

Máirín Glenn is a co-founder of the Education Action Research in Ireland group and a co-convener of its network -NEARI. Máirín is passionate about self-study action research. She is convinced of its power as a means not only of improving practice but also of taking action and engaging in research to generate theory in the process.

This paper takes the form of a dialogue as we challenge each other to explain our understanding of, and engagement with, self-study action research.

The purpose of such research is to enhance practice, to gain insight into it and theorise our learning (Whitehead and McNiff 2006 and McDonagh et al. 2012). Undertaking action research is more than a mere intervention in practice: it is a rigorous approach to research and is, potentially, a life-changing process. We engage in critical reflection, often experience ourselves as a 'living contradiction' and acknowledge that the focus of the research is 'I' (along with others) (Whitehead 1999). Thus, action research can be seen as a practice-changing praxis as it often involves transformations in how people understand their practices, what they do, and how they relate to one another in the practice. It is a self-reflective process which helps us remake our practice and empowers us to act wisely and well (Kemmis 2009, 2010). However, critiques of this approach often display a lack of understanding of its key principles.

Because we consider self-study action research as praxis, we scrutinise our values and check to see if we are working in ways that are socially just in offering freedom and equitable co-existence to others. We state our values at the outset and clarify them throughout the research process. Our epistemological values are to do with the nature of knowing. Our ontological values demand that we examine how we see ourselves in the world and how we view others. For us, both sets of values inform how we work - our methodological and educational values. Our values can also act as the criteria by which we evaluate our work. The theory we generate from the story of our learning is a living theory (Whitehead 1989), because it is drawn from the aliveness of real practice.

We explain how self-study action research depends on dialogue and communication. We draw on Brookfield (2017) to gain a holistic insight into our work. We share our learning with critical friends and enter into purposeful dialogue with them. For this reason we decided to establish NEARI - a network for education action researchers. NEARI provides opportunities for personal and critical engagement along with resource sharing. As co-conveners of NEARI, we seek to work in an ethical, rigorous manner, enhance our own and others' professionalism, and improve practice while contributing to the educational knowledge-base.

FRIDAY 6TH APRIL 09:00 – 10:30
SESSION 1: VALUES, Rm H2.12
1.6 Values and Purpose in Education: Can we put Equity Front and Centre?

Ellen Reynor
DCU

Ellen Reynor is a former primary teacher who is currently assistant professor in the School of Inclusive and Special Education in DCU.

With the advent of neoliberalism, many countries, including Ireland have experienced unprecedented social and economic changes in the past few decades. It is argued that, in this context, citizens have become 'depoliticised' (Wollin, 2008), no longer viewed as active agents in shaping society, and this has led to the erosion of democracy (O'Dowd, 2010). It has been suggested that universities have been transformed into "powerful, consumer-oriented corporate networks" (Lynch et al., 2009), whose public interest values have been seriously eroded (Giroux, 2014). This has led to persistent questions around the capabilities of the university and academics to provide education which enables students to develop social responsibility, democratic values, and a strong sense of equity in an increasingly diverse society. In this presentation, the broad issues highlighted above are discussed in the context of teacher education within the university system and the neoliberal agenda, and the global education reform movement (Sahlberg, 2016). Some of the complexities, difficulties, and tensions around teacher education programmes that promote social justice and inclusion are elucidated, particularly in consideration of the marginalisation of students with disabilities such as dyslexia and literacy difficulties (Jaeger, 2017). Finally, it is argued that there are some practical proposals for what we, as academics can do to promote education as a public good (O'Dowd, 2010), advance the reality of equity-centred teacher education (Cochran-Smith et al., 2016), and re-imagine democracy as a moral purpose of education (Au, 2008; Sleeter, 2008) in times of austerity and the commodification of education (Giroux, 2014).

FRIDAY 6TH APRIL 09:00 – 10:30
SESSION 1: VALUES, Rm H2.12
1.7 Educational Values through the Eyes of Our Pupils

Fionnuala Tynan, Margaret Nohilly
DCU

Fionnuala lectures in the area of Educational Methodology and has a particular interest in inclusive educational approaches. Margaret lectures in Policy and Leadership in Education, Life Skills and SPHE.

Wellbeing has been identified as an educational priority (DES and DOH 2015). But wellbeing is not about a timetabled subject, nor is it about completing a "pack", rather it is about positive educational experiences (Tynan and Nohilly 2018, p. iii). To provide positive educational experiences, teachers need to have a strong emotional intelligence with competencies in self-awareness, self-management, social awareness and relationship to management (Lane 2018). Values are an intrinsic aspect to our self-awareness. Research carried out in one primary school in the West of Ireland, with focus-group discussions with pupils from each class, showed that pupils linked teacher values to their personal experience of school. Even the youngest pupils could describe how a teacher's values affected his/her self-management and, hence, the pupil-teacher relationship. Pupils' identified the values of creativity, fun, kindness, respect, wellbeing, enjoyment, love and communication when describing the aspects of their teacher that impacted on their experience of school. This ultimately affected the pupils' wellbeing. If wellbeing is about positive experiences, there is a need for personal development for teachers, as well as professional development. Teacher wellbeing must be considered alongside pupil wellbeing to enhance the educational experience for all.

FRIDAY 6TH APRIL 09:00 – 10:30
SESSION 1: VALUES, Rm H2.12
1.8 Values, Emotion and Collaboration: Twelve Lessons from Ireland's Voluntary Secondary School Principals

Michael Redmond
Joint Managerial Body

Michael, a former principal at two Dublin secondary schools, has been Director of Research & Development with the Joint Managerial Body (JMB) since 2009. Michael works on behalf of JMB in a wide variety of educational areas including special educational needs, curriculum development, intercultural education, inclusion, disadvantage initiatives and ICT in schools. Michael is a current Deputy Chairperson of the NCCA and his doctoral research focussed on the emotional dynamics of principalship in Ireland's voluntary secondary sector.

In contemporary Ireland, significant hegemonic change in terms of church-people-state relations, a loss of trust in fiscal, ecclesial and political authority and the emergence of a neo-liberal, evidence-based policy framework driving educational

reforms have all conspired to produce a 'perfect storm' of unremitting change impacting on the psychological and emotional health of school communities.

The purpose of the study outlined in this paper is to characterise the emotional competencies of principals in the Irish voluntary secondary school sector and to determine what level of association these have with collaboratively-mediated change management.

The initial study, a focus group, provided rich data from which themed extracts were used to frame a large-scale survey questionnaire distributed electronically to the entire cohort of 380 secondary school principals in Ireland. Findings from this survey and from three subsequent semi-structured interviews were analysed and led to the emergence of a set of twelve emotional competencies principals associated with collaboration. These outcomes reveal that school leaders require to incorporate attunement to emotion, both intrapersonal and interpersonal, in the clarification of their values and the establishment of a moral and ethical basis for change ('Foundations'); the deployment of one's affective acumen and capacity to sustain ('Agency'); the activation of a climate of authentic collegiality ('Connection') and, ultimately, the mobilisation of energy and empowerment for collaboratively-mediated change ('Synergy').

This paper presents an exploration of the twelve emotional competencies associated with these overarching processes, each of which is grounded in the narrative data and linked to the literature.

In terms of applicability, the next challenge lies in clarifying our thinking around the emotional dynamics of change-management and seeking to build a fit-for-purpose model of appropriate, workable and acceptable professional networks supporting the sustainability of organisational leaders into the future. In this regard, the paper will explore the potential of the 'Balint Group', a peer workgroup model developed in the 1950's to provide a framework for medical professionals to share and learn from the emotional and ethical dynamics of their practice. An initiative adapting this model to support the emotional work of school leaders in Ireland is now well-developed and insights from this work will be shared and discussed.

FRIDAY 6TH APRIL 09:00 – 10:30
SESSION 1: <u>VALUES</u>, Rm H2.12
1.9 Managerialism in Irish higher education: university leaders as agents of change

John Walsh, Andrew Gibson
School of Education TCD

Dr John Walsh is Ussher Lecturer in Higher Education in Trinity College Dublin. Dr Walsh is director of the Cultures Academic Values and Education Research Centre. He is the author of a number of monographs and journal articles, including The Politics of Expansion: the transformation of educational policy in the Republic of Ireland (Manchester, 2009).

Andrew Gibson is a doctoral student pursuing a PhD with the School of Education, TCD. His research project is 'Warriors, Diplomats, Scholars: Higher Education and the Irish Defence Forces, 1969 to present day.' Andrew Gibson has published previously on university rankings and research policy.

Ireland has seen significant changes to the governance of higher education (HE) in the early 2000s, which are often interpreted as another example of global trends towards the dominance of 'new public managerialism'. Exploring institutional changes in three Irish universities, this paper considers the extent to which the drivers of these developments were located within universities themselves, particularly in the higher level leadership and management tier of such institutions.

This paper is informed by a case study approach focusing on university leaders in three universities (UCD, UCC and Trinity College Dublin) as key agents of change. These institutions are the subject of study because the established policy and governance patterns within the universities predated the expansion of governmental power in HE since the mid twentieth century and offer fruitful potential for exploring the scale and more importantly the origins of policy and institutional change. This research suggests that the roles of university leaders was analogous to that of "policy entrepreneurs" (Kingdon, 2014, p. 20). The institutions chosen are three of the four oldest university colleges in the state and also the three largest universities in terms of the student body.

The case of these three universities in the years before Ireland's economic crisis demonstrates a clear trend towards managerialism, but one that was not necessarily imposed by government, nor was it driven by economic crisis. In all three cases pressure to secure increased research funding on a competitive basis was a key factor in driving 'managerial reform.' Moreover, university leaders to varying degrees were responding to a highly competitive environment featuring both increasing state demands on the academy and declining or static levels of recurrent funding.

This study presents a more complex and nuanced picture of the emergence of managerialism, driven by internationalisation, competitive pressure to secure research funding and concern about being left behind in a global struggle for advantage. Much of the impetus for managerialist agendas came from leaders within the academy itself, albeit responding to a political and cultural context favourable to such initiatives and dismissive of traditional academic norms. In terms of Clark's analysis, featuring academic oligarchy, the state and the market as 'forces of coordination' in HE (1983),

this suggests that the move away from traditional forms of decision-making reflected a shift in the balance of power within the academy itself as much as a move towards greater control by the state or the introduction of market mechanisms. This study allows for a more nuanced picture of managerialism than those asserting the undermining of autonomy and academic values primarily by externally driven forces.

FRIDAY 6TH APRIL 09:00 – 10:30
SESSION 1: MATHEMATICS EDUCATION , Rm H2.20
1.10 Teachers' Needs and Challenges with Differentiation and Cognitive Demand in Mathematics

Seán Delaney(1), Damien Burke(1), Ann Marie Gurhy(1), Mark Prendergast(2)
(1)Marino Institute of Education, (2)Trinity College Dublin

All the authors are mathematics educators at either primary or post-primary levels. Previously they have taught mathematics in school. They are participants in an ERASMUS+ Programme of the European Union entitled "Enhancing Differentiated Instruction and Cognitive Activation in Mathematics Lessons by Supporting Teacher Learning" (EDUCATE) which has been funded with support from the European Commission.

Background: Teachers of mathematics are constantly aware that students in their classes are at different levels of readiness and that their prior achievement in the subject varies. As a result, they need to differentiate their instruction in order to help all students learn. Teachers are also encouraged to raise the challenge level of the mathematics content so that all students experience cognitive demand (Stein, Smith, Henningsen, & Silver, 2000) in order to develop their mathematical knowledge and thinking. This paper looks at how teachers combine these twin aims of teaching for equity and teaching for excellence, and identifies the challenges involved in doing so.

Theoretical Framework: Tasks chosen by teachers for students to work on are key to what students learn and how they learn. Tasks can be devised by teachers, sourced from teacher manuals, sourced online and in many cases they are sourced in the students' textbook. Such tasks can be analysed for the level of mathematical challenge they pose for students. The challenge arises from the content of the task and how it appears in a textbook or on a worksheet, from how it is presented by the teacher, and from how it is enacted during the course of a lesson. A task's cognitive demand may rise, fall or be maintained as it is presented and enacted. A mathematics task framework and a task analysis guide have been developed to support such classification (Stein, Smith, Henningsen, & Silver, 2000). Tasks can also be differentiated by task, outcome, group, resource, choice, dialogue, support and pace (Delaney, 2017).

Methods:Nine teachers or prospective teachers (7 primary and 2 post-primary) were asked to teach two mathematics lessons each. Each lesson was videotaped and teachers were interviewed before and after each lesson to discuss their plans and their initial analyses of the lessons. Grounded theory (Corbin & Strauss, 2008) was used to analyse the teacher interviews in order to generate categories of teachers' needs and challenges in differentiating their teaching and in raising cognitive demand for all students.

Findings & Conclusions: Among the findings of the study were that teachers are more aware of the need for differentiation than the need to raise the challenge for all students; teachers need to have access to a greater variety of tasks than they currently have; assessing students' readiness for tasks is an important skill for teachers; and classrooms need to become challenge-rich environments for all learners. Suggestions are made for addressing these needs.

FRIDAY 6TH APRIL 09:00 – 10:30
SESSION 1: MATHEMATICS EDUCATION , Rm H2.20
1.11 Coming back to haunt me! An Investigation into the Existence of Mathematics Anxiety among Mature Students studying Service Mathematics in Ireland

Maria Ryan, Olivia Fitzmaurice, Patrick Johnson
Mary Immaculate College, University of Limerick, University of Limerick

Maria D. Ryan is a Lecturer in Business at MIC St. Patrick's Campus Thurles, Co. Tipperary, and a PhD student at University of Limerick. Maria's PhD research looks at the existence of mathematics anxiety among mature students in Ireland using a mixed methods approach.

Negative feelings towards mathematics can take many forms; from dislike or fear, to avoidance of mathematics. The term 'mathematics anxiety' is used by numerous researchers to conceptualise the apprehension and fear experienced around mathematics. The existence of Mathematics Anxiety can lead to feelings of intimidation when engaging with mathematics, and can debilitate a person's overall confidence and engagement with mathematics. The prevalence of these feelings is problematic, particularly where they negatively impact upon a person's ability to engage with mathematics in academic and social contexts. Many third-level students have to study obligatory mathematics modules – service mathematics – as part of a broader discipline at undergraduate level.Among mature students, who may not have

had exposure to mathematics for several years, there is a willingness to talk about their – particularly negative – experiences with mathematics, and to seek support as they engage with mathematics.

This paper presents preliminary findings from a survey used to gain an insight into the existence and nature of Mathematics Anxiety among mature students who study a service mathematics module at third level in Ireland. The survey targeted mature students attending two Universities and two Institutes of Technology in Ireland. The questionnaire included questions to elicit some demographic, and programme-specific data, as well as the Mathematics Anxiety Scale - UK (MAS-UK). The findings examine what aspects of engaging with mathematics contribute to the levels of mathematics anxiety expressed among this cohort.

FRIDAY 6TH APRIL 09:00 – 10:30
SESSION 1: MATHEMATICS EDUCATION , Rm H2.20
1.12 M²EID: A Framework for analysing Mathematical Meta-level developments in English and Irish language Discourses

Eílis Flanagan, Máire Ní Ríordáin
School of Education, NUI Galway, School of Education, University College Cork

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

Considering the pressures of modern higher education it is important not to lose sight of the purpose of academic research in terms of supporting and enhancing teaching, learning and assessment. As educators and academics we value the purpose and role of communication in and for learning, particularly within the context of globalisation and more dynamic views of language-as-resource (Moschkovich, 2002; Planas & Civil, 2013).

Within this context, this study investigates the complexities of mathematics and languages. Specifically, the research explores the impact of language use (English and Irish) on students' conceptual understanding of mathematics. Considering the complexities involved in investigating bilingual mathematics learners and learning environments, it is vital to ensure that the rigor of the methodological frameworks and approaches employed is commensurate with the rigor of our research.

Such educational research in this real word, natural context is multifaceted and multidisciplinary. Therefore, our goal is to develop a theoretical, integrative framework and associated methodology and methods, in practice, in order to ascertain their suitability for investigating bilingual mathematics learners in an educational context. Participants comprise first year, undergraduate students, who choose to study Mathematics through a bilingual approach (English and Irish) during their first year of undergraduate education at the National University of Ireland, Galway (NUI Galway).

This paper draws on Moschkovich's (2016, p.1) recommended constructs for conducting research on language use and learning in mathematics to inform the methodological considerations that framed the research. Also, it analyses the employment of Sfard's (2008) Commognitive framework for examining learning in situ. This framework considers thinking as a form of (interpersonal) communication and that learning mathematics entails extending one's discourse. Further, the paper discusses the effectiveness of the methods utilised to collect data within this interdisciplinary context; these methods include the use of discourse models, videographic evidence, questionnaires and video-recorded cognitive interviews. Finally, the paper proposes an overall interpretive framework that is adaptable and adoptable by others in cognate disciplines wishing to investigate bilingual mathematics learners.

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FRIDAY 6TH APRIL 09:00 – 10:30
SESSION 1: <u>MATHEMATICS EDUCATION</u> , Rm H2.20
1.13 Investigating five commonly held beliefs towards mathematical problem solving

Mark Prendergast(a), Cormac Breen(b,) Aibhin Bray(a), Fiona Faulkner(b), Brian Carroll(c), Dominic Quinn(b), Michael Carr(b)
(a)The University of Dublin, Trinity College, Dublin, Ireland;(b)Dublin Institute of Technology, Dublin, Ireland; (c)St Mary's CBS, Portlaoise, Laois.

Mark Prendergast is a mathematics education lecturer in the School of Education in Trinity College Dublin.
Cormac Breen is a mathematics lecturer in the School of Mathematical Sciences in Dublin Institute of Technology.
Aibhin Bray is a Research Fellow of the Trinity Access Programme in Trinity College Dublin.
Fiona Faulkner is a mathematics lecturer in the School of Hospitality Management and Tourism in Dublin Institute of Technology.
Brian Carroll is a mathematics teacher in St Mary's CBS, Portlaoise and a part-time mathematics education lecturer in University College Dublin.
Dominic Quinn is a mathematics student in the School of Mathematical Sciences in Dublin Institute of Technology.
Michael Carr is a mathematics lecturer in the School of Multidisciplinary Technologies in Dublin Institute of Technology.

Many studies over the past 30 years have highlighted the important role of students' beliefs for successful problem-solving in mathematics. It is now generally accepted that the processes involved in mathematical problem solving are affected by factors beyond simply the knowledge that a person holds (Mason, 2003). Mason and Scrivani (2004) determined that students' beliefs about what is useful in learning mathematics affects the cognitive resources available to them.

Given the recent emphasis afforded to problem-solving on the reformed Irish secondary school mathematics curriculum, the main aim of this study was to identify Irish students' beliefs about the field.

The study was quantitative in nature and involved the use of the Indiana Mathematical Belief (IMB) scales which was developed by Kloosterman and Stage (1992). This is a Likert-type self-report questionnaire developed and validated to be used with secondary school and college level students.

The IMB scales investigate five commonly held beliefs towards mathematical problem solving. These include:
(1) I can solve time-consuming problems
(2) There are word problems that cannot be solved using simple, step-by-step procedures
(3) Understanding concepts is important in mathematics
(4) Word problems are important in mathematics
(5) Effort can increase mathematical ability.

The IMB scales were distributed to nine different secondary schools in Ireland (Dublin and east midlands area) from December 2016 to April 2017. The schools involved were selected using a convenience sampling method and included four co-educational, three single-sex female and two single-sex male schools.

All schools were asked to distribute the scale across a variety of year groupings. The instrument was administered by the class teacher to willing students during normal mathematics class time and completed in 20-25 minutes. In total, 975 completed questionnaires were returned. The respondents' ages ranged from 12 to 19, with the majority (94%) being between 13 and 18 years. There was a wide range of male (48%) and female (52%) respondents across the different year groups.

A statistical analysis of the data revealed that students who were further through their secondary education had a stronger belief that not all problems could be solved by applying routine procedures. In contrast, the same students held less positive beliefs than their younger counterparts that they could solve time-consuming problems and that conceptual understanding was important. The analysis also indicated that gender had a significant impact on three of the five belief scales.

FRIDAY 6TH APRIL 09:00 – 10:30
SESSION 1: <u>INCLUSION</u> , Rm E1.19
1.14 Re-engaging children with school through the School Completion Programme

Joanne Banks, Emer Smyth
Economic and Social Research Institute

Joanne Banks is a Research Officer at the Economic and Social Research Institute.
Emer Smyth is a Research Professor and Head of Social Research Division at the Economic and Social Research Institute.

Internationally and in Ireland, early school leaving is disproportionately concentrated among young people from

disadvantaged backgrounds. Research on early school leaving tends to focus on its cause and in particular the extent to which it is the result of individual and social factors, school factors or systematic factors. Some argue that individual characteristics and family background are powerful factors influencing early school leaving and question why the focus is on the school to solve broader societal problems. This approach has been criticised for adopting a deficit model of early school leaving and for failing to recognise the contextual factors, such as schools, within which decisions around early school leaving are made. This literature highlights how school composition can influence levels of early school leaving, particularly where there are concentrations of students from working class backgrounds. There is evidence however that school process can influence retention with some highlighting how school policy and practice can contribute to, or counter, early school leaving. The school climate and, in particular, the nature of relations between students and teachers is shown to impact on student retention.

In Ireland, despite the marked decline in the number of early school leavers in recent years, there remains a strong policy emphasis on educational disadvantage and the prevention of early school leaving. The School Completion Programme (SCP) is a target support service to improve school engagement and retention among young people at risk. It provides a range of local interventions in disadvantaged schools and communities and involves the targeting of in-school, after-school and out-of-school supports towards children and young people who are at risk of disengagement and early school leaving.

Stemming from a broader study of the SCP carried out in 2014/2015, this paper questions the extent to which programmes, like the SCP, can impact on school engagement and retention where students experience cumulative disadvantage.

The findings suggest that the school can play an important role not only in student retention, but broader school engagement and socio-emotional well-being, particularly for children and young people with mental health problems. Given its broad scope and position between school and local community, the SCP holds a unique position as a central contact point between school principals, external agencies, parents and children and young people at risk. We argue that the programme should be fully integrated with other aspects of policy aimed at addressing educational disadvantage (such as DEIS, Delivering Equality of Opportunity in Schools).

FRIDAY 6TH APRIL 09:00 – 10:30
SESSION 1: INCLUSION , Rm E1.19
1.15 Tackling early school leaving in migrant populations through peer mentoring: The E-Evalinto Project

Bernadette Sweetman, Joe O'Hara
Centre for Evaluation, Quality and Inspection (EQI), DCU Institute of Education

Dr. Bernadette Sweetman is manager of the E-Evalinto Project and a Research Assistant at EQI
Joe O'Hara is Professor of Education at DCU Institute of Education and Director of EQI

E-Evalinto (Evaluation environment for fostering intercultural mentoring tools and practices at school) is a two-year Erasmus+ funded project (2016 – 2018). Led by the University of Salamanca (Spain), this is a collaborative project involving DCU (Ireland), Oxfam Italia (Italy), University of Cadiz (Spain), SAN (Poland) and CARDET (Cyprus). E-Evalinto is a follow-up to an earlier European-funded project entitled INTO: Intercultural mentoring tools to support migrant integration at school.

The aim of E-Evalinto is to address the problem of early school leaving amongst migrant students at post-primary level by promoting intercultural mentoring programmes and activities supported by an ICT environment. This ICT environment will be composed of a set of tools and practices that provide a framework for evaluating intercultural issues.

EQI, a designated research centre of Dublin City University, is in charge of leading the design of the E-Evalinto training programme for teachers and school staff. This training programme will include intercultural management methodology and patterns; didactical strategies for promoting peer mentoring actions at schools; ICT tools and networking dynamics for enhancing intercultural dialogue; and development of OER and training activities for intercultural contexts / improving social inclusion / evaluation of action plans.

In addition, EQI, DCU will lead the coordination of the second phases of pilot activities due to take place in months 18 – 24 of the project.

The current paper outlines the process of identifying post-primary schools in the Republic of Ireland and reports on the intercultural profiles of the schools as provided by the principals, teachers and wider school community. An overview of the curriculum and online educational resources will be presented and a summary of the initial engagement in schools by the project participants will be outlined.

FRIDAY 6TH APRIL 09:00 – 10:30
SESSION 1: INCLUSION , Rm E1.19
1.16 Examining Teachers' Practice in the Inclusion of Children with Special Educational Needs in Multi-grade Classrooms in Primary Schools

Ann Marie Casserly (a), Bairbre Tiernan (a), Gabrielle Maguire (b)
St Angela's College, Sligo (a), St. Mary's University College, Belfast (b)

Dr Ann Marie Casserly and Dr. Bairbre Tiernan are lecturers in SEN at the Centre for Special Educational Needs, Inclusion and Diversity in St. Angela's College, Sligo. Dr. Gabrielle Maguire is Senior Tutor for Development and Principal Lecturer in St Mary's University College, Belfast

This paper focuses on how mainstream teachers meet the needs of children with special educational needs (SEN) in multi-grade classrooms. According to Little and Berry (2006) multi-grade teaching is very demanding, and curriculum planning and classroom management are more complicated because of the variation in needs and abilities of the groups of children in the room. Multi-grade teachers have to be flexible and use diverse teaching methods to tackle a wide variety of situations and needs in their classrooms. Knowledge of effective classroom management strategies, including time management, grouping and knowledge of effective teaching practices, for example, peer tutoring, self-directed learning, cooperative grouping, are emphasised in the research as essential elements of effective multi-grade teaching (Veenman, Lem and Roelofs, 1989). Mulryan-Kyne (2005) believes that many multi-grade teachers "tend not to maximise on the potential of the multi-grade teaching and learning setting" (p. 85) which can have positive academic and social outcomes, as well as being conducive to more diverse teaching methods.

This paper is timely as there is a dearth of information regarding the inclusion of children with SEN in multi-grade classrooms. Hence, the rationale for this research is to identify examples of innovative practice when including children with SEN in mainstream, multi-grade classrooms.

FRIDAY 6TH APRIL 09:00 – 10:30
SESSION 1: INCLUSION , Rm E1.19
1.17 Special Schools: Do they have a Value and Purpose in Inclusive Education?

Catherine Merrigan, Joyce Senior
UCD School of Education

Dr. Catherine Merrigan, a primary and special school teacher, is currently on secondment to the National Council for Special Education (NCSE) Support Service as a National and Regional Advisor. She is an Occasional Lecturer, Tutor and Research Supervisor in the area of Inclusive Education at the School of Education, UCD.
Dr. Joyce Senior is Director of the Masters of Education (Additional Support Needs) and Postgraduate Diploma in Special Educational Needs at the School of Education, UCD. Her work as a Primary Teacher and Educational Psychologist has traversed all sectors of the Irish education system, including primary, post-primary and third level.

A philosophy of inclusion, based on the fundamental principles of human rights and equal opportunities for all, has become central to the education of students with additional support needs (ASN). However, the value and purpose of the special school in an inclusive education system is challenged in international policy, such as the *Salamanca Statement and Framework for Action on Special Needs Education* (UNESCO, 1994), which fundamentally support a philosophy of inclusion in mainstream schools. This stance "challenges the role and very existence of the special school" (Day and Prunty, 2010, p.3) and creates a sense of vulnerability among the special school sector in defining its role within a "radically altered environment" (Shevlin et al., 2008, p.149). In considering the definition of inclusive education as "a process of strengthening the capacity of the education system to reach out to all learners" (UNESCO, 2009, p.8), the response of the entire education system, in addressing the diversity of students' needs, must be examined.

This paper is based on a PhD study entitled, *Outreach: An Emerging Role for the Special School in an Age of Inclusion*, which examined the emerging role of the special school on the continuum of educational provision in an age of inclusion. Through a multi-phase, mixed methods research design, this study explored the central research question through three sequential phases including: Phase 1) A National Survey of Special Schools, Phase 2) Interviews with the Principals of Special Schools and Phase 3) An Outreach Case Study. The study sought to facilitate the critical voice of special schools in the dialogue on special and inclusive education in Ireland, particularly with regard to the potential role of the special school sector in providing outreach support to mainstream schools.

This paper will explore two key findings of the study: 1) The conceptualisation of inclusion from the perspective of the special school sector and 2) The architectural symbolism of space in inclusive education. It examines the definition of inclusive education from the perspective of the special school and challenges the perception that inclusive education is synonymous with the space represented by mainstream education. It promotes the value and purpose of the special school sector in strengthening the capacity of the education system to become truly inclusive and captures the views of an educational sector which is often represented as 'other'.

Session 2 Symposium

FRIDAY
11:00 – 12:30 Session 2

FRIDAY 6TH APRIL 11:00-12:30
SYMPOSIUM 2.1; **Rm E2.16**
SYMPOSIUM TITLE: ESAI GRADUATE AWARDS SYMPOSIUM.

AWARDEES: *Mags Amond, Elizabeth O'Brien, Ashling Ryan-Mangan, Patrick Sullivan*
DISCUSSANTS: Dr Eamon Costello, Dr Conor Gavin, Dr Sarah O' Grady, Prof Teresa O' Doherty, Dr John Walsh
ESAI Convenor: *Elena Revyakina*

[1] Make the Road by Walking : participant perspectives on values and purpose of *TeachMeet* as 'desire lines' in their professional learning.

Mags Amond
Trinity College, Dublin
Supervisors: Dr Keith Johnston and Dr Richard Millwood

A search in academic literature reveals very little direct examination of the TeachMeet professional development phenomenon (although other similar unconference activity has been evaluated and reported); however, there is a wealth of secondary data on TeachMeet to be found online in the format of event details, informal personal reflection, and discursive exchanges between participants. This paper presents a pre-evaluative narrative reporting (i) work in progress on the consolidation of these various sources of information into a dataset in preparation for further analysis and evaluation, and (ii) an initial examination of the teacher reactions towards their participation in such events, which suggest various perspective on the value and purpose of TeachMeet in their professional learning. Elements of community of practice (CoP) and learning networks both personal and professional (PLN) are evident in online exchanges within blogs, wikis, curated chats and hashtagged timelines on social media channels. Taken together, and combined with recently published results in evaluative reports of a similar unconference meeting format (Edcamp), these observations would suggest the phenomenon deserves further research to evaluate its effectiveness and impact. Analysis of published event data has provided an outline of the evolving nature of TeachMeet format and organisation. Collating the substantial but scattered body of online, mostly 'grey' literature and secondary data has offered some insight into the mindset of founders, early adopters, and enthusiasts who have been carving the 'desire line' of self-organised professional development to date. It is clear that TeachMeet participants have passionate views and a variety of perspectives are emerging in online discourse - the perspective of the individual, the perspective of the community, and the perspective of the profession. Such perspectives will be central to any evaluative research proposed to establish the value and purpose of TeachMeet, and to distil the essence that makes TeachMeet valued by and valuable to teachers.

[2] The Space to Think: A Case Study of Junior Cycle Philosophy in Ireland.

Elizabeth O'Brien
University College Dublin
Supervisor: Dr Frieda McGovern

This paper innovatively considers the experience of Philosophy as a school subject at second level in Ireland from the perspectives of students, their teachers and parents, engaging the techniques of qualitative and philosophical analysis. Foregrounding the voice of the student, enriched and contextualised by the testimony of their teachers and parents, this study seeks to bring first-hand experience of Philosophy in the second level classroom into conversation with the stated purposes of second level education.

Employing a case study structure and grounded theory questioning style, students who have completed the Junior Cycle short course in Philosophy, their parents and teachers were invited to participate. The case study approach is ideal as the cohort is small and centred in one school, while employing a grounded theory approach to question development and interview allowed open engagement grounded in the relevant Philosophy of Education and mindful of pertinent Educational Policy concerns.

In considering student voice, in the cultural context of their teachers and parents, as the primary source of educational experience, the initial findings indicate emergent themes of value, development of self, mental health, social significance

and critical thinking arising from their testimony to be factors which define education rather than schooling. The responses hold potential to develop a grounded theory of education which delineates experience and purpose, growth in the moment and preparation for the future from the perspective of students and in their words.

To this end, the themes emergent from these primary accounts are brought into conversation with contemporary discourse on the purpose of education through philosophical writing and Irish educational policy. Thematic analysis of the primary sources considers student responses in light of such innovative contemporary philosophers of education as Gert Biesta on the domains of education, Nel Noddings on care and the challenges it presents, and Stanley Cavell on acknowledgement and voice. It begins by considering whether the fundamental concepts of qualification, socialisation and subjectification in education (Biesta, 2013) are uniquely addressed within the Philosophy classroom (Topping & Trickey, 2007) and their potential to transcend it. The findings are read with direct reference to Irish educational priorities and policy, bringing philosophical thinking and statements of policy into conversation in order to best communicate the student experience to the widest audience in the most meaningful way, paying particular attention to the reform of the Junior Cycle and its stated aims and objectives.

[3] Paternal incarceration and the academic lives of primary and pre-school children in Ireland: Pathways to resilience or maladaptation.

Ashling Ryan-Mangan
Trinity College Dublin
Supervisor: Dr David Limond

Despite a growing interest, both nationally and internationally, in the experiences of children with incarcerated parents, relatively little is known about these children's academic lives. This paper outlines the findings of a piece of research that set out to describe the experiences of a particular set of children in Ireland whose fathers are in prison, to examine interpretations of such experiences and, finally, to explore and attempt to come to an understanding of how such experiences and interpretations can have impacts on children's academic lives, if, indeed, they do at all. The term 'academic lives' was defined here in terms of personal, social and academic characteristics.

Adopting a multiple case study approach, the research considered the views of fathers in prison, mothers and carers "on the outside", teachers of children whose fathers are incarcerated and other relevant professionals dealing with these children and families. Throughout, the research was guided by Bronfenbrenner's Ecological/Bioecological Systems Theory and data were generated from interviews, observation and document analysis.

Results indicate that there are seven primary mechanisms through which paternal incarceration has impacts on these children's academic lives, namely: maternal coping and overall parenting skills; children's emotional and behavioural reactions; the roles played by teachers; the removal of fathers who previously conducted school-related tasks; children's social interactions with friends and other peers; school-related attitudes and expectations/ambitions for the future; and interactions at more distal levels of Bronfenbrenner's EST. Further, paternal incarceration is found typically to be experienced alongside a range of other forms of upheaval, it is routinely considered a negative event and prison visits are identified as one of the most challenging aspects of the experience for children, emotionally-speaking.

As apparently the first Irish study to examine the issue of paternal incarceration from an educational perspective, and one of only a small number to have examined the issue more generally, the research findings draw attention to the specific challenges faced by children of imprisoned fathers and indicate multiple ways in which support might be applied, at least in the Irish context, when attempting to minimise the risks posed by paternal incarceration. Such support, ultimately, has the potential to influence the academic lives and, thus, future trajectories of these children.

[4] Consensus making, brokerage and compromise- the process of curriculum design in Ireland as evidenced in the development of a curriculum in Education about Religions and Beliefs (ERB) and Ethics.

Patrick Sullivan
Dublin City University
Supervisor: Dr Sandra Cullen

This study is about the process of curriculum design in the Republic of Ireland. It uses the case study of the proposed curriculum from the National Council of Curriculum and Assessment (NCCA) in Education about Religions and Beliefs (ERB) and Ethics for primary schools. This paper has at its core a belief that by examining the process by which curriculum is developed, one can better understand the influences that shape it. The research approach sits firmly within the qualitative paradigm, using semi-structured interviews to examine the role played by the executive of NCCA, trade unions and school management bodies in the development of a curriculum in ERB and Ethics. What emerges is a complex landscape of power relations, vested interests and influential partners in education.

The research presents a new understanding of the partnership approach to policy development, one that includes both formal and informal dimensions of negotiation, brokerage and compromise. While an effective partnership is built upon a foundation of relational trust and confidence, the research presents numerous cases of breaches of trust when brokering agreement. A major finding of the research is the extent to which the conception of ERB and Ethics as a politically mandated curriculum presupposed certain conditions positioning the interests of the State against the interests of school management bodies. In essence this resulted in the curriculum negotiation space becoming another arena for the interface between the Catholic Church and the State to be played out in public discourse. Evidence of the strategic use of overt, covert and, to a lesser extent, latent dimensions of power by both the State and the Catholic Church is presented, displaying a level of protectionism on both sides. The research also presents a duality of roles of both the NCCA executive and policy elite in the negotiation and brokerage of curriculum. What emerges from the research is a clear but challenging path for curriculum development in Ireland centring around the development of a shared understanding of partnership, built upon a set of shared values, of what a State primary school curriculum should provide for our children.

Session 2 Papers

FRIDAY 6TH APRIL 11:00 – 12:30
SESSION 2: RELIGION**,** Rm E2.14
2.2 Religion and Education in Ireland: Child agency, ethos and leadership in Community National Schools

Daniel Faas
Trinity College Dublin, Department of Sociology

Daniel Faas is Associate Professor in Sociology, Founding Director of the MSc in Comparative Social Change and Member of the University Council at Trinity College Dublin. His work focuses on youth identities in relation to immigrant integration, national identity, multiculturalism and social cohesion, religion and schooling in Ireland and Europe, curriculum design and development, as well as comparative case study methodologies. His work focuses on youth identities in relation to immigrant integration, national identity, multiculturalism and social cohesion, religion and schooling in Ireland and Europe, curriculum design and development, as well as comparative case study methodologies. He has published widely on these topics in high-impact peer-reviewed international journals, as well as a sole-authored monograph.

Ireland has seen rapid social change in recent years. Successive Ministers have outlined plans to address the mismatch between a largely denominational (Catholic) primary education system, and increasing ethno-cultural and religious diversity. Considering these changes, there is now a variety of beliefs among children in Irish schools, yet over 95 per cent of primary schools are denominational. Schools have a crucial role to play in terms of social integration and inclusion. This paper draws on a mixed-methods case study exploring religious education in 11 community national schools, a new model of state-funded multi-denominational primary schools in Ireland. Drawing on concepts of child agency, school ethos and culturally responsive leadership, it discusses and contextualises the perspectives of principals, teachers and pupils. The dataset consisted of 11 principal questionnaires and individual interviews, 21 teacher interviews and 17 pupil focus groups. The results from the focus groups with 10 to 12-year old children show the role of agency in developing religious knowledge and forming inter-ethnic friendships, and the crucial role schools play in empowering pupils to interact with an increasingly diverse society. Our discussions with teachers and principals highlighted the extent to which school leaders address the increasing social and cultural diversity in their schools by helping to establish inclusive and supportive school environments and practices. While the study is carried out in Ireland, it is also of interest to other jurisdictions where schools are faced with increasing religious diversity among their student population.

FRIDAY 6TH APRIL 11:00 – 12:30
SESSION 2: RELIGION**,** Rm E2.14
2.3 Religion and Belief Diversity in Irish Catholic Post Primary schools through the lens of Identity Humility Theory

Catherine Stapleton
DCU

Catherine Stapleton is a Post Primary teacher and research tutor. She received a scholarship from the Irish Research Council in 2013 for her research on 'The Experiences of Post Primary Minority Faith and Minority Worldview students of a Catholic school Ethos'. In 2016 she presented her research at the European Emerging Researchers Education Conference in Dublin and in 2017 at the Teaching Council, Research Meet at *Feilte* in the RDS, Dublin and also in Mary Immaculate College, Limerick. She published an article in the Education Matters Yearbook 2016/17.

Globalisation, immigration, increasing individualism and socio-political shifts have increased the religious and belief diversity of Irish society. Irish Catholic Post Primary schools are negotiating new challenges and opportunities, as increasing numbers of students, hold beliefs different to Catholicism. This presentation explores the experiences of eighteen students

of minority faith or non -religious world view, regarding their experiences of a Catholic religious school ethos. Analysis suggests students' identity development, sense of belonging and well-being may be affected by negative stereotyping, Catholic centric practices and an implicit or explicit expectation of acquiescence to Catholic norms. However, students also described a positive, safe school atmosphere and an interest in World religions and meditation. Students want to learn about religion together and particularly value class discussion. The value of identity humility theory and practice is posited (1) as a possible avenue to address the needs of an increasingly diverse school population as an alternative and more practical solution than a segregationist policy of diversification of school patronage, (2) as a way of balancing the constitutional right of the Catholic majority to choose a Catholic religious education with the rights of minority belief students to attend their local school and have their moral and spiritual educational rights equally supported.

FRIDAY 6TH APRIL 11:00 – 12:30
SESSION 2: <u>RELIGION</u>**,** Rm E2.14
2.4 Would you believe? Religions and Beliefs in Challenging and Changing Times - The Perspectives of Students in Third Level Irish Educational Contexts

Marie Parker-Jenkins, Patricia Kieran, Anne Ryan
UL, MIC, LIT

Marie Parker-Jenkins is Professor of Education in the Department of Education and Professional Studies, and Director of the Research Centre for Education and Professional Practice at the University of Limerick.
Patricia Kieran Lectures in Religious Education and Education about Religions and Beliefs at Mary Immaculate College, University of Limerick.
Anne Ryan is the Research Assistant for the Religions and Beliefs in Changing Times Research Project. She is a Data Analyst with Limerick Institute of Technology**.**

The paper presents research methodology and findings from an exploratory, multi-disciplinary on-going collaborative and funded international research project. The deficit in research and literature focusing on the tertiary student population in Ireland was a springboard for the research which involves an application of selected research instruments from EVS and ESS questionnaires to Third Level Students in 6 universities and colleges in ROI and NI in an attempt to understand Initial Teacher Educator & Social Science Students' attitudes to religion and belief diversity. The research explores the challenging nature of belief in a world of growing intolerance and hate crime/speech in an increasingly polarised society which challenges the ideology of inter-culturalism in Ireland. The research provides an invaluable insight into students' perspectives on a range of religious and secular convictions and beliefs in contemporary Ireland. It throws light on the challenges of teaching in a culturally and belief diverse classroom in contemporary Ireland as well as the professional needs of future educational and social science practitioners. The paper explores the contested, controversial and sensitive nature of research in the area of religions and beliefs.

FRIDAY 6TH APRIL 11:00 – 12:30
SESSION 2: <u>RELIGION</u>**,** Rm E2.14
2.5 A Catholic Buddhist: The Voice of Children in a Religiously Plural Irish Classroom

Maurice Harmon
Mary Immaculate College, Limerick

Maurice Harmon is a lecturer in Religious Education at Mary Immaculate College, Limerick. He hold an MA from Fordham University, New York and is currently completing a Doctorate in Educate at DCU in the area of Children's Voice in Religious Education. His research interests include Religious Education, Catholic Education, Student Voice and Initial Teacher Education at Primary Level.

Each person has a value and belief system which is influenced by the social, cultural and educational setting they engage with. This paper explores innovative research in a Catholic School on how children express their religious identity and the influencing factors on it. Much of the existing research in the area of Catholic Schools on Religion and Religious Education (RE) focuses on parents, patrons and to a lesser extent on children whose voices are often overlooked. This paper explores the important voices of children from one Irish Catholic Primary school classroom as they articulate their views on Religion and RE. The paper will outline how thirty five children became co-researchers in a participatory-based exploration (Alderson, 2000; Ipgrave, 2001; Enright, 2010) of their views on religion and RE. The children are from a variety of religion/ belief traditions and all did not partake in formal RE in school. In the study 68% of participants self-identify as Catholic which is representative of the overall school population of 72% Catholics. The paper will explore the intergenerational influence that shape the children's religious identity and charts how this has changed over the past decades, drawing on European Values Survey data. The children in the research try to reconcile the different religious/ belief systems that are found within their homes as they articulate their own belief systems. Furthermore 82% of children from within the Catholic tradition, cite their main religious influence as being from their grandparents. This paper argues that children have a clear

sense of 'being' religious or having a belief system that is valued, while at the same time striving to fully appreciate the diversity of traditions within their educational setting.

FRIDAY 6TH APRIL 11:00 – 12:30
SESSION 2: <u>VALUES & EDUCATION</u>, Rm H2.12
2.6 Pedagogy and Politics: The disconnection between public accountability and professional autonomy in primary teaching in Ireland

Maeve Mc Cafferty
INTO

Maeve Mc Cafferty is Education and Research Official at the Irish National Teachers' Organisation (INTO) she was formerly a primary school teacher. This paper reports research carried out as part of a Masters in Education at Trinity College Dublin.

By 2017, there was a well-developed literature on the prevalence of neo-liberalism in education globally. In particular there had been a reorientation of educational policy towards Global Education Reform Movement [GERM] practices such as increased school autonomy, stringent accountability and narrowing of the curriculum. This study draws on a mixed-method approach involving documentary analysis and self-report teacher surveys. As a systemic review of education policies has the potential to signify a political ideology, the documentary analysis aimed to establish the research context in which teachers operate. An exploration of education policies revealed the presence of GERM elements in Irish education discourse with varying degrees of frequency. In particular, the study revealed an increased focus on the core subjects and a trend towards favouring a business model approach to education. The study also incorporated a survey, completed by Irish primary school teachers (n=221), to explore their perceptions of the interdependent relationship between accountability, professional autonomy and education policy. The findings show that the pressure to be accountable constrains professional autonomy, judgement and risk-taking in teaching. There is also concern about the direction of Irish educational policy among the surveyed teachers, particularly, considering the increasing emphasis and use of standardised tests in primary school for purposes other than those for which they were originally intended. In light of increasing demands for accountability efforts should be made to safeguard teacher autonomy as an integral part of professionalism. In addition, teachers should be central to the policy-making process to ensure ownership and buy in at the implementation stage.

FRIDAY 6TH APRIL 11:00 – 12:30
SESSION 2: <u>VALUES & EDUCATION</u>, Rm H2.12
2.7 A Sociocultural Perspective of Corrective Feedback

Sylvaine Ní Aogáin, Pádraig Ó Duibhir
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. Her current research investigates the effects of correct feedback on immersion students' second language (L2) learning, in particular, the grammatical accuracy of the L2. The context of the study is all-Irish primary schools in Ireland.
Pádraig Ó Duibhir is Deputy Dean of the DCU Institute of Education. He has conducted many research studies and supervised students in areas of bilingual and immersion education in Ireland. His forthcoming book *Immersion Education: Lessons from a Minority Language Context* will be published by Multilingual Matters in May, 2018.

Despite extensive literature highlighting the advantages of immersion education settings in relation to second language acquisition (SLA), research also indicates particular weaknesses. While students in immersion programmes, internationally, achieve a very high standard of L2 fluency, literature suggests that students, generally, fail to achieve a similar standard of grammatical accuracy. These findings have been mirrored in research carried out in immersion primary schools in Ireland (Ó Duibhir, 2018).

This paper investigates Corrective Feedback (CF), from a sociocultural perspective, as an approach to address students' L2 grammatical inaccuracies in immersion classrooms in Ireland. CF is intended to draw a student's attention to the relevant grammatical rule while further providing them with an opportunity to correct and learn from their grammatical error. While research on this topic is limited in Ireland, it appears, from international research, that CF may enhance a more accurate acquisition of a second language (Lyster, 2007; Lyster & Saito, 2010), if utilised in accordance with the ability and language needs of the student. Despite the potential of CF for second language learning, however, international research indicates that many immersion teachers do not utilise it routinely as part of their teaching strategies (Lyster, 2007)

SESSION 2: <u>VALUES & EDUCATION</u>**,** Rm H2.12
2.8 "We're not in the money- Part Two, The Bigger Picture" Continuing to count the costs of being a PME student.

Melanie Ní Dhuinn, Mark Prendergast, Andrew Loxley
School of Education, Trinity College, Dublin

Dr. Melanie Ní Dhuinn is an Assistant Professor in Teacher Education in the School of Education in Trinity College Dublin. Her research interests include Teacher Education, Technology in Education, Assessment, Curriculum design, Teaching Pedagogy, An Ghaeilge Mar Mheán Teagaisc, and Research Methodology.
Dr. Mark Prendergast is an Assistant Professor in Mathematics education in the School of Education at Trinity College Dublin. His teaching and research interests include Mathematics Education and Teacher Education.
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. He has conducted research in the area of Higher Education policy & practice and just co-authored a new book with Ted Fleming and Fergal Finnegan on non-traditional students in Ireland.

In 2016/2017 the authors conducted a pilot study within two HEIs, (one primary provider and one post-primary provider) investigating and analysing the real costs of being a PME student within the newly re-conceptualised Professional Master of Education (PME) initial teacher education (ITE) models. Findings from the study were presented at ESAI in 2017. Findings from the pilot study included evidence of attrition and adversity within cohorts attributable to increased and unmanageable costs. The findings also revealed 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. Arising from the outcomes of the pilot research the authors progressed to refine and refocus the research instrument with a view to conducting further empirical research across HEI primary and post-primary ITE providers nationally. This paper presents the findings from a broader data set generated by the refined and refocused online survey instrument which was administered to student teachers across a broad set of primary and post-primary ITE providers. 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.

SESSION 2: <u>LEADERSHIP</u>**,** Rm H2.20
2.10 Post-Primary School Principalship: Lost Leaders

Mary Cunneen
University College Dublin

Mary Cuneen was a post-primary teacher for over twenty years before returning to her alma mater, UCD, to take up a position in teacher education. This prompted her to complete both an M.A. and a PhD in Education under the supervision of Professor Judith Harford.

Post primary teaching in the Republic of Ireland is a highly feminised profession. However, despite their numerical advantage among the teaching ranks, female teachers do not accede to the position of principal in the amplitude as their male colleagues. This is a complex field involving a range of influences of a cultural, societal, organisational and personal nature. Over recent decades feminist researchers have attempted to identify the impediments to principalship accession for women, with emphasis on the constraining and enabling influences. This scrutiny paves the way for a closer inspection of female teachers understanding of the role of principal and the actions they take when forging a career path. This study reports from interviews with thirty two women, some of whom are currently principals, some who are aspiring to principalship and some for whom it is not a career ambition. A model which takes account of the various complexities of this subject is one that examines the macro socio-political, mess organisational and micro individual levels which inform career trajectories thus allowing for a richer understanding of why female teachers opt to pursue or reject a path to principalship and the enabling and constraining influences they encounter along the way.

SESSION 2: <u>LEADERSHIP</u>**,** Rm H2.20
2.11 Value or values? Has the time come to count what counts? School Leaders perspectives of the School Self Evaluation process

Pauline Egan
Principal with Kilkenny Carlow ETB & Associate Lecturer with Carlow IT

Pauline Egan has been principal of Coláiste Eoin Hackestown Co. Carlow) for the past six years. She is also an associate lecturer with Carlow IT and a tutor on the Postgraduate Diploma in School Leadership with UL. She previously managed adult education programmes in the ETB (formally VEC) sector. Hence, Pauline has experience in the second level, further education and higher education sector. She holds a doctorate in education from TCD, graduating in 2013

It is well documented that performativity is the new mode of state regulation which makes it possible to govern in an advanced 'liberal way'. School self-evaluation is part of this 'new managerialism' and 'policy technologies'. Schools are mandated to engage with externally devised school self-evaluation, quality assured by the inspectorate. While compliance is adhered to, the practical realities and perceptions of the value and values underpinning this process in schools warrants consideration.

Tomlinson (1991:109) in his examination of cultural imperialism repeatedly uses the question 'Who speaks', for much hangs on the question 'who speaks'. He states that we cannot simply argue that only the informed speak, or that only the concerns of informed western intellectuals are more valid than any others' concerns. I take up this notion, that it is the role of the academy to ensure all voices are heard in education. In our current education landscape with an avalanche of initiatives and policy drivers; the voice of the unions has been heard the loudest; it is time the voice of the school leader is heard.

This small scale study was located in a county in the south east and was conducted through interviews with school leaders from both the voluntary secondary schools and the ETB sector. As the focus of this research was to understand the experiences of school leaders in second level education of the school self-evaluation process, its value and values, a constructivist approach was taken utilising a qualitative method of research. Semi- structured interviews were used to illuminate the lived experiences of these leaders.

It is timely that the school self- evaluation process is explored through an academic lens, with a critical discourse around balancing the expectations of all stakeholders: inspectorate, management, teachers, students, and parents. This paper draws on work from other academics in Higher Education in Ireland and beyond. Giroux (2008: 146) challenges all educators To think beyond the given is a central demand of politics, but it is also a condition for both individual and collective agency. At the heart of such a task is both the possibility inherent in hope and the knowledge and skills available in a critical education. The findings from this empirical study on perceptions of school leaders on the school self-evaluation process focus on issues of great importance to the theme of the conference.

References: Giroux. H. (2008). Against the terror of neo-liberalism. London: Paradigm Press. ; Tomlinson. J. (1991). Cultural Imperialism, A Critical Introduction. London: Pinter Publishers.

FRIDAY 6TH APRIL 11:00 – 12:30
SESSION 2: LEADERSHIP, Rm H2.20
2.12 A pragmatic model of continuing professional development for school self-evaluation

Shivaun O'Brien, Gerry McNamara, Joe O'Hara, 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).

With much of the literature on school self-evaluation (SSE) stressing the importance of data use, this paper explores how teachers in Irish post-primary schools are coming to terms with this new challenge. Since 2012, all schools in Ireland are required to engage in SSE for the purpose of improving student outcomes. For the first time, teachers and school leaders are being asked to systematically gather and analyse various types of data, devise improvement plans and implement improvements. It is interesting to explore the introduction of a school improvement process that requires data as evidence for self-evaluation, but where very little data currently exists compared to other jurisdictions and where the discourse of data use in schools is relatively new. This research outlines the experience of 13 post-primary schools that were supported by the DCU Centre for Evaluation, Quality and Inspection to complete an SSE process, during which, each school gathered and analysed a range of data. This study is part of a larger action research project which explores various aspects of the implementation of SSE in schools, including models of support and continuing professional development for schools. This paper looks specifically at the use of data by the schools involved. The key research questions ask: what data was gathered by the schools and what was the attitude to and experience of data-use among teachers? In doing so, the research explores some of the current research questions in relation to data use in schools. Overall, the findings indicate that schools gathered a range of data, which was mainly quantitative due to a focus on quantitative target setting. Despite a generally positive attitude to the usefulness of data and the skills learned, participants did not appear convinced that they would be involved in data use on an ongoing basis.

FRIDAY 6TH APRIL 11:00 – 12:30
SESSION 2: INCLUSION, Rm E1.19
2.14 Putting the Talk into Teaching: Parents as Public Intellectuals in the Education of Their Children with Autism

Carol-Ann O'Siorain
CSENID, St. Angela's College, Sligo. National University Of Ireland, Galway

Carol-Ann O' Síoráin is a lecturer and programme director of the PGSEN ASD in St. Angel's College, Sligo. Her research interests include special and inclusive education, qualitative research methodologies and autism. Carol-Ann has completed her PhD in the area of the literacy practices of pupils with autism, and teaching and learning in autism specific classrooms in Ireland.

Teaching is a challenging career and as a profession in Ireland it is under constant reform. The drive to provide inclusive settings and quality inclusive experiences for learners with special educational needs is to the fore of debates in education and curricula reform. An increase in the mainstream enrolment of children with various special educational needs has drawn attention to the professional development needs of teachers in mainstream primary and post primary schools. Children with autism are identified as requiring high levels of need and the establishment of specific classrooms and resources to meet these needs has increased significantly in Ireland. Evidenced-based autism specific practices/programmes are argued to be the essential pathways to quality provision and to maximise the potential learning outcomes of these learners. This has created an urgent need to up-skill teachers to implement such programmes and to monitor and track the effectiveness of provision in a society of accountability.   Investment by government is increasing to ensure quality provision and access to post-graduate certificates and diplomas are offered to teachers to generate an 'expertise' in the field.Kham (2016) and Issitt and Jackson (2013) suggest that the 'public intellectual' has emerged beyond the philosophical academy to a diverse community of knowledgeable experts capable of being consulted regarding specific topics. Parents are recognised experts of their children within the Education Act (1998) in Ireland and their opinion and rights are enshrined within this act.This paper presents an opportunity to explore the voices of parents as experts in the education of their child/children with autism from a qualitative case study undertaken to explore the literacy practices of children with autism in the Republic of Ireland. Data was generated via semi-structured interviews and analysed using a 'voice-relational model' (Gilligan, Spencer, Weinberg and Bertsch, 2006) in thematic analysis (Braun and Clarke, 2014). The voices from these parent experts provides evidence that there is a gap in teacher knowledge relating to literacy and literacy needs of children with autism. Parents argue that literacy is more about 'connecting' than reading, writing and oral language and they offer opinions and ideas to include 'culturally' relevant supports to intervention such as play and playfulness.

FRIDAY 6TH APRIL 11:00 – 12:30
SESSION 2: INCLUSION, Rm E1.19
2.15 Supported Transitions: Exploring options for young people with an Intellectual Disability to progress to further education and training.

Ger Scanlon, Alison Doyle
Institute of Education, Dublin City University

Ger Scanlon is an Assistant Professor in the faculty of Education at Dublin City University. Alison Doyle is an Educational psychologist and practitioner

In Ireland, the concepts of access and transition are linked to the idea that educational opportunities should be provided appropriate to the "ambitions, commitment and abilities" of an individual throughout their lifetime (NQAI, 2009, p. 3). These opportunities are provided for through the National Framework for Qualifications (NFQ), a hierarchical system that specifies the entry requirements for accessing education and training programmes, transfer between programmes of education, and progression from one programme to another programme. In this context, young people with disabilities are at a disadvantage, and face many more barriers to accessing the same opportunities in further / higher education, training, or employment, than their non-disabled peers (Doyle, Mc Guckin, & Shevlin, 2017; Gillan & Coughlan, 2010; Mc Guckin et al., 2013). Those who succeed in overcoming such barriers, often experience interrupted educational pathways, as a function of "taking courses that did not always match their interests or prior experiences or that provided a 'back door' to where they aspired to be" (Scanlon and Kamp, 2015, p. 9). A core element of the Comprehensive Employment Strategy for people with disabilities (2015) has identified the necessity for cross collaboration of key departmental personnel to effectively support young people with disabilities making the transitions from compulsory education to further/higher education, training and or employment. The WALK PEER model was developed to engage young people with Intellectual Disabilities (ID) whilst they are in school, to support them to develop their career aspiration and explore mainstream opportunities in further and higher education thus avoiding lives in institutional day services and giving young people with an ID the same life choices as their peers who do not have an ID.This research investigated the concept of supported transition for school leavers with intellectual disabilities (ID) as a means of accessing mainstream opportunities in further / higher education, training, and employment (FETE). The research process focused on capturing the viewpoints of students attending two special schools, their parents and carers, recent school leavers, and education professionals. Results indicate mirrored experiences between student and parent cohorts. Five

themes will be presented ; Dreams and Aspirations; Post-school Pathways and Options; Access to Information About Choices; Options, and Pathways Essential Factors in Successful Transitions; Expectations Barriers and Facilitators and will specifically focus on the value in how post-school transitions can guide future thinking and actions around the efficacy and sustainability of a supported transition model for young people with an ID.

FRIDAY 6TH APRIL 11:00 – 12:30
SESSION 2: <u>INCLUSION</u>, Rm E1.19
2.16 The education of social care students in Ireland: exploring the topic of personal development from the perspective of those who facilitate the process

Patricia Cremen
University of Sheffield/ LIT

Patricia Cremen is a lecturer in the Applied Social Studies in Social Care Programme in Limerick Institute of Technology and a Doctoral Candidate with the University of Sheffield

The education and training of Social Care Workers takes place, predominantly, in the Institute of Technology sector in Ireland. Anecdotally, there is much evidence to suggest that the inclusion of the subject 'Personal Development' in the Social Care curricula is very beneficial, however, there is little or no concrete evidence as to its benefit or otherwise. Those that advocate its inclusion in the syllabus comment on the very high rate of stress and burnout in the sector and point to the need to for Social Care Workers to obtain the capacity to become more self-aware, build healthy self-esteem, challenge sedimented assumptions, values and beliefs and develop effective communication skills. To date the delivery of this subject takes many forms and varies in title, structure, form, content and practice from one Institute of Technology to another. In this paper I will explore current practice and examine the rationale for the inclusion of this subject in the undergraduate curriculum of social care education. This exploration is undertaken from the perspective of lecturers facilitating students through the process. The purpose and benefits of the subject are examined as well as its pedagogies, practices and theoretical foundations. Underpinned by critical realism and using a qualitative multiple case study approach the initial results of a thematic analysis are outlined and findings for this research are presented. Considering the imminent Statutory Registration of Social Care Workers this paper will contribute to the evolving debate on Social Care Workers education and training by highlighting the contemporary understanding of Personal Development and its perceived importance in the training Social Care Workers in Ireland.

FRIDAY 6TH APRIL 11:00 – 12:30
SESSION 2: <u>INCLUSION</u>, Rm E1.19
2.17 20 years after the Education Act 1998: Is Special Education still Special in the Age of Education for All?

Finn Ó Murchú
MIC St Patrick's Campus, Thurles, Ireland

Finn is Head of School at MIC Thurles, and before his appointment was a Senior Inspector for Special Education with the DES. He also taught as a post-primary teacher with responsibility for special education.

The Education Act (1998) makes specific reference to special education and draws in part from the Special Education Review Committee (SERC) report. Since then the concept of Special Education has gained considerable attention at policy level including the Education for Persons with Special Educational Needs Act (2003) and the establishment of the National Council for Special Education.

In this paper the author will explore the trajectory of policy development in relation to concepts associated with the advancement of special education and inclusion. Such a review of policy will be set against more recent understandings of what is understood by good educational practice with particular reference to inclusive learning. The final section of the paper will address whether the concept of special education best captures educational practice 20 years after the Education Act of 1998 and will raise some questions in relation to how we might be best meet the challenge that is education for all.

Session 3 Symposium

FRIDAY
13:30 – 15:00 Session 3

FRIDAY 6TH APRIL 13:30-15:00
SYMPOSIUM 3.0; **Rm E2.16**
SYMPOSIUM TITLE: Digital Learning: Valid, Vague or Valuable?

Contributors: Tom Farrelly, Enda Donlon, Louise Nagle, Michael O'Connell, Tony Murphy, Mairéad Nic Giolla Mhichíl
Convenor: Eamon Costello

Dr Eamon Costello is co-Head of the Open Education Unit which is part of the National Institute for Digital Learning (NIDL) in Dublin City University. He has research interests in digital, online and open learning; and expertise in developing and delivering online programmes.
Professor Mark Brown is Ireland's first Chair in Digital Learning and Director of the National Institute for Digital Learning (NIDL). Mark coordinates the Digital Learning Research Network which includes over 50 DCU staff with a research interest in the area and who produce a broad range of scholarly outputs related to blended, Online and Digital (BOLD) education.
Dr Tom Farrelly is a Social Science lecturer who divides his time between IT Tralee's Social Science & Nursing Department and the institute's e-learning unit.
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.
Ms. Louise Nagle is the E-learning Projects Coordinator in IT Tralee, having worked previously in EU funding and graduate recruitment.
Mr. Tony Murphy is the Systems Librarian in IT Tralee. He is currently undertaking a PhD in Education with Lancaster University focussing on e-learning policy making.
Mr. Michael O'Connell works as an instructional designer with IT Tralee's e-learning unit where he is in module and course design and staff development.

This symposium aims to interrogate and unpack issues from some key contemporary related educational discourses namely those around digital, blended and open learning. Blended learning, digital learning and open education represent overlapping discourses that are prominent at policy texts at meso and macro levels in Ireland. Respectively we may see their imprint in national school strategies; higher education standards and roadmaps; and overarching polices at EU level. Educational discourses and the policies they enact have very real effects on the lived practices of teachers and learners at the micro level. In turn the practices of practitioners may inform higher level debate or actively subvert or resist the officially espoused status quo. That is to say we must be cognisant that values and purpose, seen or unseen, underpin what we come to agree digital, blended or open learning to be. We seek through selected examples to explore the values and purpose of education in this context.

[1] An analysis of the QQI's (2017 – Version 2) 'Guidelines for Blended Learning'
Eamon Costello, Tom Farrelly, Antony Murphy

We believe that the QQI's White Paper (2017 – Version 2) 'Guidelines for Blended Learning' represents an important milestone in the development of quality online learning environments. This paper seeks to unpack the guidelines, which currently have a consultative status, and examine the possible implications in terms of governance, infrastructure & resources, programme delivery & design and ultimately effecting on the student experience.   In doing so, the paper draws on the work conducted by the National Forum for Teaching and Learning on Developing Enabling Policies for Digital Teaching and Learning and asks to what extent do QQI's proposed blended learning guidelines help HEIs address gaps in policies for digital teaching and learning identified by the National Forum's report?

[2] Transitioning to e-Portfolios - Implications for Higher Education Institutions
Louise Nagle, Michael O'Connell, Tom Farrelly,

Degrees such as nursing and teacher education have traditionally relied on some form of portfolio type assessment to capture the learning of the students while on placement. Technology enhanced learning has impacted on the way that assessments can be facilitated; consequently e-portfolios are increasingly becoming a larger part of the higher education assessment strategy toolkit. However, for many lecturers this move to e-portfolios is not without difficulty, not least in the need to enhance and develop their own digital literacy skills. This paper provides an outline of small research project undertaken by ITT's e-learning development and support unit (EDSU) which sought to capture the experiences of lectures as they have made the move towards e-portfolios with a view to examining the implications of their use at an institutional and individual level.

[3] Open Goal: A case for Open Educational Practices
Eamon Costello, Enda Donlon, Mark Brown

Open education has a long history and tradition. Its espoused purpose is to open up educational opportunity, driven by values that may ultimately be related to social justice. Every bright ideal generates a shadow however and the term open has gained increasing currency but also perhaps less potency. The term "openwashing" was coined by open education advocates to berate the co-option of the movement by those whose values and true purpose they deem at variance with that of the movement. Against this backdrop we cite examples of contemporary applications of open educational practices and seek to argue the continued relevance and purpose of the open educational values.

[4] **Massive Open Online Courses for Teacher CPD: Potentials, Problems and Pedagogy**
Enda Donlon, Eamon Costello, Mark Brown

It is now ten years since the term Massive Open Online Courses (MOOC) was first coined in relation to the course taught by George Siemens and Stephen Downes. Since then, MOOCs have persisted as a focus of much attention in academic literature. An oft-cited consideration of MOOC research is the profile of those who engage with MOOCS – specifically, that a significant proportion of participants already hold an undergraduate college degree or higher. In this regard, the relevance of MOOCs as a possible medium for the continuing professional development (CPD) of teachers is noteworthy. Situated against a backdrop of current MOOC research and evolving national policy, this paper considers some of the potentials, problems and pedagogical considerations of using MOOCs for teacher CPD, before considering recent and prospective developments with regard to MOOCs and the possible implications of these for the continuum of teacher education

Session 3 Papers

FRIDAY 6TH APRIL 13:30 – 15:00
SESSION 3: POLICY, Rm E2.14
3.1 Deconstructing Habitus: An Essential Process in the Evolution of Education Policy

Margaret Egan
Mary Immaculate College, Limerick

MARGARET EGAN is a lecturer in the Dept. of Educational Psychology, Inclusive and Special Education, Mary Immaculate College, Limerick. Her research interests are in Inclusive Education Policy, Models of Support and, Language and Literacy for Students with SEN.

This paper re-examines inclusive education policy, in Ireland, over the past fifty years, adopting a Bourdieuian theoretical framework. Policy and legislation, over this period, are analysed and the narratives of key stakeholders enrich such analysis. The paper reveals, through a story told, the attitudes, beliefs and values that have influenced the evolution of inclusive education policy in Ireland. The study highlights the power of key stakeholders who, consciously or unconsciously, are influenced by habitus (Bourdieu, 1984), or socialised norms. Such habitus is re-legitimised consistently through the interplay of structure and agency, which results in the power for some.   In keeping with the conference theme, it is critical to acknowledge that 'we all carry with us sets of values and beliefs developed throughout the course of our lives (ESAI 2018, p.1)', what Bourdieu might term, our habitus. This paper argues that such habitus needs to be acknowledged and deconstructed because as educators and researchers in teacher education, 'we broker values in a rather unique way' (ESAI 2018, p.1). We need to acknowledge our own habitus and then, invite our students to engage in a similar process of deconstruction, if evolution of policy is to occur and be realised in practice. Finally, the paper provides a rationale for the author to return to the 'field' (Bourdieu (1984) to gather narratives from current stakeholders on the New Model (DES 2017) to support inclusion in schools.   In keeping with Dewey, the current paper emphasises the democratic principles of voice and participation for all, which, the paper illustrates, promote agency in the field. By highlighting these democratic themes and the need to deconstruct the habitus held among key stakeholders in education, the paper illustrates that inclusion is far more than a new service delivery model but rather, inclusion can be the new cultural logic of postmodernity.

FRIDAY 6TH APRIL 13:30 – 15:00
SESSION 3: POLICY, Rm E2.14
3.2 The Changing Purpose of Professional Development Policy for Primary Schools in Ireland

Mia Treacy
Primary School Principal; Former Deputy Director of the Professional Development Service for Teachers

Mia is an administrative principal of an urban DEIS Band 2 all girls' primary school. She was on secondment to the support services for 11 years and spent the last 3 years as Deputy Director with the Professional Development Service for Teachers where she had responsibility for design, policy, and research.

The Teaching Council's Code of Professional Conduct for Teachers (2012) sets out standards in relation to teachers' professional learning including the expectation that teachers take personal responsibility for sustaining and improving the quality of their professional practice by availing of opportunities for career-long professional development. Over the last decade, policy underpinning system-led professional development for Irish primary schools has changed considerably. This paper focuses on one component of that system-led professional development for Irish primary schools—school-based professional development. In particular, this paper examines the changing options for school-based professional development over the last decade. Options for schools have become more restricted as the decade progressed. This restriction coincides with a change from an emphasis on customised professional development for schools and teachers in 2008 to an emphasis on system needs and priorities since 2010. In the school year 2009/2010, schools could choose from a wide-range of school-based professional development options including all eleven subjects of the Primary School Curriculum; integration of the SESE subjects; integration of the Arts subjects; English as an Additional Language and Learning Support; cross-curricular teaching methodologies; policy formulation/review in 17 different areas; and an option to include a self-specified area for development. In contrast in 2011/2012, although still offering professional development in English as an Additional Language, Learning Support, methodologies, and policy formulation/review, school support options were restricted to literacy and numeracy—in effect just 3 of the 11 Primary School Curriculum subject areas— English, Gaeilge and Mathematics. This restriction in options coincided with the launch of the Department of Education and Skills' Literacy and Numeracy Strategy (2011-2020). Similar to 2011/2012, the school-based professional development options in 2016/2017 are aligned with national system priorities—including literacy, numeracy, and school self-evaluation. However, contrasting with 2011/2012, new system priorities are evident in the 2016/2017 options for school-based professional development including ICT and Health and Wellbeing. With the exception of the 'other' option, the choices for school-based professional development in 2016/2017 are generally aligned with government and system priorities, with a concomitant reduction in autonomy for teachers and schools to determine or customise their school-based professional

development. The changing purpose of school-based professional development over the last decade from broad, local, and customised to narrow, national, and system-driven can arguably be viewed as a retrograde step in terms of school trust, teacher autonomy, teacher learning, and the delivery of a broad and balanced curriculum.

FRIDAY 6TH APRIL 13:30 – 15:00
SESSION 3: <u>POLICY</u>, Rm E2.14
3.3 Responding to the Challenges of Pluralism and Diversity since 2012: From a policy of 'Divestment' to one of 'Reconfiguration' - some genealogical reflections.

Barney O' Reilly
Independent Researcher

Formerly CEO Kerry Education Service – the VEC in Kerry. Research Interests include: policy processes, governance, public education, religion and schooling, political theory and schooling: liberalism, civic republicanism.

Drawing on findings from an on-going research project on the historical development of the governance architecture for the National school system in Ireland, this paper will present a series of reflections and stimulate discussion of the nature of the policy change referenced in the title.

The presentation will:

-suggest key points of difference in the policy change from 'Divestment' to 'Reconfiguration';

-elucidate some of the historical complexities that frustrated the policy of Divestment;

-Suggest the outline of an alternative historical narrative of the National school property ownership and trusteeship;

-Identify areas requiring further research in the developing an alternative narrative; and

-offer for discussion some observations on the current and potential changing nature of the patronage role in Irish school governance as signaled by the Reconfiguration policy.

FRIDAY 6TH APRIL 13:30 – 15:00
SESSION 3: <u>POLICY</u>, Rm E2.14
3.4 Immigrant Internationally Educated Teachers in Ireland – a Process of Elimination?

Emer Nowlan, Rory McDaid
Marino Institute of Education

Emer and Rory are presenting this paper as part of their work on the Migrant Teacher Project. This is a new project aimed at increasing the participation of Immigrant Internationally Educated Teachers in Irish schools.

Existing research points to the potential for strong positive impacts resulting from the presence of teachers from minority ethnic backgrounds in schools (Schmidt and Schneider, 2016). Notwithstanding problematic discourses and practices surrounding 'minority teachers' (Santoro 2015), benefits which have been identified include improved academic, social and personal outcomes for students from minority ethnic backgrounds, and better intercultural understanding (Goldhaber et al, 2015).

Despite increasing ethnic diversity in the Irish population, available data point to a striking lack of diversity in the teaching profession (Devine, 2011). 81% of the school-aged population now identify as 'white Irish' (CSO 2017). However, 99% of applicants to primary and 98% of entrants to post-primary ITE programmes identified in this way in 2014 (Keane & Heinz, 2016).

Census data and other sources suggest that there is a significant number of Immigrant Internationally Educated Teachers (IIETs) in Ireland (CSO, 2016; Feldman et al, 2004), but that these teachers are not currently teaching in schools, despite increasing issues of teacher supply (Teaching Council of Ireland, 2015).

Initial scoping identifies some potential barriers to employment for IIETs, notably the requirement to achieve a high standard of proficiency in the Irish language at primary level (Schmidt and Mc Daid, 2015). However, as yet a comprehensive analysis of any perceived or actual barriers to their employment has not been carried out.

This paper introduces important new research aimed at achieving better understanding of the backgrounds, qualifications and perspectives of IIETs, and of the perceptions of teacher recruiters to them. It also aims to identify any gaps in knowledge or skills as perceived by IIETs themselves or employers.

The paper draws on Bourdieu and Passeron's (1977) work in exploring the processes which lead to these migrant teachers' exclusion from schools. Teachers can be understood as pedagogic agents, imbued with pedagogic authority through formal processes of accreditation and selection, and through notions of the legitimate conduct of the profession (p11-31). The

extent to which current processes involve the imposition of cultural arbitraries (which legitimate certain languages, content or stances over others) is explored.

In their work on elimination, Bourdieu and Passeron refer to the mortality rate of different social classes through processes such as these (p154). This paper extends this analysis to consider the role of cultural arbitraries in the accreditation and selection of migrant teachers, and links this to mortality rates in this sub-set of migrants.

FRIDAY 6TH APRIL 13:30 – 15:00
SESSION 3: <u>VALUES AND EDUCATION</u>**,** Rm H2.12
3.5 Values and Purpose - Teacher Training in France at the Time of the Great Exposition in Paris in 1889

Imelda Elliott, Emeline Lecuit
Université du Littoral Côte d'Opale (ULCO), ESPE LNF

Professor Imelda Elliott is the director of the Professional Masters in Education in the field of Modern Languages at Université du Littoral Côte d'Opale (ULCO), Boulogne, France, and also lectures on various education and language programmes. She has published numerous articles and books on Irish and French education policy. Her research is mainly in the area of education policy, teacher education and public policy in the area of language education.
Dr. Emeline Lecuit, who has a PhD in Linguistics, is a lecturer in English and pedagogy in ESPE LNF (Graduate Teacher Education College in Lille Nord de France). She has published articles on translating proper names using natural language processing tools and is now exploring a new field of research on the history of teacher education.

In 1889, an International Exhibition was organised in Paris to coincide with the centenary of the French Revolution. The International Congress of Primary Education, which took place in Paris in August of the same year, was opened at the Sorbonne by the Minister of Public Instruction. The activities in education were illustrated in the Educational Section of the Exhibition. The Government of the French Republic invited representatives of many countries to the exhibition and showed how active it was in the field of elementary education including the training of teachers by publishing six books on various aspects of education in France. It is interesting to explore the values espoused in the volume on the training of teachers for elementary schools. Many of the foreign visitors at the Educational Section of the Exhibition in Paris wrote detailed reports for their home country. This paper aims to consider the values of teacher education as seen in the foreign as well as the national reports. To what extent does the influence of the values of the French Revolution on teacher training and elementary education constitute a myth or reality? What values were seen as positive and negative by those foreign visitors? What did they see as the specific aspects of French teacher education and elementary schools as compared to Irish and other national systems of education at the time?

FRIDAY 6TH APRIL 13:30 – 15:00
SESSION 3: <u>VALUES AND EDUCATION</u>**,** Rm H2.12
3.6 Bedford Row Family Project: Holding the Suffering

Ann Higgins, Ruth Bourke
Mary Immaculate College, Limerick

Ann Higgins worked within the primary school sector in a DEIS band 1 school for many years. Ann has been involved in the management, design, delivery and evaluation of intervention programmes within the primary and after school sector. Her research interests include equity of outcome in education, poverty, social justice, behaviour management, parental involvement in schooling, after school and out of school educational provision, literacy, adult education, community empowerment, interagency collaboration and innovation in education.
Ruth Bourke works for the Transforming Education through Dialogue (TED) Project, Curriculum Development Unit, Mary Immaculate College where she facilitates networks of DEIS schools and engages in research and intervention projects. She is keenly interested in equality of opportunity in education and her PhD research focuses on how school networks can support DEIS schools. Her research interests also include: intervention programmes in DEIS schools; parental involvement in children's learning; teacher professional development; educational change and lifelong learning.

Drawing on recent research (Higgins and Bourke 2017) with the Bedford Row Family Project (BRFP), Limerick City, this paper discusses the underlying ethos, values and methodology through which researchers in a Higher Education Institution undertook an evaluation on behalf of a community based initiative working with very a vulnerable and marginalised group of people who often experience great stigma and isolation in Irish society: prisoners, former prisoners and families affected by imprisonment. The design of the study, an ethno case study informed by narrative inquiry principles (Clandinin & Connelly 2000; Clandinin 2007), offered the researchers the opportunity to engage with integrity and to learn from the 'experts by experience' who avail of the services offered by the BRFP. The principles of narrative inquiry provided an appropriate framework to engage in this work as it attends to the nature of the relationship between the researcher and the participants, prioritising engagement through respectful, ethical relationships, and valuing the lived experiences of participants. This paper recognises and explores the complex impact of imprisonment at societal, family and personal level for families affected by imprisonment, former prisoners and prisoners and describes their needs along with the challenges they face. We provide evidence from the research to show that the holistic model of family support adopted by the BRFP

has had a profound impact on the quality of lives of the children, families and adults who use the service. The supports offered to prisoners, former prisoners and their families to manage the prison sentence and to prepare them for transition out of prison and back into family and society was deeply appreciated by the people we interviewed. Essentially, engagement with the BRFP nurtured hope, built resilience and helped individuals to believe that a better life was possible. This paper also considers the valuable role that we, as educators and researchers in Higher Education, can play in supporting the community and voluntary sector in Ireland through community engagement and research that acknowledges and explores the injustices in society and also in advocating for a fairer and more just society where all people are valued and supported to reach their full potential, where communities are safe nurturing places to grow up and where families are supported to raise their children.

FRIDAY 6TH APRIL 13:30 – 15:00
SESSION 3: <u>VALUES AND EDUCATION</u>, Rm H2.12
3.7 (Re)assembling insights into teenage lives: considering the legitimate interests of pregnant and parenting teenagers in the globalised context

Annelies Kamp, Majella McSharry
University of Canterbury, New Zealand, Dublin City University, Ireland

Annelies Kamp is Head of the School of Educational Studies and Leadership at UC. Her research is focused on posthumanism and the intersection of young people, education, training and employment and the forms of leadership that support those endeavours. Her most recent books are *Rethinking Learning Networks: Collaborative Possibilities for a Deleuzian Century* (Peter Lang, 2013), *A Critical Youth Studies for the 21st Century* (Brill, 2014) *and Re/Assembling the Pregnant and Parenting Teenager: Narratives from the field(s)* (Peter Lang, 2017).
Majella McSharry is an Assistant Professor at the DCU Institute of Education. Her main research area focuses on the construction and articulation of gender through embodied praxis, with a particular focus on school sport, uniform and discourses of deportment. She is co-editor of '*Re/Assembling the Pregnant and Parenting Teenager: Narratives from the field(s)*' (Peter Lang, 2017).

This paper presents our recent collaborative work concerning how we might (re)assemble our insights into the 'bodies, minds, life trajectories, hopes, and aspirations' of pregnant and parenting teenagers. Since teenage pregnancy and parenting became visible as a social problem and, commonly, as a challenge to the dominant values of society in the mid-twentieth century, its status as a 'problem' has grown. At the same time, rates of teenage pregnancy and parenting continue to decline in the developed world.

In this presentation we will outline the ways that teenage pregnancy has been (re)assembled as a global policy problem and how this illustrates how sets of values and beliefs have shaped its experience in the Republic of Ireland, the United Kingdom, the United States and Aotearoa New Zealand. We consider how those values have intersected with education, and educational opportunity – the normative expectation for young people in their teenage and young adult years.

We draw on voices – our own and others - to explore what the role of the academic can be in developing more nuanced understandings of 'context-bound and complicated decisions about sex, abortion, adoption, marriage, partnering, mothering, and schooling' (Luttrell, 2017). An alternative and potentially disruptive analysis of teenage pregnancy and parenting potentially re/de-positions dominant perceptions. Reading against the grain of dominant policy discourses in global context, we consider the extent to which specialist educational support for pregnant and parenting students has the potential to nurture pregnant young people and their children as they seek to reconcile the demands of contemporary society: delayed parenting, financial independence, and sustained engagement and success in the context of education. We close by considering what the pregnant and parenting teenager can contribute to our understandings of the role of education in the context of the twenty-first century.

3.9 Teacher beliefs and teacher practice: the teaching of primary Physical Education.

Frances Murphy
Institute of Education, Dublin City University

Frances is a primary teacher and teacher educator. Her research interests are related to initial teacher education, physical education, teacher beliefs, socialisation of teachers, assessment in physical education and inclusion.

The history of primary physical education (PE) can provide an insight into the nature of PE in primary schools today. However, many chapters of this history remain undocumented. In an Irish context Duffy (1997) undertook an interpretive study of selected issues in contemporary social and educational history which outlined the evolution of policies in school PE and sports. He concluded that there was a lack of '…concerted study of the position of PE in an Irish context'. This study sought to capture the voices of Irish primary teachers who reported on their views of the position of PE within society and within primary education. The voices of primary teachers who have been teaching PE to children for more than thirty years can provide insights related to their personal experiences of PE as pupils and teachers, how they define PE today, factors that they think may have shaped their beliefs and understandings, and the amount and content of PE taught by these teachers today. The research question that underpinned this study was 'What are the experiences, practices and perspectives of Irish primary teachers related to PE?' A qualitative methodology was used to gather data from teachers (n=25) who were interviewed. Initial findings revealed that teachers defined PE in ways that were generally influenced by a health discourse with consideration of 'the whole child'. Their personal lived experience shaped these beliefs and contributed to their changing beliefs related to physical education. They described their own experience of PE relating it to their teaching of PE in ways such as 'I would have loved it [PE] and I was interested in it but I never really felt confident in [teaching] it'. This study concluded that the voice of teachers can provide particular insights that could inform current practice of teaching PE while also contributing to tracing the position of PE in educational history and comparing its position across countries in time.

3.10 Understanding academic achievement in multigrade classrooms: Evidence from the Child Cohort of 'Growing Up in Ireland'

Breed Murphy, Aisling Leavy, Amy Erbe Healy
Mary Immaculate College, Limerick

Breed Murphy is a doctoral student at Mary Immaculate College, Limerick and a primary teacher.
Dr. Aisling Leavy, Head of STEM Education Department at Mary Immaculate College is a mathematics educator.
Dr. Amy Erbe Healy is a Postdoctoral Research Fellow at Mary Immaculate College and her focus is Round 8 of The European Social Survey.

Multigrade classrooms are a significant feature of the Irish educational landscape in primary schools, particularly in rural settings. In multigrade classrooms, one classroom teacher is assigned responsibility for teaching students from two or more grade levels. Demographics and economic conditions necessitate the organisation of students in multigrade groupings in many circumstances.

Internationally, multigrade classes are found in countries which are highly regarded for the quality of their educational provision as well as in countries where governments and voluntary groups are struggling to provide a basic level of education for the citizens. In some large schools, management have taken a decision to organize the students into multigrade classes in order to capitalize on their perceived benefits. It is reported that students in multigrade classes display creativity, flexibility and tolerance while also demonstrating the ability to be co-operative and independent learners.

Conflicting results are reported from studies analysing academic achievements of students in multigrade classrooms. It is widely reported that students in single-grade classes and students in multigrade classes achieve similar results in academic achievement tests. When results are disaggregated according to gender and the combination of grade levels present in multigrade classrooms, variations occur in patterns of achievement.

The aim of this study is to explore the academic outcomes for children in multigrade settings in Ireland. It draws on data from the child cohort the 'Growing Up in Ireland' (GUI) study. In 2007, the first wave of data collection commenced involving a nationally representative sample of 8568 nine-year old children. Data collected from the teachers indicated that over 2,700 of these children were being educated in multigrade classrooms.

In this study, measures of mathematics and reading norm-referenced tests undertaken by the students are analysed. In addition, the perceptions of the students, their primary care-givers and their teachers regarding how the children are

achieving in school are also analysed. The outcomes for children in multigrade classes are compared with their single-grade counterparts.

The data provide significant insight into the academic achievements of the students involved in the study, their perceptions of their own performance and the perceptions of their primary caregivers and teachers about their achievement. Preliminary findings indicate that while norm-referenced assessment results are broadly similar for pupils in multigrade classrooms and single-grade classrooms, differences exist when the results are analysed according to gender and other criteria. Differences also are evident in the perceptions of students' achievement.

FRIDAY 6TH APRIL 13:30 – 15:00
SESSION 3: PRIMARY, Rm H2.20
3.11 Transitions between Preschool and Primary School: What's the problem?

Des Carswell
Mary Immaculate College, Limerick

Des Carswell lectures on the BA ECCE, B.Ed. and M.Ed. programmes in Mary Immaculate College, Limerick.

Using predominantly the work of Ecclestone (2009), Ecclestone, Biesta and Hughes (2010) and Gale and Parker (2012), this paper will theoretically explore the contemporary discourse on transitions between preschool and primary school education in particular the emergence of "transition remedies" such as transfer templates and coordinated information-sharing processes (NCCA 2016, ABC Start Right 2018). This paper is a theoretical wandering into the language of transition and the transition dynamics embedded in contemporary approaches to resolving the "problem" of transition between pre-school and primary school in Ireland.

FRIDAY 6TH APRIL 13:30 – 15:00
SESSION 3: PRIMARY, Rm H2.20
3.12 Teaching primary physical education – the value of peer and lecturer mentoring

Maura Coulter, Susan Marron, Frances Murphy
Institute of Education, Dublin City University

All three authors lecture in the area of primary physical education at undergraduate and postgraduate level in the School of Arts Education and Movement, DCU. Their areas of research include teacher beliefs and values, professional development, mentoring and using digital technologies in physical education.

Helgevold et al., (2015) argue that internships for pre-service teachers (PSTs) in schools are assumed to have an impact on PSTs' learning. Mentoring can sometimes be an element of internships. Orland-Barak (2014) defines mentoring as 'the mediation of professional learning', where mentors constantly engage in mediation between persons and content in value-laden contexts of practice.

This study sought to examine the value of mentoring by three teacher educators on PSTs' (N=25) learning. The PSTs were preparing to become primary generalist teachers with a specialism in primary physical education. This was a descriptive study analysing the PSTs' lesson plans; their reflections prior to the Physical Education School Experience (PESE); their weekly reflections written after they had co-taught each of three lessons and critically observed the PE lessons taught by their peers; and their post-PESE reflections. The teacher educators followed the same practice reflecting prior to the PESE, systematically during the PESE and on completion of the PESE.

The data were entered into NVivo (QSR NVivo V11) and analysed using an interpretive-descriptive approach. All transcripts were categorized and themes using systematic content analysis (Charmaz, 2006) were generated.

Initial findings suggest that the PSTs valued co-teaching with their peers and mentoring from all sources. They identified particularly important aspects of their learning as (i) their growing understanding of planning for particular contexts and (ii) their application of a range of classroom organisation strategies. With regard to mentoring, this study provides evidence that contexts for focused teaching of physical education that supplement the opportunities provided within their standard primary school placements were considered very important not only by the teacher educators but by the PSTs themselves. The study suggests that placement opportunities where the focus is on physical education are crucial elements of the professional journey of PSTs towards quality teaching of physical education.

FRIDAY 6TH APRIL 13:30 – 15:00
SESSION 3: <u>HIGHER EDUCATION</u>**,** Rm E1.19
3.13 A Black Life That Mattered: The Values of William Edward Burghardt Du Bois: Scholar, Civil Rights Activist and Democratic Socialist

Jim McKernan
Department of Special Education, Foundations and Research, College of Education, East Carolina University

Founder Member of the Eucational Studies Association of Ireland; Formerly Dean, Chair and Professor Faculty of Education, University of Limerick; Lora King Distinguished Professor and Chair East Carolina University.

The paper will explore the contributions of W.E.B. Du Bois to education and American culture, of perhaps the greatest African American intellectual of the Twentieth Century. From his theory of the "Talented Tenth" to the "Dual Consciousness" (Du Bois, 1903; 1907)of the American Negro- his ground-breaking and pioneering sociological study of Black urban life in early 20th Century in Philadelphia, where Du Bois outlined a radical reformist path for entitlement to basic civil rights for Black Americans. Du Bois teamed up with John Dewey, American Philosopher of Education to establish the National Association for the Advancement of Colored Persons (NAACP) the premier civil rights organization for Black Americans to this day. The paper will focus on the popular dialogue and debate with the more Conservative Booker T. Washington, who advocated a quiet integration through his educational apparatus in the "Tuskegee Machine". Du Bois, through his teaching and writings, led an international movement to have governments extend civil rights to Negros. Du Bois experienced McCarthy-like harassment from the US Federal Bureau of Investigation for his left-wing Socialist thinking and activism (to wit the founding with John Dewey, of the National Association for the Advancement of Colored Persons (NAACP), leading to the confiscation of his American Passport for his Socialist connections near the end of his life. He emigrated to Ghana in 1960 and died there on the day that Dr. Martin King Luther King delivered his famous "Speech from the Mountain" in Washington, D.C. in 1963.

FRIDAY 6TH APRIL 13:30 – 15:00
SESSION 3: <u>HIGHER EDUCATION</u>**,** Rm E1.19
3.14 Learning opportunities in between vocational education and training and the world of work - European perspectives on partnership

Justin Rami
Further Education and Training Research centre - Institute of Education, Dublin City University

Dr Justin Rami is Director of DCU's Further Education and Training Research Centre (FETRC) and is the Associate Dean for Teaching & Learning at DCUs the 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.

In an integrated education system, the values and purposes of education are often contested. A particular characteristic of the Irish context in relation to lifelong learning is the promotion of the interdependence of the objectives of economic development and social inclusion. Thus social forces have always been viewed as key drivers, alongside the economic forces at play, in the promotion of the lifelong learning agenda in Ireland (Rami, 2017). In the Green Paper on Adult Education (1998) Education in an Era of Lifelong Learning, the rationale for investment in adult and community education, as explicated in the Green Paper, was not based "…entirely on economic considerations and issues of disadvantage, but also on the role of learning in creating a more democratic and civilized society by promoting culture, identity and well-being and by strengthening individuals, families and communities" (Government of Ireland, 1998, p16).

The paper aims describe and articulate the organisational models (or 'design options') of integrated learning opportunities in occupational areas of engineering and technology (ISCO Sub-Major Groups 31 and/or 35) in five countries (Germany, Greece, Ireland, Latvia and Spain), and to assess the performance and impact of these partnerships. On the basis of this analysis, the consortium identified a number of main recommendations outlined ins this paper which a specific focus on the Irish context. The research is drawn from a pan-European research project (P4LLL-tec) between 2014 and 2017.

According to a CEDEFOP study (2012-0176/AO/ECVL/ILEMO-LZAH/Partnerships For Lifelong Learning/010/12), four core types of such partnerships between VET and HE can be distinguished, namely integrated learning opportunities, bridging programmes, validation mechanisms and counselling services. The first one of these is discussed in this paper.

In the case of 'integrated learning opportunities' or 'integrated programmes', educational opportunities offered by different providers are connected in such a way that from the learners' perspective one single, coherent programme or curriculum comes into being. Dual college programmes, which integrate apprenticeship training and a cognate bachelor's degree course, are a typical example. Chris Winch suggests that there,' is a high degree of global consensus that high quality vocational education is a fundamental contributor to addressing economic challenges, including globalisation, technological change and the fourth industrial revolution (p1,2018). The F/VET system in Ireland has often struggled to reconcile the economic and educational values of our society. 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).

FRIDAY 6TH APRIL 13:30 – 15:00
SESSION 3: HIGHER EDUCATION, Rm E1.19
3.15 Tertiary Educators' beliefs about their Emotion Regulation in Changing Landscapes – Both Neoliberal and Post Disaster

Veronica O'Toole
University of Canterbury, Christchurch, New Zealand

Dr. O'Toole's research expertise focuses on the role of emotion in children's learning and teachers' wellbeing. She was a Fulbright Cognition Scholar in Educational Research to Yale University's Centre for Emotional Intelligence (2011) and is continuing her research into the emotional impact of the Canterbury earthquakes on Christchurch teachers.

This presentation focuses on the individual academic, who daily balances the emotional labour of their role in an institutional environment subject to neoliberal impulses, that were compounded by financial collapse and austerity in Ireland, and by a natural disaster in Christchurch. Each event would evoke highly emotive contexts for academics investing their emotional energies in their teaching and research.

Respectively-ranked 125th and 126th by world population, OECD (2017) data show Ireland as above the global average in higher education participation, compared to New Zealand, which invests slightly more. Conway and Murphy (2013) expressed concern about the neoliberal impacts of high stakes performance scrutiny on the "practices and identities" (p. 30) of Irish academics. Stewart and Roberts (2016) argue that while New Zealand academics cannot escape the current neoliberal protocols, "academic identity" (p. 247), explained as being interested in ideas and involving emotions in intellectual dialogue, can prevail.

During early neoliberal reforms, fifteen tertiary teachers (educators) from four different Christchurch tertiary institutions participated in a mixed-methods study investigating their emotions and wellbeing in 2009. Despite the neoliberal context, their daily emotions and emotion regulation priorities were mainly for professionalism and appropriate emotional expression in support of student outcomes, similar to international findings.

Two years later, a fatal earthquake struck Christchurch on a weekday lunchtime (22.02.2011). Most of the 185 fatalities occurred in the central business district, where two educators from the 2009 study were also located at that time. A third former participant was working in a suburb.

In 2013, these three educators were interviewed about their earthquake experiences, emotions and wellbeing. Consistent with international findings on teachers affected by natural disasters (eg Hurricane Katrina) and financial crises (Conway & Murphy, 2012), disaster impacts included the emotional demands of balancing institutional and personal needs, in a 'business as usual' approach. This likely reflected the neoliberal perspective, pushing staff to provide quality service in adverse conditions, often followed by job loss (Johnston et al., 2012).

This presentation will compare the 2009 and 2013 reported experiences, emotions, values and beliefs about their emotional regulation, of these three educators, together with those of a fourth educator, from another Christchurch earthquake study. These findings contribute the perspectives of these educators, who have experienced unexpected trauma and disruption in an already stressful neoliberal context, to inform our understanding of how academics might be supported in balancing the tension between institutional needs and their personal emotional wellbeing.

FRIDAY 6TH APRIL 13:30 – 15:00
SESSION 3: HIGHER EDUCATION, Rm E1.19
3.16 Responding to change and addressing the need for both local and outward looking community cohesion: through the adoption of a Development Education approach

Nigel Quirke-Bolt, Gerry Jeffers
Mary Immaculate College St Patrick's Campus Thurles; Maynooth University

Nigel Quirke-Bolt is a Lecturer of Education at Mary Immaculate College St Patrick's Campus Thurles.
Gerry Jeffers is an Educational Researcher and Lecturer at the Education Department, Maynooth University. He is also Chairperson of Ubuntu Network.

This paper presents a rationale for the integration of a Development Education approach into post-primary schools. We explore the significant ecological, technological and cultural changes experienced in recent times, and the resulting challenges they pose if schools and communities are to respond responsibly and imaginatively.   In particular, we focus on ways in which schools can strengthen the moral and social justice dimensions of the learning experience through development education. While schools have various traditions of building aspects of global citizenship into their programmes, recent curricular developments, particularly at Junior Cycle, offer fresh opportunities to engage with topics

such as sustainable development, inequalities and participative democracy. For meaningful change to take place, teachers need a thorough grounding in the many issues linked with concepts associated with global citizenship and the methodologies that are effective in facilitating such learning.

This paper describes how MIC St Patrick's Campus has responded to these societal demands by incorporating a development education and social justice component into its concurrent post-primary initial teacher education programme. Adopting a similar approach to the one we are suggesting for post-primary schools, the School and Curriculum Studies module was taught by integrating development education, social justice themes and active learning methodologies into its syllabus. A rationale for the inclusion of this component is supported by the compelling response from the student-teachers.

Building on insights gained through the work of the Ubuntu Network which supports the integration of development education into post-primary initial teacher education (ITE), the paper also explores the relationship between development education and the teachers' professional identity. A contention is that the Teaching Council's four key underpinning ethical values of respect, care, integrity and trust resonate strongly with the perspectives that underpin development education.

FRIDAY 6TH APRIL 13:30 – 15:00
SESSION 3: <u>INITIAL TEACHER EDUCATION</u>, Rm H1.51
3.17 BeSAD (bereavement, separation and divorce) in the classroom: Exploring how pre-service teachers across Northern and Southern Ireland support pupil well-being during placement.

Aoife Lynam, Barbara McConnell, Conor Mc Guckin
Hibernia College, Trinity College Dublin, Stranmillis University

Dr Aoife Lynam is a qualified primary school teacher and is currently Head of Research on the Professional Masters of Education in Primary Education in Hibernia College. Aoife's research interests include SPHE, well-being, and pre-service teacher training and education.
Prof. Conor Mc Guckin is Based in the School of Education in Trinity College Dublin. Conor's research interests are in the areas of bully/victim problems among children and adults, psychology applied to educational policy and processes, and the need for a fully inclusive education environment for all children and young people (e.g., special educational needs, disability).
Dr Barbara McConnell is a Senior Lecturer in Early Childhood Studies in Stranmillis University College and Honorary Secretary of the British Psychological Society in Northern Ireland.

Bereavement, separation and divorce (BeSAD) can result in grief symptoms among school children which may manifest in the classroom environment. Schools in Northern Ireland (NI) and the Republic of Ireland (RoI) receive support for critical incidents of bereavement which are defined as "… any incident of sequence of events which overwhelm the normal mechanisms of the school" (NEPS, p.12). However, guidelines for normative bereavement and separation or divorce are rarer. In the absence of formal training this research set out to explore what pre-service teachers know about issues relating to well-being and how they feel about dealing with grief among their pupils, and how often they encounter it while on placement.

Concurrent mixed-methodological data collection was collected for this research. Quantitative data was collected among pre-service teachers in both jurisdictions (N=342) and qualitative data in the form of semi-structured interviews took place with experts and ITE educators (N=6) across NI and RoI.

The results from the quantitative data indicated that approximately half of participants had encountered pupils who had experienced BeSAD while on placement (e.g., teaching practice). Three-quarters reported that their first response in supporting a bereaved pupil would be to rely on personal intuition. Impaired learning and anxiety related issues were reported as witnessed grief responses following separation and divorce. Four out of five reported that they did not feel confident dealing with grief responses and needed further training and support in BeSAD during their Initial Teacher Education (ITE) programme. The qualitative interviews carried out with the experts across NI and RoI identified a range of roles and responsibilities for teachers in supporting children who have experienced BeSAD. The experts identified the core role that teachers play as being an advocate for children and supporting families who have experienced BeSAD. They identified key challenges within the current system and drew attention to core training needs required during initial teacher education (e.g., further training; clarification of the teachers' role; the role of the community).

This research has highlighted the need for enhancing communication in order to remove the fear around the topic of BeSAD for teachers and pre-service teachers. The use of appropriate language and the need for this to be included in ITE training was also discussed. The research makes a number of recommendations in relation to the development and disseminations of training and resources for ITE institutions in both jurisdictions, but concludes with an urgent call on the government to provide the guidelines and policy framework which will guide school leaders, teachers and staff in relation to the boundaries of their role and toward effective responses to BeSAD in schools throughout NI and the RoI.

FRIDAY 6TH APRIL 13:30 – 15:00
SESSION 3: <u>INITIAL TEACHER EDUCATION</u>, Rm H1.51
3.18 Accommodating contemporary concerns in mathematics education: preparing pre-service, post-primary teachers to embed literacy and numeracy skills in the mathematics classroom

Bernie O'Donoghue, John O'Donoghue, Patrick Johnson, Máire Ní Riordáin
UL / UCC

Bernie O Donoghue is a post-primary teacher of mathematics in Ireland and part-time PhD student. Her research interests are in initial teacher education for mathematics teaching at post-primary level. She is a part-time associate of the Maths Development Team with the PDST.

This paper arose from the need, because of current educational reform in Ireland, to embed Literacy and Numeracy in Post-Primary mathematics pedagogies for pre-service teachers of mathematics. Educational Design Research (EDR) methodology was used for the study and this presentation will describe the analysis and exploration phase where the meaning of Literacy and Numeracy for Mathematics Teaching in Ireland (LNMTI) was generated. It will also address key outputs of the study such as the LNMTI survey, intervention and classroom observation instrument for pre-service teachers of mathematics.

FRIDAY 6TH APRIL 13:30 – 15:00
SESSION 3: <u>INITIAL TEACHER EDUCATION</u>, Rm H1.51
3.20 Reflective practice; an opportunity to reinforce or re-evaluate beliefs and values

Jennifer Liston, Melanie Ní Dhuinn, Mark Prendergast
School of Education, Trinity College, Dublin

Dr. Jennifer Liston is an Assistant Professor in Education and the PME Geography Pedagogy coordinator in the School of Education, Trinity College Dublin. Her teaching and research areas include Teacher Education across the Continuum, Development Education and Curriculum Studies.
Dr. Melanie Ní Dhuinn is an Assistant Professor in Teacher Education in the School of Education in Trinity College Dublin. Her research interests include Teacher Education, Technology in Education, Assessment, Curriculum design, Teaching Pedagogy, An Ghaeilge Mar Mheán Teagaisc, and Research Methodology.
Dr. Mark Prendergast is an Assistant Professor in Mathematics education in the School of Education at Trinity College Dublin. His teaching and research interests include Mathematics Education and Teacher Education.

This paper is derived from empirical research conducted within an overarching 'Research and Practice in Teacher Education' study and specifically focuses on the reflective practice of student teachers, on fostering critical reflection and on the development of reflective practitioners within the Professional Master of Education (PME).

This paper explores how teacher educators can support and enable student teachers to embed and foster critical reflection skills. Evidence highlights the difficulties of set down requirements (McGarr & McCormack, 2014) and the disappointing levels of engagement (Bruster & Peterson, 2013) with reflective practice. Edwards and Thomas (2010) suggest that the question for teacher educators when addressing reflective practice is not a technicist one but rather a values-based one.

The authors designed and implemented a reflection framework, before, during and after PME school placement. The framework applied a scaffolded approach and was underpinned by the theoretical understandings offered by Brookfield (2009). The paper presents a comparative analysis of reflective work (n=160) from a cohort of students (cohort 1) in the year previous to the introduction of the reflection framework and a cohort of students (cohort 2) who engaged with the reflection framework during their PME studies. The analysis involved isolating 'significant moments', identifying hegemonic assumptions, and determining the level of critical ideology challenge present. The comparative analysis included (n=80) student reflections from cohort 1 and (n=80) from cohort 2. Preliminary results indicate the framework supports enhanced levels of criticality with students are more likely to move beyond focusing on the nuts and bolts of teaching. While levels of criticality are raised in terms of unearthing assumptions, crucially, engaging with critical ideology reflection is evident to a lesser extent. Without this key stage reflective work, in some cases, became a platform to reinforce a set of beliefs and values rather than fully critique. The paper concludes by exploring the role of teacher educators in successfully embedding a reflection framework which moves beyond the question of how do we teach reflective practice to a values-based one: into which reflective practices do we wish to guide our teachers?

Session 4 Symposium

FRIDAY
15:30 – 17:00 Session 4

FRIDAY 21TH APRIL 15:30 – 17:00
SYMPOSIUM 4.0; Rm E2.16
SYMPOSIUM TITLE: TEACHER EDUCATION AND HIGHER LEARNING: The Irish Experience in Retrospect and Prospect

CONTRIBUTORS: *Tom O'Donoghue, Teresa O'Doherty, Angela Rickard, Joe Oyler, Pádraig Hogan*
CONVENOR: *Pádraig Hogan*

Tom O'Donoghue is full professor of education research at The University of Western Australia. He is an Elected Fellow of both the Royal Historical Society (UK) and the Academy of the Social Sciences in Australia. He specialises in research on the historical antecedents of contemporary education issues an on leadership in post-conflict societies.

Teresa O'Doherty is Dean of Education at Mary Immaculate College. She is currently a member of the Board of ESAI and of TEPE (Teacher Education Policy in Europe Network). Her research focuses on Teacher Education Policy and the History of Irish Education.

Angela Rickard is a lecturer in Education in Maynooth University. In her research and teaching she is concerned with ways that digital technology can be used to support creative, inclusive approaches in education.

Joe Oyler is Lecturer in Teacher Education at Maynooth University. His teaching and research interests revolve around the use of discussion-based, collaborative practices. His current research aims at developing a deeper understanding of how experienced teachers engage students in inquiry dialogue and how similar practices can impact school culture.

Pádraig Hogan is Senior Lecturer in Education at Maynooth and is a former President of ESAI.

Following the publication of Teacher Preparation in Ireland : History, Policy and Future Directions (O'Donoghue, Harford, O'Doherty, 2017), this symposium reviews salient issues in a centrally important topic. The opening contribution by Tom O'Donoghue, highlights key historical points, including the doctrinaire tenor and the often servile standing of teacher education in Ireland in the half-century before and after independence. The second contribution by Teresa O'Doherty traces developments from the late sixties to the new era inaugurated by the Teaching Council's regulation of the teaching profession. It reveals tensions between breakthroughs on the one hand and arrested developments on the other, reflecting contrasting standpoints on how teacher education should be conceived and carried out. The third contribution by Angela Rickard and Joe Oyler presents a concrete case of recent restructuring of teacher education courses in one institution, highlighting features like student teachers working in teams, becoming incisive critics of their own practice, availing of research insights and also contributing such insights. The final contribution by Pádraig Hogan reviews the significance of recent developments and draws brief international comparisons. It also pinpoints some important challenges and opportunities that now face teacher education as a form of higher learning

[1] The Historical Inheritance
Tom O'Donoghue

Understanding the historical background to the current situation regarding teacher preparation in Ireland is important, not just by way of providing a broad context so that recent developments can be more fully understood, but also because the past can often continue, even if unknown to key actors, to influence thinking. With these matters in mind, this paper provides a broad overview on

Teacher preparation in Ireland, especially from Independence in 1922 to early developments set in train following the first major attempt to professionalise the field following the publication in the late 1960s of the Report of the Commission on Higher Education 1960-67.

It will highlight the emphases on training (a word which has slipped back into current discourse) rather than education, and on conformist forms of learning by virtue of the fact that the Training Colleges were under religious control, and that the Heads of Education in the four NUI colleges were all clerics. The recommendations of the Commission on Higher Education, which were clearly aimed at establishing the field on solid academic grounds are considered in light of developments along such lines in other constituencies; developments which, it will be argued, might still be very relevant for today.

[2] Overcoming Fragmentation, Towards Coherence
Teresa O'Doherty

This paper examines the developments that occurred during the period 1970- 2012, which saw 'teacher training' give way to 'teacher education', and the establishment of a graduate profession of teaching. The revision to the content and

structures of ITE achieved in the 1970s created a framework which held sway for another four decades. While substantial gains were made in the promotion of in-service education and teachers' engagement with postgraduate studies in the 1980s, and a national programme for induction was piloted in the 1990s-2000s, the structure of ITE remained relatively unchanged. However, fragmentation of provision increased and by 2011 nineteen providers existed, working within and from differing academic traditions. The establishment of the Teaching Council (2006) created a watershed in Irish education, bringing a coherence to initial teacher education irrespective of the academic tradition of the providers, and establishing a framework for the career-long professional development of teachers. The recent merger/incorporation/alignment of provision into 6 clusters has attempted to further reduce fragmentation across teacher education for all sectors from early childhood to adult education. As we welcome the Sahlberg II review over coming weeks, recent developments illustrate a move towards systemic coherence, while respecting the academic and professional traditions developed over many decades.

[3] Reviewing a Concrete Example
Angela Rickard and Joe Oyler

The introduction of the two-year Professional Master of Education (PME) has given scope to develop student teachers' ethical agency and professional collaboration. The longer overall duration provides further opportunities for student teachers to engage in critical and collaborative reflection on practice and enhances the existing ethical orientation of the programme in Maynooth University (Malone 2017). A range of small group-based student assignments has, we will argue, enhanced students' critical research capacity and created 'a spirit of open and critical enquiry' (Malone 2017, 110). Year 1 sees students undergo a process of small group-based microteaching that supports their lesson planning, reflection and communication skills. This is followed by video analysis in their own classrooms where again ethics, critical reflection, communication and creativity are central. Our approach to the foundation disciplines is also underpinned by collaborative, discursive and creative approaches. Year 2 builds upon the collaborative foundations of Year 1 via a variety of practice focused, peer-led engagements including, Lesson Study, Teach Meets and the Group Dissertation. Individual assignments in Year 2 offer Student Teachers an opportunity to reflect on their growth over the course over the PME via a Reflective Narrative, and to put lessons learned into practice through a Discretionary Project.

[4] Contemporary Developments, Current Challenges and Opportunities in Prospect
Pádraig Hogan

Drawing on the three previous contributions this concluding contribution will review briefly the significance of some key recent developments. It will also identify some important challenges to be tackled and opportunities to be embraced, offering a few observations on each of the points selected:

- Accomplishing a historic shift in teacher education: teachers becoming co-operative practitioners and discerning critics of their own practice;
- The use of electronic portfolios by teachers to map and pursue their own professional development;
- A national framework for professional development with a flexible and modularised system of provision – accredited by   the Teaching Council;
- The inclusion of a range of levels for renewal of registration – from basic to advanced standing – while allowing a teacher to remain a practitioner;
- Involving Education Centres and support agencies in strategic networks with degree-awarding teacher education institutions;
- Producing a fund of research-informed insights from research initiatives undertaken through such networks.

The four contributions will take about an hour, and the symposium will be open to the floor for the remaining 30 minutes.

Session 4 Papers

FRIDAY 6TH APRIL 15:30 – 17:00
SESSION 3: <u>CURRICULUM</u>, Rm E2.14
4.1 The Ambiguity Effect and Curriculum Decision Making

Chris Byrne
Trinity College Dublin

Chris Byrne is a PhD. student in the School of Education, Trinity College Dublin. His research is in the area of curriculum change with particular interest in the decision-making process of educational change. He is also currently working as a secondary school teacher.

This presentation proposes a theory that cognitive blindness exists in curriculum decision making. If this is showing to be true it has significant implications for how we consider teachers perspectives during the curriculum implementation process. To demonstrate the presence of cognitive blindness it is important to first understand how biases and heuristics can lead us to make less than optimal decisions. One of the leading principles of neoclassical economics is Adam Smith's concept of the rational economic man. I his book An Inquiry into the Nature and Causes of the Wealth of Nations (1776) Smith proposes that typically, economic man is motivated by his self-interested goals and uses rational choice as means of obtaining such goals. Jones & Sugden (2001) describe how in the past when the theory of the rational economic man had been challenged it was defended by the assumption that repeated experience of market transactions will lead the consumer to optimum behaviour. As a result, this theory remained mostly unchallenged until Kahneman and Tversky's (1979) paper on prospect theory. The result was the birth of a new field of research called 'behavioural economics'.

Kahneman and Tversky realised that heuristics played a much bigger role in decision making than was previously thought. Tversky and Kahneman (1974, p. 1124) described how 'people rely on a limited number of heuristic principles which reduce the complex tasks of assessing probabilities and predicting values to simpler judgmental operations'.

I propose to examine one of these heuristics, the ambiguity effect, and show its connection to a common concern of change implementers, sense of loss. Ambiguity effect proposes that people more risk adverse to situations which involve ambiguity than to situations measurable uncertainty.

The literature on organisational change is littered with implementers identifying loss as an emotional response to change (Howard, 2017; Bailey & Raelin, 2015; Marris, 1974). Several studies including O'Sullivan et al., (2008, p. 171) found that when teachers are confronted with change it can evoke "confusion and disorientation, a loss of personal and professional control". O'Sullivan et al. further points out how a sense of loss "relates directly to the following collections which concern a lack of vision about the changes and about the need for direction through the processes of curriculum reform" (p. 171). This shows a connection between uncertainty and clear vision.

Such findings indicate how uncertainty can cause risk aversion to change. As uncertainty is also a cognitive heuristic, the link established between uncertainty and clear vision may demonstrate that influencers which are born out of heuristics may influence implementers attitudes to other factors out of a type of cognitive blindness. In other words, although resistance to the change may be a manifestation of influencer which the implementer is unaware of, they will attribute this sense of resistance to another influencer which they are aware of.

FRIDAY 6TH APRIL 15:30 – 17:00
SESSION 3: <u>CURRICULUM</u>, Rm E2.14
4.2 The Design, Development & Deployment of Inclusive Design Themed Computational Thinking Maker Projects for UK and Ireland

Stephen Howell, Neeltje Berger, Peter Heldens, Kevin Marshall, Clare Riley
Microsoft Ireland, Microsoft Research, Microsoft Netherlands, Microsoft Ireland, Microsoft UK

Stephen Howell is the Academic Programme Manager for Microsoft Ireland and a PhD candidate in UCD researching Computational Thinking and Kinaesthetic learning.

The introduction of Computer Science and Computational Thinking curricula in Irish primary and post-primary schools has led to increased demand for teaching resources, academic qualifications, and continuous professional development courses for teachers. International and local Computational Thinking resources are available in abundance, and ironically the paradox of choice becomes apparent when a practitioner must choose between platforms, technologies, programming languages, and approaches. Higher costs are another drawback of STEM and Computational Thinking curricula, as popular microprocessor and robotics kits can prove prohibitively expensive when purchasing for a whole class.

This paper presents a project to design, develop, and deploy STEM resources for maker projects using inexpensive microprocessors. This project undertaken by a multi-disciplinary team including practicing teachers in England & Scotland working with industry experts in Design, Education and Software Development.

The purpose of the project was to develop free, high-quality resources with a depth of content that could be taught in a classroom but breadth of accessibility so that students working at home without a mentor or educator to guide them could complete the projects.

The values of the project were focused on inclusive design. This included how the materials for each project were specified, noting that disadvantaged students and schools might need to keep costs down. The design team used arts and crafts materials and everyday household items to build each project. The technical team used free and multi-platform visual programming languages to specify the code for the microprocessors. Another aspect of inclusive design values was the theme of each STEM project. Each project focused on helping others or improving the everyday world, including wearables to act door bells for the deaf and road safety and traffic calming systems and plant moisture monitoring.

Finally, these projects have been deployed in the UK and Ireland, with practitioners using them in classrooms with students of different backgrounds and abilities. This paper will include an analysis of a workshop using two of the projects with 51 children aged 5 to 14.

FRIDAY 6TH APRIL 15:30 – 17:00
SESSION 3: <u>CURRICULUM</u>, Rm E2.14
4.3 Literacy for Learning and Life: An exploration of the potential of one online reading management programme to improve the literacy standards of Irish Post Primary Students and create life-long learners.

Tara Talbot, Elaine McDonald, Sabrina Fitzsimons
Dublin City University

Tara Talbot is a DCU PhD Student and a Post Primary English and Religious Education teacher in Our Lady's Secondary School, Templemore, Co.Tipperary.
Elaine McDonald and Sabrina Fitzsimons are both PhD Supervisors in the School of Policy and Practice, Dublin City University.
Literacy and life long learning has been at the forefront of educational conversation in Ireland over the past decade. The introduction of the New Junior Cycle English is evidence of the value of literacy and reading in education. The majority of the learning outcomes outlined in the English specification for examination purposes are from the reading strand. It is clear from this state examination that reading is of value.   This research adds to the debate about how best to improve students' literacy standards and achieve a valued education.

This research provides an evaluation of the reading management program Accelerated Reader (AR). AR claims to improve students' reading ages while simultaneously motivating students to read. A Mixed Methods design was employed to answer the research question, Is AR an effective means of improving the literacy standards of Irish Post Primary students?. Following a pragmatic paradigm the researcher aims to discover, what works for literacy instruction and development in Ireland. To discover what works the researcher has put learner experience at the core of this research. Students are surveyed, tested and interviewed to discover what works to create literate, life long learners.

This research concludes with the implications of the findings for education policy, subject specification development, literacy instruction and the creation of life-long learners in Ireland. As 'The National Strategy to Improve Literacy and Numeracy amoung Children and Young People 2011-2020' states "developing good literacy and numeracy skills among all young people is fundamental to the life chances of each individual and essential to the quality and equity of Irish society". As the strategy and this research advocates "we will have to ensure the most efficient use possible of available resources…" The most efficient use of available resources can only be ensured through the evaluation of programs such as AR, literacy instruction and learner experience.

FRIDAY 6TH APRIL 15:30 – 17:00
SESSION 3: <u>ASSESSMENT</u>, Rm H2.12
4.5 Standardised testing: A realistic measure of student performance?

Carol Guildea
DCU Institute of Education

Carol Guildea has been based in the Irish post-primary education sector for the past 15 years. Her previous research included an evaluation of the Trinity Access Program Foundation Course, published by Trinity College. Current Carol is a PhD research focuses on school self-evaluation and stakeholder perspectives.

There is a growing emphasis on the implementation of standardised testing for the purpose of academic monitoring in post primary schools in Ireland.

This trend is supported and promoted by the Department of Education and Skills. Standardised testing is recognised as a means of assessing and quantifying student attainment levels, on a large scale, for the purpose of information gathering. (Department of Education and Skills, 034/ 2006, p.1).

The capacity to measure the effectiveness of a school has become paramount internationally (Gorard, 2006). Standardised testing, as a quantifiable measure of student potential, is recognised internationally as 'a key strand' of school inspection and self-evaluation (Munoz-Chereau and Thomas, 2015 p. 22). In Ireland, The Department of Education and Skills recognises that schools which analyse standardised data in order to identify and track trends are 'effective.' Effective schools use the data from assessment to identify priorities for their development including changes they may wish to make in teaching approaches and their priorities for staff development. (Department of Education 0056/2011, p.9).

This paper reports on the findings from quantitative analysis of 600 post primary school students. It is the finding of the author that the use of standardised testing in order to quantify the 'effectiveness' is schools is problematic and potentially dangerous.

In this study, the results of a number standardised tests (Cat 4, NRIT, Cambridge Profile) were compared and correlated with National Examination results (Junior Certificate and Leaving Certificate). Extensive analysis was undertaken in several areas including overall student attainment, language learning and numerical learning. An absence of a correlation between the standardised testing and national certificate results occurred. This has far reaching implications for this type of quantification in terms of evaluation and planning in the post primary sector in Ireland.

FRIDAY 6TH APRIL 15:30 – 17:00
SESSION 3: ASSESSMENT, Rm H2.12
4.6 Irish Post-Primary Teachers' Conceptions of Assessment

Marie Darmody
DCU Institute of Education Graduate

Dr. Marie Darmody is a post-primary teacher in Coláiste Íosagáin, Dublin and is also an associate with Junior Cycle for Teachers (JCT). She completed her doctoral studies in 2017 in DCU Institute of Education.

The purpose of this research was to elicit baseline data about Irish post-primary teachers' conceptions of assessment. Post-primary education in the Republic of Ireland is currently in the midst of significant curriculum and assessment reform at Junior Cycle, the first three years of the secondary school system. Central to this change is the positioning of the teacher at the heart of the assessment process. The successful implementation of the new assessment practices will not only require a high level of teacher assessment literacy, but will also depend upon the extent to which teachers' conceptions of assessment align with the philosophical underpinnings of the reform. Research has indicated that teachers' beliefs serve to filter information entering the cognitive domain, to frame particular educational situations or problems and to guide teachers' intentions and actions (Fives & Buehl, 2012). In light of this evidence, the introduction of new assessment initiatives should take account of how teachers conceive of the nature and purpose of assessment. Adopting a non-experimental cross-sectional design, this study surveyed a large sample (n=489) of post-primary teachers using the abridged version of Brown's (2006) Teachers' Conceptions of Assessment Inventory (TCoA-IIIA). This 27-item self-report instrument is designed to elicit teachers' level of agreement with four intercorrelated assessment factors (i.e., school accountability, student accountability, improvement and irrelevance). Quantitative data derived from the survey were analysed using a mixture of descriptive statistics, exploratory factor analysis, independent samples t-tests and one-way analysis of variance. Maximum likelihood exploratory factor analysis resulted in a 5-factor solution for the Irish data which differed somewhat from Brown's (2006) original model. Implications of the results for the conceptualisation of assessment in the Irish post-primary context are considered.

FRIDAY 6TH APRIL 15:30 – 17:00
SESSION 3: ASSESSMENT, Rm H2.12
4.7 Positioning Culturally Responsive Assessment in Higher Education – A strategic response at DCU Institute of Education

Denise Burns, Martin Brown, Gerry McNamara, Joe O'Hara
Centre for Evaluation, Quality and Inspection DCU Institute of Education

Dr Denise Burns, Dr Martin Brown, Prof Gerry McNamara and Prof Joe O'Hara are researchers at the Centre for Evaluation, Quality and Inspection DCU Institute of Education

Bledsoe and Donaldson (2015) state that the call for cultural responsiveness "has reached a deafening crescendo" (p. 7). The call has several bases: the migration of peoples, globalisation which Portera (2008) claims is resulting in populations observing and participating in cultures different from their own (p. 481).   While there are legal requirements such as the International law on the Rights of Minorities, the literature emphasises the moral demand for fairness and the desirability of diversity.   In Ireland we are experiencing immigration from countries quite different culturally from ours. We have

students from a migrant background in first, second and third level in our education system. Indeed, most Universities are expanding to potential students. However, as assessment drives learning, it is important that assessment is culturally responsive for all students. It is particularly important that lecturers and supervisors in all universities and supervisors are aware of the dimensions of culture that impact on learning for their students (Rothstein-Fisch & Trumbull, 2008 pp. 1-2).

The literature suggests that, for culturally-responsive assessment, studies do not "offer formulas but they do offer insights" (Hollins, 1993 p. 98). Culturally-responsive assessment requires "new thinking and practices" (Hood, Hopson & Frierson, 2015, p.xv).

In response to this call to action and as part of a DCU IOE funded project, researchers at EQI developed an online course that offered higher education personnel the opportunity to engage in a scaffolded opportunity to design culturally-responsive assessment based on insight gleaned from the literature in a collegial, supportive environment with positive and critical-friend feedback. This environment facilitated participants in reflecting on their level of learning and level of skill in designing culturally-responsive assessment in their own disciplines.

Following on from the completion of the course, participants were interviewed through a series of focus groups in order to ascertain their perspectives of the online course and future training requirements.

Initial findings suggest that, although the course was greeted very positively and for many was an eye opener to the lack of awareness in this area. On the other hand participants were also of the view that more training was required, in particular, participants were of the view that there needs to be a nationwide discussion about issues of race, culture, ethnicity, identity, etc. In other words, more preparation is required before higher education institutions approach the practice elements of Culturally Responsive Assessment.

FRIDAY 6TH APRIL 15:30 – 17:00
SESSION 3: ASSESSMENT, Rm H2.12
4.8 Values & purpose of assessment across frontiers: a comparative analysis of culturally responsive assessment practices in four European countries

Funda Nayir, Martin Brown, Denise Burns, Gerry McNamara, Joe O'Hara
Cankiri Karatekin University, Turkey, Centre for Evaluation, Quality and Inspection DCU Institute of Education

Dr. Funda Nayir is a lecturer and researcher at Cankiri Karatekin University, Turkey. Dr. Martin Brown, Dr Denise Burns, Prof Gerry McNamara and Prof Joe O'Hara are researchers at the Centre for Evaluation, Quality and Inspection DCU Institute of Education

The theory of culturally responsive assessment suggests that cultural minorities may suffer discrimination through specific modes of assessment such as high stakes testing. As an alternative, a number of culturally responsive modes of assessment have been proposed such as Creativity Assessment (Kim & Zabelina, 2015), Peer Assessment (Topping, 2009) and Self-Assessment (Taras, 2001) among others. Indeed, in areas of the United States, for example, culturally responsive modes of assessment are increasingly being used with, for example, indigenous youth (Demmert, 2001; Nelson-Barber & Trumball, 2007) and other ethnic minority students (Aceves & Orosco, 2014; Qualls, 1998).

In Europe however, culturally responsive assessment practices are less prevalent and consequently less discussed, with some exceptions (e.g., Mitakidou, Tressou & Karagianni, 2015). Indeed, no study in Europe has looked at the various challenges and assessment strategies that teachers use to integrate cultural responsivity into their student assessments and compare the relative merit of these strategies.

As such, this report provides an exploratory analysis of methods of assessment and strategies that are used to assess diverse students in four European countries as well as the challenges and barriers to embedding culturally responsive assessment techniques in teachers' practice.

The first part of the paper provides an overview of literature relating to Culturally responsive assessment. Next, the research method used in the study is discussed. Leading on from this, using parametric and non-parametric techniques, a comparative analysis of findings derived from a survey of culturally responsive assessment practices in Austrian, Irish, Turkish and Norwegian schools is described. Finally, the paper concludes with a discussion of research findings derived from the preceding parts of the report.

FRIDAY 6TH APRIL 15:30 – 17:00
SESSION 3: <u>ADDRESSING BULLYING</u>, Rm H2.20
4.9 The Cyberbullying of Post-Primary Teachers in Ireland

Liam Challenor(1), James O'Higgins Norman(1) & Dr Irene Connolly(2)
(1) National Anti-Bullying Centre, DCU St. Patricks Campus (2) Institute for Art, Design and Technology

Liam Challenor is a Doctoral researcher and trainer working in the National Anti-Bullying Research and Resource Centre in DCU.
Dr. James O'Higgins Norman is the Director of the National Anti-Bullying Research and Resource Centre (ABC) and Associate Professor in Sociology, DCU. Dr. Irene Connolly Research Fellow at the National Anti-Bullying Research and Resource Centre (ABC) and lectures in IADT on the BSc in Applied Psychology.

The cyberbullying of teachers by their pupils and other members of the school community has not been researched as widely as peer bullying or cyberbullying. The primary focus of this research, the cyberbullying of teachers by pupils is defined as "the creation of digital texts, images and recordings that portray the teacher in ways that are demeaning and/or ridicule the teacher, which are then transmitted electronically to others" (Kyriacou & Zuin, 2015, p.267). This research attempts to provide a diverse understanding of the online lives of teachers in secondary schools. Gathering data from 577 post-primary teachers, some of the variables for examination include how teachers self-regulate their profiles on social media, the security and privacy prevention tools used, role model behaviour and their attitudes towards communicating with students online. While 14.8% of participants were aware of another teacher experiencing cyberbullying, only 9.5% (n=55) were direct victims. This research investigated the types of cyberbullying that teachers experienced and how this in turn effected their own perceptions of school climate by those who had and had not been cyberbullied. This research utilised a mixed methods design to provide further insight into teacher cyber victimisation to develop support structures for teachers and schools.

FRIDAY 6TH APRIL 15:30 – 17:00
SESSION 3: <u>ADDRESSING BULLYING</u>, Rm H2.20
4.10 Teacher empathy, School Culture and Bullying.

Helena Murphy, James O'Higgins Norman
National Anti-Bullying Centre, DCU St. Patricks Campus

Helena is a Doctoral researcher and facilitator working in the National Anti-Bullying Research and Resource Centre in DCU.
Dr. James O'Higgins Norman is the Director of the National Anti-Bullying Research and Resource Centre (ABC) and Associate Professor in Sociology, DCU.

Much research on bullying behaviour in schools among students has been carried out since the 1970's, when Olweus started a large-scale project in Norway which is now generally regarded as the first scientific study on bullying. Yet, there has been little research on how teachers respond to reports of bullying and tackle bullying behaviour in post-primary schools. This paper reports on a case study investigating teacher empathy levels and their preparedness for tackling bullying in a post-primary school in Ireland.

There were two research questions central to this research. The first looked at how empathic are teachers in this school? The second examined to what extent it prepares them for tackling bullying? In answering these questions we relied on the Interpersonal Reactivity Index (IRI) to gather data on empathy levels among teachers (n=10), with findings related to existing research in the field.   The results showed that teacher empathy is an important factor in creating and maintaining a positive school climate, which in turn leads to a prevention of bullying situations.

FRIDAY 6TH APRIL 15:30 – 17:00
SESSION 3: <u>ADDRESSING BULLYING</u>, Rm H2.20
4.11 Nuts and Bolts: An Anti-bullying Policy Audit Tool

Seline Keating
DCU Institute of Education

Dr. Seline Keating lectures in Social Personal and Health Education in DCU Institute of Education. She is also an Associate of the National Anti-Bullying Research and Resource Centre and designs and delivers CPD courses on bullying prevention and intervention to both primary and post-primary teachers.

Since 2013 all Boards of Management (BOM) in primary and post-primary schools are required to formally adopt and implement an anti-bullying policy that fully complies with Circular 0045 and the procedure guidelines provided by the

Department of Education and Skills (DES). These procedure guidelines outline key principles of best practice for bullying prevention and intervention and require all schools to commit to these principles in their anti-bullying policy. They also include oversight arrangements such as periodic summary reports to BOMs, annual reviews of the policy and action plans to address areas for improvement. The transferral of a written policy into practice is key. As a result, policy oversight arrangements are critical.

Nuts and Bolts will adopt a systemic, participative and transformative approach to enhance a primary school's capacity to oversee the implementation and effectiveness of their anti-bullying policy. Recent findings indicate that only 42% of schools have complied with the requirement to research and implement a specific anti-bullying programme with 51% reporting that the appointment of a specific member of school staff to investigate and tackle bullying had not been made (ABC Report, 2017). Undoubtedly, there is a need for primary schools to deepen their anti-bullying work which can be achieved through Nuts and Bolts where each school will be provided with whole staff training workshops about bullying prevention and intervention and an anti-bullying policy audit tool. Post-pilot research will be carried out amongst participants to evaluate the effectiveness of the tool. Recommendations will be provided to each school to assist with their action plans for improvement areas.

The intended outcomes of Nuts and Bolts audit tool:

▪ Enhancement of school communities to become a greater force for upholding children's rights and equality;

▪ Acquire rich data that will assist in creating school support for sustainable oversight management of anti-bullying policies e.g. whole staff' opinions/attitudes/skills, existing patterns of successes and difficulties; action plans for improvement areas

▪ To have a nationally recognised tool for assessing a school's anti-bullying policy, used annually by schools;

▪ Awareness-raising and training of key educators who feel empowered and have now attained the capacity to multiply the results of Nuts and Bolts during and after the project;

▪ To have given a voice to all school staff in anti-bullying policy evaluation through the assessment tool designed;

This project has the potential to make all students feel accepted and supported in their schools and wider communities, regardless of gender, sexual identity, race, religion, ethnicity. Targeting Nuts and Bolts at the whole school community will allow for widespread dissemination on an ongoing basis which will multiply the effects of the project and sustain these effects into the future, thereby creating a movement that respects equality and upholds people's right to be treated equally and to be safe.

FRIDAY 6TH APRIL 15:30 – 17:00
SESSION 3: HIGHER EDUCATION, Rm E1.19
4.12 21st Century Learning: Intergenerational Learning in Higher Education

Trudy Corrigan
Dublin City University Research Fellow Further Education and Training Centre DCU (FETRC)

Dr Trudy Corrigan was the founder and director of the DCU Intergenerational Learning Programme. Her research interests are in adult education and lifelong learning. She is particularly interested in the reciprocal benefits of intergenerational learning for the public good.

The DCU Intergenerational Learning Programme (DCUILP) was developed in Dublin City University to examine and explore the reciprocal benefits of engaging older and younger people in teaching and learning together in higher education. Recently in Ireland there has been increasing interest in developing teaching and learning opportunities which aims to bring together older and younger generations. This reflects the growing international recognition of the range of benefits of intergenerational learning for individuals, communities and societies. This research study examines how the introduction of this innovative programme in higher education benefits the transfer of knowledge for both older and younger people in the acquisition of 21st century learning and skills. The paper demonstrates the benefits for both cohorts and proposes the replication of similar initiatives in other colleges of higher education at national and international level.

4.13 Balancing Tradition and Change in Higher Education Values

D.G. Mulcahy
Central Connecticut State University

D. G. Mulcahy is CSU Professor Emeritus of Educational Leadership at Central Connecticut State University. He is the author of several books on Irish educational policy and on liberal education.

In summarizing the legacy of the Indian educator and Nobel laureate in literature, Rabindranath Tagore, Kupfer (2015) writes that "While creativity, connection with nature and tolerance for other cultures are nowadays more recognized as important aspects of education, they still take a back seat in comparison to employability and external achievements. A reading of Tagore's writings on education encourages us to rethink this prioritization." Of those who have written on higher education in recent years, no one has done more to highlight this aspect of Tagore's contribution than Martha Nussbaum. In the proposed paper, I shall view Tagore's views on values in higher education through the perspective provided by Nussbaum in Not for Profit: Why Democracy Needs the Humanities (2010). There she pays particular attention to the traditional emphasis on the arts and humanities in higher education and the more recent tendencies to prioritize economic values. In doing so I will address perceived shortcomings in traditional theorizing on the subject and relate it to contemporary writings on the matter, such as those by Sullivan & Rosin, M.S. (2008), the AAC&U (2002) and Cunningham (2013) who frame the debate in new ways.

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Nussbaum, M. C. (2010). Not for profit: Why democracy needs the humanities. Princeton, NJ: Princeton University Press.;

Sullivan, W.M. & Rosin, M.S. (2008). A new agenda for higher education. San Francisco, CA: Jossey-Bass.

4.14 Defining ethical issues in HE : the role of teaching practices

Anne-Marie O'Connell
Department of Languages and Civilisations (DLC) Toulouse Capitole University, LAIRDIL (Inter-Univerity Research Laboratory in Foreign Language Teaching and Training)

Anne-Marie O'Connell is a senior lecturer in English for law and the civilisation of Common Law countries . After completing a PhD on the semiotic analysis of Irish mythology as well as a PhD on the language of being in Martin Heidegger's philosophy, she is currently working on immersion education and the didactics of English for legal purposes.

The position of educators and researchers in HE is central and unique because they capture the very essence of the "knowledge society", whereby, in any given social situation, someone contemplates doing (or does) something so that someone else may learn something. The current debate surrounding the efficacy of HE systems hinges on its ethical dimension, since educators are accountable to society and learners for fostering personal achievements and employability, while, as individuals, they may hold different views on the finality of teaching/learning. Teachers' ethics develops in two ways, first, the process of reflecting on professional practice (including research) and, secondly, the unending confrontation to social and institutional demands regarding education and syllabi. The central claim in this paper is that ethical issues should be identified in the way we integrate learning strategies in our courses so as to provide learners with a toolbox that will help them acquire autonomy and adapt to a complex landscape of ever-changing social and professional situations. In other words, research in didactics and teaching practices are the cornerstones of ethical thought, because they are based on the factual results of research, whereas the discourse we have on social values mix varied political and philosophical standpoints that may diverge considerably. In that perspective, this presentation will examine three important points. First, it is necessary to distinguish between the constraints of social and economic institutions and the core elements of the teaching and learning processes, based on Yves Chevallard's "anthropological theory of the didactic" (2010). Secondly, the reflexive attitude of educators/researchers should take into account the diversity of learning profiles and the impossibility to fathom out how we learn things as individuals, because many of the contributing processes are largely unconscious and out of the reach of research so far (Narcy-Combes 2002). Besides, what takes place in a classroom is artificial and limited in time; it only represents a fraction of what we call "learning". The next point will therefore focus on developing a minimalist endeavour, consisting of showing learners how this complex system of social values functions and providing them with the basic tools that will enables them to consider learning as a lifelong process that cannot be

confined to the classroom. More generally, learners should be able to identify constraints to learning and build their knowledge in such a way so as to turn these constraints into positive conditions for progressing in their learning path. By showing how society influences each one of us in the very act of teaching, we as educators and researchers relentlessly promote a more balanced and ethical attitude to knowledge, and this can be done by appropriate teacher training.

FRIDAY 6TH APRIL 15:30 – 17:00
SESSION 3: HIGHER EDUCATION, Rm E1.19
4.15   Passionate or Performative Utterance? The University Lecture as a Mode of Address

Áine Mahon
University College Dublin

Dr. Áine Mahon is Assistant Professor in the School of Education at UCD, where she researches and teaches in the Philosophy of Education and the Philosophy of Literature. A former Fulbright Scholar, Irish Research Council Postdoctoral Fellow, and Simon Research Fellow (University of Edinburgh), Áine has published widely in a range of international journals. Her first monograph, The Ironist and the Romantic: Reading Richard Rorty and Stanley Cavell, was published by Bloomsbury in 2014.

As a host of published books, journal articles and opinion pieces attest, the university lecture seems distinctly out of step with contemporary Higher Education discourse. Academics across university disciplines confidently proclaim the format's obsolescence arguing that only inertia and familiarity could satisfactorily account for the lecture's survival. The lecture has faced particularly thoroughgoing criticism from educational constructivists characterizing its emphasis on dissemination as pedagogically ineffective. Certainly, given the burgeoning of online or blended technologies and the growing provision of self-paced learning alternatives, the value of live large-group presentation as the default teaching mode seems more and more in question.

I propose in this paper to offer a philosophical revisiting of this most maligned of pedagogical forms. Understanding the lecture as a distinct mode of human speech and human encounter, I suggest that in the context of its live enactment a range of expressive and pedagogical challenges are uniquely posed. Foremost among these challenges, of course, are the relationships we cultivate through language. What might it mean to wholly inhabit the words that we employ? What might it mean to fully direct our words to those youthful figures sitting expectantly in our wake? And what might it mean, most importantly of all, to hold ourselves genuinely open to those listeners' agreement, their criticism or even their rebuke?

Drawing on the philosophy of Stanley Cavell, I argue for the lecture as a mode of address. On this model, the lecture is to be understood not as a mode of dissemination but as a special form of human encounter where the voice of one is modulated specifically for the hearing of another. Thus, I consciously resist any unhelpful characterization of the university lecture as a teaching format that delivers, i.e. as a teaching format that involves one confident central speaker possessing knowledge of her expert area and thereafter broadcasting this knowledge to a less-than-expert audience. Of course, the discourse of "delivery" is all too prevalent in contemporary teaching and learning; as Bruce Macfarlane points out, the same discourse badly short-changes those university teachers who would deal with education and not with pizza (Macfarlane 2017, 165). Involving in my discussion Macfarlane's broader call for a radical rethinking of the university classroom and its uniquely emancipative capabilities, I propose in my paper to offer a philosophical defence of traditional university teaching.

FRIDAY 6TH APRIL 15:30 – 17:00
SESSION 3: INITIAL TEACHER EDUCATION, Rm H1.51
4.16 Supporting PME student teachers of modern languages in their professional placement.

Céline Healy
Maynooth University Department of Education

Dr Céline Healy leads the language methodology team on the PME programmes in Maynooth University Department of Education. She is the chair of the European Language Label Jury in Ireland.

As the third cohort of Professional Masters of Education students prepare to complete their two year programme, this paper examines the teaching practice supervision process of student teachers of modern languages from one institution. It holds a light to PME1 and PME2 post-lesson observation written feedback sheets, at a fixed time, and compares and contrasts the expressed areas of strength and challenge in planning and teaching for each year group. In this way, it highlights the needs for each group, at a particular time in their development, as modern languages teachers. It reports on the findings from semi-structured interviews with 15 recently graduated language teachers, about what they found most helpful in post-lesson observation discussions in each year, along with their recommendations for improving the process. It also reports on findings from semi-structured interviews with 10 placement tutors on priority areas of support for student language teachers. It questions whether professional placement tutors of student teachers of modern languages need to be language teaching experts. It discusses how all the findings may be used, by placement tutors and language

methodologists, to help them to collaboratively improve their practice to better support PME student modern languages teachers across the two year programme.

FRIDAY 6TH APRIL 15:30 – 17:00
SESSION 3: <u>HIGHER EDUCATION</u>, Rm E1.19
4.17 Making sense of digital literacies in Initial Teacher Education – The case of Ireland and Northern Ireland

Stephen Roulston, Pamela Cowan, Roger Austin, Martin Brown, Joe O'Hara
All based at educational institutions in Ireland and Northern Ireland

Prof Roger Austin and Dr Stephen Roulston are based at School of Education, University of Ulster
Dr Pamela Cowan is at the School of Social Sciences, Education and Social Work, Queens University Belfast
Prof Joe O'Hara, Dr Martin Brown are at EQI - The Centre for Evaluation, Quality and Inspection, DCU Institute of Education.

As economies around the world become increasingly knowledge-based, competencies in ICT for active citizenship and across the workforce are becoming progressively more crucial for a prosperous society (UNESCO, 2011: 6f). Teachers are integrating ICT in formal education (McKnight, O'Malley, Ruzic, Horsley, Franey & Bassett, 2016), helping to incorporate those technologies in learning. Indeed, an important contributor to effective teachers' ICT competencies in the classroom is Initial Teacher Education in Teacher Training Institutions (TTIs) (Tondeur, van Braak, Siddiq & Scherer, 2016). There is increasing interest in the role of Initial Teacher Educators, in developing ICT skills and competencies in pre-service teachers (Haydn, 2010; Hammond, Crosson, Fragkouli, Ingram, Johnston-Wilder, Johnston-Wilder, et al., 2009; Gudmundsdottir & Hatlevik, 2018). However, the state of play relating to the development of such skills is not widely knowing.

Using a convergent mixed methods design that consisted of a series of interviews with Initial Teacher Educators as well as a series of questionnaires that were distributed to higher education institutions across the island; this paper examines how far these 'models' or paradigms were evidenced in the practice of TEs. We considered how TEs cope with the challenges and expectations of incorporating ICT into their teaching and their preparation of their students, who are all pre-service teachers, for teaching placements and, eventually, employment. By way of association, we also examined how TEs manage their own technological and pedagogical development and their motivations for developing ICT skills in their students.

Findings suggest that while there are certainly pockets of excellence and some individual models of good practice, it is also clear that there is a limited coherent integration of ICT within and across the TTIs studied, despite efforts to achieve this.

FRIDAY 6TH APRIL 15:30 – 17:00
SESSION 3: <u>HIGHER EDUCATION</u>, Rm E1.19
4.18 Valuing Failure: Learning from the perspectives of those in learning to teach partnerships, on the failure experiences by student teachers during school placement.

Leo Kilroy, Howard Stevenson
University of Nottingham

Leo Kilroy recently completed doctoral research at the University of Nottingham. His research examined the perspectives of those in 'learning to teach' partnerships on the phenomenon of student teachers who experience failure during school placement. Leo worked as a primary teacher in north Dublin for over ten years and subsequently spent several years working as professional development advisor and as director of school placement at Hibernia College. For the past five years, he has worked as a schools' inspector and is currently assigned to the Department's Evaluation Support and Research Unit.
Howard Stevenson joined the University of Nottingham as Professor of Educational Leadership and Policy Studies in February 2013, and in January 2014, he became Director of Research in the School. Prior to that he was Professor of Education in the Centre for Educational Research and Development at the University of Lincoln (2007-2013) and Lecturer/Senior Lecturer in the School of Education at the University of Leicester (2002-2007). Howard's research interests focus on both the school and higher education sectors. These include understanding the formation and development of education policy processes, privatisation in education, educational management and teacher leadership, school and HE sector labour relations/teacher unions and the investigation of teachers' work/academic labour through labour process analysis.

Teaching and working with those who are learning to be teachers are value laden activities. In recent years there has been unprecedented international attention on the issue of teacher quality. This has resulted in a focus by policy makers on initial teacher education, with many systems opting to articulate standards to define the competences and values that newly qualified teachers should possess. Central to all programmes of initial teacher education is school placement, a key period of significant learning and value formation for student teachers and a time when their competence is assessed. A small proportion of student teachers experience failure or struggle during these placements, however little research into their experiences is evident. This qualitative study explores the perceptions, values and experiences of members of 'triadic learning to teach partnerships,' who have had experience of the phenomenon. In-depth, semi-structured interviews were

used to capture data from student teachers, cooperating teachers, placement tutors and directors of school placement on their perspectives regarding the causes of student teacher failure, the impacts of its occurrence and the effectiveness of any support mechanisms provided. The findings revealed the complexity and uniqueness of each occurrence, the significant impacts on all involved, and the questions caused for our deepest held assumption. Six typologies of student teachers who struggle or experience failure and five pillars for the provision of support emerged as new contributions to aid teacher educators to understand and adequately support these student teachers. Conclusions are also drawn regarding the need for a standards-led approach to the formulation of assessment judgements on student teachers' competence and the need in the Irish context for cooperating teachers to be enabled to play a greater and more central role.

Conference Abstracts
SATURDAY 7th APRIL

Session 5 Symposium

SATURDAY 7TH APRIL 09:30 – 11:00
SESSION 5 Symposium 5.0, Rm E2.16

ESAI Working Groups: procedures, constitution, membership, futures.
Conveners: Session By Invitation

Session 5 Papers

SATURDAY 7TH APRIL 09:30 – 11:00
SESSION 5: TEACHER LEARNING AND DEVELOPMENT, Rm E2.14
5:1 Emotion regulation during teacher preparation

Roisin P. Corcoran:
University College Dublin

Professor Roisin P. Corcoran, Ph.D., is Director of Graduate Studies at the UCD School of Education and Research Director for the Professional Doctorate in Educational Psychology. She is a chartered psychologist (CPsychol) and was named a fellow (FBPsS) of the British Psychological Society.

Although a number of states have adopted social and emotional learning (SEL) standards for the implementation of SEL in school districts, few teacher preparation programmes explicitly focus on SEL. In most cases there is a gap between these SEL standards or guidelines, and what is happening in respective, residing teacher preparation programmes. Further, little is known about how these processes develop during teacher preparation. This three-year longitudinal study examined student teachers trajectories of emotion-regulation ability (ERA) during teacher preparation. Findings suggested that student teachers' mean scores for ERA were significantly lower than the average scores for the population across all three time points. Further, no value was added to students' ERA during three years of tertiary education. Implications for teacher preparation are discussed.

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 7TH APRIL 09:30 – 11:00
SESSION 5: TEACHER LEARNING AND DEVELOPMENT, Rm E2.14
5:2 Values and purposes in university-bound upper secondary schooling in Luxembourg

Alyssa Laureen Grecu:
Institute of Education and Society (InES), University of Luxembourg

Alyssa Grecu is a research associate in the project "School alienation in Switzerland and Luxembourg" (SASAL) at University of Luxembourg. Her research interests are sociology of education, gender studies, inequality theories and methods of social science research. Currently Alyssa Grecu works on the issue of habitus and cultural fit in school.

Preceding higher education, secondary schooling (in externally differentiated education systems: academic secondary track) serves as space where essential values are shaped. Entering institutions of higher education students take these values with them.

Building upon the school culture perspective (Helsper 2008), this study analyses educational values and purposes from the teachers´ perspective to find answers to the following research question: Which values and purposes are pursued in university-bound upper secondary schooling in Luxembourg?

In this study, educational values are analysed as central aspects of school culture. We focus on the perspective of the teachers, since they set social and academic demands reflecting the schools´ educational purposes. Analysis is based on qualitative data from the international research project SASAL collected through interviews with teachers of the academic track in Luxembourg.

Like in many other European countries, education serves as important good for the Luxembourgish knowledge-based society indicated by the growing tertiary educational sector. The example of Luxembourg provides insights into academic socialisation processes students face during their educational career.

Due to their nature as latent constructs, values and purposes of secondary school cultures are not directly observable. Thus, a qualitative approach – the sequential habitus reconstruction approach (Kramer 2017) - appears to be adequate for the analysis of such research issues, and is employed here. Relying on rules and theoretical principles, this method aims to reconstruct tacit knowledge of everyday practices regarding teachers´ imaginations of valuable and useful competencies and attitudes in school.

Preliminary findings reveal educational values and students´ orientations from the teachers´ point of view. Students´ autonomy – expressed in competencies of independent learning and orientation in the school environment – is of great importance. Students bear responsibility for learning outcomes and strategies. Stamina in regard to learning behaviours as well as social relations is valuable. In order to deal with academic failure and interpersonal conflicts sticking to it is recommended. Teachers perceive school as space preparing for working life pursuing strategies to cope with difficulties.

Especially in later stages of education, students predominantly seem not attracted by learning content and lack intrinsic motivation which could be interpreted as alienation from learning. Nevertheless, they have internalised the expectations of school culture. Due to high educational affinity mediated by social background they successfully adapt. Relying exclusively on the teachers´ perspective a further research step focussing on the students´ perspective is required to reconstruct to which extent they have internalized the schools´ educational goals.

References:
Helsper, W. (2008): Schulkulturen - die Schule als symbolische Sinnordnung. In: Zeitschrift für Pädagogik 54 (1), 63–80.

Kramer, R. (2017): Sequenzanalytische Habitusrekonstruktion. Methodologische Überlegungen zu einer neuen Methode der Habitushermeneutik. In: Heinrich, M./Wernet, A. (Hrsg.): Rekonstruktive Bildungsforschung. Zugänge und Methoden. Wiesbaden: Springer VS, 243-267.

SATURDAY 7TH APRIL 09:30 – 11:00
SESSION 5: <u>TEACHER LEARNING AND DEVELOPMENT</u>, Rm E2.14
5:3 From theory to practice: Coteaching as cultural 'change agent'

Marita Kerin, Colette Murphy:
School of Education, Trinity College Dublin

Marita Kerin is co-ordinator of the Music Education programs at TCD

Colette Murphy is Director of STEM Education TCD

Primary teacher confidence deficits in music are well documented in the scholarly literature (Mills 1989; 1991; Hallam et al 2009). The benefits of a coteaching partnership based on the philosophy of *sharing expertise,* between between pre-service and inservice teachers during school placement has been recognized as beneficial for student teachers, cooperating teachers, pupils and teacher educators (Murphy et al.2015; Kerin et al. 2015; Gallo-Fox et al, 2016). The study sought to explore teacher perspectives on the impact of coteaching music on the predominantly solo-teaching culture of the school.

This paper reports on this longitudinal coteaching music study from the perspectives of 20 primary teacher participants where undergraduate music education students were partnered with primary teachers to coteach music on one-day per week over ten weeks for each of three years.

Data were sourced over three years from semi-structured teacher interviews, researcher field notes and reflection journals compiled and submitted weekly by the UG musician coteachers and subject to thematic analysis.

 Findings reveal that teachers, recruited as both participants and co-researchers appropriated a theoretical construct, introduced during a pre-participation induction workshop as a mediational means of acquiring the psychological tools needed to conceptualize, progress and embed this collaborative practice in a culture of solo teaching. The notions of

meditational means and psychological tools have been addressed by a number of scholars who work in the tradition of cultural-historical psychology and activity theory (Elkonin, 1971; Wertsch, 1985; Valsiner, 2000).

SATURDAY 7TH APRIL 09:30 – 11:00
SESSION 5: TEACHER LEARNING AND DEVELOPMENT, Rm E2.14
5:4 Reflecting on nonverbal differentiation in the Irish primary classroom

John White:
Institute of Education, Dublin City University

John White currently works as Assistant Professor in the Institute of Education, DCU. Previously, he worked as a primary school inspector, primary school principal and primary teacher. His research interests include classroom communication, nonverbal communication, leadership, well-being and the use of arts-based research in reflective practice.

This paper recounts the results of a small-scale study involving three primary school teachers in the supported analysis of their use of nonverbal communication in the classroom. The study involved in-depth self-analysis by the teachers of video footage of their classroom teaching, supported and critically interrogated by a third party. The analysis was supported by a specially developed framework for self-analysis of nonverbal communication. The results showed that the teachers used a variety of nonverbal communication types (e.g. eye contact, gestures) in clearly differentiated ways according to the circumstances and the pupils involved.

In particular, the research identified such nonverbal differentiation in situations involving newcomer pupils, 'weak' pupils, behaviour management strategies, particular class levels and age groupings and the subject being taught. The data also indicates that reflection on such differentiated communication was almost non-existent prior to participation in the research. However, participants were much more aware of both the prevalence and power of nonverbal communication following the research. The paper concludes by recommending a new rubric of reflective practice for nonverbal communication in the classroom, one that involves an appropriate self-evaluation framework, video footage of 'real' classroom activity and discourse with a critical friend. Sometimes what we don't say has more value and purpose than we think.

SATURDAY 7TH APRIL 09:30 – 11:00
SESSION 5: TEACHERS & RESEARCH, Rm E1.19
5:5 Development of the skills and knowledge of inquiry in the context of socioscientific issues: A tale of two teachers

Ruth Chadwick, Eilish McLoughlin, Odilla E. Finlayson:
Dublin City University

Ruth Chadwick is a postgraduate researcher at DCU working within the research group CASTeL. Her research focuses on the development and assessment of scientific literacy in secondary school students. In the past she worked as a secondary school teacher in Scotland for a number of years.

In Ireland, recent curriculum developments have focussed on the development of the skills and knowledge of science through student led inquiry into socioscientific issues (SSI) and students carry out an inquiry in the context of SSI, the Science in Society Investigation, in their third year of Junior Cycle (NCCA 2016, Holbrook and Rannikmae 2009). This study explores the pedagogical approach employed by the teacher and the skills and knowledge developed by students when carrying out inquiry in the context of SSI, in preparation for the Junior Cycle Science in Society Investigation. Findings from two case studies are presented. Case A follows Mr. Baker through six lessons with a second year class (aged 14-15), while Case B follows Dr. Fisher over 7 lessons with a first year class (aged 13-14). Data collection methods include teacher interviews and document analysis (student post-lesson questionnaires, student work, teacher lesson documentation) with thematic analysis carried out on all data (Braun & Clarke 2006). The findings show that the teachers' approach to facilitating the inquiry varied in terms of the level of inquiry, the locus of control (student/teacher) and the focus on experimental or research based inquiry. The skills and knowledge developed by the students also varied in accordance with the pedagogical approach and type of inquiry the students engaged in. In Case A, Mr. Baker took a guided approach to a research based inquiry and the skills developed were centred around evaluation of scientific evidence and giving scientific explanations. In Case B, Dr. Fisher took a student-led, open approach to an experimental inquiry and the skills developed focussed on design, implementation and evaluation of experimental investigations. The SSI context within which the inquiry was situated also differed between the two teachers. Case A focussed on local transport issues which subsequently widened out to the global context of controversial views on climate change. Case B was mostly carried out as a purely experimental inquiry without any focus on the SSI context but with some references to the SSI of ethics surrounding the use of animals. The knowledge developed by students was highly context specific and related to the SSI explored. This paper will compare and contrast the two approaches to development of skills and knowledge in preparation for the Junior Cycle Science in Society Investigation and discuss the implications for practice.

5:6 Rethinking Social Capital and Its Purpose in International Education: A Performative Encounter

Alfredo Salomão Filho, Tanja Tillmanns:
Institute of Education, Dublin City University

Dr. Alfredo Salomão Filho lectures in both undergraduate and postgraduate level at Dublin City University, Institute of Education. His research interests encompass postqualitative research in sustainability, relational ontologies, and socio-material practices in education.

Dr. Tanja Tillmanns lectures in both undergraduate and postgraduate level at Dublin City University, Institute of Education.

Whether international education is seen as a business or a motivation for the civic of global citizenship, it contributes to the global flows of actors in the context of the knowledge society. Universities have little choice but to answer to the effects of the globalised neoliberal environment as the latter pressurises the former to *produce* competent knowledge workers. However, consideration should be given to the complexity of social, political and economic interrelations that shape the lived experience of mobile students. Student mobility, *inter alia*, involves education providers, aspirations, fears, values and digital devices. These actors associate with one another, *performing* spaces and realities and creating both limits and possibilities. In the case of mobile students, change experiences are heightened – as mobility potentially denudes existing networks with their norms and levels of trust. That there are diverse actors that assemble in unique configurations in the practices of international education would suggest the need for particular ontological elaborations that are capable of capturing the malleability and ambiguity of those practices.

The concept of social capital is a puzzling actor in and beyond social theory. Although some central characteristics are common to ultimately all elaborations of this concept (networks, trust, and norms), there is a high degree of confusion in terms of determining a "coherent" concept of social capital, especially in terms of defining its nature, focus, and applicability. In this paper, we make use of such "incoherence gap" to open an experimental thinking space. Based on empirical research with twelve mobile students in Dublin, two policy actors, and documentary analysis of Irish policy reports, this paper illuminates the relevance of materiality for social capital investigations. We suggest that anti-essentialist philosophical sensibilities offer rigour to examine the actual mobilisation of social capital rather than speculating its access *in potentia*. The seductive shorthand offered by the idea of social capital has its use challenged if one contemplates actors performing new spaces. In tracing the symmetrical net-work of actors in global student mobility a new concept of "social capital actor-network" is generated, one that foregrounds the material and productive forces that assemble – for greater or lesser gain – the lives of mobile students.

5:7 Jargon In Journals: Effects of different styles and formats of academic writing

Emer Emily Neenan:
School of Education, Trinity College Dublin

Emer Emily Neenan is a Government of Ireland Postgraduate Scholar currently researching geoscience education and communication in Ireland as a member of the STEM-ERC research group at the School of Education, TCD. Her research interests include geoscience education, science in society, environmental geology, and socio-cultural issues in science education.

Language is a crucial part of the culture of any community, and academia is no exception. The styles of language that are used and valued reflect the principles and purposes of higher education. This presentation aims to give an overview of the effects and impressions of academic languages. It discusses current research on the strengths, weaknesses and effects of traditional academic writing, and gives examples of how alternative and unusual styles of writing about research can be used to express different aspects of the research process, contextualise results, and engage non-traditional demographics with research.

The typical formal academic writing style, utilising third-person and passive voice constructions, is intended to express information objectively. Qualitative research may use first-person language, but quantitative research is most often written in third-person (Zhou & Hall, 2016). Academic literacy, particularly academic vocabulary, is vital for full engagement and fluency in a field (Snow, 2010). The standard academic writing style evolves over time, and is influenced generally by the wider socio-cultural context within which higher education exists (Hyland & Jiang, 2017) and specifically currently by the globalisation and commercialisation of the university (Grindsted, 2018). Researchers who are highly fluent in their own field can find it difficult to avoid using jargon or highly technical language that limits the audience of their work (Rakedzon et al, 2017).

Alternatives to the highly formal and technical style can be very effective. They are more common in qualitative research in the arts and humanities, but examples can be found in a wide diversity of fields, from sociology (Reilly, 2015) to

mathematics (Harron, 2016). Literary techniques (narrative, fictionalisation, rhyme and meter) can be used to engage diverse audiences with research, or express aspects of research that may otherwise be lost, such as emotionality. Examples will be discussed with a view to demonstrate the breadth of styles and formats available in even traditional quantitative research.

SATURDAY 7TH APRIL 09:30 – 11:00
SESSION 5: <u>TEACHERS & RESEARCH</u>**,** Rm E1.19
5:8 Valuing school-based research: governance and decision-making in Irish gatekeeping

Aimie Brennan, Patrick Burke:
Mary Immaculate College, Limerick

Dr Aimie Brennan is an Assistant Lecturer in the Department of Reflective Pedagogy and Early Childhood Studies in Mary Immaculate College. She has been principal investigator on research projects in education, community and not-for-profit sectors both nationally and internationally.

Patrick Burke is a Lecturer in the Department of Language and Literacy Education at Mary Immaculate College. He previously held roles as a primary school teacher and an advisor with the PDST.

The value of educational research has been the source of increasing attention internationally, with varying opinions on the degree to which practice should be research-based (e.g. Hargreaves 1999; Slavin 2008; Cochran-Smith & Lytle 2009) and on the type of research that best fits educational goals (e.g. Pring 2000). However, the extent to which Irish schools are ready to meet the growing demand for research is uncertain.

Children are seen to inhabit high-risk spaces (Danby and Farrell 2005) and increasing emphasis on child protection in schools (DCYA 2011; DES 2011) coupled with expressed time-pressures associated with an 'overloaded' curriculum (NCCA 2010), raises questions about schools' sensitivity to external engagement and propensity to engage in research. We argue that balancing the expectations of policymakers, researchers and school leaders, and scaffolding the gatekeeping process, will be essential to the success of research in Irish schools going forward.

Drawing on preliminary findings from research conducted in six case study schools, this paper focuses explicitly on the researcher-gatekeeper relationship from the perspective of school personnel and decision-makers. Through qualitative interviews with one member of the board of management, one teacher and one principal in each school, the following research questions were explored:

- o What factors influence a school gatekeeper's decision to grant or deny access to researchers working with children?
- o How do school gatekeepers (teachers, principals, boards of management) characterise their relationship with each other, and with external researchers?

Numerous studies focus on individual researcher characteristics like trust (Sixsmith et al. 2003), credibility (McFadyen and Rankin 2016), and the ability to sell the benefits of the research (Corra and Willer 2002), as key factors influencing gatekeeper decision-making. While, we too found these characteristics to have some significance, our data suggest that there are broader governance factors at play that cannot be negotiated by individual researchers.

We found a considerable level of ambiguity on the matter of who *might* be consulted, and who *must* be consulted when granting research access to classrooms and children for the purpose of research. There was little consensus from any actors across schools on *who* ultimately has the power to grant access to researchers. Ambiguity around the governance of research decision-making in schools complicates research access and power negotiation.

We argue that the paradigmatic shift in educational policy and research engagement necessitates further support at policy and political levels. The burden should no longer fall solely to the individual researcher to make a case for educational research. Furthermore, while teacher education has made laudable shifts towards the promotion of research engagement amongst recent graduates, other school-based gatekeepers require similar support.

SATURDAY 7TH APRIL 09:30 – 11:00
SESSION 5: <u>VALUES</u>**,** Rm H1.12
5:9 Wellbeing in Education: Does it need to be understood in order to be valued?

Margaret Nohilly, Fionnuala Tynan:
Mary Immaculate College, Limerick

Margaret Nohilly worked as a primary teacher, a facilitator for the primary schools support services (PCSP, PPDS, PDST) and as Team Leader for the Health and Wellbeing team in the PDST prior to her appointment in Mary Immaculate College. She teaches Policy and Leadership in Education, Lifeskills and SPHE. Her research interests include Child Protection, SPHE, Wellbeing and Policy in Education.

Fionnuala Tynan worked as a primary teacher, a facilitator for the School Development Planning Service (Primary) and as an inspector with the Department of Education and Skills prior to joining Mary Immaculate College in September 2015. She currently lectures in Educational Methodology. Her research interests include Inclusive and Special Educational Methodologies, Williams Syndrome, Anxiety, Individual Education Planning, Learner Voice and Self-Perception of Learners with SEN.

Policy developments in Ireland in recent years highlight that wellbeing is a concept that is becoming embedded in education from early years, right through to second-level education and beyond. A review of literature in the area, highlights the consistent efforts of researchers to define the concept of wellbeing. Research studies indicate that it is interpreted in different ways and there is not a universally accepted definition of wellbeing (Gillett-Swan and Sargeant, 2015).

An exploratory research study undertaken with Irish primary-school teachers, sought to explore their understanding of wellbeing in primary schools and the practical application of strategies to promote wellbeing both in the classroom and across the school. National Wellbeing Guidelines in the Irish context frame the concept of wellbeing through a mental health paradigm, which is but one aspect of wellbeing.

Teacher participants from four counties in the West of Ireland were invited to participate in focus group discussion and workshops through the Education Centre Network. The purpose of this process was twofold; firstly to explore teachers' understanding of wellbeing in the primary school context and, secondly, for teachers to be co-creators in the development of practical strategies for classroom and whole school implementation. The voice of the teacher participants was central to the research design.

The findings of this study indicate that the focus on mental health dominates the discourse in relation to wellbeing. Furthermore, not all teachers felt wellbeing was valued in their schools or indeed within the education system. Few teachers felt that they were addressing wellbeing adequately in their classrooms and across the school. Findings from focus groups conducted with the teachers highlighted that while teachers are incorporating a range of wellbeing strategies including mindfulness and positive psychology, there is a clear disconnect between the national definition and the implementation of national curricula which causes them concern. The teacher participants requested further practical strategies to promote wellbeing at whole-school and classroom level within the framework of the Irish Primary School Curriculum and enable them to become professionally confident in developing a culture of wellbeing.

In conclusion, considering wellbeing is a national priority in Ireland, this research promoted the timely discussion the wellbeing guidelines and the development of a conceptual framework to define wellbeing in concrete terms for practitioners. The research call us to consider the real value that is placed on wellbeing in the education system, particularly given the challenges that persist in relation to interpretation and implementation. The focus on wellbeing should be values driven, not content driven.

References: Gillett-Swan, J. and Sargeant, J. (2015) "Wellbeing as a process of accrual: Beyond subjectivity and beyond the moment", *Social Indicators Research,* 121(1),135-148.

SATURDAY 7TH APRIL 09:30 – 11:00
SESSION 5: VALUES**,** Rm H1.12
5:10 Mindfulness Meditation in the Educational System: To Be or Not to Be

Maria Kenneally:
Institute of Technology Blanchardstown

Maria Kenneally is a Humanities lecturer at the Institute of Technology Blanchardstown (ITB). She lectures creative arts interventions for young people's emotional wellbeing on Early Childhood Care & Education, Applied Social Studies and Community & Youth Development courses. She also delivers outreach arts education programmes to ITB's key stakeholders in the Dublin 15 community.

20 years ago I began working as a secondary school teacher in a London comprehensive. It was an exciting, intensive and hugely enlightening experience. The young people that I taught came from a variety of backgrounds, mostly socio-disadvantaged, and often without the traditional supports of family and close-knit communities which Broderick & Metz (2009) have described as critical to wellbeing. Many arrived at school each day distracted and quite de-motivated, without the skills and interest to focus on their learning. This was the era before smart phones, when the internet was a lesser known, lesser-used concept. Since then I have returned to Ireland to work with third level students, still maintaining my contact with young people in outreach projects and ACCESS initiatives. As my career path has progressed so too have technological advances, and today we live in a noisier, more immediate, arguably more materialistic world. Children are subject to the same stresses as adults and they too need tools to navigate their way through the challenges of life. My interest lies in these tools, natural, inner tools of which mindfulness meditation is potentially one.

This paper reviews evidence relating to the effects of meditative and mindfulness-based practices on young people. It discusses the origins of meditation and the place of these ancient techniques in present day society. Mindfulness

meditation is used in both clinical and educational settings, and while both are examined in this paper, particular attention is given to interventions incorporated into school life. Though current research shows the potential of mindfulness to develop the whole person and to improve the learning experience, this research has limitations. This paper examines these caveats and explores suggestions for how to gather empirical evidence going forward.

SATURDAY 7TH APRIL 09:30 – 11:00
SESSION 5: <u>VALUES</u>, Rm H1.12
5:11 Access to Post-Primary Teaching (APT): Supporting the Access and Retention of Lower Socio-economic Groups in/to Initial Teacher Education

Manuela Heinz, Elaine Keane, Eileen Kelly-Blakeney, Andrea Lynch:
NUI Galway, NUI Galway, St. Angela's College Sligo, NUI Galway

Dr. Manuela Heinz, Dr. Elaine Keane and Dr. Eileen Kelly-Blakeney are the Principal Investigators of the NUI Galway – St. Angela's collaborative Access to Post-Primary Teaching (APT) Project. Dr. Andrea Lynch is Post-doctoral researcher with the APT project.

The Access to Post-Primary Teaching (APT) Project is a joint initiative between the National University of Ireland Galway and St. Angela's College Sligo which aims to increase access to, and support retention in post-primary initial teacher education (ITE) for those from lower socio-economic groups at the school, further education (FE), undergraduate, and post-graduate levels.

The St. Angela's strand of this research focuses on the development of a direct entry FE route into their undergraduate concurrent BA/PME programmes, via partnerships with FE providers in the Border, Midlands, Western (BMW) Region. In comparison, the NUI Galway strand focuses on the recruitment and retention of former Access and Higher Education Access Route (HEAR) students into the two-year Professional Master in Education (PME) programme. Both initiatives provide a range of financial and other supports to successful applicants from the relevant target groups.

This paper will provide an overview of the APT Project, along with the rationale for and key principles of this initiative. Our approach is premised upon a critical, research-informed intersectional perspective and understanding of the nature of under- and over-representation of various groups in ITE.

The steps taken by each institution towards the diversification of the Irish teaching body will be explored, and the key features of each strand of the project will be outlined. For the St. Angela's strand, this is the design and delivery of a range of pre-entry 'Inreach' and 'Outreach' measures for FE students in partner FE colleges, together with a range of targeted post-entry supports, which cumulatively address the ongoing process of 'transitioning' from FE to HE. A key feature of the NUI Galway strand is the incorporation of year 2 PME students' practitioner research projects into the wider APT research study which is designed to identify and critically explore motivators, enablers and barriers to ITE entry, progression, retention and completion for those from lower socio-economic groups.

The APT project is funded by the Higher Education Authority (HEA) of Ireland via their *Programme for Access to Higher Education* (PATH Fund, Strand 1: Equity of Access to Initial Teacher Education).

SATURDAY 7TH APRIL 09:30 – 11:00
SESSION 5: <u>VALUES</u>, Rm H1.12
5:12 'That's how we do things around here': The place of religion in publicly managed schools in Ireland

Orla McCormack, Joanne O'Flaherty, Bernard O'Reilly, Jennifer Liston:
University of Limerick, University of Limerick, University of Limerick, Trinity College Dublin

Dr. Orla McCormack is a Lecturer in Education at the School of Education, University of Limerick. Her teaching and research interests relate to curriculum, pre-service teacher education and reflective practice.

Dr Joanne O'Flaherty is a Lecturer in the School of Education, University of Limerick. Her research interests include pre-service teacher education, moral development, and social justice education and she has published in these areas.

Dr. Bernard O'Reilly is a former CEO *Kerry Education Service – the VEC in* Kerry. His research interests include policy processes, governance, public education, religion and schooling, political theory and schooling: liberalism, civic republicanism.

Dr. Jennifer Liston is an Assistant Professor in Education and the PME Geography Pedagogy Co-ordinator in the School of Education, Trinity College Dublin. Her teaching and research areas include Teacher Education across the Continuum, Development Education and Curriculum Studies.

This paper explores and problematizes the place of religion within publicly managed Education and Training Board (ETB) schools in Ireland. Having established the legal and historical contexts, including the recently disseminated 'Circular Letter 0013/2018', the place of religion is explored from the perspective of school life and prescribed curriculum. The study draws

on interview data from 43 school personnel across 18 ETB schools, as well as eight interviews with ETB Education Officers and Chief Executive Officers. Across the 18 schools the difference between 'Christian doctrine' and 'Religious studies' was stressed. Reflecting this, the curriculum for Religious Education did not take the form of 'faith formation'. Rather, focus was placed on exploring all world religions. However, this compares with the influential role of religion within the life of the school. 14 of the 18 participating schools had some religious dimension as part of school life. Half of these schools (n=7) were 'Designated Community Colleges' while the remainder were non-designated. The religious dimension evident within schools was always Catholic in nature and, in general, was viewed as normal and expected. Graduation masses for sixth year students, liturgies in their local parish church or visits from the Bishop were some ways in which schools expressed Catholic values. The role of religion within the life of the school remained largely unquestioned by school personnel. The paper concludes by exploring the findings in light of the legislative and historical contexts.

SATURDAY 7TH APRIL 09:30 – 11:00
SESSION 5: <u>INCLUSION & LEADERSHIP</u>, Rm H1.49
5:13 Looking at our SENCOs: Leading Learning for Students with Special Educational Needs in Post-Primary Schools

Johanna Fitzgerald:
Mary Immaculate College, Limerick

Johanna is a lecturer in Inclusive Special Education in Mary Immaculate College. Her background is in post-primary education and she also worked with the Special Education Support Service. Her current research interests include leadership in education, with a particular emphasis on the role of Special Educational Needs Coordinators (SENCOs), teacher professional learning, and inclusive and special education.

This paper explores factors influencing inclusive school leadership in post-primary schools. Specifically, it spotlights the role of the special educational needs coordinator (SENCO), the teacher often tasked with leading implementation of the school inclusion policy. The SENCO role is a recent phenomenon in Irish schools and has blindly evolved in response to inclusive education.

A conceptualisation of the SENCO role is presented which is underpinned by Hornby's (2015) theorising of inclusive special education and embodies fundamental elements of the role as represented by findings from a qualitative study involving interviews with principals and SENCOs in six Irish post-primary schools. The complexity of the role is revealed in findings and the conceptual model captures the inherent tensions associated with attempts to formalise it in a system promoting a universal response to inclusive education. If indeed all teachers are teachers of learners with special educational needs (SEN) (DES 2007; 2017), is there a need for a SENCO? This study, in concurrence with empirical literature, argues strongly for formal recognition of the role and advocates the development of SENCOs' leadership capacity in addition to their expertise and experience in SEN.

However, this study suggests this is not enough. School context fundamentally influences SENCOs' capacity to lead. Central to cultivating cultures (and practices) which are inclusive, reflective, collaborative, responsive and flexible are principals (Ainscow and Sandill 2010). If whole-school approaches to inclusive special education are to be embedded in school policy and practice (DES 2007; DES Inspectorate 2016; DES 2017) SENCOs need to co-lead inclusive provision alongside principals and facilitate learning for all members of the community, including teachers.

The status and priority assigned to special education provision is often conveyed through principals' symbolic gestures, deployment of resources, and attitude to SEN (Cole 2005). However, the responsibility levelled on principals and the complexity of their role in a shifting educational landscape subjected to unrelenting policy and curricular reform is also acknowledged. In education, the organisational environment is complex, dynamic and multifaceted. Any attempt to improve the learning and teaching environment for all learners (including staff) requires wholesale investment to inclusion. It simply cannot depend on the interest and commitment of a minority of individuals. The importance of systematic collaboration to enable sharing of expertise allows all staff to lead learning for all learners. With knowledgeable SENCOs, leading core SEN teams alongside principals, a strategic, whole-school, evidenced-informed approach to inclusive special education may be realised.

SATURDAY 7TH APRIL 09:30 – 11:00
SESSION 5: INCLUSION & LEADERSHIP, Rm H1.49
5:14 Professional Development to Practice: Perceptions of Special Education Teachers

Stella Long:
Mary Immaculate College, Limerick

Dr. Stella Long is a lecturer in Inclusive & Special Education in Mary Immaculate College. Her research and teaching interests include professional development for special education teachers and mathematics for pupils with SEN/learning difficulties.

National and international policy directives have influenced the trend to inclusive educational provision in Ireland. Teachers play a central role in creating inclusive practices in schools (Shevlin, Winter & Flynn, 2013). However, the inclusion of pupils with Special Educational Needs (SEN) in mainstream schools has placed additional demands on teachers (Ainscow, 2014). Some teachers feel that they do not have the necessary knowledge and skills to teach pupils with SEN (Black-Hawkins, 2014) and that their Initial Teacher Education (ITE) has not prepared them for this task (Forlin, 2012). Practising teachers perceive that engaging in Professional Development (PD) will provide them with the specialist knowledge they require to teach in inclusive settings (Ware et al, 2011). Research indicates the positive influence of PD on the teaching practices of Special Education Teachers (SETs) (Rose et al., 2015).

This paper focuses on the perceptions of Special Education Teachers who undertook a post-graduate programme of Professional Development (PD) with a specific focus on teaching mathematics to pupils with SEN. Adopting a constructivist lens, a case study design, conducted over a 30 month time-frame, enabled the researcher to gain an in-depth insight in to the perceptions of the SETs before, during and after the PD programme. The findings therefore, presented a comprehensive description and analysis of the perceptions of the SETs of the influence of the PD on their acquisition of new knowledge and skills. The study also examined the understandings of the SETs of the transfer of their learning to classroom practice. Barriers and facilitating factors to the implementation of their adapted practices were elicited. The findings indicated that the PD programme was relevant to the needs of the SETs. Influences of the PD were evident at personal, class and whole-school levels. While all SETS changed their practices to varying degrees following the PD programme, some were challenged in so doing by existing school cultures The findings indicated that the transfer of new learning to classroom practice was achieved more easily where there was a whole-school culture towards inclusion. The class teacher emerged as a pivotal figure in the transfer of learning to practice. The paper argues that a whole school approach to PD with the provision of supports at systems level will ensure that the mathematics attainment levels of all pupils, including those with SEN, will be maximised.

SATURDAY 7TH APRIL 09:30 – 11:00
SESSION 5: INCLUSION & LEADERSHIP, Rm H1.49
5:15 Considerations for advancing school autonomy in Ireland

Craig Skerritt:
Dublin City University

Craig is a former post-primary teacher and school leader. He currently works as programme manager for policy and international relations at the Royal Irish Academy. He also researches and lectures on school evaluation at Dublin City University.

Recent educational discourse in Ireland has involved discussion around the potential decentralization of decision-making to individual schools via advanced school autonomy, possibly emulating the academy model that has become widespread in England. Irish education policy has often replicated education policy in England, and looks to be continuing to do so, and while school autonomy may seem attractive, especially in how it is presented, this paper argues that such a policy should receive more contextual analysis unique to each country's own circumstances before being uncritically adopted. Some considerations are put forward to highlight how some difficulties could arise if school autonomy is advanced in Ireland.

Session 6 SYMPOSIUM; NEARImeet

SATURDAY 7TH APRIL 11:30 – 13:00
SESSION 6: Symposium 6.0, Rm E2.14

How the Values We Hold Can be Reflected in Practice – or Not! : the NEARI Symposium

Conveners: *Mary Roche, Máirín Glenn, Bernie Sullivan, Caitriona McDonagh*

Session 6 Papers

SATURDAY 7TH APRIL 11:30 – 13:00
SESSION 6: DIGITAL LEARNING Rm E2.16
6:1 Using the School Self-Evaluation Process to Improve Teacher Engagement with Technology: A Case Study from a Dublin Gaelscoil

Colm O Coileáin, Yvonne Crotty:
Institute of Education, Dublin City University

Colm O Coileáin is a teacher in a secondary gaelscoil in suburban Dublin, and a part-time Ph.D. student in the Institute of Education in DCU. His research is primarily focussed on using technology to facilitate the change to inquiry based learning in science teaching in gaelscoileanna in response to the new Junior Cycle.

Yvonne Crotty is a Lecturer in the School of STEM Education, Innovation & Global Studies in the Institute of Education in DCU; Director of the International Centre for Innovation and Workplace Learning; Chair of both the Graduate Diploma in Leadership Development in ICT and the Knowledge Society Programme for African Leaders; and Coordinator of the Masters in Education and Training Management (eLearning).of the Year 2012 and elected as National Chairperson of the Irish Science Teachers' Association 2012-2014.

School self-evaluation (SSE) was introduced in schools in Ireland in 2012. In the initial 2012-2016 cycle, the emphasis was placed on literacy and numeracy. The second cycle, from 2016-2020, broadened the scope of the SSE process. Schools could choose to improve any aspects of their practice that would improve teaching and learning, on a whole-school basis. This paper provides a case study of the implementation of the SSE process in one suburban Dublin secondary Irish-language school, or gaelscoil. It describes the process of how the practices to improve over the course of the cycle were chosen; how the school improvement plan was developed for the 2017-2018 school year; and how the plan is being implemented. As a group, the teaching staff chose to improve the technological skills of the teachers and the accuracy of Irish. Given that all incoming first year students in September 2018 will have their own computer device in school, the improvement plan for the 2017-2018 school year focussed on improving the ability of the teachers in using technology in their classrooms, and to enable teachers to imagine how they could embed the use of this technology in their teaching. This could include engaging in collaborative teacher planning; facilitating formative assessment; and opening the possibility of using electronic assessment techniques. Most significantly for the science department, the introduction of one-on-one devices enables the students to conduct online research in the classroom, a key feature of the new Junior Cycle; create interactive eBooks tailored to our students' needs; and providing students with access to a wealth of online eTools, including simulations and virtual laboratories. This paper reports on the work carried out to date in the 2017-2018 school year, outlines the work planned for the future, and contrasts this cycle with the previous 2012-2016 cycle. We find that teachers, to date, seem more engaged with the SSE process than they did during the 2012-2016 cycle; it appears that they appreciate the merit of improving aspects of their practice that they choose for themselves, and that science teachers, in particular, are enthusiastic about the possibilities provided by the introduction of one-on-one devices in the classroom.

11:30 – 13:00
SESSION 6: <u>DIGITAL LEARNING</u> Rm E2.16
6:2 Lights, Tablets, Reflection, ePortfolio 2.0

Rachel Farrell:
School of Education, University College Dublin

Rachel is a funded doctoral fellow in the School of Education, UCD where she is undertaking research in the areas of pedagogy, collaboration and school/university partnerships in Initial Teacher Education (ITE). Rachel has over twenty years' experience working across the continuum of teacher educations at both practice and policy level.

The use of digital tools to enhance the quality of education has become increasingly important in Europe and elsewhere. In the case of Ireland, there is a real commitment to exploring ways in which digital tools such as ePortfolios can enhance teaching and learning across the continuum of education. At a policy level in Ireland, the Digital Strategy for Schools 2015 - 2020 (Department of Education, 2015) outlines a range of engagements with ePortfolios including the provision of continuous professional development (CPD) through various sectoral support services such as Junior Cycle for Teachers (JCT) and the Professional Development Service for Teachers (PDST). Online professional learning opportunities to enhance teachers, understanding of ePortfolios are also available to registered teachers in Ireland through teachercpd.ie. However, research on the use of mobile technology in initial teacher education is limited. This research will investigate how the professional learning and pedagogical knowledge development of student teachers can be supported by the development of ePortfolios while on school placement in collaboration with cooperating (host) teachers. Students and teachers involved will use tablet devices to record microteaching and will use the Microsoft ecosystem to co-construct lessons and resources which will be stored, shared, collaborated on, reflection upon and showcased using an ePortfolio.

This mixed method multi-site case study will involve student teachers and their co-operating teachers from partner schools. The purposive sample was selected from an open call to students who had a willing co-operating (host) teacher and interest in developing microteaching videos and ePortfolios using the Microsoft ecosystem. Participants' reflections will be analysed and comparison made between traditional and multi-media modes of recording. Questionnaires regarding digital competences will be designed using the Digital Learning Framework (DES, 2017) and administered before and after training and development in the Microsoft ecosystem. Focus groups will be conducted using the value creation story framework (Wenger et. al., 2011).

11:30 – 13:00
SESSION 6: <u>DIGITAL LEARNING</u> Rm E2.16
6:3 Everyone can/should code . . . but can/should everyone teach code? A Swift approach to exploring this question for CS education in Ireland

Seán Ó Grádaigh, Cornelia Connolly, Tony Hall:
School of Education, NUI Galway

Seán Ó Grádaigh is Lecturer, School of Education, NUI Galway.

Dr Cornelia Connolly is Lecturer, School of Education, NUIG.

Dr Tony Hall is Senior Lecturer, School of Education, NUIG.

A prevailing view in computer science (CS) education today is that everyone can and should learn to code. Coding is identified as a new, universal literacy, essential for living and working in contemporary society and economy, especially as our world becomes increasingly, highly mediated and networked through mobile and ubiquitous technologies (Brennan & Resnick, 2012).

In Ireland, once the world's largest exporter of software, CS education in schools has arrived at a critical juncture in its history and development. While Computer Studies/ICT (information and communications technology) has been included as an official subject in Irish schools since 1993, it has always been a 'subject without a syllabus', remaining unexamined in the formal, points-based Irish school assessment system for entry into college, further and higher education. Such 'non-assessment' typically relegates a subject to a low/peripheral status in the cramped, diverse Irish national curriculum. However, at the time of writing, the Irish Government and Department of Education and Skills have just completed an extensive consultation on the first-ever formal school curriculum and state assessment design for CS education in Irish schools. Although the CS curriculum has been conceptualised and developed, and while the view is that all learners and teachers need to engage with coding and digital literacy as essential new lifelong skills, much less consideration has been afforded CS education for teachers, and how this should be designed and supported, in order to optimise the effectiveness and impact of the new curriculum innovation for CS in schools. Also, while the view is that everyone can and should code, less thought is being given to who will, or can teach code. It is a crucially important that CS education for teachers is undertaken effectively, in order to optimise the impact of the new CS curriculum in schools.

We aim to explore the fundamental question that if everyone can and should code, who can and should teach code?

Alongside the historic development of coding and CS education internationally, whole new environments, resources, apps and tools have emerged to support CS education and creativity through coding. Part of the focus of our paper is to look at Apple's Swift Playgrounds ecosystem for CS education. We offer insights into using the Swift Playground and coding API for education and – through this bespoke design for CS education – highlight the potential created and challenges faced in advancing and augmenting CS education for teacher professional learning.

SATURDAY 7TH APRIL 11:30 – 13:00
SESSION 6: <u>DIGITAL LEARNING</u> Rm E2.16
6:4 Students' Beliefs and Perspectives on the Use of Screen-based Technology in an IB Middle Years Environment

Mary Kelly:
International School of Amsterdam

Dr. Mary C. Kelly coordinates Teacher Professional Development and teaches IBMYP Science 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, as well as a Doctorate in Teacher Education with the University of Nottingham. 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.

This study uses a mixed methods research approach to elicit students' views and perspectives on the use of screen-based technology during break periods. An interest in this area emerged due to a noticeable reduction, in recent years, in the number of students spending time in outdoor play areas during morning and afternoon breaks. The context of the study is the first year of the IB Middle Years Program at the International School of Amsterdam, a private international school, which implements an inquiry-based approach to teaching and learning. The school is a 1:1 cross-platform laptop school where students have unregulated open access to technology during break-times.

The study involved surveys, individual empathy interviews, small group interviews, and open whole-group conversations. The findings indicate that students engage in a wide variety of screen-based technology activities, they have a variety of perceptions on the use of technology during break-times, and they have a range of opinions on how screen-based technology affects their well-being. The 12 year olds have raised a number of unanticipated questions surrounding the unregulated use of laptops during breaks, and sub group of students are now involved in a Design Thinking approach towards the generation of solutions to the issues that they have raised.

The research raises important questions surrounding the integration of screen-based technology and highlights the need for a balanced and informed approach that safe-guards the physical, social and psychological development of young people?

SATURDAY 7TH APRIL 11:30 – 13:00
SESSION 6: <u>HISTORY</u> Rm E1.19
6:5 History Teachers in Secondary Schools, 1925-64

Colm Mac Gearailt:
Trinity College Dublin

Colm Mac Gearailt is a Final year PhD Candidate in History and Education in TCD whose research interests include History Education, Public and Social History, the Politics of Education, and the transmission of nationalism and Culture. 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.

This paper discusses issues which faced History teaching in Secondary Schools from the 1920s to the 1960s through a number of guises: classroom structuring and style of teaching (in line with Tyack and Tobin's concept of the 'grammar of schooling'), the lack of qualified teachers (especially in the early decades), the use of teaching aids for history (such as Maps, atlases and charts) and time allocation. It highlights the difference between History at Intermediate and Leaving Certificate level, as demonstrated in the Inspectorate reports, published annually by the Department of Education. These reports comprise the major source material for this paper. While not going into detail in terms of individual schools or districts, they highlight the overall issues faced as regards history teaching in any given year. They allow for a long durée approach to be adopted when analysing secondary schools. Moreover, this paper offers the first extensive use of reports from the early 1930s until the late 1950s, which have not tended to be utilised in the few works done to date in this field, being written exclusively in Irish, with no English translation, and in the now defunct Gaelic script. This allows this chapter to study the full development of issues affecting history teachers from the twenties to the mid-nineteen sixties, when the reports on the Work in the Schools stopped being published alongside the statistical reports.

Rather than being a detailed study of pedagogy, this paper looks more at the practical issues which affected history teachers. It argues that the training courses at university level were made redundant in a number of schools due to the widespread employment of teachers who were unqualified. This issue manifested most noticeably at the different Certificate levels. History at Intermediate level, often under inexperienced and untrained teachers, was heavily criticised, while the teachers most often commended were those at Leaving Certificate level, who for the most part, had trained and were fully registered. This is important owing to the progression rates during this time, with Intermediate level being the culmination of their studies for the great majority of those who attended Secondary School.

This paper will also argue, despite the development in terms of history programme and in terms of teacher training, that there was a remarkable degree of consistency in the complaints pertaining to secondary education and specifically with regards to history during this period. That said, while many of the complaints remained the same in wording, they should not be seen as representing a continuation of the same issue across the period, owing to the different contexts in which complaints were made, and what they signified.

SATURDAY 7TH APRIL 11:30 – 13:00
SESSION 6: HISTORY Rm E1.19
6:6 The values and purpose of female education: a study of sources on Presentation convent schools in the nineteenth and twentieth centuries

Deirdre Raftery, Catriona Delaney:
School of Education, University College Dublin

Professor Deirdre Raftery is a historian of education, currently working on her thirteenth book publication, a study of Nano Nagle and Global Presentation schooling, 1775-1965.

Dr Catriona Delaney is the Nano Nagle Post-Doctoral Fellow, at the School of Education UCD, and is researching the history of Presentation schooling in Ireland in the early twentieth century.

When the first Presentation convent school was officially established in 1775, to educate poor children in Cork, the teaching Sisters had a clear vision about the values and purpose of schooling for the poor. They taught girls to read and write, and to earn a living by sewing; a major part of the day was given to learning the catechism and praying. Very quickly, the Presentation order expanded and opened convents all over Ireland, and sent Irish nuns to make foundations in India, North America and Australia. By the mid-nineteenth century, the nature and purpose of Presentation schooling had changed, reflecting the growing interest in mass literacy and the development of the National System. Many Presentation convent schools became affiliated to the National Board, and had to make changes in how they operated within what was supposed to be a non-denominational system. This paper looks at the evolution of female education in Presentation schools in Ireland, and comments on ways in which they changed not only in the nineteenth century, but in the twentieth century - especially with the introduction of 'free education'.

6:7 A curriculum centenary

Cathal de Paor:
Mary Immaculate College, Limerick

Dr Cathal de Paor is Director of Continuing Professional Development in Mary Immaculate College.

This year sees the anniversary of the publication of *The Curriculum* by Franklin Bobbitt – a book which is significant for any discussion of the values and purpose of education. This paper will show how Bobbitt's influence has been significant in the hundred years since it was published down to the present day. The Curriculum (1918) offers a theory of curriculum development borrowed from the principles of scientific management, which the engineer Frederick Winslow Taylor had articulated earlier in his efforts to render American industry more efficient. Bobbitt's subsequent book, *How to make a curriculum* (1924) further developed this philosophy of education. For Bobbitt, curriculum planning was very simple - life is about activities, and schools should prepare young people to perform them. His influence can be discerned in various developments in curriculum theory and practice over the last one hundred years, including rational curriculum planning (Tyler, 1949), the behavioural objective movements, the shift to learning outcomes and the current so-called Global Education Reform Movement (GERM) (Hargreaves et al. 2001). However, although associated with an over-emphasis on testing, a means-end rationality in education, standardisation, etc. his work also offers important insights and wisdom that can make a valuable contribution to current debates in education. In particular, although his work may be viewed as being detrimental to teacher professionalism, he clearly acknowledges the crucial role of the teacher, and even having singling out for special attention, the importance of teacher well-being – issues that are current in Irish education given the work on teacher learning (Teaching Council, 2016). The paper will focus on certain aspects of Bobbitt's work such as these, as they relate to the conference theme of values and purpose in education.

6:9 Design Criteria for Visual Cues: Triggering Emotions to Stimulate the Process of Ethics and Value Clarification

Tanja Tillmanns, Charlotte Holland, Alfredo Salomão Filho:
Institute of Education, Dublin City University

Dr. Tillmanns lectures in an undergraduate and master degree of teacher education at the Institute of Education, Dublin City University.

Dr. Holland is Associate Dean for Research and Associate Professor at the Institute of Education, Dublin City University.

Dr. Salomão Filho lectures in both undergraduate and postgraduate level at the Institute of Education, Dublin City University.

Education for Sustainability focuses on empowering people for change. It requires that learners develop a personal understanding and knowledge of sustainability to re-evaluate existing values and mind-sets that are influential to unsustainable dispositions and actions. Values influence and shape actions and lifestyles, and individuals can priorities values that foster more responsible sustainability actions. Emotions stimulate the process of ethics and value clarification, motivating changes of behaviour and the ability to express oneself (De Sousa, 1987; Eilam and Trop, 2010). Thus, sustainability education should stimulate emotions to encourage learners to establish a personal connection with the content and subsequently engage in a process of identifying and questioning their own values that underpin non-sustainable practices and lifestyles.

This paper presents the design criteria for Visual Cues – visual stimuli that combine pedagogical processes and tools to disrupt learners' existing frames of mind and help re-orient learners' mind-sets towards sustainability. Visual Cue interventions demonstrate one way of how Disruptive Learning can be activated in a higher education context. Disruptive Learning rests on the assumption that if learners' frames of mind or frames of reference can be disrupted (in other words, challenged), then learners' mind-sets can be re-oriented towards sustainability, and indeed learners may be motivated to become sustainability change agents. Visual Cues aim to unsettle or challenge learners' mind-sets, to set them on the pathway towards re-orientation in becoming more sustainability oriented, and/or in motivating engagement in sustainability change agency.

The findings emerged from a broader research study on sustainability education conducted in a higher education institution in Ireland within an undergraduate degree of teacher education. Kathy Charmaz' Constructivist Grounded Theory guided the entire study, resulting in the articulation of the theory of, and processes within, Disruptive Learning.

The design criteria for Visual Cues were generated through a thematic analysis approach from data emerging from reflective diaries, follow-up interviews, audio recordings and observational notes. The design criteria highlight that Visual Cues must disrupt rather than disturb; must represent (have impressions of) real life contexts, scenarios, practices or events; must provoke controversy; must contain a visual stimulation; and can have a critical question.

References:

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SATURDAY 7TH APRIL 11:30 – 13:00
SESSION 6: <u>SUSTAINABILITY</u> Rm H1.49
6:10 Global Citizenship Education: A counterpoint to "normal class" and dominant practices and values within post primary schools

Maria Barry:
Institute of Education, Dublin City University

Maria Barry is a teacher educator and researcher in citizenship education and history education in DCU's IoE. A PhD fellow with the Centre for Human Rights & Citizenship Education, her doctoral studies are focussed on global citizenship education teaching and learning practices in post primary schools. Other scholarly interests include: dialogue and discussion in the classroom, student voices and participation, teacher education, climate change education and social justice pedagogy.

Global Citizenship Education (GCE) is a dynamic and complex field that is increasingly viewed as an educational response to global trends and challenges such as climate change, migration and cultural diversity (Bourn; 2015; UNESCO, 2014). Moreover, it is an emergent area of formalised learning across the education continuum in Ireland. However, evidence to date suggests that dominant systems and structures bear down heavily on GCE aspirations within formal education policy and practice (Gaynor, 2017; Selby & Kawaga, 2014; Bryan & Bracken, 2011). One of the central questions that emerges from relevant literature is the extent to which a radical and transformative agenda within GCE can be achieved within a system at best characterised by competing ideologies or at worst dominated by values and a culture which run in opposition to its vision for both education and society (Kirby, 2014; Bryan & Bracken, 2011; Mannion et al, 2011; Sterling, 2010).

The preliminary findings presented in this paper are based on doctoral research that examines GCE practices within the context of classrooms in post primary schools. Situated within the qualitative research paradigm and rooted in a social constructivist epistemology, this research is designed around a case study and quintain approach (Stake, 2006) to examine and analyse GCE teaching and learning within a situated context. It includes analysis of data gathered through extensive classroom observations, teacher interviews and student focus groups across three different school and classroom settings. The study sought to move beyond reports of what happens in classrooms and to examine how GCE is realised within a formal educational setting, in addition to including and listening to student voices (Lundy, 2007; Cook-Sather, 2006, Waldron, 2006).

This paper argues that from student perspectives, GCE practices that include participatory methodologies and a prosocial view of education, can serve as a counterpoint to their dominant classroom and educational experiences. Set within the structures and norms of formal education, students reported their experiences of GCE-related teaching and learning practices as standing apart, and at times in contrast to, "normal class". Key themes explored and presented include students' interpretations of the GCE classroom as discussion-based, opinion-based and groupwork based, their experiences of being listened to, rather than talked at and their views on student-teacher relationships. Possibilities and challenges for GCE as a teaching and learning process within a school system replete with undemocratic, hierarchical structures will also be presented.

SATURDAY 7TH APRIL 11:30 – 13:00
SESSION 6: <u>SUSTAINABILITY</u> Rm H1.49
6:11 Leaving Cert "Politics and Society" – A Report from the Trenches

Jerome Devitt:
Department of History, Trinity College, Dublin & Dept. of English, History and Politics & Society, The King's Hospital Secondary School.

Jerome is a secondary teacher of English, History, & Pol Soc since 2004. BA in Drama and English (TCD - 2001), H Dip Ed. (TCD – 2005), MA Military History (Norwich University, Vermont, USA – 2009), PhD 19th C Irish History (TCD - Viva in April…). Current Chairperson of the newly established "Politics and Society Teachers Association of Ireland" (PASTAI) Nov 2017-18.

This paper proposes to give an interim report on the progress of the new Leaving Certificate subject, Politics and Society, from the classroom teacher's perspective. It will present a brief overview of the subject specification before offering a critical evaluation of the progress of the implementation of the subject as it moves to the completion of Phase One of the

Nationwide rollout. The discussion will focus upon the following areas: teacher experience of CPD, Administrative Challenges within schools, difficulties associated with Assessment criteria, and teacher-led initiatives to address challenges faced at the 'chalk face'. It will conclude by offering a brief overview of the prospective challenges as the subject expands to include the 67 new schools who are joining the subject for the Leaving Certificate class of 2020.

The paper will draw upon a limited amount of primary quantitative investigation of the experiences of P&S teachers, but makes no claims to offer a comprehensive analysis of the wide-ranging experiences of teachers in different Socio-Economic scenarios. Instead it aims to provide a qualitative 'snap shot' of teacher experience in the first 18 months of the subjects development.

SATURDAY 7TH APRIL 11:30 – 13:00
SESSION 6: <u>SUSTAINABILITY</u> Rm H1.49
6:12 From professional learning communities to Evaluation of Professional learning communities - Results from a three-year case study on network governance in education

Martin Brown, Gerry McNamara, Joe O'Hara, Paddy Shevlin, Melanie Ehren:
Centre for Evaluation, Quality and Inspection (EQI) DCU Institute of Education, EQI/DCU, EQI/DCU, EQI/DCU, IOE London

Dr. Martin Brown, Prof Gerry McNamara, Prof Joe O'Hara and Dr Paddy Shevlin are researchers at the Centre for Evaluation, Quality and Inspection DCU Institute of Education.

Prof Melanie Ehren is a reader at IOE London.

This paper presents the results of case study research into area (polycentric) inspection of schools in an area of Northern Ireland called West Belfast. The case study forms one part of an Erasmus+ funded project that involved four countries; Bulgaria, England, the Netherlands and Ireland.

Prior to this research, the project partners had conducted research on the impact of inspection of individual schools and established the value of inspection as both a tool for accountability and improvement in education (Brown et al. 2016; Ehren et al., 2013; McNamara & O'Hara, 2012). The research also indicated the limitations of single school inspections where schools working in isolation are limited to solving certain problems and improve performance. However, where improvement might best be achieved is through cooperation with other schools and other types of institutions such as training agencies, employers and social services.

For these reasons, the idea of linking schools and other stakeholders in networks has become influential. On the other hand, for networks to achieve their potential, there clearly has to be mechanisms for cooperation, knowledge exchange and evaluation. One proposed mechanism, which has received little or no attention in the research literature, is through inspecting networks as a whole, or what is described in this research as polycentric inspection. The theoretical proposition is that polycentric inspection might act as an enabling agent or catalyst to effective networking.

West Belfast was chosen as the Irish case study for this research because it has a flourishing community education network under the Area Learning Community and the Inspectorate of Northern Ireland has conducted area based inspections of this network. West Belfast, therefore, presented a perfect opportunity to study the working of a geographically based educational network, and the impact that area based or polycentric inspection has had on the development of the network.

The significance of this study involves a conceptualisation of how networks of schools and other agencies, supported by an external actor such as a school inspectorate, can make progress on areas beyond the capability of individual schools acting alone. There does not seem to be any reason why such networks could not work as well in other places. Certainly, West Belfast has, for a variety of reasons, a history of educational community cohesion but evidence suggests that other networks in Europe have also achieved good outcomes. As stated by one interview participant, "we think that these concepts have a wider application towards improving standards across our system and in other systems We have started something here".

SATURDAY 7TH APRIL 11:30 – 13:00
SESSION 6: <u>INITIAL TEACHER EDUCATION</u> Rm H1.51
6:13 Conflict from the start? Inequalities in teacher-pupil relationships in the early years of primary education

Emer Smyth:
Economic and Social Research Institute (ESRI)

Emer Smyth is a Research Professor at the ESRI. Her interests centre on educational inequalities, gender and school to work transitions.

There is now a large body of research which focuses on the quality of teacher-student relationships. To date, however, this research has largely focused on adolescents with little attention given to the possibility that poor quality relations with teachers may have their origins earlier in the educational career.

This paper draws on data on the infant cohort of the Growing Up in Ireland (GUI) study to examine the nature of teacher-pupil relationships for 5 year old children. Analyses focus on two subscales of the Pianta Teacher-Student Relationship Scale: closeness (e.g. 'I share an affectionate, warm relationship with this child') and conflict (e.g. 'The child and I always seem to be struggling with each other').

Analyses indicate socially structured differences in the quality of teacher-child relationships, even taking account of a wide range of child characteristics before school entry. Teachers report more significantly more positive and less conflictual relationships with female pupils than male pupils. This pattern holds, even taking account of gender differences in socio-emotional difficulties at the age of 3 and in the prevalence of disabilities. Children from more middle-class families have more positive relationships with their teachers and experience less conflict with them. Children with disabilities or special educational needs have significantly poorer quality relationships with their teachers, even at this early stage, with lower levels of closeness and higher levels of conflict. Furthermore, teachers rate dispositions and skills more negatively if they have poor quality relations with the child, with variation in relationship quality accounting for much of the gender and social background gap in these outcomes. The findings therefore have implications for our understanding of the social dynamic of early years classrooms and their potential effects on later child outcomes.

SATURDAY 7TH APRIL 11:30 – 13:00
SESSION 6: <u>INITIAL TEACHER EDUCATION</u> Rm H1.51
6:14 Teacher, Trainer, Tutor?: Exploring the perspective of students in initial teacher education for Further Education and Training

Jane O'Kelly, Peter Tiernan:
Further Education Training Research Centre (FETRC), Dublin City University

Dr. Jane O'Kelly is Assistant Professor in the School of Policy & Practice in the Institute of Education, DCU. She lectures on instructional design in training, research methodologies and approaches, work based reflective practice and coordinates placements in further education and training (FET). Her research interests include learner support in FET, communities of practice and the standing of FET.

Dr. Peter Tiernan is Chair of the BSc in Education and Training in the School of STEM Education, Innovation and Global Studies, Institute of Education, DCU. Peter lectures across undergraduate and postgraduate programmes in the areas of ICT, Enterprise Education, Instructional Design, and Classroom Practice. His research interests include digital media and learning, enterprise education and the social value and impact on education of entrepreneurial skills.

The SOLAS FET Strategy 2015-2019 acknowledges that the "standing and esteem in which Further Education and Training is held by Irish society stands in contrast to the higher esteem in which higher education is held by learners and parents alike (2014, p.60). This societal perception of FET as lower in standing to higher education may stem from older notions of class and status where "useful knowledge" was what constituted the curriculum for the labouring and artisan classes, and where education gained in status the further removed it was from serving the world of work (Wallace, 2014). In this Age of Augmentation where technologists and futurists point to the increasing integration of robots and Artificial Intelligence, how do we enhance the standing of vocational education and training and in so doing recognise the value of andragogy and learner centred approaches? How do our new teachers, trainers and tutors pursue their own careers and develop their own values-based practice in collaboration with learners to meet the needs of this continually evolving society?

Wolf (2011) makes the point that in a "socio-economic climate where competence-based accreditation cannot guarantee success in the job market, the learners are well aware of the low value frequently placed upon the qualifications for which they are being urged to work. The work of teachers/trainers and tutors is influenced by the needs of the economy and the continuing debate on the value of the humanities in our society. The need for the 'professionalisation' of teachers/trainers/tutors in the further education and training sector by the Teaching Council is slowly impacting on the ground in terms of placement of students across the diversity of settings from the eight HEIs involved in the initial education of teachers in FET.

This research aims to reflect the perceptions of students on an initial teacher education programme for FET of education and training in HE and FET. How do they characterise the distinctions and comparisons between the two settings in terms of values, philosophy, pedagogy and support? What message do they have as novice educators for their learners? How do they process the attitudes and experiences of both settings and reflect them in their own practice?

It is anticipated that the findings will provide an insight into the layered and nuanced perceptions of students, novice educators and citizens who are active participants in our education and training system.

References:

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SATURDAY 7TH APRIL 11:30 – 13:00
SESSION 6: INITIAL TEACHER EDUCATION Rm H1.51
6:15 Critical Thinking: Unteachable ambiguous skill or essential element of teacher education

Brighid Golden:
Mary Immaculate College, Limerick

Brighid Golden is a member of the national DICE (development education and intercultural education) Project and lectures in DICE, global citizenship and education for sustainability. Brighid holds a master's in International Approaches to Education with International Development from the University of Birmingham and is currently undertaking her PhD at the University of Glasgow in the area of teacher education.

Globally we are faced with increasingly urgent questions about the future shape of our planet. In a world wreaked with some of the biggest challenges to ever face humanity in climate change and mass migration, our education system is faced with the responsibility to prepare students to respond to such challenges. Schools offer the opportunity to equip future generations with the skills to respond to the world's problems and find solutions for a more sustainable future. With the aim of responding to global change it is crucial that initial teacher education (ITE) develop globally aware teachers. Drawing on examples from universities and ITE programmes across the UK, Bourn (2015, p.151) claims that developing a global perspective must be accompanied by 'pedagogic approaches that empower students to develop as critical beings who are able to challenge orthodoxy and bring about change'.

Critical thinking therefore presents itself as one of the key skills needed in response to global problems, indeed Wagner (2009)of Harvard University has identified critical thinking as the top skill needed to survive in a futures oriented education. At its heart critical thinking represents 'the longing to know – to understand how life works' (hooks, 2010, p.7). To be a critical thinker is to be interested in the world around you, in how it works and in how to solve its' problems.

Although critical thinking offers the possibility to solve global problems, there is scepticism as to the feasibility of teaching critical thinking skills. Atkinson (1997) believes that critical thinking is too ambiguous to be a transferable skill which can be explicitly taught and then used across multiple disciplines and scenarios. If we deem critical thinking to be non-transferable, then the potential transformative impact from critical thinking on a person's life or on a scenario is lost.

This paper examines the beginning stages of an action research project examining the potential for development education within initial teacher education to support student teachers to develop critical thinking skills in response to global issues. The action research project is in the first of two cycles of personal reflection and data collection with student teachers on a module within a B.Ed. programme in the Republic of Ireland.

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SATURDAY 7TH APRIL 11:30 – 13:00
SESSION 6: INITIAL TEACHER EDUCATION Rm H1.51
6:16 Values, Purpose and Policy-Making for Teacher Educaiton: a discourse-historical analysis of the Russian Federation context

Elena Revyakina, Conor Galvin:
UCD School of Education, Dublin

Ms Elena Revyakina is a UCD CSSL Doctoral Studies Awardee at the School of Education UCD, where she is researching the reform and reconstruction of higher teacher education within the Russian Federation.

Dr Conor Galvin is a University Lecturer & Researcher at UCD, Dublin.

This paper offers an account of the construction between 2000 and the present day of new value-systems that guide, and force, change in Teacher Education within Higher Education in the Russian Federation. It considers particularly the imaginaries and values that underpin official policy documents related to higher teacher education within the broader field

of education policy between 2000 and 2017. The central focus is on the construction of a certain discursive context for change, consolidated through the case of the Modernisation of Teacher Education Project (MoTEP) officially launched by the Ministry of Education and Science in 2014.

The rational underpinning the paper lies in the argument that values are what place a person in relation to the world by forming attitudes and purposes that guide action, coupled with the observation that systematic, political and social forces seek from time to time to rebalance relations between the person and the broader society within which people live, work and learn.

The work reported here draws on Critical Discourse Studies (CDS) to explicate the nature and detail of the changes being pushed forward in and through a series of documents and events that seek to redefine discursively the nature of teacher education within the Federation.

The intention behind this paper is, in part, to delineate the ways that higher teacher education in the Russian Federation is, at the institutional level, deeply embedded in social ordering by comparison with 'developed' countries, and to offer an argumentation, characterisation and perspectivisation from an economic instrumental and pragmatic imperative of that influence. This mirrors a 'more applied/professionalised' and 'individualised/more diversified' nature of teacher education which has been framed as an educational service (hence must become more competitive and attractive); for its contribution to national 'competitiveness' in the world, and 'quality' of education measured with quantitative indicators that can be compared and should correspond to economic expectations. Consequently, the realisation of these strategies implies referring to and legitimising actions by means of professional standards of/for teachers. Using the MoTEP as a point of reference and elucidation, the paper discusses the embedded contradictions in the imaginaries for teacher education in Russia, and describes two emerging discourse: a discourse of control and a discourse of development.