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Welcome from President of ESAI

Dear Friends and Colleagues,

On behalf of the Educational Studies Association of Ireland, I welcome you to ESAI Conference 2019. This is the first time for our conference to be held in Sligo, and we are delighted to visit the beautiful north-west for our annual celebration of educational research. I would like to thank our colleagues in St. Angela's College, especially Dr. Anne Taheny and Ms. Fiona Crowe, for their warm hospitality and wonderful support.

This year we have seen an increase in membership numbers (individual, associate, corporate) as well as a huge number of applications to present at ESAI Conference 2019. We thank each and every one of you for your continued support of the Association. We also say a special word of welcome to those who are attending ESAI for the first time, and to those who have travelled from afar to be with us. We have tried to make a little more 'space' in this year's conference timetable for conversation and discussion, and we hope that all attendees find this to be of benefit.

The Association continues to expand its online and social media presence. Our Twitter account (@esai_irl) has recently passed 900 followers and continues to be a primary channel of communication with our members and the wider public. The Twitter hashtag for this year's conference is #esai19 and we encourage all delegates to make use of this across the three days of our conference. The ESAI website (www.esai.ie) remains our primary information base with regard to the Association.

In the past year we have continued to develop links and synergies with a number of other associations. In November, we accepted an invitation for a delegate of ESAI to attend the annual conference of the Scottish Educational Research Association (SERA), and we are pleased to welcome a representative from SERA to this year's ESAI conference in Sligo. In December, ESAI was delighted to partner with the British Educational Research Association (BERA) for a one-day event at Queen's University, Belfast, entitled 'Developments in educational research and school improvement'. Next month, ESAI will partner with a number of other educational associations for the 5th International Forum on Teacher Education (IFTE2019) which takes place 29th-31st May at Kazan Federal University, Russia. Our well-established international links with EERA (European Educational Research Association) and with AERA (American Educational Research Association) remain of great value to us. ESAI was once again pleased to accept the invitation from AERA to host an invited symposium at AERA Annual Meeting 2019 in Toronto (5th-9th April), and we continue to be represented on the EERA council and to actively participate in this.

The work of the ESAI Executive extends well beyond our annual conference, and my thanks, as ever, go to the members of the Executive for their commitment and enthusiasm throughout the year. Our thanks also to the members of the *Irish Educational Studies* (IES) editorial team for their industry and dedication with regard to the Association's journal.

Finally, we extend an invitation to all delegates to attend our Annual General Meeting (AGM) which takes place on Friday 12th April at 4.30pm.
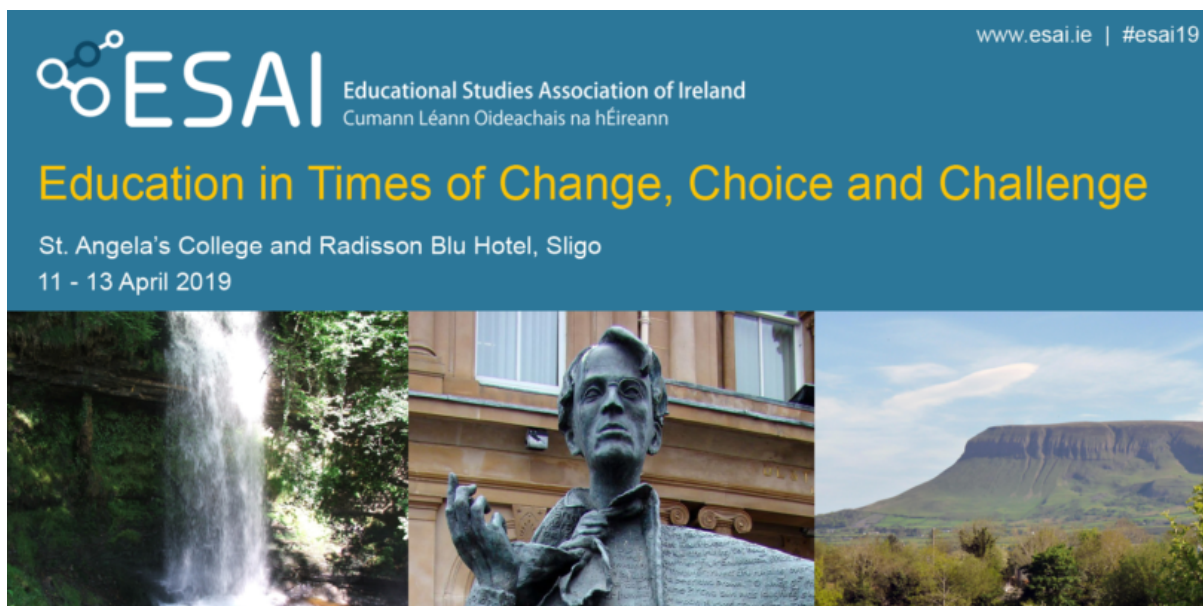
Enjoy the conference, have a great time in Sligo, and safe travels home.

Yours sincerely,

Enda Donlon
ESAI President (2018-2020)

ESAI Conference 2019 Theme

Education in Times of Change, Choice and Challenge

It is often said that change is the only constant in life. Whether or not this is true, it is undeniable that the pace and intensity of change in recent times has accelerated significantly. At international level we are witnessing unprecedented social, political, economic and technological change, and even change in how we view and evaluate information in the post-truth era. At national level we have witnessed a number of significant shifts and developments in Irish society, as well as wide-ranging and long-lasting change resulting from the recent economic turmoil. It is within these rapidly changing national and international contexts that education is enacted and can itself be an active and transformational agent of change.

Change always involves choice, and is never without challenge; in the words of Arnold Bennett, 'any change, even a change for the better, is always accompanied by drawbacks and discomforts'. There is a moral dimension to how we act individually and collectively in times of change, especially within the given or emerged structures that can determine our choices to act. The challenges are often intensified by attempts to institutionalise commercial values which build on the definition of choice in consumption terms.

The 2019 ESAI Conference presents an opportunity to discuss emerged structures and processes, and to reflect upon the changes, choices and challenges that we have faced, are facing and may yet face within a wide range of disciplines and educational settings on both national and international levels. The broad theme of this year's conference is intended to bring together scholars, practitioners, policymakers, emerging researchers and interested others from Ireland and beyond to debate and discuss these important educational issues, and to provide a forum for the dissemination of current research which focuses on the dynamic landscape of education in changing times.

Keynote Speaker

Professor Kathy Hall

Kathy Hall is Professor of Education at University College Cork. Co-authored books, *Networks of Mind: Learning, Culture and Neuroscience* (Routledge, 2014) and *Research Methods for Pedagogy* (Bloomsbury, 2016) reflect her research interests while the recently published, Teaching Council-funded study on *School Placement in Initial Teacher Education* (2018) points to her interest in professional learning and teacher education. She is currently co-chair of the Standing Conference on Teacher Education, North and South (SCoTENS). She has a long standing interest in assessment and curriculum and her co-authored book with colleagues, Alicia Curtin, Kevin Cahill, Dan O'Sullivan and Kamil Özerk, on assessment will be published by Routledge in 2019. She is leader of the cohort PhD in Education in UCC.

Keynote Address: 'International Aspects of Assessment and Accountability'

How do matters of assessment and accountability function to promote kinds of learners and teachers? The intention of this presentation is to allow a perspective on developments in Ireland by offering a critical, comparative analysis of assessment and accountability in other places, near and far from home.

Panel Discussion

Prof. Emer Smyth is a Research Professor and Head of the Social Research Division at the Economic and Social Research Institute (ESRI). She is Co-Principal Investigator of Growing Up in Ireland (GUI) and joint research area coordinator for education.

Dr. Noel Purdy is Director of Research and Scholarship, and Head of Education Studies at Stranmillis University College, Belfast. He is the current northern co-chair of SCoTENS (Standing Conference on Teacher Education, North and South).
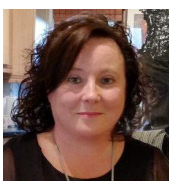
Ms. Fiona Crowe is Head of the Education Department at St Angela's College, Sligo, where she has also served as Director of School Placement, Pedagogical Team Leader and Director of ITE. Her research interests include student teacher professional identity and comparing current international trends in ITE.

Dr. Jacqueline Fallon is a Director, Curriculum and Assessment with the National Council for Curriculum and Assessment (NCCA). She has been a primary teacher and lecturer in education, and her research interests include play and playful pedagogies in the early years of primary school.

Prof. Tom O'Donoghue holds a personal chair in Education at the University of Western Australia. He is also an elected Fellow of the Academy of the Social Sciences in Australia and of the Royal Historical Society (UK).

ESAI Executive 2018-2019

President
Dr. Enda Donlon (Dublin City University)

Vice-President
Dr. Teresa O'Doherty (Marino Institute of Education)

Secretary
Dr. John Walsh (Trinity College Dublin)

Treasurer
Dr. Eamon Costello (Dublin City University)

ESAI Executive Members
Dr. Mairin Glenn (NEARI)
Dr. Celine Healy (Maynooth University)
Dr. Patricia Mannix McNamara (University of Limerick)
Prof. Donal Mulcahy (Central Connecticut State University)
Dr. Una O'Connor (Ulster University)
Dr. Elena Revyakina (University College Dublin)

General Editors IES
Prof. 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
2018-2020: Enda Donlon

List of Conference Locations 1976-2019

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
2019 St Angela's College, Sligo & Radisson Blu Hotel, Sligo

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
2002-07	Volume 21-26	Irish Educational Studies	Ciaran Sugrue (General Editor), Paul Conway, Dympna Devine & Emer Smyth
2008-09	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
2018-19	Volume 37	Irish Educational Studies	Aisling Leavy & Paul Conway (Joint General Editors), Emer Smyth, Maeve O'Brien, Delma Byrne & Tony Hall

ESAI Corporate Members 2018/19

The Educational Studies Association of Ireland expresses its gratitude to the following Corporate Members for their support of the Association during academic year 2018/19. Corporate Members are listed in alphabetical order.

Association of Secondary
Teachers Ireland
(ASTI)

DCU Institute of Education

Galway-Mayo Institute of
Technology
(GMIT Letterfrack)

Irish National Teachers'
Organisation (INTO)

Irish Primary Principals'
Network (IPPN)

Marino Institute of Education

Mary Immaculate College

National College of Ireland

National Council for Curriculum and Assessment (NCCA)

Professional Development Service for Teachers (PDST)

The Teaching Council

TCD School of Education

UCD School of Education

UL School of Education

ESAI Invited Symposium at AERA 2019

Education in Times of Change, Choice and Challenge: Perspectives from Ireland

Friday 5th April, 4:20pm to 5:50pm, Metro Toronto Convention Centre, 700 Level, Room 707

The title for this year's ESAI symposium at AERA mirrors our annual conference theme for 2019. It recognises that the pace and intensity of change in recent times has accelerated significantly at both national and international levels: social, political, economic and technological change, and even change in how we view and evaluate knowledge in the post-truth era. It is within these rapidly changing national and international contexts that education is enacted and can itself be an active and transformational agent of change. Thus, this symposium incorporates three papers from the membership of the Educational Studies Association of Ireland that consider change, choice and challenge from a variety of perspectives and within a range of educational contexts on the island of Ireland.

Collectively, these papers and this symposium address and respond to a number of key points within the 2019 AERA Annual Meeting theme. They consider how we can make our research matter to lessen inequality and increase educational opportunities; they illustrate how we can move beyond individual research projects to bring findings into conversation with those of other studies; they utilise the benefits of multimodal research methodologies; and they exemplify the power of cross-boundary collaborations through representation of a number of Higher Education Institutions on the island of Ireland.

Chair: *Dr. Enda Donlon (Institute of Education, Dublin City University)*

Whose Choice Is It Anyway? Developing a Model of Supported Transition for Young People With Intellectual Disabilities Leaving School
Dr. Geraldine Scanlon (Institute of Education, Dublin City University), Dr. Alison Doyle (Caerus Educational)

Leveraging Education Research as an Instrument in a "Post-Truth" Era to Address National and Infrastructural Dilemmas in Reconfiguring Initial Teacher Education Programs in Ireland
Dr. Rose Dolan (Maynooth University), Professor Ann MacPhail (University of Limerick), Dr. Melanie Ní Dhuinn (Trinity College, Dublin), Dr. Mark Prendergast (Trinity College, Dublin), Dr. Ann-Marie Young (University of Limerick)

Evaluating the impact of the narrative of the retired teacher and student teacher voice together as a contribution to the reciprocal personal and professional development for the good of students, teachers, education and society
Dr. Trudy Corrigan (Institute of Education, Dublin City University), Dr. Brian Cummins (Stranmillis University College, Belfast)

Discussant: *Dr. Seán Delaney (Marino Institute of Education)*

V INTERNATIONAL FORUM ON TEACHER EDUCATION

ifte 2019

Kazan Federal University

Institute of psychology and education

KAZAN FEDERAL UNIVERSITY IS INVITING SCHOLARS FROM AROUND THE WORLD TO PARTICIPATE IN THE V INTERNATIONAL FORUM ON TEACHER EDUCATION (IFTE 2019)

DATE AND PLACE: **29-31 MAY 2019 IN KAZAN, RUSSIA** The abstract submission deadline is 28 February 2019

Partners:
Russian Academy of Education, Russian Educational Research Association (RERA), Educational Studies Association of Ireland (ESAI), International Korczak Association (IKA);
With support from:
World Education Research Association (WERA), International Association of Educators (INASED), Association for Teacher Education in Europe (ATEE), ITELab (Initial Teacher Education Lab) coordinated by European Schoolnet

The theme of IFTE 2019 will be 'Developing Competences: Key Issues and Values' with the following Sub-Conferences:

1. Continuing teacher education: new approaches and technologies
2. Early career teachers: Induction and professional development
3. Research-based teacher education
4. Training Future Teachers in the Spiritt of Korczak

The proceedings of IFTE 2016 and IFTE 2017 were indexed in Web of Science. The proceedings of IFTE 2018 are now going through indexation.

THE KEY SPEAKERS OF IFTE 2019:

Ian Menter
Emeritus Professor of Teacher Education, University of Oxford

Maria Flores
President of International Study Association on Teachers and Teaching

Margery McMahon
Professor, School of Education, University of Glasgow

Axel Gehrmann
Professor, Director at the Centre for Teacher Education (ZLSB), TU Dresden

Maria Teresa Tatto
Professor of Comparative Education Arizona State University

The online registration is open on the official website of the Forum **ifte.kpfu.ru**

Educational Studies Association of Ireland
Cumann Léann Oideachais na hEireann

Annual General Meeting 2019

Friday, 12th April, 16.30

Knocknarea 1, Radisson Blu Hotel, Sligo

AGENDA

1. Minutes of previous 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
      3.6 EERA Report

4. ESAI Executive

5. SIGs

6. Legal Status of the Association

7. Conference 2020

8. AOB

ESAI Conference 2019 Timetable

Thursday 11th April: St. Angela's College, Sligo

Time	Description	Location
17.40	Shuttle Bus leaves Radisson Blu Hotel -> St. Angela's College	Outside Front Door of Radisson Blu Hotel
18.00	Tea/Coffee on Arrival at St. Angela's College Conference Registration	Foyer, Áras Michael
18.30	Welcome *(Dr. Enda Donlon, President of ESAI)* and Conference Opening *(Dr. Anne Taheny, President of St. Angela's College)*	Virginia Henderson Theatre, Áras Michael
18.45	Keynote Address: 'International Aspects of Assessment and Accountability' *Professor Kathy Hall*	Virginia Henderson Theatre, Áras Michael
19.30	Refreshments	Foyer, Áras Michael
20.00	Panel Discussion: 'Education in Times of Change, Choice and Challenge' *Prof. Emer Smyth* *Dr. Noel Purdy* *Ms. Fiona Crowe* *Dr. Jacqueline Fallon* *Prof. Tom O'Donoghue*	Lecture Room 1 and 2, Áras Michael
21.00	Shuttle Bus leaves St. Angela's College - > Radisson Blu Hotel	Car Park outside Áras Michael

Friday 12th April: Radisson Blu Hotel, Sligo

Dartry	Bricklieve	Knocknarea 1	Baymount	Ballincar
Friday 08.30: Registration Opens				
Friday 09.30 - 10.30: Papers & Symposia				
[P1] Historical Perspectives: Learning from the past, looking to the future *Chair:Donal Mulcahy* [P1.1] The Sokol System of Physical Training in Irish Schools in the 1930s *Conor Curran* [P1.2] Critiquing the curriculum: the need for care *Cathal de Paor* [P1.3] The Education Department UCD, 1968 - 1998; from Storehouse of the past to birthplace of the future *Desmond Swan*	**[P2] Digital Technologies in Teacher Education** *Chair: Máirín Glenn* [P2.1] Using 360 degree Virtual Reality with PGCE students *Stephen Roulston, Sammy Taggart, Pamela Cowan* [P2.2] The design of an online communication learning and communication platform for placement settings: An exploratory case study *Bernadette Ní Áingléis, Enda Donlon, Shivaun O'Brien, Marie Conroy Johnson, Tanja Tillmanns* [P2.3] Readiness and Practice – An evaluation of Initial Teacher Education Students' Readiness and Practice to teach and learn in a digital world *Pamela Cowan, Martin Brown, Stephen Roulston, Rachel Farrell*	**[P3] Exclusion and Inequality** *Chair: Patricia Mannix McNamara* [P3.1] Toxic Leadership in Irish Higher Education *Declan Fahie* [P3.2] Gender Equality Matters(GEM) : Tackling Gender-Based Violence in Times of Change, Choice and Challenge *Seline Keating, Bernie Collins* [P3.3] "We realised quite quickly he actually wasn't joking." Experiences of women Construction Studies teachers in Ireland *Ann Foley, Aoife Neary, Patricia Mannix McNamara*	**[P4] SEN and Inclusion** *Chair: Una O'Connor* [P4.1] From Special Needs Assistants to Inclusion Support Assistants - more than just a name change? *Claire Griffin-O'Brien* [P4.2] The Contribution of Social Drama to the Generalisability of Social Skills of Children and Young Adults with Autism Spectrum Disorders *Elaine Clotworthy, Carmel O'Sullivan* [P4.3] Examining the legacy of the Warnock Report in Northern Ireland: a Foucauldian genealogical approach *Noel Purdy, John Hunter, Lois Totton*	**[S1] Symposium** The Bubble under the Carpet: Transitions *Miriam Twomey, Conor McGuckin, Carol Ann O'Siorain, Michael Shevlin, Mary Quirke, Patricia McCarthy*
Friday 10.30 - 11.00: Morning Coffee (Memory Harbour)				

Friday 11.00 - 12.30: Papers & Symposia

[ECR1] Early Career Researchers Symposium

[ECR1.1] Faces of Change: Exploring Students' Motivations and Perceptions concerning Teaching as a Choice of Career
Yvonne Naughton

[ECR1.2] Higher Education in Jamaica in Times of Change, Choice and Challenge
Rhody-Ann Thorpe

[ECR1.3] Literacy levels in the Deaf community: Is this a national crisis?
Michelle Mitchell

[ECR1.4] Change, Choice and Challenge: Assessment in Religious Education at Second Level
Catherine McCormack

[ECR1.5] An exploration of part-time doctoral students' experiences of accessing programme based, academic and pastoral support on the doctoral journey
Maeve O' Regan

[ECR1.6] Closed To Criticality: Does the practicum of school placement during initial teacher education

[P5] Science and Technology

Chair: Aisling Leavy

[P5.1] Synergising the science of computing with pedagogy through a process interaction matrix approach
Linda Butler, Flaithrí Neff

[P5.2] Developing Technical and Teaching skills for the Irish Leaving Certificate Computer Science Subject; notes on a developing programme
Conor Galvin, Kevin Marshall, Brett Becker, Pádraig Cunningham

[P5.3] STEM Outreach – A gateway to get Irish research to the classroom
Laurie Ryan, Sarah Hayes, Peter Childs

[P5.4] Documenting multiple selves: an exploration of the experiences of online distance students learning with an eportfolio
Orna Farrell, Aidan Seery

[S2] Symposium

Hope in the PUCA: Possibilities for a Freirean Dialogical Praxis in Teacher Education
Maeve O'Brien, Andrew O'Shea, David Gibson, Cora O'Farrell, Paul King

[P6] Language and Literacy

Chair: Paul Conway

[P6.1] Teaching teachers of literacy: A hybrid self-study
Tara Concannon-Gibney, Niamh Watkins

[P6.2] 'All changed, changed utterly': Student teachers' understandings of literacy and practices in supporting and developing adolescent literacy in the contemporary post-primary classroom
Brian Murphy

[P6.3] From 1999 to 2019: Supporting linguistic diversity within changing classrooms and a changing curriculum
Fíodhna Gardiner-Hyland, Patrick Burke

[P7] Pupil, Parent and Family Voices in Education

Chair: Una O'Connor

[P7.1] Pupil voice: The overlooked narrative in teacher professional development
Mia Treacy

[P7.2] From policy to advocacy to reality – Exploring the benefits and challenges of parent and student voice in School Evaluation. Cases from Europe
Gerry McNamara, Martin Brown, Shivaun O'Brien, Joe O'Hara, Craig Skerritt

[P7.3] Parental involvement, partnership and engagement in their children's education during the primary school years
Leah O'Toole, Joan Kiely, Clíona O'Keeffe, Emma Zara O'Brien, Maja Haals Brosnan

[P7.4] Playing the Generation Game? A case study exploring the experiences of intergenerational familial participation in Higher Education
Pamela Kelly, Andrew Loxley

suppress doubt and emphasis a quick fix alternative for cognitive closure? *Eric O'Donnell*				

Friday 12.30 - 13.30: Lunch (Classiebawn Restaurant)

Friday 13.30 - 14.50: Papers & Symposia

[P8] Collaborations in Teaching and Teacher Education	[P9] Mathematics Education	[P10] Inclusion	[P11] Response and Reform	[S3] Symposium
Chair: Céline Healy	*Chair: Aisling Leavy*	*Chair: Una O'Connor*	*Chair: Paul Conway*	Teaching for Holistic, Relational and Inclusive Early Childhood Education *Leah O'Toole, Eleanor Peters, Anne Genockey, Adrian Coffey, Nóirín Hayes, Claire Regan, Lorraine Quinn, Emer Byrden, Gary O'Keeffe*
[P8.1] Lessons in team teaching: reflecting on practice from an initial teacher education programme *Nigel Quirke-Bolt, Molly Daly*	[P9.1] Teacher efficacy beliefs at the horizon between primary and secondary school mathematics education *Lorraine Harbison, Mark Prendergast, Ian Cantley, Niamh O'Meara, Clare O'Hara*	[P10.1] The Autism Classroom: A haven for childhood or a transition to 'schoolification'? *Carol-Ann O'Siorain, Miriam Twomey*	[P11.1] Positioning assessment reform in second level education in Ireland in the context of international developments *Denise Burns, Martin Brown, Gerry McNamara, Joe O'Hara*	
[P8.2] "Promoted widely but not valued": Teachers' perception of team teaching as a form of professional development in Irish post-primary schools *Thomas Walsh, Angela Rickard*	[P9.2] Bridging the Gap? Using theoretical frameworks to understand the academic transition in mathematics from primary to post-primary education *Veronica Ryan, John O'Donoghue, Olivia Fitzmaurice*	[P10.2] Supporting Students With Emotional Disturbance/Behavioural Disorder (EBD) In Second Level Schools *Ann Marie Casserly, Delores McDonagh, Bairbre Tiernan*	[P11.2] (Re)thinking rhetoric and reality: engaging with difference to see something new *Suzanne O' Keeffe*	
[P8.3] Student Teacher Collaboration: Perceptions during School placement *Deirdre Harvey, Louise Lehane, Kate Mohan*	[P9.3] A lens on two classroom: Considerations for mathematics education *Siún Nic Mhuirí*	[P10.3] Including students with special educational needs learning through a second language *Sinéad Nic Aindriú, Pádraig Ó Duibhir, Joe Travers*	[P11.3] The Liminal State of Lower Secondary Education in Ireland *Audrey Doyle*	
[P8.4] The value of a Cross-Border professional learning network in Ireland - from the Good Friday Agreement to Brexit: Looking	[P9.4] The Potential for Preservice Teachers to Act as Agents of	[P10.4] Who gets to Becomes a teacher? The characteristics of students entering Initial Teacher Education through an alternative entry route	[P11.4] A pragmatic model of professional development for school self-evaluation *Joe O'Hara, Shivaun O'Brien, Martin Brown, Gerry McNamara, Craig Skerritt*	

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backward to look forward *Linda Clarke, Maria Campbell, Pamela Cowan, Conor Galvin, Kathy Hall, Noel Purdy*	Change during Times of Reform *Jillian White, Patrick Johnson, Merrilyn Goos*	*Katriona O'Sullivan, Gareth Burns*		

Friday 14.50 - 15.20: Afternoon Coffee (Classiebawn Restaurant)

Friday 15.20 - 16.20: Papers & Symposia

[P12] Teacher Education: Empowering Student-Teachers	[P13] Socio-cultural Perspectives on Education	[P14] Religion, Meaning and Beliefs	[P15] Policy Analysis	[P16] Teacher Identity
Chair: Mairín Glenn	*Chair: Suzanne O' Keefe*	*Chair: Caitriona McDonagh*	*Chair:Céline Healy*	*Chair: Patricia Mannix McNamara*
[P12.1] From passive to active learner engagement: A paradigm shift *PJ Sexton, Sabrina Fitzsimons, Elaine McDonald, Enda Donlon*	[P13.1] The Elephant in the *Class*room: Private Music Education, Classed-based insurance against risk? *Dorothy Conaghan*	[P14.1] Children's perspective on the place of Religions and Beliefs in an Irish Primary Classroom *Maurice Harmon*	[P15.1] The Doctor of Education in a Changing Doctoral Landscape *Rachel Keegan*	[P16.1] Teacher Identity and Teacher Training: An opportunity for institutional reflexivity *David Gibson*
[P12.2] Enhancing Student Engagement in Educational Research - An Introduction to the STER Initiative *Aimie Brennan*	[P13.2] 'Is that the tech?' The continued and changing perception of Education and Training Board schools in Ireland *Orla McCormack, Joanne O'Flaherty, Mags Liddy*	[P14.3] Student voices on Religions and Beliefs in Third Level contexts in ROI and NI *Marie Parker Jenkins, Patricia Kieran, Anne Ryan*	[P15.2] There is no such language as 'Foreign'. Reflections on the Strategy for Foreign Languages in Education 2017-2026 *Eugene McKendry*	[P16.2] The 'preferred' ethico-political identity of the Irish primary school teacher: an analysis of teacher education policy documents *Desmond Carswell, Paul Conway*
[P12.3] Development Education in teacher education; Change and choice pushing the boundaries of integration *Ann Devitt, Jennifer Liston*	[P13.3] Socio-cultural challenges of International Students in Ireland *Sharon Harris-Byrne, Aidan Seery*			[P16.3] What it means to be a teacher in the neoliberal age and the implications for Irish teacher identity *Craig Skerritt*

Friday 16.30 - 17.30: Annual General Meeting of the Educational Studies Association of Ireland
(Knocknarea 1)

Friday 19.30: Conference Dinner
(Knocknarea Suite, Radisson Blu Hotel)

Saturday 13th April: Radisson Blu Hotel, Sligo

Dartry	Bricklieve	Knocknarea 1	Baymount	Ballincar
Saturday 09.30 - 11.00: Papers & Symposia				
[ECR2] Early Career Researchers Symposium [ECR2.1] Teachers experiences of Lesson Study as a vehicle to support Continuous Professional Development in STEM in early years education *Bridget Flanagan* [ECR2.2] 'To become bilingual': Challenges and choices faced by Polish migrant families in Ireland in the negotiation of family language policy *Lorraine Crean* [ECR2.3] Case study analysis of school networks that support DEIS schools *Ruth Bourke* [ECR2.4] Parents' Experiences of Navigating the Irish Early Years' Education System for their Child on the Autism Spectrum: Changes, Choices and Challenges *Sarah O'Leary*	**[CC1] Concise & Creative** *Chair: Pauline Egan* [CC1.1] Contradictory gyres in self-study action research: towards chaos or robust educational research? *Mairin Glenn* [CC1.2] Diversity and Inclusivity in Stand Alone Schools *Colm Ó Cadhain* [CC1.3] The Development of Alienation from Learning in Luxembourgish Primary and Secondary Schools: The impact of school forms as differential learning and developmental milieus *Alyssa Laureen Grecu, Andreas Hadjar* [CC1.4] #OpenTeach: Rising to the challenge of supporting part-time online teachers *Orna Farrell, James Brunton, Eamon Costello, Grainne Conole, Enda Donlon, Samantha Trevaskis*	**[P17] Comparison and Complementarity** *Chair: Shivaun O'Brien* [P17.1] Preparing Irish student teachers for culturally diverse classrooms: Exploring opportunities, challenges and perspectives from both jurisdictions *Maria Campbell, Peter Stevenson* [P17.2] The transition to primary school in Ireland and Scotland: how family background and childcare experiences influence children's skills on school entry *Emer Smyth, Adriana Duta* [P17.3] Social awareness: A comparative study of pre-service and in-service teachers in Ireland and New Zealand *Veronica O'Toole, Joanne O'Flaherty*	**[P18] Pathways to Education** *Chair: Paul Conway* [P18.1] Post-school pathways in times of economic change *Holly Foley* [P18.2] The Migrant Teacher Project: Building a Bridging Programme *Rory McDaid, Emer Nolan* [P18.3] Factors Affecting the Progression of Access Students at Dublin Institute of Technology *Annette Forster, Fiona Faulkner, Mark Prendergast*	**[S4] Symposium** Democratic Education: Embracing Change, Choice and Challenge in Education *Gayle Nagle, Marcin Szczerbinski, Clare Veronica O'Brien, Susana Espana Lara, Robert Hamm, Bernard Moran*

[ECR2.5] Teaching and Learning Irish in an Intercultural Educational Context *Karen Uí Chaiside* [ECR2.6] Designing an introductory Computational Thinking course for post-primary students *Colette Kirwan*	[CC1.5] Introducing Content and Language Integrated Learning in Irish Post-Primary Schools *Celine Healy*			

Saturday 11.00 - 11.30: Coffee

Saturday 11.30 - 12.30: Papers & Symposia

[P19] Designing for Inclusion in Higher Education	[P20] Assessment	[P21] Teacher Education: International Perspectives	[P22] Religion and Values	[S5] Symposium
Chair: Maria Campbell [P19.1] Staff development in the principles and practices of Universal Design for Learning to promote and implement an inclusive teaching and learning environment *Carol Ellis, Karen Buckley, Mark Glynn, Karina Curley* [P19.2] Maybe there is Another Way: Inclusion for Students with Traumatic Brain Injury (TBI) in third level education in Ireland *Teresa Shiels, Patricia Mannix McNamara* [P19.3] Confusion on Inclusion? Exploring attitudinal perspectives of academics towards the implementation of Universal Design	*Chair: Margaret Nohilly* [P20.1] Exploring Culturally Responsive Assessment Practices in Irish Classrooms Cases from the front line *Martin Brown, Gerry McNamara, Joe O'Hara, Denise Burns* [P20.2] The practice of formative assessment in the Irish post-primary school context *Niamh Dennehy* [P20.3] An Investigation into the Impact of Developing Self-Assessment Skills to Enhance Teaching and Learning in a Senior Infants' Classroom *Laura McMahon, Pia O'Farrell*	*Chair: Enda Donlon* [P21.1] Teacher Education in France in Times of Change Choice and Challenge *Imelda Elliott, Emeline Lecuit* [P21.2] School Placement in Initial Teacher Education *Kathy Hall, Regina Murphy, Vanessa Rutherford, Bernadette Ní Áingléis* [P21.3] Weighing up frameworks to measure the quality of initial teacher education in Scotland *Rachel Shanks*	*Chair: Joanne O'Flaherty* [P22.1] Paulo Freire, Christian Socialism and Education *Jim McKernan* [P22.2] Considering the role of choice and current challenges for Religious Education in a changed and changing context *Gillian Sullivan* [P22.3] An Unchanging Ethos in Changing Times? *Catherine Stapleton*	Pedagogy for Parents and Professionals: Towards a Holistic Response to the Impact of Digital Technology *Richard Millwood, Nina Bresnihan, Mags Amond, Claire Conneely, Elizabeth Oldham, Glenn Strong, Lorraine Fisher, Áine Lynch, Brendan Tangney, Keith Johnston*

for Learning (UDL) in Higher Education *Siobhán Canavan McDonald, Pauline Egan*				
Saturday 12.30 - 13.30: Papers				
[P23] STEM and Digital Learning *Chair: Mags Amond* [P23.1] Assessment 2.0: Factors to consider when developing technology-based assessments *Paula Lehane* [P23.2] Developing Children's Scientific Literacy through Real Word Science *Nicola Broderick, Cliona Murphy, Greg Smith* [P23.3] Engaging Language Learners in a Collaborative Digital Classroom in Times of Change *Mary Masterson*	**[P24] Participation in the Post-Primary Classroom** *Chair: Veronica O'Toole* [P24.1] Post-primary students as co-researchers in School Self-Evaluation *Shivaun O'Brien, Martin Brown, Gerry McNamara, Joe O'Hara* [P24.2] Teaching Students to Collaborate: The impact of skills training on student engagement in collaborative learning *Edmond Behan* [P24.3] Straddling the divide between transmission and constructivist beliefs: Changing pedagogical practices in upper secondary education in Ireland *Majella Dempsey*	**[P25] Irish Language** *Chair: Céline Healy* [P25.1] Pupils' experiences of the Irish language in English-medium schools *Fiona Nic Fhionnlaoich* [P25.2] Integrating the Teaching of Form and Content in the Irish Immersion Classroom *Sylvaine Ní Aogáin, Pádraig Ó Duibhir* [P25.3] The effects of bilingualism on pupils in Irish-medium schools with a low socio-economic status: Benefits and challenges *Gerry Shiel, Karen Ní Chlochasaigh, Pádraig Ó Duibhir*	**[P26] Reflection in Teacher Education** *Chair: Regina Murphy* [P26.1] Agency (Needs) Method - Collective Memory-Work as a Reflective Tool in Teacher Education and Professional Reflection *Robert Hamm* [P26.2] Care Values, Noddings and Reflective Inquiry in an Era of Market-led Educational Change: Vignettes from ITE *Eamon Mitchell*	**[P27] Social Issues** *Chair: Rory McDaid* [P27.1] An Analysis of Early Childhood Development Facilities as Centres for Care and Support for Vulnerable Children using the Asset Based Community Development Model: A Case Study of Uganda *Rosaria Kunda Marron* [P27.2] Social Personal and Health Education (SPHE) in the primary school in Challenging Times of Change *Margaret Nohilly* [P27.3] The Nature of Sexting amongst Post-Primary Pupils in Northern Ireland *Leanne York*
Saturday 13.30: Conference Conclusion and Light Lunch				
Afternoon: Post-Conference NEARImeet				

Conference Practicalities

Conference Hashtag

We encourage conference delegates to tweet. The conference hashtag is **#esai19** and the ESAI Twitter account is **@esai_irl**

Wi-Fi

Radisson Blu Hotel: High-speed wireless Internet access is available throughout the hotel. To access this, locate and connect to the 'Radisson_Guest' Wi-Fi network on your device. Once connected it should bring you to a Virgin Media homepage, where you will need to enter your name and e-mail address. You will then be connected for the next 24 hours.

St. Angela's College: The Eduroam network is available throughout St. Angela's campus. If your device is already configured for Eduroam at your own institution, it should automatically connect when you arrive at St. Angela's. Further details about additional Wi-Fi access at St. Angela's will be available on the evening.

Shuttle Bus Thursday 11th April

A shuttle bus will depart the Radisson Blu hotel at 17.40 on Thursday 11th April (outside front door of hotel) and will arrive at St. Angela's College soon after. Tea and coffee will be available upon arrival at St. Angela's. The shuttle bus will depart from the car park outside Áras Michael at St. Angela's and return to the Radisson Blu hotel at the conclusion of the evening.

Technical Setup for Presenters

- All presentation rooms are equipped with a laptop running Windows 7 and Office (PowerPoint) 2013, connected to a VGA projector. These machines can access the internet via the 'Radisson_Guest' Wi-Fi network (see details above).
- Delegates can bring along their PowerPoint slides on a USB drive and copy them to the desktop of the laptop in the room. We ask that this be done before the scheduled commencement time for your paper.
- All laptops are equipped with 'deep freeze' software which means that any files copied to them during the day are automatically and irrevocably deleted once the laptop is shut down or restarted.
- Please do not shut down the laptop when finished your own presentation as other presenters may have saved their work to the desktop for quick access.
- PowerPoint 'clickers' are not provided, but delegates may bring and use their own if they so wish.
- We ask that presenters use the laptops provided, rather than connecting their own, unless absolutely unavoidable. Switching machines impacts on time and often gives rise to technical difficulties. Thank you for your understanding.

Abstracts: Friday, 12th April, 09.30 – 10.30

[P1] Historical Perspectives: Learning from the past, looking to the future

[P1.1] The Sokol System of Physical Training in Irish Schools in the 1930s
Conor Curran *(School of Education, Trinity College Dublin)*

This paper examines attempts to implement the Czechoslovakian Sokol system of physical training in schools in 1930s Ireland. It will assess the state of physical training as a subject in primary and second level schools in the Irish Free State at the beginning of the decade and account for its decline since the mid-1920s. Why the Czechoslovakian system of physical training was chosen as a model for the Irish army will be discussed. It then looks at efforts to develop this system through the military in schools and examines the government's role in encouraging it. Despite the selection of Lieutenant Joseph Tichy by the Czechoslovakian army authorities to introduce the system into the Irish Army and eventually into Irish Free State schools, the system failed to spread in the latter although it was taught in a number of areas. It will show that there was a general lack of clarity in how and where it was to be taught while the Department of Education failed to develop a coherent system for its growth and acceptance. In particular, the Sokol system failed in Irish schools due largely to the voluntary rather than compulsory nature of implementing it. In addition, a lack of finance and the transferral of military men capable of teaching the system hindered its development. The views of the media and a number of sporting organisations on the Sokol system will also be examined. By the end of the 1930s, the state of physical education in Ireland was being investigated by the government through an appointed committee, which was a significant development in comparison with the previous decade.

Conor Curran: Dr Conor Curran is an Irish Research Council Postdoctoral Research Fellow in the School of Education at Trinity College Dublin. His previous publications include The Development of Sport in Donegal 1880-1935 and Irish Soccer Migrants: a Social and Cultural History (2017) and he was co-editor of New Perspectives on Association Football in Irish History: Going Beyond the 'Garrison Game' (2018).

[P1.2] Critiquing the curriculum: the need for care
Cathal de Paor *(Mary Immaculate College)*

Ireland is currently marking the centenary of key social and political events. These led to great change in Irish education. But Irish education has also been influenced over the last one hundred years by trends and thinkers from further afield. This paper focuses on the work of Franklin Bobbitt, whose seminal work The Curriculum was published in 1918. For Bobbitt, curriculum planning was very simple - life is about activities, and schools should prepare young people to perform them. There had been a strong emphasis on scientific management in the US at the turn of the century, notably, in the work of F.W. Taylor in order to render American industry more efficient. However, the paper examines whether Bobbitt's work has been given a sufficiently careful reading. He has been associated for example, with the Tylerian rationale (1949), the behavioural objective movements in the sixties, the shift to learning outcomes and the current so-called Global Education Reform Movement (GERM) (Hargreaves et al. 2001). The paper highlights the overly simplistic analysis of Bobbitt's work that can be found, for example, with regard to efficiency in education. In fact, although his work is considered detrimental to teacher professionalism, a closer reading of certain texts clearly shows his belief in the crucial role of the teacher. Various choices have been made in response to the tremendous change that has happened in education since Bobbitt's time, in Ireland as elsewhere. The paper shows how necessary it is to consider these critically so that lesson can be learned for confronting future challenges.

Cathal de Paor: Cathal de Paor is a Senior Lecturer and Director of Continuing Professional Development in the Faculty of Education, Mary Immaculate College.

[P1.3] The Education Department UCD, 1968 - 1998; from Storehouse of the past to birthplace of the future
Desmond Swan *(UCD (retired))*

UCD's Education Department in this thirty year period pioneered teacher training in the special needs area, TEFL, Adult Education and Training for Educational Psychologists, while validating the new BEd in St Patrick's and Carysfort Colleges. In the 1960's Teacher Education was still rooted in the past while our HDipEd was the only taught course at least in some years. By 1998 we had eight taught courses and two further by research only, with 100 post graduate students. The Special Education Needs Training was the first in an Irish University anticipating legislation in this area by many years. These and other achievements encountered resistances and indeed the very existence of our department was threatened twice. Very gradually the government's concept of school education moved from "availability" to education appropriate to the pupils needs - a radical revolution indeed. This presentation will outline these events from the perspective of the head of that Department from 1975 - 1998.

Desmond Swan: The author was Professor and Head of the Education Department at UCD FROM 1975 TO 1998, a co-founder of the ESAI, and its first Conference presenter.He pioneered teacher training in Special Needs,in Adult Education, Second-language teaching,Educational Psychology, and Teacher Induction. He has taught,published,and holds an international award in Educational Psychology,while serving as Extern Examiner to several Irish, British and German universities.

[P2] Digital Technologies in Teacher Education

[P2.1] Using 360 degree Virtual Reality with PGCE students
Stephen Roulston *(Ulster University)*, **Sammy Taggart** *(Ulster University)*, **Pamela Cowan** *(Queen's University Belfast)*

Background: Virtual Reality (VR) is increasingly in use in education and training across a range of fields as diverse as dissecting a virtual frog (Lee, Wong and Fung, 2010), teaching mathematical concepts (Pasqualotti & Freitas, 2002) or learning about thermodynamics (Coller & Shernoff, 2009) making it more pervasive. Despite the proliferation of research on the potential effectiveness of VR across a range of educational settings (Vaughan

et al., 2016), examining how it can support Initial Teacher Education (ITE) seems to have been little researched. This study reports on the evaluation of the affective and cognitive understanding of VR by ITE students (n=160) in both Ulster University and Queen's University Belfast and offers an insight into any changes in attitudes of a subgroup of the ITE students (n=26) who participated in a range of VR interventions.

The research investigated current ITE students' baseline knowledge of Virtual Reality and the potential impact that a VR intervention has on their attitudes to using Virtual Reality and Augmented Reality (AR) as part of their PGCE programme and/or with pupils. The research focuses mainly, but not entirely, on a new development 360 degree VR.

The research questions included:
• What are ITE students' existing knowledge and attitudes to VR?
• Do ITE students' perceptions of VR change following a single intervention?
• What factors impact upon ITE students' attitudes towards VR?
• In what ways might VR be further developed to support learning in ITE and schools?

Methodology: A pre-experience survey, based on existing research literature, was offered to all PGCE students in the two ITE institutions (Ulster and QUB) to establish a measure of students' digital awareness and familiarity with virtual and augmented reality outside the classroom context. A Phase 2 subgroup of ITE students participated in a range of subject-based interventions around VR using both VR headsets and via Google Cardboard experiences, such as Valen's Reef. A discussion of the pedagogical implications of using VR in the classroom led to the examination of teacher-directed Google Expeditions and their potential to offer more control to teachers in terms of guiding the learning experience of VR users. In addition to being consumers of VR 360 degree resources, these ITE students were shown how to create digital resources to support classroom learning using VR, and how to upload these and make them accessible to learners. A final evaluation survey was used to capture the Phase 2 ITE students' attitudes and thoughts about VR for educational purposes.

Conclusion: Establishing a baseline measure of student teachers' prior experience and knowledge of VR and AR is key to defining the starting point for teacher educators' introduction of these modes of learning in ITE programmes. It is now possible to record video footage facilitating a more immersive experience for users and allowing a much richer virtual world experience than that described by Hew & Cheung (2010). Based on the limited time available to the Phase 2 users, it was intriguing to witness the range of reactions to opportunities for an immersive VR/AR learning experience by students from a range of subject areas. More importantly, their comments and ideas provide a basis for future developments of ITE experiences using VR as part of their ITE programme.

Authors: All three presenters are PGCE co-ordinators responsible for subject-specific training of student teachers.

[P2.2] The design of an online communication learning and communication platform for placement settings: An exploratory case study

Bernadette Ní Áingléis *(DCU Institute of Education),* **Enda Donlon** *(DCU Institute of Education),* **Shivaun O'Brien** *(DCU Institute of Education),* **Marie Conroy Johnson** *(DCU Institute of Education),* **Tanja Tillmanns** *(Fachhochschule Suedwestphalen)*

Introduction and Context: This research is situated within a partnership paradigm in developing cross-sectoral experiences, policy and practice with regard to placement in education settings. The potential of online facilities to enhance communications, facilitate administration, and build collaborative cultures in teacher education is well-documented (Zuidema, 2012; Hou, 2014). In response to a policy orientation in Ireland 'whereby HEIs and schools actively collaborate in the organisation of the school placement' (Teaching Council, 2017:16), this research explores the perspectives of schools and other placement settings with regard to the purposes and constituent design functions of such an online platform. Consideration is also given to the type of platform architecture that would promote strong HEI-placement partnerships.

Methodology: A situated case study (Mills, Dureos and Wiebe, 2010) methodology was used. Data collection methods consisted of a Likert scale online survey (n=231) containing five pre-determined functions/uses and four technical considerations in developing an online platform. Six telephone interviews followed with key placement persons (Directors/Principals/Teachers in Early Years, Primary, Post-Primary, and Further Education and Training). One focus group interview was held comprising administrators of placement in the HEI. A deductive thematic analysis (Braun and Clarke, 2006) approach was adopted. Emergent themes in the survey results (descriptive statistics) were used to code the interview and focus group transcripts. Data set patterns were further illuminated by the literature in online learning, placement, and communities of practice. A tri-pronged conceptualisation of 'partnership' as joint enterprise, shared repertoire, and mutual engagement (Wenger, 1998) provided an overarching analytical lens.

Discussion: The majority of placement settings (irrespective of sector) considered that there would be value in the use of an online platform to manage their involvement in placement. The value was less obvious to small schools. The primary purposes of an online platform were deemed to be around serving as a first point of contact for offering/accepting placements, enabling effective communication to/from the placement setting, and providing access to placement information. Some sectoral nuances were obvious; Early Years and FET settings viewed communication as the most important function, whereas for primary and post-primary schools, greater emphasis was placed upon functionality to offer/accept/manage placements, to provide information about future placements and overall, to simplify the organisation of placement at school level. A user-friendly, time-efficient platform interface available in bilingual format and as an app were proffered by participants in terms of an online architecture.

Bernadette Ní Áingléis: Dr. Bernadette Ní Áingléis is Associate Dean for Placements and Related Partnerships at DCU Institute of Education. Her teaching and research interests straddle professional learning, school-university partnerships, and the interface between law and education.

Enda Donlon: Dr. Enda Donlon is a member of the School of STEM Education, Innovation and Global Studies at the DCU Institute of Education. His teaching and research interests include teacher education and digital learning, with a particular focus on where these intersect.

Shivaun O'Brien: Dr Shivaun O'Brien is based in DCU, Institute of Education where she works as Director of School Placement for: PME post-primary programme and B.Sc in Science Education and B.Sc in Physical Education.

Marie Conroy Johnson: Ms. Marie Conroy Johnson is Director of School Placement for the BRelEd programme, and lectures in the area of curriculum, methodology and teacher professionalism in DCU Institute of Education.

Tanja Tillmanns: Dr. Tanja Tillmanns is a lecturer at Fachhochschule Suedwestphalen, Germany. Her research interests include higher education and innovative pedagogies.

[P2.3] Readiness and Practice – An evaluation of Initial Teacher Education Students' Readiness and Practice to teach and learn in a digital world

Pamela Cowan *(School of Social Sciences, Education and Social Work, Queen's University Belfast)*, **Martin Brown** *(EQI - The Centre for Evaluation, Quality and Inspection, DCU Institute of Education)*, **Stephen Roulston** *(School of Education, University of Ulster)*, **Rachel Farrell** *(School of Education, University College Dublin)*

Introduction and Background
There are widespread assumptions that young people today are digitally-savvy and 'at home' learning through the medium of technology as 'digital natives' (Prensky, 2001). On the other hand, research has also revealed concerns about pre-service course preparation to use technology effectively in the classroom (CEO Forum on Education and Technology, 2000) citing pre-service tutors' technological skills deficit and/or fear of technological problems (Eifler et al., 2001), lack of access to new technologies or a mismatch between the tutor's own teaching philosophy and that of their institution (Dexter & Riedel, 2003). Whether perceived or true, in the case of Ireland and Northern Ireland, limited empirical evidence exists on the extent to which Initial Teacher Education (ITE) students are prepared to teach through the medium of technology.

Method
Using a quantitative methods design consisting of a survey that was distributed to ITE students in eight higher education institutions across the island, the purpose of this paper (as part of the first phase of a SCoTENS funded project entitled: Readiness and Practice – An Investigation of the Use of Digital Technologies by Initial Teacher Education Students) is to provide an analysis of the extent to which ITE students feel 'ready' (prepared) to teach through the medium of technology; the models of practice utilised in school placements; the challenges faced by ITE students in terms of embedding new and emerging technologies in their lessons; and the extent to which ITE students feel digitally prepared at the end of their training.

The survey was based on adapted versions of the Technology Readiness Index (TRI) (Parasuraman, 2000) and the Online Readiness Survey (OLRS) (Dray et al., 2011) with relevant subscales being included (optimism, innovativeness and discomfort which map to previous concerns expressed by pre-service tutors). SPSS was used to provide the descriptive statistics. An exploratory factor analysis was also used to verify the existence of the sub-scales as the TRI and OLRS items have been adapted for the context of new and emerging technologies in pre-service teacher education.

Discussion
Lessons to be learned from a small island, findings suggest that there are instances of effective ICT use in ITE institutions. However, there are also significant challenges faced by ITE students in the lottery of school placement. These challenges concern but are not limited to varying infrastructural capacities among placement schools as well as the varying ICT capabilities of co-operating teachers to support ITE students.

[P3] Exclusion and Inequality

[P3.1] Toxic Leadership in Irish Higher Education

Declan Fahie *(School of Education, UCD)*

Previous research into work-based bullying in educational organisations suggests a complex, yet dynamic, interplay between a number of contextual factors in the development and maintenance of negative interpersonal dynamics in the workplace (see Fahie, 2014 and 2015, for example). These include inflexible, hierarchical organisational structures; ill-defined roles and responsibilities; unreasonable workload demands; as well as an absence of internal mobility. Moreover, the type and quality of leadership in organisations has also been put forward as a significant factor in shaping workplace cultures (Villanueva, 2017) and, indeed, there is increasing awareness of the negative impact of bad leadership on workers and organisations (Kellerman, 2004; Wynne, 2017), particularly within higher education (Growe and Person, 2017; Waters, 2018, for example). This paper draws upon the personal testimonies and lived experience of a cohort of Irish academics of, what they believe to be, destructive/abusive leadership in the workplace. The paper analyses the personal and professional impacts of a toxic management style and highlights the (in)efficacy of their coping and resistance strategies. This pilot study is underpinned by semi-structured, in-depth interviews with a sample of six self-selected academics who work, or have worked, in Irish Higher Education Institutions (HEIs). The interviews which inform this work were analysed against a theoretical framework of Foucauldian conceptualisations of the exercise of power. The paper considers the role of increased bureaucracy, accountability and surveillance associated with neo-liberal managerialist imperatives within the academy (Grummell and Lynch, 2016; Chong, Geare and Willett, 2017; Chorley, 2018). In addition, the efficacy of current national legislation and policy initiatives designed to mitigate the impact of negative workplace interpersonal interactions are highlighted. Finally, interviewees' understanding, perception and experience of the role of organisational culture within the academy in supporting or contesting destructive leadership behaviours is interrogated and the role of the bystander is discussed.

Declan Fahie: Declan works at the School of Education, UCD where he is currently Director of School Placement. He has published nationally and internationally on workplace bullying, queer theory and qualitative research methodologies. He is lead editor of "Queer Teaching - Teaching Queer" published in 2019 by Routledge.

[P3.2] Gender Equality Matters(GEM) : Tackling Gender-Based Violence in Times of Change, Choice and Challenge

Seline Keating *(DCU Institute of Education)*, **Bernie Collins** *(DCU Institute of Education)*

This research project is funded by the Rights Equality and Citizenship (REC) Programme of the European Union. The aim of GEM is to raise awareness, challenge attitudes and promote behaviour changes in relation to gender-based violence (GBV) with specific reference to violence perpetrated against the lesbian, gay, bisexual, transgender and intersex (LGBTI) community. Gender is highlighted as an issue in relation to bullying behaviours with both victimisation and perpetration being most common amongst boys (Downes & Cefai, 2016) while relational bullying is highest amongst girls (Fekkes, Pijpers & Verloove-Vanhorick, 2004).

The GEM team is led by DCU and comprises of 5 partners: DCU; FMD (Italy); KMOP (Greece); University of Murcia (Spain) and ESHA (The Netherlands). The target groups of the project are school staff, students and their parents in both primary and post-primary schools. As highlighted by Downes & Cefai (2016), interrogating school climate, institutional culture and relationships is a significant broadening of perspective beyond the bully, victim and bystander which is clearly reflected in GEM's selection of target groups and the participatory approach to be adopted.

The GEM project adopts a systems theory approach (Bronfenbrenner, 1979). It is also embedded in a children's rights framework addressing the 10 principles for integrated child protection systems. The project draws on participatory, reflective, experiential and transformative methods in its classroom materials and training workshops for the target groups. Prior to the lesson and workshop delivery, each participating school uses a self-evaluation tool to measure the GBV prevention and intervention practices in their school. In this way, schools challenge themselves to sites of change and choice in relation to GVB and its prevention. Focus groups, questionnaires and interviews are the project's evaluative tools with the target groups.

GEM educates and raises awareness among school-aged children about gender equality. It empowers children, teachers, school heads, and parents to challenge gender stereotypes and roles, and to promote respect for others by engaging in self-evaluation and targeted training. The project deepens understanding amongst target groups of the pivotal role played by bystanders in GBV while strengthening societal recognition of GBV as a human rights and equality issue. The GEM Massive Open Online Course (MOOC) and Train the Trainer workshops will disseminate and sustain the project, while the findings of the research elements of the project will be published and will inform future school-based work.

Seline Keating: Dr. Seline Keating is a lecturer in Social Personal and Health Education (SPHE) and Wellbeing in DCU Institute of Education. She is the PI on an EU funded project to tackle gender-based violence in primary and post-primary schools and was recently the lead author on the NCCA's research paper: Relationships and Sexuality Education (RSE) in Primary and Post-Primary Irish Schools. Seline's research interests include wellbeing; bullying prevention and intervention; relationships and sexuality education; LGBTI+ issues; child protection; media education; mindfulness; child development.

Bernie Collins: Dr. Bernie Collins is a lecturer in SPHE (primary) in the Institute of Education, DCU. She has written and edited a number of classroom resources and is currently working as a research assistant on an EU-funded project to tackle gender-based violence in schools. She is a co-author on the recently published Relationships and Sexuality Education (RSE) in Primary and Post-Primary Irish Schools (2018), available at https://www.ncca.ie/en/updates-and-events/consultations/review-of-relationships-and-sexuality-education-rse

[P3.3] "We realised quite quickly he actually wasn't joking." Experiences of women Construction Studies teachers in Ireland

Ann Foley *(University of Limerick & Galway-Mayo Institute of Technology)*, **Aoife Neary** *(University of Limerick)*, **Patricia Mannix McNamara** *(University of Limerick)*

Humour is often underpinned by the assumption of neutral interaction where amusement is experienced, but a deeper analysis yields that this is not always the case. This paper explores the use of humour in the career-related interactions of women Construction Studies (CS) teachers in Ireland. Currently, there are 81 (5%) female and 1469 (95%) male CS teachers in Ireland.

Using a phenomenological methodology, a variety of instruments were utilised that include an experiences log, a weekly diary, and interviews at two time points. Purposive sampling was used to recruit participants and nine women self-selected. Analysis of the experiences log, first interview, and diary reflections influenced the interview guide for the second interview. Research participants were also invited to give their responses to two public domain artefacts during the second interview: a newspaper article, and an image of a book cover. This paper will focus on one of the themes from the data – specifically the use of humour in career-related interactions.

Both hostile and benevolent sexism is frequently masked as harmless fun or banter, often facilitating problematic and difficult situations for women. Research indicates that women find themselves positioned with two options when faced with this situation: a) either laugh at the joke and pass it off as genuine humour, or b) show disapproval (Bemiller and Schnieder, 2010). Challenging sexism is not without consequences, as targets can be accused of being too sensitive or not able to take a joke (Ahmed, 2015). The action of confronting a sexist joke can render an individual a killjoy, as they halt the enjoyment of those partaking in the joke (Ahmed, 2010, p. 65). Also, being a killjoy may damage important professional relationships and for this reason a choice is sometimes made not to intervene (Ahmed, 2017, p. 171). This paper investigates humorous interactions and examines how women CS teachers negotiate them.

References
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Bemiller, M. L. and Schneider, R. Z. (2010) 'It's not Just a Joke', Sociological Spectrum, 30(4), pp. 459-479.

Ann Foley: Ann Foley (BSc, HDip) is a PhD student at the University of Limerick, and a lecturer in Education at the Galway-Mayo Institute of Technology, Letterfrack. She currently holds an Irish Research Council Government of Ireland Postgraduate Scholarship for the 2018/2019 academic year. Motivated by her experiences in higher education and as a post-primary construction studies teacher in Ireland, her research is investigating the career-related experiences of women construction studies teachers in Ireland.

Aoife Neary: Aoife Neary (BSc, MA, PhD) is Lecturer in Sociology of Education in the School of Education, University of Limerick, Ireland. She held an Irish Research Council (IRC) Government of Ireland Doctoral Scholar award from 2011 until 2014 and has been an IRC New Foundations Awardee in

2013, 2014, 2015 and 2016. She is currently PI on an IRC/Marie Curie co-funded project entitled 'Researching and Advocating for Quality Education: Achieving Transgender Equality in Schools'. Drawing on feminist, queer and affect theory, her work explores the politics of gender and sexuality as they are lived and configured in schools and society.

Patricia Mannix McNamara: Professor Patricia Mannix McNamara, PhD, is Head of School of Education at the University of Limerick and Director of IORB Research Group an inter-institutional and inter-sectoral research group that focuses on organizational relationships and behaviours.

[P4] SEN and Inclusion

[P4.1] From Special Needs Assistants to Inclusion Support Assistants - more than just a name change?
***Claire Griffin-O'Brien** (Mary Immaculate College, Limerick)*

The education provision for students with special educational needs has undergone significant national and international changes in recent years. This has been paralleled by a significant increase in the Special Needs Assistant (SNA) Scheme in Ireland; aimed at supporting inclusive practices for pupils with significant care needs. This paper seeks to critically reflect on the current status of the SNA scheme, with due regard for potential future directions for policy, training and practice for SNAs/Inclusion Support Assistants (ISA). This reflection is particularly timely in light of the recent comprehensive review of the SNA scheme (National Council for Special Education, 2018), whereby suggestions for future changes to the SNA scheme were forwarded, including that of a name-change to the role. This paper is informed by cutting edge applied research in the field, as conducted by the author. Such research comprised a large scale SNA survey (n = 814), systematic classroom observations and case studies conducted across 20 mainstream class contexts. The study's research design was modelled on that employed in Strand 2 Wave 1 of the internationally renowned 'Deployment and Impact of Support Staff' project (Blatchford et al., 2008), as conducted in the United Kingdom. In particular, the research aimed to obtain a detailed and integrated account of the preparedness and deployment of SNAs when supporting pupils' behavioural care needs and developing pupils' independence within mainstream primary school classrooms. Based on a selection of key research findings, this paper seeks to stimulate critical dialogue and reflection on the current status and future directions of the SNA/ISA scheme. In particular, the need for high-quality SNA training, continuing professional development and school-based collaborative planning is forwarded, with the aim of supporting the independent functioning and holistic development of all pupils. In addition, the potential role of educational psychology to inform and support evidence-based best practices within our classrooms is emphasised. This research serves to extend the limited data-set on SNAs in mainstream schools in Ireland and addresses the dearth of national and international research on the role of paraprofessionals in educational contexts, particularly in relation to positive behaviour support and supporting pupils' development of independence.

Claire Griffin-O'Brien: Dr. Claire Griffin-O'Brien is an Educational Psychologist and lecturer in Educational and Developmental Psychology at Mary Immaculate College, Limerick. Claire originally worked within primary and special education settings, as well as in residential care centres for children and adults with physical and intellectual disabilities. Following post-graduate training in special education and Educational Psychology, Claire completed her PhD through University College London under the supervision of Professor Peter Blatchford.

[P4.2] The Contribution of Social Drama to the Generalisability of Social Skills of Children and Young Adults with Autism Spectrum Disorders
***Elaine Clotworthy** (Marino Institute of Education), **Carmel O'Sullivan** (Trinity College Dublin)*

Autism (ASD) is a neurodevelopmental disorder, and core deficits of ASD include impaired communication and social interaction (Vernon et al., 2012). While there are many social skills interventions for this population, using a variety of methods including drama and theatre (Lerner & Levine, 2007; Corbett et al., 2014), very few explore generalising these social skills from the intervention space to the natural environment, with the literature highlighting that generalisability of social skills is difficult for young people with ASD (Silver & Oakes, 2001). This challenge must be addressed, as generalisability of social skills enables young people with ASD to maintain friendships, progress in education and employment and live independently (Nuernberger et al., 2013). Current studies in the field claim limited success of generalisability of social skills learned in the intervention setting to natural settings in the real world (Fletcher-Watson et al., 2016) and it is an area in which further research is needed (Zagona & Mastergeorge, 2016).
Therefore, this study aims to examine if the social skills demonstrated by young people with ASD in a process drama based social skills intervention, in the form of O'Sullivan's Social Drama Model, are generalised to environments outside of the drama room. This study is adopting an ethnographic mixed methods approach, within a qualitative paradigm, which through the use of extensive moderate participant observation in a variety of settings, in-depth interviews, questionnaires and document analysis, aims to identify the social skills demonstrated by participants both in the social drama setting and in other environments, a comparative analysis of these and the factors that influence the demonstration of these social skills in all settings.
This paper will demonstrate how O'Sullivan's Social Drama Model can make a contribution to the generalisability of social skills for young people with ASD. It will theoretically map specific elements of social drama, which the literature has identified as enhancing generalisability of social skills in other interventions, such as child choice, to enhance social motivation (Siller & Sigman, 2002). It will explore the ethnographic mixed methods approach used for this research, and share the initial findings from the first phase of the research, which demonstrate certain specific social skills that generalise to the natural environment in individual cases, and emerging themes across cases. This paper will also address the challenges associated with generalisability of social skills for young people with ASD from the drama room to other environments.

Elaine Clotworthy: Elaine is a Lecturer in Education at Marino Institute of Education and a PhD candidate in Trinity College Dublin. Elaine is currently acting Chairperson of the Association for Drama in Education in Ireland (ADEI), a member of the ADEI sub-committee and a member of the Arts Education Research Group (AERG).

Carmel O'Sullivan: Carmel is the Director of the Arts Education Research Group (AERG) In Trinity College Dublin. She organises an international Summer School in Drama and Theatre in Education each year (M.Ed.). She is involved in a number of funded research projects, including Autism Spectrum Disorder (ASD), early childhood education, and creative interventions for young unemployed adults living in disadvantaged areas.

[P4.3] Examining the legacy of the Warnock Report in Northern Ireland: a Foucauldian genealogical approach

Noel Purdy (Stranmillis University College, Belfast), **John Hunter** (formerly of Education and Training Inspectorate Northern Ireland), **Lois Totton** (Stranmillis University College, Belfast)

Forty years after the publication of the Report of the Committee of Enquiry into the Education of Handicapped Children and Young People, commonly referred to as the Warnock Report, this paper considers its legacy in the context of Northern Ireland. The paper adopts a Foucauldian genealogical approach to consider first the specific context of the "emergence" or "origins" of the Warnock Report in the 1970s, highlighting competing political forces and the positioning of the report at the very end of the age of post-war welfarism. The approach details the key elements of the Warnock Report itself, and then charts the resulting development of SEN policy in Northern Ireland in subsequent decades, culminating in the faltering process of reform which began in 2006 and which has recently been halted by the collapse of the power-sharing Executive and the suspension of the Northern Ireland Assembly in January 2017. The enduring legacy of the Warnock Report is critically examined and, rather than leaving Warnock behind, a case is made for a fresh, detailed, context-specific reading of this seminal report.

Noel Purdy: Dr Noel Purdy is Director of Research and Scholarship and Head of Education Studies at Stranmillis University College, Belfast. His research interests include SEN and inclusion, bullying in schools, and pastoral care.

John Hunter: Dr John Hunter (now retired) worked for many years as an Inspector with the Education and Training Inspectorate of Northern Ireland where he had a particular interest in special educational needs and inclusion.

Lois Totton: Mrs Lois Totton is a Senior Lecturer in Education Studies/International at Stranmillis University College, Belfast.

[S1] The Bubble under the Carpet: Transitions

Miriam Twomey (School of Education, Trinity College Dublin), **Conor McGuckin** (School of Education, Trinity College, Dublin), **Carol-Ann O' Siorain** (School of Education, Hibernia College Ireland), **Michael Shevlin** (School of Education, Trinity College, Dublin), **Mary Quirke** (School of Education, Trinity College, Dublin), **Patricia M**cCarthy (School of Education, Trinity College, Dublin)

This symposium is based on collaborations involving researchers from the Inclusion in Education and Society (IES) Research Group at The School of Education, TCD. The symposium includes research and debate that explores experiences of change, transitions, and inclusion for children and young people with a disability, from early childhood to post-secondary school environments.
As a symbol of change, we propose a visual metaphor of the proverbial "bubble under the carpet". The carpet is fitted quickly, loosely, without accurate planning or measurement, and over time a bubble rises to the surface. It appears unsightly, unstable, and insecure. In ameliorating our initial poor planning, we stretch, reposition, and restabilise the flawed workmanship - only to discover the bubble's later reappearance under changing conditions.
The bubble is evidence of our haphazard and ad-hoc inefficiency in the provision of services and planning for the learning journeys of children and young people with disabilities. Politically we have inherited a state of permanent crisis management.
Neo-liberalist agendas dominate worldwide, reinforcing a market response in the loosest sense possible. Collectively our responses elicit post-colonial, capitalist flavoured State inadequacies which have deeply penetrated the individual psyche, beyond de-contextualised post-truth claims, where we are now merely reactive; not forward thinking or change embracing. Free market, elitist, egalitarian, or democratic political structures have direct effects on educational transitions.
Characteristics of society, culture, and context have consequences for individual adaptation and advantaging or disadvantaging opportunities for educators and caregivers who need to meet change prepared and confident.
A failure to plan for change means that we disregard lifelong possibilities for identity and self-formation. Educators are unfamiliar and untrained to prepare the individual for situational and maturational obstacles and challenges.
This symposium proposes that we place change and complexity at the heart of our mission - drawing on relationship focused, voice oriented, and Universal Design approaches - which comprise a nexus where education itself becomes the agent of change.
These presentations seek to interrogate change, transitions, and inclusion - informed by expert testimony from the voices of children and young people, their educators and their caregivers - who will illuminate the significant challenges and transformative potential of preparing for change.
This symposium provides opportunities for bottom-up, open, future-orientated research and practice activities - preparing the next generation of researchers and educators for lifelong educational trajectories from the early years [CMcG and MT] to school [C-A and MS] and to post school environments [MQ and PMcC].

Miriam Twomey: Miriam Twomey, PhD, is an Asst Professor in Education in the School of Education at Trinity College, Dublin. Miriam has a background in teaching and research in the field of Early Intervention, Autism Spectrum Disorders and Intellectual and Neurodevelopmental disabilities. Miriam acts as Academic Advisor on commissioned national research projects and is a member of international and national research in the areas of Early Intervention, Inclusion, and Education for students with Intellectual Disabilities.

Conor McGuckin: Conor Mc Guckin, PhD, is Asst Professor of Educational Psychology in the School of Education at Trinity College, Dublin. Conor convenes the Inclusion in Education and Society Research Group and is the founding editor of the International Journal of Inclusion in Education and Society. Conor's research interests include: psychology applied to educational policy and practices, bully/victim problems among children and adults, and special and inclusive education.

Carol-Ann O' Siorain: Carol-Ann O'Síoráin, PhD, is a Lecturer in Education in Hibernia College, Ireland. Carol-Ann's research interests are in the areas of special and inclusive pedagogy, supporting learners with intellectual disabilities, the voice and role of parents in education, and the role of play and playfulness in advancing communication and access to learning. Carol-Ann has held many roles in relation to SEN, notably as advisor to government initiatives and as President of the Irish Association of Teachers in Special Education

Michael Shevlin: Michael Shevlin, PhD, is Professor in Inclusive Education in the School of Education at Trinity College Dublin, Ireland. Michael has researched widely in the area of inclusive education with a strong focus on establishing inclusive learning environments and facilitating pupil voice within schools. He is currently Director of the Trinity Centre for People with Intellectual Disabilities, which offers an education programme leading to transition to employment for young people with intellectual disabilities

Mary Quirke: Mary Quirke is a qualified career guidance counsellor, currently engaged in private practice where she has a special interest in working with clients with a disability / specific learning difficulty. Mary is also currently working with AHEAD (Association for Higher Education and Disability) - the national body actively advocating for a future where students and graduates with disabilities can succeed. Mary is progressing her PhD research in the School of Education at Trinity College, Dublin.

Patricia McCarthy: Patricia McCarthy, PhD, is an Associate Researcher in the School of Education, Trinity College, Dublin. Patricia has a background of teaching and research in the field of SEN / inclusion, particularly on the inclusion of marginalised groups. Patricia's PhD research explored the educational experiences and transition opportunities of vision impaired / blind young people. Patricia is currently the Chair of Irish Disability Studies Association.

[S1.1] Transitions: the Bubble under the Carpet? Change, Transitions and Inclusion
Miriam Twomey

As a symbol of change, we propose a visual metaphor of the proverbial "bubble under the carpet". The carpet is fitted quickly, loosely, without accurate planning or measurement, and over time a bubble rises to the surface. It appears unsightly, unstable, and insecure. In ameliorating our initial poor planning, we stretch, reposition, and restabilise the flawed workmanship - only to discover the bubble's later reappearance under changing conditions.

The bubble is evidence of our haphazard and ad-hoc inefficiency in the provision of services and planning for the learning journeys of children and young people with disabilities. Politically we have inherited a state of permanent crisis management.

Neo-liberalist agendas dominate worldwide, reinforcing a market response in the loosest sense possible. Collectively our responses elicit post-colonial, capitalist flavoured State inadequacies which have deeply penetrated the individual psyche, beyond de-contextualised post-truth claims, where we are now merely reactive; not forward thinking or change embracing. Free market, elitist, egalitarian, or democratic political structures have direct effects on educational transitions.

This paper presents the symposium drawing attention to; experiences of change, transitions, and inclusion for children and young people with a disability, from early childhood to post-secondary school environments.

[S1.2] All for One, and One for All: Enacting Change through Educating the Educators
Conor McGuckin, Miriam Twomey

The right to an inclusive education has been reinforced by international agreements. Challenges continue to exist, as inclusion poses conceptual and praxis-based complexities in Irish (pre)schools. Nussbaum suggests that we construct "normal" as a form of protection from disruption, where we hide disruptions that elicit shame. Through her capabilities approach, she asserts that we ought to be who we want to be and that care, compassion, and creativity should override pedagogical processes where learning takes place through

relationships. Using this lens, special education may be considered as an exclusionary, separate space, representing failed societal responsibility. Educators are faced with a dilemma related to either "special education" or "inclusive systemic approaches". We argue that educators enact change through teaching and learning, drawing upon internal and external resources enhanced by collaborative, interdisciplinary researchers, supporting their students' as yet, unmet inclusion challenges. We articulate the need for a re-imagination of inclusion across ecological levels, through the adoption of Theory of Change frameworks, where all stakeholders are involved in the learning and theorising about what works and what does not. Further, we contemplate the challenges presented by change when educators are not equipped for inclusion, or have limited cognisance of where or why inclusion exists.

[S1.3] Transitioning Quality of Provision Through Quality Learner Profiles
Carol-Ann O' Siorain, Michael Shevlin

We are in an 'era of accountability' (Quinn, 2013). Exchequer spending on special education and provision has increased by over 40% in the past seven years. Reframing quality educational provision for learners with special education needs (SEN) has been to the forefront of the inclusion debate and a new model of support/provision is causing a stir. It is acknowledged that educational reform has brought with it one initiative after another and the system is fatigued. Teachers are calling for a halt to the roll out of initiatives and more recently the minister for education has announced a 'slow down' to the roll out of the new primary mathematics curriculum.

This paper draws evidence from quality research in the field on teacher's expressed worries and frustrations relating to pedagogical decisions, actions and curriculum development for their learners with SEN. A cacophony of voice is directed at teachers in special education roles (government policy makers, the inspectorate, unions, and advisors) and learner voice is lost. This paper presents an argument for the transitioning of practice to the new support model as an urgent acknowledgement of the 'vulnerability' of the teaching professional within the role of 'special' teacher.

[S1.4] 'Dreaming Differently' – does the 'language of disability' enable learners while disabling transitions in a UDL environment?
Mary Quirke, Patricia McCarthy

This paper explores the language of 'disability', it's impact on pedagogical practice and most particularly, it's impact on 'transitions'. Models of disability effect pedagogy; but as Universal Design for Learning (UDL) model is adopted, is it timely to reconsider the broader influences of 'disability'?

UDL demands diversity of learning and difference is included. It seeks to move away from previous models of disability and be more enabling. Moreover, it challenges educational professionals to reconsider pedagogical practices; but should it also influence our 'language of disability'? Difference and normality is often emphasised in language. If taking a truly inclusionary approach - the language of disability, its impact on transitions and how and where to start when we engage in 'giving educational advice' has to be part of the evolution of inclusion. By focusing on a group with clearly identifiable challenges – blind and visually impaired learners; what we need to consider when developing an inclusionary approach is outlined under three headings:

1. How 'disability' frames our educational practice
2. How this impacts on transitions
3. And finally, the effect of the 'language of disability' on learners themselves

This paper explores 'disability language' and how it may pose a challenge for 'dreaming big'.

Abstracts: Friday, 12th April, 11.00 – 12.30

[ECR1] Early Career Researcher Symposium

[ECR1.1] Faces of Change: Exploring Students' Motivations and Perceptions concerning Teaching as a Choice of Career

Yvonne Naughton (DCU Institute of Education), PJ Sexton (School of Policy and Practice, DCU Institute of Education), Sabrina Fitzsimons (School of Policy and Practice, DCU Institute of Education)

Children need role models – they need to see themselves in the faces of their teachers. (Riley, 1998, p. 19)

Diversifying the teaching population is of international concern and evidently desirable from both Irish research studies and policy documents. The Census in 2016 reveal that dual Irish nationality has increased by 87.4% since April 2011, with large increases in the number of Irish nationals with an ethnicity other than White Irish. Classrooms in Ireland are characterised by racial and ethnic diversity, yet teachers are drawn from the dominant ethnic majority. This research aims to reflect upon teacher education in times of change, choice and challenge and contribute to society through an exploration of post-primary students' motivations and perceptions concerning teaching as a choice of career from diverse racial, ethnic and cultural backgrounds. This study aims to explore possible associations between students' socio-demographic backgrounds, ethnicity, religious affiliation, gender, nationality and prior educational experiences, and their motivations and perceptions concerning teaching as a choice of career.
A mixed-methods research approach will be employed in this study. The Factors Influencing Teaching Choice (FIT-Choice) scale will be adopted in the design of a questionnaire and semi-structured focus-group interview to explore post-primary students' motivations to teach. The FIT-Choice model adapts expectancy-value theory to outline the factors that shape an individual's choice to enter the teaching profession (Eccles, 1983; Eccles & Wigfield, 2002; Watt & Richardson, 2007). Questionnaire surveys will be utilised to identify students' socio-demographic backgrounds and their motivations and perceptions concerning teaching as a choice of career. Students will also be invited to participate in a follow-up focus-group interview, which will further explore the hybridised identity of post-primary students and their perceptions of becoming a teacher, which may be influenced by individual racial and cultural backgrounds. Six post-primary schools have been purposefully selected in an effort to reflect the range of schools in the Irish Post-Primary Education system and the diverse student population. This study will involve approximately 300 secondary school students enrolled in 5th year across six post-primary schools.
Findings have suggested why people choose teaching, however Watt et al. (2012) highlight an equally important question is why others do not. This work strives to further an understanding for the lack of diversity of applicants to Initial Teacher Education (ITE) and offer proposals for attracting applicants from different ethnic and cultural backgrounds. It is necessary to re-imagine the fundamental faces of change in teacher education.

Yvonne Naughton: The researcher is currently a Primary Teacher and has previously completed a Masters in Education by Research in the area of science education with primary students. Her research interests include: diversity in initial teacher education, student motivation to teach and primary science education.

Dr. PJ Sexton: Dr. Sexton is a lecturer in the School of Policy and Practice, Dublin City University. He holds a PhD from Fordham University, New York and three Masters Degrees: the most recent (2012) an MSc in Clinical Supervision from Trinity College, Dublin. His research interests include: teacher education, reflective practice, mentoring, supervision, international education and lifelong learning.

Dr. Sabrina Fitzsimons: Dr. Fitzsimons is a lecturer in the School of Policy and Practice. She is a qualified secondary school teacher and teaches in the areas of curriculum theory, the foundation disciplines and digital learning in DCU.She was a finalist in the Jennifer Burke Award for Innovation in Teaching and Learning (2014).

[ECR1.2] Higher Education in Jamaica in Times of Change, Choice and Challenge

Rhody-Ann Thorpe (L'Université du Littoral Cote d'Opale)

The establishment of a tertiary education sector in Jamaica is a fairly recent phenomenon. In fact, the first higher education institutional arrangement in Jamaica came in the form of the construction of the University College of the West Indies (now, the University of the West Indies) in 1947. The university was therefore created whilst Jamaica was still a British colony. Since its independence from Britain in 1962, the country has had to face several challenges on the economic front and is currently classed as a developing country. Furthermore, it is recognised as one of the most highly indebted countries in the world. Over the years and in recent times, there has been proliferation of discourses by scholars and decision-makers in Jamaica in terms of higher education being a potential key driver for the economy. It would therefore be interesting to take a look at some of the developments that have transformed the higher education landscape in Jamaica. Thus, this paper proposes a brief examination of the higher education system of Jamaica in terms of its design and characteristics, policies undertaken to develop the sector and key challenges and opportunities presented by globalisation for Jamaican universities.

Rhody-Ann Thorpe: Born and raised in Jamaica, Rhody-Ann THORPE is currently a full-time lecturer and doctoral student at the Université du Littoral in France. Her research interests include Higher Education, Internationalisation and post-colonialism.

[ECR1.3] Literacy levels in the Deaf community: Is this a national crisis?
Michelle Mitchell (National University of Ireland, Galway)

Literacy is fundamental to the successful participation in education and onto meaningful employment. In Ireland, the OECD Adult Skills Survey indicates that 1 in 6 (17,9%) of adults are at or below level 1 on an five level literacy scale; with Ireland ranking 15th out of 24 participating countries. What is of more concern is that the Deaf community in Ireland has an even lower literacy level than that. In order to understand what impact this has, the barriers of participation in education for those who use sign language to communicate must be discussed. Numbers of Deaf children that are being educated in specialist environments has diminished considerably over the past three decades; with a decline of 63% since 1991; with more Deaf children attending mainstream educational settings. There have always been pros and cons of mainstreaming Deaf children, and the Department of Education and Skills has promised services to enable Deaf children to learn in these settings. Unfortunately, this has not be a 'one size fits all' scenario. Some Deaf children do well in mainstream settings, whereas others do not; with a ratio of more than 69% below mean literacy levels (at school leaving age the average reading age 9 years). Research done by The Irish Deaf Society found that Deaf adults had experienced isolation, communication difficulties and bullying, which led to developing poor social skills. In October 2018, the Department of Education and Skills launched the Literacy and Numeracy forum and many stakeholders participated in its creation. One of the aims of this forum is to "strive for excellence - providing curricula and learning outcomes appropriate for current and predicted future skills requirements…", yet Deaf stakeholders were not participants. In order to create a diverse, inclusive and innovative space for Deaf children to learn, high quality training for teachers and a dedicated policy focus must be introduced. With these changes, Deaf children in Ireland will leave formal education with the correct tools to progress to future academic and employment success.

Michelle Mitchell: With more than three decades involved with the Deaf community on 3 continents, my research into education of the Deaf in Ireland is an extension of my experience. As a current Ph.D. student, I work within the School of Education, under the guidance of Dr Kevin Davison. Education is key to progress, and understanding concerns and issues in the field will allow for policy creation and moving forward towards a more innovative future.

[ECR1.4] Change, Choice and Challenge: Assessment in Religious Education at Second Level
Catherine McCormack (DCU), PJ Sexton (DCU)

Religious Education as a subject in second level schools in the Republic of Ireland is undergoing significant review (Kieran, P. and Hession, A. (eds.) 2008; Lane, D.A. 2008; 2011; Meehan, A. 2019). Cultural and societal shifts and an increasingly diverse population means demand is growing for an approach in RE that is non-denominational (Mahwinney, A. 2009; Equal Status Act 2000; Education (Admission to Schools) Act (2018).
The State's vision for Religious Education in Ireland is moving towards a secular provision of information about religion and faith (NCCA, 2017; 2018) and is cognisant of this growing plurality in Ireland. The quality of provision of Religious Education in schools is assessed by the State Inspectorate in much the same way as any other curriculum subject.
The Church's vision for Religious Education at second level is informed by the Vatican II document Gravissimum educationis, (1965); subsequent Church documents Evangelii nuntiandi (1975); Catechesi tradendae (1979) and Redemptoris mission (1990) as well as the General Directory for Catechesis (1997) and Share the Good News: National Directory for Catechesis in Ireland, 2010) and is of a faith based, catechetical nature. It is currently supported by visits from Diocesan Advisors who report back to their Bishop, as Chief Catechist of the Diocese (Canon#806 CIC, 1983)
This paper looks at the chasm between the two ideologies, it explores the space in between to ascertain how the State inspection model and the Diocesan support model might not be accessing the full picture in a complex subject area. Data from twenty-two State inspection reports on RE and a preliminary analysis of these, will be presented. A model in some dioceses in the U.K. (Education Act, 2005) which combines the State Inspection of RE with Diocesan Inspections in Catholic schools will be presented and questions posed in the light of the Irish system.

Catherine McCormack: Works with an Educational Trust body as a school coordinator. Background in Religious Education. Currently undertaking research as part of an Education Doctorate.

PJ Sexton: School of Policy and Practice at DCU.

[ECR1.5] An exploration of part-time doctoral students' experiences of accessing programme based, academic and pastoral support on the doctoral journey
Maeve O' Regan (Trinity College Dublin)

Accommodating and meeting the needs of students who are at a remove from campus presents both opportunities and threats for Higher Education Institutions. Part-time doctoral students are a growing demographic within postdoctoral research programmes. In Ireland part-time doctoral enrolments have increased by 68% in the last decade (Higher Education Authority, 2017.) They are also a valuable source of income for universities, as, according to research, many tend to pay their own fees and tend to be less resource intensive (e.g. staff time and college resources) than full-time doctoral students, due to spending less time on campus.
The researcher aims to present the findings, at the forthcoming ESAI 2019 conference, from a study which explored if full and part-time doctoral students experienced differences in terms of access to programme support and research networks from the academic institution during the doctoral process. 22 participants from a single research-intensive university took part in this mixed methods study (questionnaire and semi-structured interview) and included 4 staff members, 11 full-time and 7 part-time doctoral students from Health Science and Arts, Humanities and Social Science (AHSS) disciplines.
Findings from the research study suggest that both part-time and full-time doctoral students tended to depend on "word of mouth" e.g. local informal networks (e.g. peers and supervisors) for accessing programme-based information and doctoral guidelines rather than referring to more official college or department-based sources of information (e.g. web-based and online information, documentation and student guidelines.) Lack

of access to campus- based supports during 9am-5pm and lack of access to "people in the know" was cited by part-time students as a barrier to accessing information and support during the doctoral process.

The aim of the presentation is to encourage a discussion on how higher education institutions can attract, retain and support students with diverse needs and potentially limited access to the campus environment, including part-time doctoral students and mature, part-time and distance learners at other stages of the undergraduate and postgraduate curriculum. The researcher hopes to stimulate discussion and share experiences of supporting "hard to reach" students using both face to face and online supports and information.

Maeve O' Regan: Maeve is a part-time doctoral student in her third year of studies in the School of Education in Trinity College Dublin. Her background is in Psychology and she has experience working as a Student Learning Advisor (TCD) and Careers Advisor (DCU). She is interested in part-time students' experiences of accessing programme based and sociocultural support during doctoral studies.

[ECR1.6] Closed To Criticality: Does the practicum of school placement during initial teacher education suppress doubt and emphasis a quick fix alternative for cognitive closure?
Eric O'Donnell (University of Limerick)

Reflective practice is widely recognised as a central tenet of the teaching and learning process (Brookfield, 1995, 2005; Zeichner & Liston, 1987; Harford & MacRuairc 2008) this is especially true in the pre-service period (Gonen 2016). At the University of Limerick, the largest producer of second level teachers in the country emphasis is placed on the importance and value of progressing how we teach and learn to be "reflective inquiring professionals" (Harford & MacRuairc 2008, p1890). Second year, fourth year and professional masters of education students undertake two periods of school placement. During this time students are require to express evidence and understanding of critical reflective practice through written portfolios. Some recent literature however, suggests the traditional method of reflection via portfolios or journals may inhibit the reflective process of pre-service teachers as there exists an anxiety based in assessment. (McGarr & Moody, 2010; Bolton, 2005; Pavlovich, Collins, & Jones, 2009). This study will seek inquiry into the possibility that the structure of the school placement practicum element of initial teacher education acts to suppress, stifle or suffocate doubt, self-esteem, motivation, curiosity and criticality providing students with an appetite for the quick fix alternative resulting in functional fixedness and not critical reflective inquiry.
The intention of this presentation is to delineate the literature surrounding reflective practice and cognitive closure in initial teacher education in an Irish context and to highlight the gap in the literature which has acted as the catalyst behind this research.

Eric O'Donnell: PhD researcher and second level teacher, currently teaching in the university of Limerick. Areas of interest include Cognitive closure, Reflective practice, STEM education, ITE and Design and Manufacture.

[P5] Science and Technology
[P5.1] Synergising the science of computing with pedagogy through a process interaction matrix approach
Linda Butler (Hibernia College), Flaithrí Neff (Limerick Institute of Technology)

The new Leaving Certificate Computer Science (CS) subject offers the potential to define how a new generation will effectively interpret, interact with, and generate new technological advances founded on creative, logical, and philosophical thinking. It also has the potential to become devoid of any meaningful pursuit if core theoretical principles in the science of computing are not embedded in applied aspects of its teaching.
Currently piloted to fifth-year students across 40 Post-Primary schools, the first Leaving Cert exam in the subject is due to take place in June 2019 and will then be made available to all schools across the State from September 2020. The rationale for the course outlined in the Leaving Certificate CS Curriculum Specification (2018) recognises computational thinking as one of the most fundamental skills acquired through the study of the subject (p.6).
Fundamental to its success will be clearly defining computer science as a discipline and basing the discipline's core principles within sound pedagogical practices. The use of technology wherein computing is employed as a tool, cross-discipline e-learning, and instruction on Digital Literacy are not the same as teaching CS as a core academic discipline (Wilson et al., 2010; Jones, S., 2010 cited in Keane and McInerney (2017)). To this end, the new CS subject highlights key learning objectives relevant to the discipline, whilst allowing enough flexibility for individual schools in its applied implementation.

In this paper, we will explore how teaching and learning strategies may be devised using a process interaction matrix approach, which may be useful as a guide for teachers of the subject in the initial years of the programme, as well as future teachers who wish to teach the subject. The interaction matrix comprises four processes:
 1. Extraction of central topic elements (theoretical and applied) from CS curriculum specification;
 2. Itemisation of leading multidisciplinary fields to which CS is a primary contributor;
 3. Programming languages, Integrated Development Environments (IDEs), and platforms that most-readily span across, and satisfy, the requirements of processes 1 and 2;
 4. Teaching and learning of theoretical and applied components in processes 1 and 2 through effectively utilising tools in process 3.
The paper will also draw on the key findings of Keane and McInerney (2017) in their recommendations to the NCCA, specifically in areas of content, assessment, pedagogy, computational thinking, and teacher professional development.

Sources:
Jones, S. P. (2010) Computing at School: the state of the nation A report of the Computing at School Working Group. London: UK Computing Research Committee.
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National Council for Curriculum and Assessment (2018) Computer Science Curriculum Specification ,Dublin: National Council for Curriculum and Assessment.

Wilson, C., Sudol, L. A., Stephenson, C., and Stehlik, M. (2010) Running on Empty Running on Empty. CSTA: The Computer Science Teachers Association,The Association for Computing Machinery.

Linda Butler: Dr Linda Butler Neff heads the research module for Professional Masters in Education in Primary Education in the School of Education at Hibernia College. She is also qualified secondary school teacher.

Flaithrí Neff: Dr. Flaithri Neff lectures in audio signal processing and acoustics at the Limerick Institute of Technology. He holds a PhD in Computer Science and leads a team of researchers in the Interactive Systems Research Group at LIT.

[P5.2] Developing Technical and Teaching skills for the Irish Leaving Certificate Computer Science Subject; notes on a developing programme

Conor Galvin *(UCD Dublin),* **Kevin Marshall** *(Microsoft Ireland),* **Brett Becker** *(UCD Dublin),* **Pádraig Cunningham** *(UCD Dublin)*

In early 2017, UCD School of Education and UCD School of Computer Science in collaboration with Microsoft Ireland began developing a programme to address the needs of teachers considering involvement in the introduction of the proposed 'Computer Science' subject at senior cycle in the Irish secondary school system. At the time the Leaving Certificate Computer Science (LCCS) curriculum was not finalised. However, the broad direction intended was known and UCD used this to plan and teach a capacity-building pilot programme with a central focus on Computational Thinking; the Professional Diploma in Education Studies-Computational Thinking (PDES-CT). This was seen as a first step towards providing a recognised, credit-bearing mechanism for existing teachers to up-skill with the technical knowledge and pedagogical abilities necessary to teach the LCCS.
During the piloting of this first iteration of the PDES-CT, programme review surveys and focus groups were held to determine how the needs of participating teacher-students were being met, to provide one measure of the success of the programme, and to allow us as a programme team to better design and plan for expanding the programme. The main, end-of-course survey revealed that teacher-students benefited markedly in terms of their learning. They also reported that the skills and knowledge obtained was both useful and highly applicable to their teaching practices, in relation to CS in their schools. The focus group added further insights to this and revealed that the programme scheduling / timings, and the Microsoft scholarships associated with the programme were major factors in their successful participation in the PDES-CT. Formal programme review also demonstrated that the participants - and indeed the teaching staff - believe that teacher supply, and that the current lack of Teaching Council recognition around computer science teaching are major hurdles to the roll-out of the Leaving Certificate Computer Science at leaving certificate level.
The proposed paper deals with the origins, development and piloting of the UCD PDES-CT programme and offers insights into both the affordances of programme development involving academic and industry partners and also reports on the participant perspective and how this is being incorporated into the emerging programme.

Conor Galvin: Dr Conor Galvin is based at UCD Dublin, Ireland, where he Lectures & Researches on various education, public policy, and research methods programmes. His research interests include policy networks, professional knowledge, and the impact of new and emergent technology on learning and society. He directs the UCD/Microsoft CS/CT Programme for Leaving Cert Teachers, and is also Lead Partner on an EU Funded Knowledge Alliance KA2 project under ERASMUS+; the ITELab Project, 2017-19.

Kevin Marshall: Dr. Kevin Marshall is the Head of Education for Microsoft Ireland and is a widely respected thought leader on technology and education. He has been instrumental in establishing the UCD Microsoft Award Scheme and in developing the UCD PDES- Computational Thinking programme.

[P5.3] STEM Outreach – A gateway to get Irish research to the classroom

Laurie Ryan *(University of Limerick),* **Sarah Hayes** *(University of Limerick),* **Peter Childs** *(University of Limerick)*

The rising importance of STEM subjects in recent years can be seen with many top research companies, funding bodies and EU documents placing emphasis on the development of our future workforce, particularly in areas of the most potential (SFI, 2017). This has led to a push for outreach, communication and public engagement in relation to STEM subjects in order to improve scientific literacy (SFI). Outreach in general is associated with "a meaningful and mutually beneficial collaboration with partners in education, business, public and social service." (Ray, 1999, p.25). Walker (2007) has described science outreach as a way of improving the recruitment and retention of pupils, while he also recognises its importance for promoting the vulnerable subjects. Universities and additional organizations have realised the impact it can have on primary and post-primary pupils, and how it can help improve pupil engagement in and act as a direct vehicle in assisting education in the classroom (Gomez & McCauley, 2012). However, with limited guidelines and criteria for developing outreach programmes, this raises the question are these opportunities are being utilised. Science outreach has a long history of working with schools to improve both, participation in science and scientific literacy (Davison et al., 2008). This paper will focus on a collaboration of data from both outreach providers and teachers in Irish post-primary schools to develop an effective science outreach resource for the classroom. The aim is to use the outreach resource to develop discussion and disseminate Irish research. In order to do this effectively a key focus in this study has involved the use of argumentation in the classroom.

Laurie Ryan: Qualified Science teacher. Current PhD student & Senior Executive in Education and Public Engagement In Science Foundation Ireland.

Sarah Hayes: Head of Education and Public Engagement In SSPC research centre in University of Limerick.

Peter Childs: Emeritus Senior Lecture in Chemistry. Editor of Chemistry in Action.

[P5.4] Documenting multiple selves: an exploration of the experiences of online distance students learning with an eportfolio

Orna Farrell (Dublin City University), Aidan Seery (Trinity College Dublin)

This study explores the nature of the learning experience with an eportfolio and whether it enhances the development of critical thinking among online distance learners. The project adopts a case study approach, following twenty-four online distance learners over the course of one academic year. The study focuses on the case of the learner experience of eportfolio based learning and the process of developing critical thinking.

The research question for the study is: Can eportfolios enhance the nature of the learning experience and the development of critical thinking among online distance learners? Data were generated using the participant eportfolio entries and two-time semi structured interviews. The participants were interviewed with their eportfolio, written, visual and physical artefacts from the participant's eportfolio were used as stimulus during the interviews. The analytical approach for the study was thematic analysis, a data led approach following the Braun & Clarke (2006) six phases of thematic analysis. The findings were presented into five themes, which demonstrated the multifaceted nature of learning experiences with an eportfolio and its relationship with the development of critical thinking for online distance learners. The themes were; being an online distance learner, the experience of learning with an eportfolio, my approach to learning, thinking critically in my eportfolio, the sociology discipline context.

Findings indicate that learning with an eportfolio can enhance the nature of the learning experience by providing learners with a personal space to evaluate their own learning, to process their thoughts and experiences and to document their lives and learning in an authentic and meaningful way. In addition, the findings suggest that learning with an eportfolio can enhance the development of critical thinking skills and dispositions within a disciplinary context.

[S2] Hope in the PUCA: Possibilities for a Freirean Dialogical Praxis in Teacher Education

Maeve O'Brien (DCU), Andrew O Shea (School of Human development DCU), David Gibson (School of Human development DCU), Cora O Farrell (School of Human development DCU), Paul King (School of Human development DCU)

In awareness of the personal, socio political and cultural challenges experienced by educators today (O'Shea and O'Brien, 2011) including the precariousness of post modern life (Bauman 2003), we explore possibilities for hope and transformative education in what we name the PUCA. The PUCA is a playful take on the military acronym *VUCA (volatility, uncertainty, complexity and ambiguity)*. The authors have replaced the word *volatility* with *precarity* to highlight both the precariousness of higher education experience today (anxiety, disenfranchisement, and loss of hope) and the condition of invisibility that Ellison sees as akin to being a 'spook'. This symposium explores real challenges experienced by teacher/university educators and the possibilities *or* not for keeping hope alive in the PUCA.

Can hope be witnessed in the PUCA where humanizing pedagogy is invisible? The question of possibility for a humanising education that is deeply integral, focused on full human development and a critique of reproduction of structural inequality and oppression is an open one and needs further exploration. It has been argued that the effects of managerialism, performativity culture and individualism have emptied out the very soul of teachers' selves (Ball 2011). We suggest further that while the spectre of personal, economic and performative failure haunts teacher/university educators' sense of self, and may drain away the energies required for transformative critical praxis, that hope is necessary albeit elusive.

This symposium develops an earlier dialogical process facilitated in November 2018 to celebrate Freire's 50th anniversary of *Pedagogy of the Oppressed* (1968) which named the problem of hope.

This symposium actively explores and creates generative spaces for collaborative inquiry into our praxis as teacher educators to foster new pedagogical theories for the current context. A contemplative practice - *Deep Talk* - is employed as a stimulus for the symposium, chosen for its ability to develop a joint community language among participants (Valkonen, 2015). The core elements of a *Deep Talk* session are narrative, reflection, silence, dialogue and participation. It is in providing a dialogical space to engage with the challenge of hope, that a negotiation with, and navigation of praxis, may be supported (Kelchtermans 2018). This symposium supports dialogic praxis for experiences to be articulated and for understandings to be challenged, while at the same time denying any suggestion that this process can be completed or achieved.

Maeve O'Brien: Associate Professor, Head of School of Human Development DCU, Freirean dialogue and care ethics

Andrew O Shea: Philosopher of Education, Co Ordinator Human development programme (PSP), Freirean author

David Gibson: Philosopher of Education, mental health ethics, VULNERABILITY AND EDUCATION

Cora O Farrell: Religious Education, Values education, Deep Talk Praxis as a transormative methodology

Paul King: mindfulness education, guidance and counselling, dialogical education

[S2.1-S2.4] Outline and Methodology for Symposium

There will be full engagement across all 5 author/ participants for the overall symposium process rather than 5 discrete papers. However, each member of the dialogical team will also focus on a particular element and substantive issue or method within the symposium

1. Building on an earlier Freirean 1 day symposium with teacher educators and a wider group, we set the context for this form of symposium rather than the conventional academic form;
    Maeve: Critique on Freire event in Nov- 70 Participants from Educational settings including teacher education. Findings on Hopelessness/Hope https://www.dcu.ie/human_development/news/2018/Nov/Freire-50th-Anniversary-Celebration-of-Pedagogy-of-Oppressed.shtml
2. **Cora**: Deep Talk Methodology and deep listening in order to name the world of teacher education today in all its challenges

3. **Paul and Andrew**: Negotiating Hope for education in the PUCA
4. **David**: Towards a narrative of Hope for teacher education and teacher educators

[P6] Language and Literacy

[P6.1] Teaching teachers of literacy: A hybrid self-study

Tara Concannon-Gibney (Dublin City University), Niamh Watkins (Dublin City University)

Research conducted on curricular change in relation to literacy practices have highlighted the challenge of overcoming traditional, skills based practices in favour of a more 'balanced approach' to the teaching of literacy (see for example Eivers et al, 2005). Teacher beliefs and self-efficacy have long been regarded as significant in the teaching and learning decisions that take place in the classroom (Vacca, 2002). Indeed, research has revealed that teachers tend to teach in the manner in which they themselves were taught (Borko & Putnam, 1995; Bryan & Abell, 1999; Loucks-Horsley, Hewson, Love, & Stiles, 1998) and often struggle to use new instructional methodologies that are different from what they experienced themselves as primary school pupils (Larson & Phillips, 2005). This presents a challenge for professors in teacher preparation colleges in developing student teachers who are confident and competent in utilising research-based best practice in literacy teaching while undertaking their teaching placements and in their future classrooms.

Given the importance of equipping pre-service teachers with knowledge and expertise in relation to the teaching of literacy (Snow et al., 1998; Darling-Hammond & McLaughlin ,1995; National Reading Panel, 2000; Kennedy, 2001), the current study aims to explore the tensions involved in the complex task of teaching literacy pre-service teachers. Using 'hybrid' self-study methods (LaBoskey, 2004; Martinez, 2008), the researchers aimed to uncover a deeper understanding of the process of sharing their knowledge and expertise of teaching literacy in a manner which allows students to take ownership of their learning, and encourages them to adapt and implement research-based best practice in their literacy lessons. While most of the data will emanate from the researchers' research journals and interactions with 'critical friends', the students' voice will also provide an important data source. It is hoped that the data gathered from the student focus group will enable the researchers to 'dig deeper' in their reflection-on- practice (Schon, 1983). As this study seeks to examine the 'learning journey' undertaken by two assistant professors seeking to improve and enhance their practice; their evolving beliefs, knowledge base, practical application of theory and sense of self-efficacy to teach teachers of literacy will be explored and analysed in this presentation.

Tara Concannon-Gibney: Dr. Tara Concannon-Gibney is an assistant professor of literacy at Dublin City University (D.C.U.). A former primary school teacher, she has worked with pre-service and in-service teachers in Ireland and in New York for over a decade. Prior to working at DCU, she was a lecturer in literacy/Early Childhood and programme co-ordinator of the B.Sc. in Early Childhood at Marino Institute of Education.

Niamh Watkins: Niamh Watkins is a lecturer in literacy studies at Dublin City University, St. Patrick's Campus. Niamh teaches literacy to undergraduate and postgraduate pre-service teachers. Her interests include literacy in the context of educational disadvantage, critical literacy pedagogy, self-study of practice and teacher identity.

[P6.2] 'All changed, changed utterly': Student teachers' understandings of literacy and practices in supporting and developing adolescent literacy in the contemporary post-primary classroom

Brian Murphy (School of Education, UCC)

For many years the statement that 'every teacher is a teacher of literacy' has been widely proclaimed and supported. Internationally, research literature has shown reading literacy development to be a core responsibility of teachers and teacher educators at all levels not just during the formative primary school years. Recent Irish policy developments in the literacy area especially The National Literacy and Numeracy Strategy (2011) proposed radical changes in how all teachers, including explicitly post-primary subject teachers, would be expected to support the literacy development of all students, irrespective of the subject discipline. In the context of this very significant shift in policy, literacy education has become a core part of many post-primary initial teacher education programmes, in line with both the National Literacy and Numeracy Strategy and Teaching Council accreditation requirements. This presentation shares some perspectives, understandings and classroom practices with respect to literacy development of student teachers on one PME post-primary programme. It compares and contrasts how literacy understandings and practices of student teachers developed and how they may have evolved and progressed since the introduction of a very explicit focus on literacy in the PME programme following the National Literacy and Numeracy Strategy. Challenges to the development of literacy in post-primary classrooms as identified by the student teachers will also be highlighted and discussed. The findings are shared in order to highlight the need to deepen and extend all student teachers' understandings, knowledge and pedagogy of literacy development in initial teacher education so that they can in turn better and more effectively support the literacy and learning needs of all students in all post-primary subject classrooms.

Brian Murphy: Dr Brian Murphy is a Senior Lecturer in the School of Education UCC, where he is course leader for the two-year Professional Master of Education (PME) initial teacher education programme for post-primary teachers. His research interests are in the areas of language and literacy pedagogy and policy as well as in all aspects of teacher education. He has worked extensively on national policy issues pertaining to literacy, including with the DES Inspectorate and as literacy expert member of the OECD PISA National Advisory Committee for Ireland and the DES National Literacy and Numeracy Strategy Implementation Committee.

[P6.3] From 1999 to 2019: Supporting linguistic diversity within changing classrooms and a changing curriculum

Fíodhna Gardiner-Hyland (Mary Immaculate College, Limerick), Patrick Burke (Mary Immaculate College, Limerick)

With over 200 languages spoken in Ireland (NCCA, 2015), there is a need to accommodate the diverse language and literacy needs of children learning English as an additional language (EAL) in primary school classrooms. Recent reform of the curriculum at primary level has explicitly

acknowledged the fact that our classrooms are far more diverse now than they were twenty years ago, when the 1999 curriculum was published (DES, 1999; NCCA, 2015). Providing an analysis of recent curricular and policy change at primary level, this paper will draw on qualitative data collected in a series of interviews conducted with teachers (N=15) practising in diverse primary schools. . It will highlight four main issues identified from teachers' self-reported knowledge and experiences: teachers' perceived levels of confidence and knowledge in supporting EAL learners; collaboration and professional development; the need for inclusive practices and resources and the successes and challenges faced by teachers who strive to support diversity on a daily basis. The presentation will conclude by highlighting supports needed at school and national levels to further promote the development of language and literacy for EAL learners in Irish primary schools.

By the end of the presentation it is envisaged that participants will identify with and understand the complexities of the role of the primary school teacher in supporting EAL learners in Irish schools, at a time of significant curricular and policy reform in Irish primary education; become aware of the limitations of current national and local supports for teaching EALs in Irish primary mainstream contexts and recognise the importance of continuing professional development for teachers of EAL learners in order to develop linguistically responsive teaching approaches for meaningful, contextualized language and literacy development.

Dr. Fíodhna Gardiner-Hyland: Fiodhna Gardiner-Hyland is a lecturer in language and literacy education at Mary Immaculate College, Limerick. As a former chair of TESOL Arabia young learner's special interest group, Fíodhna has national and international experience of teaching, lecturing, consulting and publishing in the area of second language and literacy education. Most recently she contributed to writing the online English Programme 'Starlight' with Folens Publishers and developed materials for teachers of EAL learners with the Transforming Education Through Dialogue (TED) Project, Mary Immaculate College and the Embracing Diversity, Nurturing Integration: Learning for Life Project (EDNIP).

Mr. Patrick Burke: Patrick Burke is a lecturer in language and literacy education at Mary Immaculate College, Limerick and international fellow of Frostburg State University, Maryland, U.S.A. He formerly worked as a primary school teacher and advisor with the Professional Development Service for Teachers. He is involved in a number of research collaborations and is currently completing his PhD on disciplinary literacy in senior primary school classrooms.

[P7] Pupil, Parent and Family Voices in Education

[P7.1] Pupil voice: The overlooked narrative in teacher professional development

Mia Treacy *(Mary Immaculate College, University of Limerick)*

In response to the challenges associated with linking teacher professional development with changes to classroom practice and ultimately with student outcomes, efforts to theorise the professional development process and teacher learning have accelerated in recent years. Such increases in theorisation have resulted in the complexity of teacher learning, in addition to the multi-dimensional nature of professional development, being foregrounded in the literature. Despite this complex theorisation, coupled with calls for pupil voice to be inserted into the ongoing discourse around professional development (Sugrue, 2002) and evidence of the transformative potential of pupil voice on teacher development and on teaching and learning (e.g. Flutter, 2007), pupil voice remains an under-utilised construct in professional development practice, research, and literature. This dearth exists despite the primordial objective of professional development aligning with improved pupil outcomes (e.g. Desimone, 2009; Guskey, 2002). The potential of pupil voice in effecting changes to classroom practice through sustained collaborative professional development in a primary school context forms the basis of this research. This research comprises a one-year longitudinal study with one case study school in Ireland in which all of the teaching staff engaged in a formalised collaborative professional development initiative over a seven-month period. The purpose of the professional development was to support teachers in implementing a reform approach to mathematics teaching. Multiple methods of qualitative data collection methods were used including teacher interviews, pupil focus group interviews, classroom observation, and analysis of documents. Three chief findings include the potential of pupil voice to act as a catalyst for meaningful teacher engagement in professional development; the potential of pupil voice to act as a catalyst for changes in teaching and learning; and the way in which pupil voice can provide insightful real-time 'lived experience' and "context-sensitive feedback" (Sugrue, 2002) on changes (or otherwise) to teaching and pupil learning. This research contends that pupil voice is a relevant and under-utilised construct in professional development practice, research, and literature. Broad categorisations of its relevance can be viewed through an emancipatory lens such as Lundy's "model of participation" and through the unique context-specific insight that it can provide into pupil experiences and learning—the latter often being cited as a criterion of 'effective' professional development. The transformative potential of pupil voice as a powerful and insightful narrative needs to be operationalised so that it can offer a more expansive platform for analysing and improving pupil learning in a sustainable manner.

Mia Treacy: Dr Mia Treacy is a lecturer in education in Mary Immaculate College, Limerick. She formerly worked as a mainstream class teacher, a learning support teacher, and a primary school principal. She was on secondment to various support services of the Department of Education and Skills including spending three years as Deputy Director of the Professional Development Service for Teachers.

[P7.2] From policy to advocacy to reality – Exploring the benefits and challenges of parent and student voice in School Evaluation. Cases from Europe

Gerry McNamara *(DCU Institute of Education)*, **Martin Brown** *(DCU Institute of Education)*, **Shivaun O'Brien** *(DCU Institute of Education)*, **Joe O'Hara** *(DCU Institute of Education)*, **Craig Skerritt** *(DCU Institute of Education)*

Throughout Europe and elsewhere there has been an increasing drive to include parents and students in School Self-Evaluation. The overarching theory and by all accounts, growing body of empirical research relating to this participatory mode of evaluation is that, a more effective model of School Evaluation that will have a greater impact on school improvement must involve the inclusion of all stakeholding groups to enable the realisation of organisational goals. However, to paraphrase Coe (1999), if we hear only the success stories, any new initiative can in practice become a strategy for improvement.

This research a part of a three funded project titled Distributed Evaluation and Planning in Schools (www.deaps.net) presents the findings of a survey that was administered to schools in Ireland, Belgium, Portugal and Turkey, for the purpose of exploring the strategies, mechanisms as well as challenges and supports required for the inclusion of parents and students in School Evaluation. Within this, the conceptual framework that formed

the basis for the study is described.

Findings derived from the study suggests that, in line with the literature, there are many perceived benefits towards the inclusion of parents and students in School Evaluation. On the other hand, there are also significant challenges that need to be addressed. These challenges, in the absence of clearly defined policies and guidelines, relate to, for example, the role and function of parents and students within the continuum of evaluation for accountability and improvement.

Gerry McNamara: Dr Gerry McNamara is Professor of Educational Evaluation at the School of Policy and Practice, DCU Institute of Education and Co-Director of the Centre for Evaluation, Quality and Inspection (EQI).

Martin Brown: Dr Martin Brown works at the Centre for Evaluation, Quality and Inspection, the School of Policy and Practice, DCU Institute of Education. Further details at selfevaluation.eu

Shivaun O'Brien: Dr. Shivaun O'Brien is an assistant professor in the DCU Institute of Education and a member of the DCU Centre for Evaluation, Quality and Inspection. She is an expert in school self-evaluation (SSE)and has developed and implemented various models of support and professional development for teachers in SSE over the years.

Joe O'Hara: Dr Joe O'Hara is Professor of Educational Evaluation at the School of Policy and Practice, DCU Institute of Education and Co-Director of the Centre for Evaluation, Quality and Inspection (EQI).

Craig Skerritt: Craig Skeritt is a Doctoral Researcher at DCU institute of Education, a member of the project team for the Erasmus+ project titled Distributed Evaluation in Schools (deaps.net) and the Programme Manager for Policy and International Relations at the Royal Irish Academy in Ireland.

[P7.3] Parental involvement, partnership and engagement in their children's education during the primary school years

Leah O'Toole *(Froebel Department of Primary and Early Childhood Education, Maynooth University),* **Joan Kiely** *(Marino Institute of Education),* **Clíona O'Keeffe** *(St Nicholas Montessori College),* **Emma Zara O'Brien** *(Marino Institute of Education),* **Maja Haals Brosnan** *(Marino Institute of Education)*

In recent years, educational research has highlighted the importance of understanding children's learning as embedded in the social, cultural and family contexts in which it occurs (Alanen, Brooker and Mayell, 2015). This has led to an increasing focus on the role of parents and the 'home learning environment', and many studies have identified the profound influence these may have on children's learning and development both within and beyond formal educational settings (Hayes, O'Toole and Halpenny, 2017). Extensive international research shows that children do better when their parents are actively involved with their education (Borgonovi and Montt, 2012; Desforges and Aboucaar, 2003; Emerson, Fear, Fox and Sanders, 2012; Goodall and Vorhaus, 2008). Thus, designing learning environments to maximise opportunities for bridging communication between children's home and school may be a significant factor in educational outcomes (O'Toole, Kiely, Mcgillacuddy, O'Brien and O'Keeffe, 2019). Located within an understanding of the rapidly changing national, international and cross national contexts in which education is enacted, such approaches can facilitate the development of transformational agency within education (O'Toole, Hayes and Halpenny, forthcoming).

This paper shares the initial findings of a study of parental involvement, engagement and partnership in their children's education during the primary school years, which is funded by the National Council for Curriculum and Assessment (NCCA) and the National Parents Council (NPC), and is being conducted by researchers from Marino Institute of Education. The research involves three phases: an extensive review of the national and international literature on parental involvement, engagement and partnership; qualitative research conducted with parents, children and teachers in five case study schools in Ireland; and the development of support structures for teachers and parents to collaborate with the aim of meeting the learning outcomes of the Primary Language Curriculum. This paper will share the key findings of Phase 1 of the research, the literature review. Findings emphasise the crucial nature of relationship-building for parental involvement, the importance of acknowledging diversity and individual needs / strengths, and the role of non-judgmental support for the development of enriching home learning environments for children. The role of homework is specifically deconstructed as a means of supporting home-based learning.

Leah O'Toole: Dr Leah O'Toole is a Lecturer in Early Childhood Education and Programme Coordinator of the BA in Early Childhood Teaching and Learning in Maynooth University. Her research interests include bioecological theory and she is the co-author of 'Introducing Bronfenbrenner: A Guide for Practitioners and Students in Early Years Education'. Other research interests include parental involvement in children's education, transitions in the early years, and challenging neoliberal conceptualisations of quality in early childhood education through the development of holistic, relational and inclusive approaches to ECEC.

Joan Kiely: Dr Joan Kiely is head of the Early Childhood department at Marino Institute of Education where she teaches on a range of in-service, under-graduate and masters' courses. Research interests include supporting parents to develop their children's literacy in the home, play in the early years, children's oral language development and early years' pedagogy.

Clíona O'Keeffe: Clíona O'Keeffe is Programme Director for the B.A. (Hons) in Montessori Education at St Nicholas Montessori College. She is an experienced primary school principal and has also worked for the NCCA. Clíona is currently a Doctoral candidate at the University of Glasgow and her research interests include Diversity within the Teaching Profession and Curriculum Design and Development.

Emma Zara O'Brien: Emma Zara O'Brien, BA(Hons), MLitt, HDip(Ed), HDip(Psych) is Coordinator for Placement and a Lecturer on the B.Sc. in Early Childhood Education in Marino Institute of Education, also lecturing in Psychology on the Postgraduate Masters in Education. Presently undertaking a PhD in Psychology focussing on attitude formation and health and well-being in children, with particular interest in body weight, current research projects include age differences in weight related attitudes in children and parents' accounts of both parent and child initiated conversations about body image and weight. Additional research interests include educational psychology, social cognition, early childhood education and with those under-represented in research.

Maja Haals Brosnan: Dr. Maja Haals Brosnan has a PhD in social anthropology, with a focus on childhood, and her doctoral thesis explored the social and political dynamics of community support for children experiencing severe adversity in post-genocide Rwanda. Since moving to Ireland, Dr. Brosnan has worked primarily with research on policy and evidence informed practice in the field of children, young people and families, and research projects have included the use of evidence in the policymaking cycle, unaccompanied minors in Ireland as well as a variety of research projects in early childhood. Such research included the inclusion of children with additional needs in early childhood education settings, which informed the new AIM model and the use of ICT in ECEC settings and children's homes, along with programme evaluations and research for policy submissions, while she also acted as chief reviewer of the Children's Research Network's Research Digest.

[P7.4] Playing the Generation Game? A case study exploring the experiences of intergenerational familial participation in Higher Education

Pamela Kelly *(Trinity College Dublin)*, **Andrew Loxley** *(Trinity College Dublin)*

This paper presents the preliminary findings of a qualitative case study examining the experiences of individuals and their families engaging in higher education for the first time. More specifically the study focuses on members of the same family who are participating in higher education concurrently. The experiences of five families were captured through in-depth individual interviews and family focus groups. This paper will focus on the findings from one family: a first-generation mother and son who are engaging in higher education concurrently and the impact of their experience on the family unit.

This study emerged initially from my observations as an educator in a third level institution regarding a group of students whom are participating in higher education not only as individuals but also collectively as family members. It is arguable that numerous policy agendas over the past two decades such as equality of access, widening participation and lifelong learning have converged and given rise to this new social phenomenon in Irish higher education. Additionally, I will argue that these policy agendas have had an unanticipated social mobility consequence for families as their engagement in higher education accelerates individual social mobility, but equally importantly, the collective; familial social mobility.

It will employ the symbolic interactionist tradition and more specifically the work of Berger and Luckmann (1966) as a lens to analyze the social phenomena.

The findings are a rich fine-grained insight into the lived experiences of families in higher education. The family experiences higher education and the knowledge permeates all members of the family, roles are renegotiated and new relationships broken and formed, the self-transformed, no one is left untouched by the experience of higher education. This paper will shine a light on the phenomena of a first-generation family engaging in higher education and enter the private sphere of the family home to examine the ripple out effects of higher education participation.

Reference: Berger, P. and Luckman, T. (1966) The Social Construction of Reality: A Treatise in the Sociology of Knowledge. Penguin: Harmondsworth.

Pamela Kelly: Pamela Kelly is pursuing a PhD in the School of Education Trinity College Dublin, under the supervision of Professor Andrew Loxley.

Andrew Loxley: Andrew Loxley is Associate Professor in the School of Education at Trinity College Dublin and a founding member of the CAVE research centre.

Abstracts: Friday, 12th April, 13.30 – 14.50

[P8] Collaborations in Teaching and Teacher Education

[P8.1] Lessons in team teaching: reflecting on practice from an initial teacher education programme
Nigel Quirke-Bolt *(MIC Thurles)*, **Molly Daly** *(MIC Thurles)*

Educators on initial teacher education (ITE) programmes continually strive to create stimulating, challenging and professionally relevant experiences for their student-teachers. Emphasis is placed on creating a culture of collaboration amongst students and between lecturer and student. This is informed by a constructivist view of learning, which encourages an active construction of knowledge by the student-teachers, where their learning develops from new information being connected and integrated with their prior knowledge. Constructivism encourages social collaboration and enables educators to utilise the different capacities, knowledge and expertise of the student-teachers in tackling problems and developing an enquiry process. Consequently, it is within this constructivist context that a model of team teaching was introduced to groups of student-teachers on a four-year concurrent initial teacher education (ITE) course, studying a compulsory education module. This research aimed to investigate student-teachers experiences and attitudes towards team teaching and to explore the benefits to the students.

Collaborative practices are increasingly identified as a key aspect in teachers' professional practice. Effective professional growth increasingly involves the sharing of knowledge among teaching communities of practice rather than focusing on individual teachers. The provision of regular opportunities for teachers to interact with colleagues is seen as an essential component in creating vibrant and healthy school cultures. Collegiality between teachers provides a system of support, sharing of resources and professional development.

Providers of initial teacher education (ITE) programmes in Ireland have been quick to appreciate the benefits of pairing student-teachers together and encouraging team teaching on school placements. The literature reveals compelling evidence to support placing student-teachers together in schools, describing how they could support each other in developing professional skills and engaging in constructive dialogue. These dialogues enable student-teachers to communicate more extensively around matters of concern, such as pedagogy and planning, and supports the development of higher level thinking and criticality.

This research study draws upon the experience of two cohorts of first and second year undergraduate post-primary student-teachers on a four-year concurrent initial teacher education (ITE) course, studying a compulsory education module, using a team teaching method of delivery. The results from this research reveal a number of perceived and experienced benefits and drawbacks to adopting a team approach on an ITE programme.

Nigel Quirke-Bolt: Lecturer in Education.

[P8.2] "Promoted widely but not valued": Teachers' perception of team teaching as a form of professional development in Irish post-primary schools

Thomas Walsh *(Maynooth University),* **Angela Rickard** *(Maynooth University)*

There is much anecdotal evidence and empirical research lauding the positive impact of team teaching on both pupils, teachers and the wider education system (OECD, 2014; O'Leary, 2014; Pratt, 2014). These potential benefits have long been extolled both in Ireland and internationally by national education departments and agencies, as well as higher education institutions (DES, 2016; NCSE, 2014). Support for the enactment of this policy aspiration in practice has been less fulsome, however (Murphy and Conway, 2017). Moreover, there has been little systematic and focussed research in the Irish context on team teaching as a distinctive practice despite its prominence in policy documents.
It was in this context that the Department of Education in Maynooth University and the Professional Development Service for Teachers (PDST) collaborated in the design and delivery of a research project to support both student teachers and experienced teachers in the use of team teaching as an approach in post-primary schools. The purpose of the project was to facilitate the development of team-teaching skills among individual student teachers and their co-operating teachers, and to share the learning from the process more widely.

This paper presents some research findings from the collaboration between 2016 and 2018. It begins by exploring the rationale and wider educational context for the team-teaching project. An outline of the exploratory/ participatory action research design employed is then delineated. Research methods used, including questionnaires and workshop activities, are profiled. The data presented in this paper concentrate on the understandings of experienced teachers of team teaching as a form of professional development, focusing on their initial perceptions and their subsequent understandings following two workshops and the experience of team teaching. The findings highlight the fragmented and tenuous way in which team teaching exists in many schools, with the assertion of one teacher that it is "promoted widely but not valued" summarising the views of many. Reassuringly, the data affirm a very strong appetite among post-primary teachers in Ireland for increased support to use team teaching as an approach that they report to be both advantageous to students and professionally rewarding for teachers. The paper concludes with a reflection on the key findings and an overview of the future directions for the project.

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NCSE (2014). Delivery for Students with Special Educational Needs: A better and more equitable way. Meath: NCSE. Available at: http://ncse.ie/wp-content/uploads/2014/09/Allocating_resources_1_5_14_Web_accessible_version_FINAL.pdf.
Pratt, S. 2014. Achieving symbiosis: Working through challenges found in co-teaching to achieve effective co-teaching relationships. Teaching and Teacher Education 41, 1–12.

Thomas Walsh: Dr. Thomas Walsh is a lecturer in the Maynooth University Department of Education. He teachers on a number of courses within the Department of Education including history of education and education policy. In addition, he is also the School Partnership Co-ordinator with specific responsibility to build relationships with partner schools around school placement. His research interests include curriculum policy, early childhood education and history of education.

Angela Rickard: Angela Rickard is a lecturer in the Department of Education in Maynooth University where she is Course Leader for Year 1 of the Professional Master of Education (PME). She teaches on this and on other postgraduate and undergraduate programmes in the department. She is interested in integrating education for social justice in Initial Teacher Education; supporting creative approaches to teaching and learning and exploring how emerging technologies can be used to complement these approaches.

[P8.3] Student Teacher Collaboration: Perceptions during School placement

Deirdre Harvey *(St. Angela's College),* **Louise Lehane** *(St. Angela's College),* **Kate Mohan** *(St Angela's College)*

School Placement (SP) is an essential component in the process of becoming a teacher. For the student teacher to be successful in SP, a supportive school environment is crucial. The approachability, guidance, feedback, and collaboration offered by colleagues is key in this regard. In particular, research indicates that teacher collaboration is invaluable and associated with increased teacher knowledge and skills, stronger teacher efficacy and instructional quality as well as better pupil achievement and learning. Yet, there is a paucity of research on the nature of student teacher collaboration in the school setting. Consequently, in attempt to respond to this gap, the current study focuses on student teachers, examining their perceptions of the barriers and opportunities towards collaboration during SP. This paper reports the findings from phase one, which draws on student teachers understanding of collaboration, collaborations to date, as well as their intentions for collaboration in their upcoming SP.
A case study approach, employing self-completion questionnaires, prior to SP, was adopted. Participants included first and third year student teachers, from one Initial Teacher Education (ITE) institution, in the Republic of Ireland (n=62 first year students, n=57 third year students).
Key findings demonstrated most were positive in their reports of collaborative experiences to date, citing their enjoyment of same (96.6%). A wide range of school colleagues were collaborated with, in particular the co-operating teacher (95.8%). The purpose of these collaborations varied (i.e. practical class preparation (73%), lesson planning (67%), supporting behavioural management (65%), creation of resources (64%), and setting up for class (61%)). Interestingly, additional analyses indicated these collaborations concentrated on the immediate class and/or themselves as student teacher and less in relation to learning, learners or the wider school. A further unexpected finding, demonstrated some student teachers placed responsibility for the initiation and continuance of collaboration on others, rather than assuming responsibility themselves. A minority were negative about collaboration generally, claiming they had little training in its relevance to teacher development, with others suggesting colleagues within the school restricted their possible collaborative experiences. Based on these findings, the researchers discuss some of the subsequent

experiences and implications for student teachers. Future research suggestions and overall recommendations as well as phase two of the study are also delineated.

[P8.4] The value of a Cross-Border professional learning network in Ireland - from the Good Friday Agreement to Brexit: Looking backward to look forward

Linda Clarke (University of Ulster), *Maria Campbell* (St. Angela's College), *Pamela Cowan* (Queen's University), *Conor Galvin* (University College Dublin), *Kathy Hall* (University College Cork), *Noel Purdy* (Stranmillis University College)

SCoTENS (the Standing Conference on Teacher Education North and South) is a unique network of stakeholder institutions for teacher education across the island, including Higher Education Institutions, providers of Continuing Professional Development (CPD), curriculum and professional bodies and teaching unions from north and south of the Irish border. Conceived following the Good Friday Agreement in 1998, SCoTENS which may be the only network of its kind operating across a contested border in the world, focuses primarily on cross-border cooperation for the enhancement of teacher education. This paper reports on a study which aimed to paint the nature of value of SCOTENS as a firm foundation for the post-Brexit world.

Insights from Etienne Wenger's work were used in order to examine how this unique, boundary-crossing, learning network might best be evaluated in its work to date and more importantly, going forward. The study drew upon two fundamental and interrelated themes from his earlier works (1998), namely 'communities of practice' and 'meaning'. These themes were used as a lens to examine the interactions that arose as a direct result of the work of SCoTENS, as it is 'through our interactions with each other and the world accordingly….we learn' (Wenger, 1998:45). More specifically, the team utilised Wenger's Value Creation Framework (Wenger-Trayner, 2015) with seven Value Cycles, as a way to explore how value is created in the context of personal and collective narratives. In other words it provided the means to address the broad question: what counts as value to whom? And more specifically: of what value is SCoTENS to those who engage with the work of SCoTENS?

As a means of gathering data, prompt cards were used to illicit stories or narratives from a total of thirty participants in north-south pairings. These paired narratives were recorded and the participants included student teacher exchange participants, doctoral students, SCoTENS Annual Conference attendees, Seed funded research project recipients, SCoTENS committee members, SCoTENS secretariat and two founding members, Professor John Coolahan and Professor Harry McMahon.

The key findings from the various Value Cycles included Mentoring from the Immediate Value cycle; Exposure to difference from the Potential Value cycle; Stimulating critical thinking and or support 'in-thought' and 'through-through' in Applied Value cycle; Expanded Networks and Leading Together from Realised Value cycle; and Empowered from Transformative Value cycle. These findings affirm the work of SCoTENS to date and will inform the work and vision of SCoTENS going forward.

[P9] Mathematics Education

[P9.1] Teacher efficacy beliefs at the horizon between primary and secondary school mathematics education

Lorraine Harbison (DCU), *Mark Prendergast* (TCD), *Ian Cantley* (QUB), *Niamh O'Meara* (UL), *Clare O'Hara* (CSO)

A belief in one's ability to enact change is central to personal motivation, and thus the way we behave (Bandura, 1993). More particularly, mathematics teaching efficacy beliefs encompass the extent to which a teacher believes that his/her teaching is capable of bringing about change in the mathematical understanding of his/her students, and the extent to which teaching in general supports the learning of mathematics for all students. Bandura (1993) further posits that teachers with a low sense of efficacy are less inclined to support students in responding constructively to challenge and may thus undermine students' sense of self efficacy in relation to mathematics. This is particularly significant when students' transition from primary to secondary school, a change that frequently has a negative impact on students' achievement and enthusiasm for mathematics (Grootenboer & Marshman, 2016).

This cross border research study sought to capture the mathematics efficacy beliefs of 6th class and Year 7 teachers in Ireland (Ire) and Northern Ireland (NI), respectively, as well as 1st Year and Year 8 teachers through the use of a questionnaire. Altogether, a representative sample of 428 primary teachers responded, 298 from Ire and 130 from NI and 248 secondary mathematics teachers, 173 from Ire and 75 from NI.

The findings show a disparity in relation to teachers' impressions of mathematics. Primary school teachers (57.8% NI, 57.5% Ire) consider mathematics easier than most subjects to teach with only around 10% of secondary teachers agreeing (8.1% NI, 12.9% Ire) (chi sq p<0.0001). All teachers reported a high sense of self-efficacy in relation to answering students' questions in class as well as teaching all strands across the mathematics curriculum. Primary teachers were more likely to consider that students were well prepared in all strands of the curriculum upon exiting primary school than secondary teachers. This disagreement is more pronounced when considering Algebra than in any other strand (89% primary, 11% secondary). Particularly significant is that in NI, 72% of secondary teachers as opposed to 51.5% of primary teachers agreed that students have their minds made up about mathematics before they start in secondary school (p=0.006) pointing to a lower outcome expectancy. These findings are particularly pertinent considering that the national Growing Up in Ireland study capturing the transition of students from primary school concluded that the quality of students' interaction with secondary teachers emerged as having a significant relationship with attitudes to mathematics (ESRI, 2017, 52).

Lorraine Harbison: Dr Lorraine Harbison is an associate professor in mathematics education at Dublin City University (DCU) School of STEM Education, Innovation and Global Studies and a member of CASTeL (Centre for the advancement of STEM teaching and learning). She is a representative on the NCCA's Maths Development Group for the new primary mathematics curriculum and the Chair of the Scientific Committee for MEI 7.

Mark Prendergast: Dr Mark Prendergast is a secondary level mathematics education lecturer in Trinity College Dublin. He qualified as a secondary level mathematics teacher from the University of Limerick in 2007 and completed his PhD in mathematics education, also in the University of Limerick, in 2011.

Ian Cantley: Dr Ian Cantley is a secondary level mathematics education lecturer in Queen's University Belfast. Prior to completing his PhD, Ian worked as a secondary mathematics teachers for a number of years in Northern Ireland. He currently co-ordinates and teaches on the Postgraduate Certificate in Education (PGCE) Mathematics programme.

Niamh O'Meara: Dr Niamh O'Meara is a lecturer in mathematics and secondary level mathematics education in the University of Limerick. Niamh is based in EPI*STEM (formally the National Centre of Excellence in Mathematics and Science Teaching and Learning). EPI-STEM is a leading national organisation promoting excellence in teaching mathematics at both primary and secondary levels.

Clare O'Hara: Dr Clare O'Hara is a Trinity College Dublin PhD graduate. Upon graduation she was a mathematics lecturer on a foundation programme for adult and international students in the Dublin Institute of Technology. She currently works for the Central Statistics Office.

[P9.2] Bridging the Gap? Using theoretical frameworks to understand the academic transition in mathematics from primary to post-primary education

Veronica Ryan *(EPI-STEM - National Centre for STEM Education and Department of Mathematics and Statistics, University of Limerick, Limerick),* **John O'Donoghue** *(EPI-STEM - National Centre for STEM Education and Department of Mathematics and Statistics, University of Limerick, Limerick, Ireland),* **Olivia Fitzmaurice** *(EPI-STEM - National Centre for STEM Education and Department of Mathematics and Statistics, University of Limerick, Limerick, Ireland)*

The academic transition from primary to post-primary school necessitates both collective and individual adaptation. As part of a wider research study to investigate academic achievement and attitude in mathematics from primary to post-primary school, it was necessary to develop a theoretical framework. This framework acted as a bridge between the researchers and the literature as well as guiding the research design, providing an additional lens towards understanding and interpreting the findings from the research study and adding depth to the analysis and resulting recommendations.

All adaptation to change relies on the individual's balance of resources to deficits at the time of transition but invariably involves a degree of stress (Schlossberg 1981). Internationally, negotiation of change and transition have been researched using many theoretical frameworks (Schlossberg 1981; Rimm-Kaufman and Pianta 2000; Clark and Lovric 2009; Crafter and Maunder 2012) and many transition models centre on managing the psychological disruption inherent in transition (Zeedyk et al. 2003; Jindal-Snape and Miller 2008; Waters et al. 2012) but no framework has been designed to assess the academic transition from primary to post-primary school. To inform the design of the composite theoretical framework supporting this study, it was necessary to make use of the work of several influential transition theorists. The research study drew on The Chaos Theory Framework, Communities of Practice theory, Rite of Passage Model and Schlossberg's Theory on Adult Transitions to develop a composite framework that could be applied to students making the transition from primary to post-primary school in Ireland. Applying a theoretical framework to the primary to post-primary transition in Ireland allowed the authors to gain new insight in how best to facilitate adaptation.

Veronica Ryan: I am a post-primary teacher of mathematics who recently completed a PhD thesis entitled Making the Transition: A Student's Mathematical Journey from Primary to Post-Primary School in Ireland. I am also a member of EPI-STEM - National Centre for STEM Education and Department of Mathematics and Statistics, University of Limerick and my research interests include primary-secondary transfer, transition in mathematics, mathematics teaching, factors affecting transitional success, mathematical achievement and attitude towards mathematics over the transition from primary to secondary education.

[P9.3] A lens on two classroom: Considerations for mathematics education

Siún Nic Mhuirí *(DCU Institute of Education)*

The paper will situate a finely-grained consideration of mathematics classroom practices within the broader context of the domains of educational purpose. Biesta and Stengel (2016) argue for explicit attention to the purpose of education. In particular, they draw attention to the three overlapping domains of educational purpose: qualification, subjectification and socialisation. Qualification is understood as connected with "the transmission and acquisition of knowledge and skills" and socialization is understood as "the way in which through education we become part of existing cultures and traditions and form our identity" (Biesta & Stenger, 2016, p. 26). Subjectification is "an educational orientation concerned with the ways in which human beings can be subjects in their own right, rather than objects of the actions and activities of others" (2016, p. 21).
This paper builds on previous work where the Teaching for Robust Understanding (TRU) framework (Schoenfeld, 2013) was used as an analytic lens on episodes of mathematics teaching from the US and from Norway. This analysis highlighted differences in teaching approaches across the two settings. In the US classroom, it appeared that the teacher was working to establish a norm whereby the classroom community was expected to support the individual in making sense of mathematics. In the Norwegian classroom, individual effort was emphasized and there appeared to be an expectation that all students would be able to devise mathematical solutions independently. This paper will interrogate how these findings may relate to the domains of educational purpose outlined by Biesta and Stengel (2016). In particular, the interplay between the domains of subjectification and socialisation will be explored with reference to particular pupil and teacher practices in the research lessons.

Siún Nic Mhuirí: Siún Nic Mhuirí is a lecturer in Mathematics Education in the DCU Institute of Education. Her research interests include mathematics classroom practices; dialogic teaching; teacher research; and mathematics teacher education.

[P9.4] The Potential for Preservice Teachers to Act as Agents of Change during Times of Reform

Jillian White *(University of Limerick), Patrick Johnson (University of Limerick), Merrilyn Goos (University of Limerick)*

Over the past ten years the Irish secondary mathematics curriculum has undergone a major reform. A new curriculum, 'Project Maths', was designed with an aim of transforming mathematics education in Ireland. However, the latest evaluations suggest that the reform in curriculum has had no statistically significant effect on student performance in the PISA and TIMSS achievement tests; has created challenges in relation to teaching, learning, and assessment; and has left teachers struggling to enact the changes in their classroom contexts despite their approval of the changes made in the reform (Shiel & Kelleher, 2017). The pre-service teacher followed in this study aimed to act as an agent of change during this time of reform in Irish post primary mathematics education. The pre-service teacher's project aimed to investigate a claim that a focus on problem solving wasn't permeating into the mathematics classroom. A teacher-researcher led action research project was conducted to depict the reality of the situation regarding the implementation of mathematical problem solving from a variety of perspectives – namely those of the pre-service teacher/teacher-researcher, the second-level students, and the other mathematics teachers in the school. A problem-based approach to teaching

and learning was implemented by the teacher-researcher using Van de Walle's teaching through problem solving framework with a second-year mixed ability class, over a 10-week period. During this time, students' engagement with problem solving and their overall mathematical attainment was monitored using observation techniques and end of term examinations respectively. Following this intervention both participating students and other mathematics teachers in the school were interviewed. Participating students showed an improvement in engagement with mathematical problem solving and expressed positive opinions regarding the problem based approach to teaching and learning. Meanwhile, other mathematics teachers in the school expressed concerns relating to the reality of implementing problem solving in their classrooms, however these concerns were not issues faced by the author when implementing problem solving in the same setting. When these concerns were indirectly challenged by the pre-service teacher a change in conversation occurred. This research project showed a lack of alignment between teachers' assumptions, students' actions and opinions, and the reality experienced by the researcher and a call was made for the development of impactful professional development for teachers in this regard. Additionally, this research project highlighted the potential impact pre-service teachers can have in schools and their potential to act as agents of change during times of reform if adequately encouraged and supported by initial teacher education providers. How we may achieve this in the Irish context will be the focus of this presentation.

*Jillian White: Current PhD candidate in EPI*STEM, School of Education, University of Limerick. Qualified primary (B.Ed) and post-primary (PME - mathematics) teacher, currently researching teacher professional development.*

[P10] Inclusion

[P10.1] The Autism Classroom: A haven for childhood or a transition to 'schoolification'?

Carol-Ann O'Siorain (School of Education, Hibernia College Ireland), **Miriam Twomey** (School of Education, Trinity College, Dublin)

Our concept of early childhood education is in constant discussion and debate and the recent launch of 'First 5: A Whole Government Strategy for Babies, Young Children and their Families 2019-2028' DCYA (2018) draws attention to the importance of education and care within a community context and on the transitions from early years to primary education.

Autism presents as a difference in neurodevelopmental functioning of the brain that may affect behaviour, memory and the ability to learn. Increased community awareness and greater access to psychological assessment methods have seen a growth in diagnosis at early years and primary level. Ireland, in responding to legislation, which set out the rights of all children with a special education need, including autism, to an education alongside their peers, has established autism specific classrooms within and across the pre-school and school system. Further, Ireland has also within the last decade established 'free' universal access to early childhood care and education for children in the two years prior to entry into primary school. Thus, providing greater opportunities for very young children to access professionals with some expertise in early identification and intervention. Daly et al. (2016) identify 'ninety-five classes at pre-primary level' and three hundred and seventy-eight 'special classes at primary level'. Questions emerge, what is the rationale for bringing 3year olds with autism into the early intervention classrooms? Is it conceptualised as preparation for compulsory education? How is 'childhood' conceptualised within these spaces and places where toddlers occupy? Is this provision 'schoolification' and does it draw concepts of childhood and play away from practice and lead provision into a systematic response rather than a child focused response?

This paper sets out to challenge the inclusion debate for toddlers and young children with autism, in particular it will review autism specific provision in a time of policy and practice change. Case examples from qualitative research projects including an AIM project will provide evidence of how childhood, education and inclusion is conceptualised in autism pre-primary and primary settings across Ireland. The findings from these research projects and the rhetoric of national and international policy provides us with opportunities to reflect on our current thinking and actions for inclusion. An argument is presented to review our ideology of 'childhood and inclusion' for toddlers and young children with autism and suggested pathways to change are explored.

Carol-Ann O'Siorain: Carol-Ann O'Síoráin, PhD, is a Lecturer in Education in Hibernia College, Ireland. Carol-Ann's research interests are in the areas of special and inclusive pedagogy, supporting learners with intellectual disabilities, the voice and role of parents in education, and the role of play and playfulness in advancing communication and access to learning. Carol-Ann has held many roles in relation to SEN, notably as advisor to government initiatives and as President of the Irish Association of Teachers in Special Education

Miriam Twomey: Miriam Twomey, PhD, is an Asst Professor in Education in the School of Education at Trinity College, Dublin. Miriam has a background in teaching and research in the field of Early Intervention, Autism Spectrum Disorders and Intellectual and Neurodevelopmental disabilities. Miriam acts as Academic Advisor on commissioned national research projects and is a member of international and national research in the areas of Early Intervention, Inclusion, and Education for students with Intellectual Disabilities

[P10.2] Supporting Students With Emotional Disturbance/Behavioural Disorder (EBD) In Second Level Schools

Ann Marie Casserly (St. Angela's College, Sligo), **Dolores McDonagh** (St. Angela's College, Sligo), **Bairbre Tiernan** (St. Angela's College, Sligo)

This paper presents the findings of an alternative school-based model of provision geared towards improving social-emotional wellbeing and academic outcomes for at-risk students with EBD. Cooper and Jacobs (2011) state that EBD refers to "a group of children within an educational setting who present with disturbing and/or disruptive behaviour that interferes with social functioning and academic engagement. EBD is associated with recurring patterns of functional impairment impacting on academic, social/communicative and vocational outcomes (Kaya et al., 2015). Anderson, Fisher and Marchant et al. (2006) acknowledge the importance of the school setting for successful implementation of interventions for students with EBD.

This research focused on an alternative model of provision for students with EBD where post-primary schools were provided with resources, in the form of teaching hours, to support students with EBD to access and engage with the curriculum. Schools were given autonomy in how they utilised these hours. The rationale behind the alternative model was that students with EBD require additional teaching in self-management of behaviour from qualified teachers, rather than care support from paraprofessionals (SNAs). Therefore, the remit of the research was to review the alternative

school-based model of provision for students with EBD with the aim of identifying its strengths, drawbacks and areas for development.

A mixed methods approach was used, where primary data was collected through face to face semi-structured interviews with school stakeholders, as well as, external DES personnel who engaged in tele-interviews. Secondary data was collected through documentary analysis of policy documents, Individual Education Plans (IEPs), student attendance records and assessment data.

The alternative model of support facilitated the positive engagement of most students with EBD in the research schools, which resulted in academic success and attainment, the development of positive behaviour, and holistic gains. There were fewer instances of student removal from class, while the rate of detentions, suspensions decreased and school attendance and retention increased. In terms of academic success, most schools reported better academic results for students with EBD who received support through the model. Most schools testified to the increased independence, confidence and development of social skills of students with EBD. Furthermore, constructive collaborative approaches between teachers through team teaching practices led to a sharing of responsibility for behaviour management and the advancement of learning of students with EBD.

Ann Marie Casserly: Dr. Ann Marie Casserly is a lecturer in SEN at the Centre for Special Educational Needs, Inclusion and Diversity in St. Angela's College Sligo. She is Programme Director of the Post-Graduate Diploma in Special Education. Her research interests include special and inclusive education, quantitative and qualitative research methodologies, dyslexia and behaviour.

Dolores McDonagh: Dolores McDonagh is a lecturer in SEN and Director of the Centre for Special Educational Needs, Inclusion and Diversity in St. Angela's College Sligo. Her research interests include special and inclusive education, SEN and Inclusive Planning, Policy, Maths Education and Dyscalculia.

Bairbre Tiernan: Dr. Bairbre Tiernan is a lecturer in SEN at the Centre for Special Educational Needs, Inclusion and Diversity in St. Angela's College Sligo. She is Programme Director of the Post-Graduate Diploma/MA in Professional Studies in SEN. Her research interests include special and inclusive education, research methodologies, assessment, reading and behaviour.

[P10.3] Including students with special educational needs learning through a second language

Sinéad Nic Aindriú (Institute of Education, Dublin City University), Pádraig Ó Duibhir (Institute of Education, Dublin City University), Joe Travers (Institute of Education, Dublin City University)

The suitability of immersion education for students with special educational needs (SEN) has been a topic of much debate for many decades. Recent evidence suggests that children with SEN can acquire a second laguage at no cost to their first language development. It has also been suggested that once these students receive the additional supports needed in immersion schools they can succeed at accessing the currriculum. This evidence runs counter to the advice often offered to parents of SEN students by some teachers, educational psychologists and external agencies. There is often a practice of discouraging SEN students from immersion programme participation. In turn this may deny SEN students access to a second language and lead to reduced diversity in immersion education.

This study sought to assess what additional learning supports were required by students with SEN. A mixed methods approach was adopted to survey a 20% random stratified sample of Irish immersion schools (n=29) followed by case studies in four of these schools. The case studies focussed on students (n=11) with autism spectrum disorder (ASD), specific speech and language disorders (SSLD), and dyslexia. Students' teachers, parents, and principals were also interviewed. Parents who chose to transfer their children with SEN to an English-medium school were also interviewed. This presentation will draw on survey and case study data to report on the additional supports required by teachers, parents, and external agencies to ensure that immersion students with SEN can access the curriculum and reach their potential.

Sinéad Nic Aindriú: Full-time PhD student receiving a scholarship from An Chomhairle um Oideachas Gaeltachta agus Gaelscolaíochta. Previously worked as principal, mainstream class teacher, and resource teacher in primary schools.

[P10.4] Who Gets to Becomes a Teacher? The Characteristics of Students Entering Initial Teacher Through an Alternative Entry Route

Katriona O'Sullivan (Maynooth University), Gareth Burns (Maynooth University)

Data shows that pre-service teachers are generally white, settled, middle-class females (Keane & Heinz, 2016) and there is growing focus on the need for greater diversity in the teaching profession. Research also emphasises the potential of teachers from underrepresented groups to act as positive 'role models' for students from various socio-demographic backgrounds (Villegas & Irvine, 2010). The recent government investment in the Programme for Access to Higher Education (PATH) and its aim of widening access to initial teacher education (ITE) has focused attention on the need for greater diversity in the teaching profession, resulting in the development of several initiatives which support these groups. However, there is limited knowledge about the complex reasons why certain socio-demographic groups do not apply to teaching, and there is little understanding of the complex family histories of those students who aspire to become teachers, but do not progress into the profession.

This paper compares the demographic profile of a group of students participating on a PATH funded pre-university ITE foundation course (FC), with those entering ITE directly. Employing a survey design, the research explores the influence family structure and family history of education and employment has on students' progression to ITE. Twenty students participating in the 'Think About Teaching' (FC) for ITE and 20 students in first year of Primary ITE in the same university, participated in the research.

The findings highlight how important it is for ITE providers to adopt multiple pathways to ITE, given that the direct entry route and the ITE FC attracts quite diverse student intakes, with significant differences in the way familial structure and habitus interacts with their educational progression. Those entering through foundation course have experienced greater levels of disadvantage in terms of family history of education and parental occupation and may need further supports to move into ITE. The paper discusses the implications these findings have on the development of these supports and how further research on ITE FCs can contribute to national and international policy discourse on equity of access to ITE.

Katriona O'Sullivan: Katriona is a lecturer in Maynooth University's and co-ordinator of the Turn to Teaching Project. She is the academic lead on the Think about Teaching Foundation Course which provides a pathway to initial teacher education for the most educationally disadvantaged. Katriona developed a significant body of work which evaluated the impact of programmes which attempt to raise the educational aspirations of underrepresented students and increase the capacity of teachers to develop teaching practices which match the 21st century workplace. Katriona

has published her work in international journals and is currently partnering with Oxford Department of Education to research the impact that alternative access routes to higher education have students' capability to participate.

Gareth Burns: Gareth is a lecturer on Maynooth University's Turn to Teaching Project and the co-ordinator of its school-based programme: Rising Teachers, Rising Leaders, which supports the teaching aspirations and academic development of senior cycle, second-level students attending DEIS schools and the student mentoring and leadership capacity of teachers from underrepresented groups in teaching. Gareth's specific research interest in the study of the lived experiences of student teachers and early career teachers has stemmed from his previous work as a primary teacher and mentor to newly qualified teachers.

[P11] Response and Reform

[P11.1] Positioning assessment reform in second level education in Ireland in the context of international developments

Denise Burns *(Dublin City University, Dublin, Ireland),* **Martin Brown** *(Dublin City University, Dublin, Ireland),* **Gerry McNamara** *(Dublin City University, Dublin, Ireland),* **Joe O'Hara** *(Dublin City University, Dublin, Ireland)*

The paper provides a context for considering assessment reform attempts in second level education in Ireland in order to distil implications for future development in assessment reform. The study makes the assumption that the constructs posited as challenges for the 21st century by Baird and Hopfenbeck in their work: 'Curriculum in the Twenty-First Century and the Future of Examinations,' published in the Sage Handbook of Curriculum, Pedagogy and Assessment (2016), provide a lens within international educational research for interpreting/critiquing proposals and outcomes for reform in assessment in second level education in Ireland. Assessment reform has been very slow in Ireland, so this study investigates, on the basis of these challenges within international research, implications for the ways that Ireland may face the issue of reform in the future.
The five challenges based on international research posed by Baird and Hopfenbeck are:
1. Crisis of knowledge
2. Spiraling reforms
3. Globalisation
4. Pervasive performativity
5. Rising educational standards or grade inflation?
The dominant methodology for the study was document analysis using the five challenges as a lens. Literature survey on relevant issues of assessment reform supported the document analysis.
Documents analysed were from different sources: documents that propose reform at second level, accounts of debates and outcomes on the proposed assessment reform and data bases of student results. All documents are in the public domain.
The study provided some insight into the proposals for reform of assessment at second level in Ireland in recent years, in light of international developments and challenges. In particular, the study provided indicators of:
• Decisions made in Ireland about what constitutes valuable learning and the impetus for those decisions
• Issues specific to Ireland in the proposal and implementation of assessment reform
• The extent of influence of supranational agencies in assessment reform and implications for professional capacity at national level
• The extent of teacher adaptation to system requirements that is not in alignment with professional beliefs about genuine student learning
• Factors relevant to student achievement and standard-setting.
These indicators provide a positioning of Ireland in assessment reform and this positioning provides a scaffold for noting the issues specific to Ireland for future assessment reform at second level.

Denise Burns: Dr. Denise Burns is a researcher in the Centre for Evaluation, Quality and Inspection (EQI) in the School of Policy and Practice, Institute of Education, Dublin City University, currently researching culturally responsive assessment focused on school based assessment at second level. With a thesis focused on the intellectual skill in the Irish Leaving Certificate, Denise completed her PhD in Trinity College. She is a former principal of a secondary college in Ballyroan, Dublin 16 and previous to that role, Denise was researcher and report writer in the Commission on School Accommodation, producing reports for the Minister.

Martin Brown: Dr. Martin Brown is a lecturer at the School of Policy and Practice and Senior Researcher at the Centre for Evaluation, Quality and Inspection (EQI) DCU Institute of Education. Martin is a specialist in educational evaluation and assessment and has planned and led evaluations in Ireland, Northern Ireland, Europe and the Middle East. Current funded projects include: co-Principal Investigator on the Erasmus+ Projects, Polycentric inspection of Networked Schools (PINS), Aiding Culturally Responsive Assessment in Schools (ACRAS) and Evaluation of Third level tutors use of ICT on the Island of Ireland (SCOTENS).

Gerry McNamara: Dr. Gerry McNamara is Professor of Educational Evaluation at the School of Policy and Practice, DCU Institute of Education and Co-Director of the Centre for Evaluation, Quality and Inspection (EQI). Former Head of the School of Education Studies, DCU, he is currently course director of the Doctorate in Education, a taught programme in the field of educational leadership and evaluation. Gerry is a specialist in educational evaluation and has planned and led many major evaluations at home and abroad, working for, among others, the Department of Education and Science, the National Centre for Guidance in Education, Leargas, the Equality Authority of Ireland, the European Commission, and the United Nations Development Programme.

Joe O'Hara: Joe O'Hara is the Inaugural Professor of Education and a member of the School of Policy and Practice in the DCU Institute of Education. He is Director of EQI, the Centre for Evaluation, Quality and Inspection and a member of the Centre for Culturally Responsive Evaluation and Assessment at the University of Illinois at Urbana Champaign. He was a member of the Board of Directors of the Association for Personal Services Overseas (APSO) and represented Ireland on the Council of the European Educational Research Association. Joe O'Hara is the current President of the European Educational Research Association.

[P11.2] (Re)thinking rhetoric and reality: engaging with difference to see something new

Suzanne O' Keeffe (Froebel Department of Primary and Early Childhood Education, Maynooth University)

This paper presents a productive model for thinking about non-representationalist methodological approaches. Emanating from a four-year study of the daily experiences of eleven Irish male primary school teachers, this paper surveys the 'post-qualitative' space; the subject and agency; methodologies materialised, and 'more and other than reflexivity' researcher subjectivity. Two main points are highlighted throughout the paper. First, agency is considered to be an on-going enactment between human and nonhuman worlds. Male teacher identity is constituted through culture: teaching as a feminine profession; discursive practices: how care and male teachers are viewed by society; the school environment: enclosed and open spaces, as well as work colleagues: jobs male teachers are asked to do. Agency, in this sense, is constantly evolving and producing new truths. Second, the relational nature of difference impacts on our knowledge making practices. Difference, when considered as patterns whose effects highlight and make evident the entangled structure of the changing world, becomes a useful tool to bring new realities to life. Diffraction, the methodological term that marks differences from within rather than held at a distance, challenges the traditional three-fold structure of words, knowers and things underpinning a Cartesian epistemology. This paper advocates Karen Barad's (2007) theory of diffraction as an effective tool for thinking about social-natural processes. Barad's theory disrupts widespread reliance on the existing optical metaphor of reflection, where ideas get bounced back and forth but nothing new is seen, towards a reality in which words and things emerge together in a natural ebb and flow of cause and effect. Overall, this paper aims to bring the reality of entanglements to light by highlighting the specific material linkages between subjects and objects and how these intra-actions matter. Neither words nor things pre-exist one another but emerge through intra-actions with the world. Subjects and objects do not exist independently but only through constant engagement with their surroundings. Matter and meaning are entangled. In times of change, choice and challenge, we are once again faced with two-way traffic: difference and the gravitational pull of humanism. Whilst, we will always bring tradition with us into the new, this paper proposes a critical rethinking of science and the social in their relationality. The themes advocated in this paper may have important implications for contemporary understandings of masculinities in Irish primary schools and offer much to think about theoretically and methodologically in times of change, choice and challenge.

Suzanne O' Keeffe: Dr. Suzanne O'Keeffe is a Lecturer in Education at Maynooth University (NUIM). Suzanne has over ten years teaching experience in mainstream primary classrooms. Her publications and research interests include care; gender; research methods and well-being.

[P11.3] The Liminal State of Lower Secondary Education in Ireland

Audrey Doyle (Maynooth University)

This paper argues that Junior Cycle reform in Ireland has the educational capacity to constitute the emergence of a new becoming for lower secondary. This new curriculum generated through the philosophical and theoretical interrogation of curriculum purpose, process and practices, has shaken lower secondary to its core. It has moved the assemblage of lower secondary in Ireland into a liminal space – the space of being betwixt and between. This space continues to be occupied due to a lack of knowledge-making in the areas of curriculum concepts, language and roles. Important thresholds are emerging to move curriculum into a very different landscape which offers the beginning of greater autonomy, agency and emancipation in a more inclusive educational experience for all (Biesta, 2013).

The theoretical framework chosen for this study is a braiding and interweaving of Complexity Theory (Prigogine, 1997) and concepts from Deleuze and Guattari's "A Thousand Plateaus" (2003). Complexity theory embraces a holistic, dynamic and non-linear approach to change. The concept of becoming, from Deleuze and Guattari (2003), complement complexity theory and the paper focuses on the key themes of inter-connectivity, emergence and self-organisation. This research will provide valuable insights not only to curriculum in Ireland but overall to how curriculum reform generates new becoming for an education system throughout the world.

This paper will take a post-qualitative approach which demands that we move to a way of thinking at the edge of chaos, in the spaces of the yet-unimagined (Davis and Sumara, 2008) so that we can reimagine the world of education and all its strengths and constraints in a more creative way. It looks at lower secondary as an "assemblage" which is not an entity or thing. It is a process of arranging, organizing and fitting together, a process of knowledge making (Deleuze and Guattari, 2003, p.22). The idea of 'assemblage' allows the research to be mapped by its interconnections and interrelationships on a holistic and on a local level. This mapping is accomplished through thirty-five semi-structured interviews with stakeholders over the whole lower secondary system in Ireland: education agencies, leaders, teachers and students. The method of analysis chosen was a rhizomatic and complexity approach.

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PRIGOGINE, I. 1997. The End of Certainty: Time, Chaos and the New Laws of Nature, New York, The Free Press.

Audrey Doyle: At present in my fourth year in Maynooth University and writing up my doctoral thesis. I am 'Leadership and Ethos Officer' for Le Cheile Trust and was principal of St Joseph's College, Lucan.

[P11.4] A pragmatic model of professional development for school self-evaluation

Joe O Hara (Centre for Evaluation, Quality and Inspection, DCU), **Shivaun O'Brien** *(Centre for Evaluation, Quality and Inspection DCU),* **Martin Brown** *(Centre for Evaluation, Quality and Inspection DCU),* **Gerry McNamara** *(Centre for Evaluation, Quality and Inspection DCU),* **Craig Skerritt** *(Centre for Evaluation, Quality and Inspection DCU)*

School self-evaluation (SSE) has become a common approach to school improvement in many jurisdictions. Despite the provision of supports, research continues to highlight a wide range of implementation issues. While professional development (PD) is frequently cited as a solution, there is a dearth of research on models of PD which may be effective. This action research project explores the implementation of a pragmatic model of PD; named as such as it attempts to be purposeful, practical, realistic, applied and efficient. The intervention was entitled "Let's help you to lead SSE in your school" and involved 16 Irish post-primary schools over a two-year period. The findings outline features of the intervention which supported teachers' ability to lead SSE in their schools such as 'just in time support" and collaborative learning as well as its limitations.

Joe O Hara: Joe O'Hara is Full Professor of Education and Director of the Centre for Evaluation, Quality and Inspection (EQI) at Dublin City University. He has researched and published widely in the areas of school evaluation and inspection, quality assurance, culturally responsive evaluation and distributed evaluation. He is the current President of the European Educational Research Association (EERA).

Shivaun O'Brien: Dr. Shivaun O'Brien is an assistant professor in the DCU Institute of Education and a member of the DCU Centre for Evaluation, Quality and Inspection. She is an expert in school self-evaluation (SSE)and has developed and implemented various models of support and professional development for teachers in SSE over the years.

Martin Brown: Martin Brown works at the Centre for Evaluation, Quality and Inspection, the School of Policy and Practice, DCU Institute of Education.

Gerry McNamara: Gerry McNamara is Full Professor of Educational Evaluation at the School of Policy and Practice, DCU Institute of Education and Co-Director of the Centre for Evaluation, Quality and Inspection (EQI).

Craig Skerritt: Craig Skerritt is a researcher at the Centre for Evaluation, Quality and Inspection in Dublin City University. He is currently completing a PhD at the School of Policy and Practice DCU in the area of Distributed Evaluation and Planning, He has researched and published in the fields of evaluation, teacher identity and professional development and autonomy and accountability in education systems.

[S3] Teaching for Holistic, Relational and Inclusive Early Childhood Education

Leah O'Toole *(Froebel Department of Primary and Early Childhood Education)*, **Eleanor Peters** *(Play Together Preschool)*, Anne Genockey *(An Cosán)*, **Adrian Coffey** *(Carlow Educate Together National School)*, **Nóirín Hayes** *(Trinity College Dublin)*, **Claire Regan** *(Institute of Technology, Carlow / Marino Institute of Education)*, **Lorraine Quinn** *(An Cosán)*, Emer Byrden *(Carlow Educate Together National School)*, **Gary O'Keeffe** *(Carlow Educate Together National School)*

This symposium will share the work of the Erasmus+ funded THRIECE (Teaching for Holistic, Relational and Inclusive Early Childhood Education) project. THRIECE is an international research project that interrogates conceptions of quality in ECE. Recent definitions of 'quality' in education (European Commission, 2014; Urban et al., 2011) have identified three key concepts: Structural quality, Process quality, and Outcomes. While each of these may be equally important (depending on the paradigmatic perspective from which they are viewed), they are not equally measurable, and process quality is often overlooked. We argue that this is potentially damaging since relationships and interactions may be more influential for children than the contexts in which they occur (Bronfenbrenner and Morris, 2006). In contextualising our work, we note a discernible shift towards neoliberal approaches in education (Sahlberg, 2014), underpinned by three pillars:
1. Narrowing of curriculum to prioritise so-called 'valuable' knowledge, generally literacy, numeracy and science, and devalue areas not seen to have economic utility, e.g. the arts;
2. Standardisation of achievement through testing and international rankings;
3. Focus on 'accountability' and quantitative measurement.

This prevailing neoliberalism within education encourages a narrow focus on bringing settings (structure) and children (outcomes) to a predetermined fixed point, irrespective of experience, background or culture. Those who get to this point are applauded, while those who do not are, through a functionalist lens, seen to have failed (Ó Breacháin and O'Toole, 2013). We seek to problematise such understandings, and so we propose an alternative view of what learning is and what constitutes quality education. We echo the CoRe Report (Urban et al., 2011) in foregrounding 'process' in discourse on quality in education. Our main objective is to provide an alternative voice for education based on three pillars to oppose the neoliberal conceptualisation:
1. Holistic education: Emphasising:
- interrelatedness of domains of development,
- importance of drawing on children's own talents, emotions, experiences, cultures and interests
- children as active, competent, playful learners.

2. Inclusive education: Highlighting:
- cultural bias in standardised approaches to understanding children's achievement
- the importance of perspectives on sociocultural diversity,
- the value of children's cultural, linguistic and social backgrounds.

3. Relational education: Proposing:
- that positive interactions and relationships are more important for measuring quality in early education than narrow numerical indicators.

This symposium will outline the THRIECE educational philosophy, and as illustration, share the findings of the 'relational' strand from primary and early years level.

Leah O'Toole: Dr Leah O'Toole is a Lecturer in Early Childhood Education and Programme Coordinator of the BA in Early Childhood Teaching and Learning in Maynooth University. Her research interests include bioecological theory and she is co-author of 'Introducing Bronfenbrenner: A Guide for Practitioners and Students in Early Years Education' (Routledge). Other research interests include parental involvement in children's education, transitions in the early years, and challenging neoliberal conceptualisations of quality in early childhood education through the development of holistic, relational and inclusive approaches to ECEC.

Eleanor Peters: Eleanor Peters is the owner and manager of Play Together preschool and after-school services, located within Carlow Educate Together National School. Her work focuses on development of relational approaches in early years education and she is a core member of the THRIECE research team.

Anne Genockey: Anne Genockey is Chief Operations Officer in An Cosán,a community-based organisation providing empowerment through education. Anne oversees a range of services and programmes providing wrap-around support to potentially vulnerable children and families through early years education and care, parenting, community, further and higher education, as well as a virtual community college. Her work focuses on development of relational approaches to early years education and she is a core member of the THRIECE research team.

Adrian Coffey: Adrian Coffey is a primary school teacher and Assistant Principal in Carlow Educate Together National School. His work focuses on development of relational approaches to primary education and he is a core member of the THRIECE research team.

Nóirín Hayes: Nóirín Hayes is Visiting Professor at the School of Education, Trinity College Dublin and Professor Emerita, Centre for Social and Educational Research, Dublin Institute of Technology. Working within a bio-ecological framework of development and through a child rights lens she researches in early childhood education and care [ECEC] with a particular focus on early learning and development, curriculum and pedagogy and children's rights in ECEC policy and practice. She is convener of the Researching Early Childhood Education Collaborative [RECEC] at Trinity College and is co-author of Introducing Bronfenbrenner: A Guide (2017, Routledge) and co-editor of In Search of Social Justice: John Bennett's Lifetime Contribution to Early Childhood Policy and Practice (2018, Routledge).

Claire Regan: Dr Claire Regan is a Lecturer in Psychology in the Institute of Technology, Carlow, and Coordinator of the Erasmus+ funded THRIECE (Teaching for Holistic, Relational and Inclusive Early Childhood Education) project in Marino Institute of Education. She is a Clinical Psychologist and Accredited Cognitive Analytic Therapist and Supervisor who has worked in the Public Health Service in Ireland for 20 years. Clinically she worked in the area of adult mental health, with a special interest in preventative interventions, early intervention strategies and nurture and care for children across a multitude of settings.

Lorraine Quinn: Lorraine Quinn is general manager of An Cosán's early years service. An Cosán is a community-based organisation providing empowerment through education and wrap-around support to potentially vulnerable children and families. Her work focuses on development of relational approaches to early years education and she is a core member of the THRIECE research team.

Emer Byrden: Emer Byrden is a primary school teacher and Deputy Principal in Carlow Educate Together National School. Her work focuses on development of relational approaches to primary education and she is a core member of the THRIECE research team.

Gary O'Keeffe: Gary O'Keeffe is a primary school teacher with a focus on the early years. He teaches senior infants in Carlow Educate Together national school. His work focuses on development of relational approaches to primary education and he is a core member of the THRIECE research team.

[S3.1] Teaching for Holistic, Relational and Inclusive Education in Early Childhood Education: What is 'quality' in early childhood education?
Dr Leah O'Toole, Dr Claire Regan, Prof Nóirín Hayes

This paper shares the theoretical, conceptual and research-based foundations of the THRIECE project. We propose an innovative, multi-disciplinary, inter-paradigmatic, transnational approach to understanding learning and quality in early education. We argue that interpretivist and critical/transformative paradigms can exist in complementarity, finding common ground between discourses that were traditionally polarised, and triangulating ideas from different disciplines, thereby creating a new perspective. Real-life research spans traditional borders of paradigms and disciplines, and in keeping with Lather (2006, p. 36), we "trouble tidy binaries", and recognise "the slides of inside and outside that so characterize the contemporary hybridity of positionalities and consequent knowledge forms". The perspective put forward by THRIECE represents the "shaky middle" between paradigms advocated by Spivak (1999, p.29) within the "constellation of discourses" that Lather (2006 p. 42) suggests for educational research. Examining processes of 'good' education through lenses provided by theorists as diverse as Bronfenbrenner, Bourdieu, Bernstein, Bowlby, Biesta, Bakhtin and more, from psychological, sociological, pedagogical and philosophical perspectives, the common elements we identify as important for quality education are that it should be 'holistic', 'inclusive' and 'relational'. We argue that such approaches could promote quality, transformative education that offers a powerful vehicle for social inclusion.

[S3.2] Relational education in early years settings
Eleanor Peters, Anne Genockey, Lorraine Quinn

Relational pedagogy is rooted in both post-modern and rights-based perspectives (Neylon, 2013). Since the introduction of Síolta, the early years quality framework in 2006, and Aistear, the early years curriculum framework in 2009, early education in Ireland is moving away from traditional "moulding" approaches towards child-led methodologies and emergent curriculum. Development of quality relationships in early years settings is crucial; between children and peers, educators and children, educators and parents and amongst educators themselves. Such relationships in early years settings are underpinned by reflective practice, active listening, forming attachments, trusting that children are competent, active learners and that parents are the primary educators of their children. However as recently as 2013, 80% of the early years workforce were found to require support in grasping complex relational pedagogy that foregrounds relationships and context (Neylon, 2013). Research in this area is vital, therefore, to gather evidence of relational pedagogy in practice, and support implementation of the approach. This paper shares the findings of the relational strand of the THRIECE project from the perspective of the early years sector in Ireland. It illustrates relational early education in practice, with real-life examples deconstructed through the lens of the THRIECE philosophy of quality ECE.

[S3.3] Relational education in the primary school
Adrian Coffey, Emer Byrden, Gary O'Keeffe

When the Primary School Curriculum was published in 1999, it included a characteristic emphasis on 'breadth and balance', recognition of the role of language and the arts and commitment to each child's potential and holistic development (Ó Breacháin and O'Toole, 2013). However, since the publication of the National Literacy and Numeracy Strategy in 2011, primary teachers in Ireland are increasingly under pressure to narrow their

curricular focus to 'core' subjects, and show 'accountability' through increases in standardised scores. This paper argues that with the curriculum review and redevelopment work currently underway in NCCA, it is timely to re-examine the values underpinning primary education in Ireland. This paper provides evidence, gathered through the THRIECE project, of relational pedagogy in practice in the primary sector, with the aim of making process-based understandings of quality education more tangible and defensible within a prevalent culture of accountability and 'value for money'. It argues that relational approaches allow for the holistic development of children's learning, development and well-being, but through inclusion and engagement can also facilitate access to all curricular areas including literacy and numeracy in ways that more narrow approaches based on neoliberal thinking perhaps never could.

Abstracts: Friday, 12th April, 15.20 – 16.20

[P12] Teacher Education: Empowering Student-Teachers

[P12.1] From passive to active learner engagement: A paradigm shift

PJ Sexton (Dublin City University), **Sabrina Fitzsimons** *(Dublin City University),* **Elaine McDonald** *(Dublin City University),* **Enda Donlon** *(Dublin City University)*

Good teaching is a recurrent research topic linked to all levels of education. Good teaching is essential when one considers the impact a teacher has on the lives of their students. But teaching and the development and nurturing of good teaching is often a complex and challenging task. It is described as the Janus Faced Nature of Teacher Development - development that involves a journey inward and a journey outward (Conway and Clark, 2003). As teachers, we are never fully developed - we are always in the process of 'becoming' a better teacher. To assist in the process of 'becoming' our teaching has to be continually interrogated, studied, reflected and acted upon. Setting students on a path of lifelong research and critical reflection is an immediate and ongoing challenge (Nolan, 2008; Giovannelli, 2003; Larrivee, 2000). Those who work within Initial Teacher Education (ITE) well know the complexities associated with effectively embedding such practices (Collin et al., 2012; Beauchamp, 2006; Fendler, 2003; Richardson, 1990). In addressing the issue this paper explores the process and learning associated with supporting student teachers to take ownership and make a lifelong commitment to become reflective teacher-researchers. This paper presents data drawn from one exemplar of a final year student-led practice-based research project embedded within a concurrent ITE programme. The paper will address the impetus, opportunities and challenges associated with the paradigm shift from passive to active learner for both the programme and the participants. More specifically, this paper will focus on the concerns-based trends that emerged from the analysis of 200+ final year practice-based research papers.

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[P12.2] Enhancing Student Engagement in Educational Research - An Introduction to the STER Initiative

Aimie Brennan *(Mary Immaculate College)*

Since the early 2000s, there has been a significant move towards involving students as full members of the education community (HEA, 2016). The Higher Education sector in Ireland has made important developments in foregrounding student engagement through the founding of Campus Engage (2007); the establishment of the National Survey for Student Engagement (2013); the development of the Working Group on Student Engagement in Higher Education Institutions (2016); and the inclusion of 'student experience and engagement' in the Higher Education Authority 2018-2022 Strategic Plan.
This paper will discuss a case study initiative, 'Student and Teacher Educational Research (STER)', which was developed by the presenter in 2017 to enhance student engagement with educational research during initial teacher education. Each year, many student teachers conduct research as part of their programme of study. The experience of performing research is essential for the development of research literacy, however, the findings of student research are rarely shared with anyone other than their examiner. The opportunity to maximise on the potential for peer learning, collaboration and community engagement is lost. In response, the STER initiative focused on the creation of student-led forums for research dissemination, namely; a student teacher online research journal and conference. The initiative sought to create a learning community (Wenger 1998) in which students were positioned as 'partners', 'co-creators', with 'professionalism and support', in line with the valued-based principles identified by the Working Group on Student Engagement in Higher Education Institutions (2016).
In its first year, participation in STER was open to all first year and second year student teachers who were undertaking a Professional Master of Education degree in MIC. Final year students were invited to present the findings of their research, while students at the beginning of their research journey were invited to volunteer as peer-reviewers and conference chairs/discussants. The findings outlined in this paper will provide an overview of the student experience using primary data (qualitative and quantitative) from twenty-six participants. Findings suggest that involvement in STER had positive effects on students learning and engagement. Students said; 'it was a more exciting and rewarding way of working'; 'It made [research] relatable to us students and was at our academic level'; 'It created a sense of community'; 'it was very fulfilling. It made me feel like my efforts in this research were worthwhile'.

Aimie Brennan: Dr. Aimie Brennan is a Lecturer in Education in Mary Immaculate College with expertise in the area of the Sociology of Education and Educational Research Methods. She has been principal investigator on research projects funded by education, community, not-for-profit and statutory agencies in Ireland and abroad.

[P12.3] Development Education in teacher education; Change and choice pushing the boundaries of integration

Ann Devitt *(Trinity College Dublin)*, **Jennifer Liston** *(Trinity College Dublin)*

In 2015, the reconceptualised model of ITE triggered change on the ITE landscape and was characterised by new requirements and new praxis over the course of a 2 year PME programme. For some teacher education colleges, this shift created space to incorporate new elements into ITE programmes. The Trinity College Dublin, PME began to incorporate Development Education (DE) as an assessed elective module. This module caters for a maximum of 35 students amongst a cohort of approx. 100. The module has developed in an iterative collaborative process within the teaching team and through active engagement with the Ubuntu Network. DE is defined by Irish Aid Development Education strategy 2017-2023 as a; "lifelong educational process which aims to increase public awareness and understanding of the rapidly changing, interdependent and unequal world in which we live". The challenge of ascertaining the extent to which the teaching of DE is comprehended within existing criteria for accreditation of ITE programmes while considering the Sustainable Development Goal 4, target 4.7 which emphasises the importance of all citizens engaging in Education for Sustainable Development (UNESCO, 2015) requires continued consideration by the Teaching Council and ITE providers. In order to explore the opportunities and challenges of the DE elective in TCD a qualitative research study was conducted. Two focus groups with students (past and present) were conducted as well as a focus group with teacher education staff (not involved with the elective). The findings provide evaluative reflection on the DE elective as a stand-alone module. Transformative learning journeys were documented by students who participated in the elective however the challenges of integrating their learning into teaching DE in practice and particularly school placement are documented. Discussion of findings examines the integration of DE into the TCD programme and offers insight for ITE programmes both nationally and Internationally.

Ann Devitt: Ann is an Assistant Professor and Director of Research at the School of Education in Trinity College Dublin. Her research interests lie in the area of language teaching and learning and technology enhanced learning. She is particularly interested in the use of computational, corpus and network science methods to examine language data.

Jennifer Liston: Jennifer is an Assistant Professor at the School of Education, Trinity College Dublin. She coordinates the Development Education elective for PME students. Her teaching and research areas include Teacher Education across the continuum, Geography Pedagogy, Development Education and Reflective Practice.

[P13] Socio-cultural Perspectives on Education

[P13.1] The Elephant in the *Class*room: Private Music Education, Classed-based insurance against risk?

Dorothy Conaghan *(UCD)*

While the rise of the private market in education has become widespread, visible and normalised for many years in Ireland, there has been limited research examining the interface between, school-choice ideology, private or shadow education and education-based, extra-curricular activities in terms of class positioning, power relations and risk. This paper is based on an ongoing study of the private music education market in Ireland. Using instrumental music education (IME) as an example of active parenting, this presentation examines the culture that drives parents to strategically seek privately-resourced education-related activities, beyond what is available through state-funded provision. The presentation seeks to understand how and why and the middle-class parent (the dominant group availing of private IME), responds to social-class risk in an open and increasingly competitive education market by spending thousands of euro over many years on private music tuition, from primary through second-level schooling.

The presentation explores how education can mediate class position and class distinction through the acquisition of education-related credentials that are accessed and resourced privately and outside of school hours. The role of mothers, in managing class choices within education in general, and IME in particular, is examined in some depth. Central to this presentation is the argument made by Lareau (2003 :237) that middle and working-class children and their parents interact with the central institutions in society such as schools, in different ways. It suggests that the advantages middle-class students accrue through privately-resourced education, of which IME is a part, both in and out of school, produce and contribute to the perpetuation and reinvention of both old and new social class inequalities.

And although equal opportunities are open to all, equality of condition is not; the conditions of maintaining and progressing in IME are not the same or equal for every student, especially outside of school. In this context, the work of Stephen Ball is examined, who claims that the 'formidable resources parents deploy on their children's behalf have untoward exploitative consequences for other social groups'. The failure to address the impact of out-of-school expenditure on education is the 'Elephant in the Classroom'. It weakens the effectiveness of policy interventions or 'deficit-oriented programmes' that are introduced to advantage the less-well off.

Dorothy Conaghan: Dorothy Conaghan has taught for many years at secondary school and at the DIT Conservatory of Music. Having spent much of her professional career promoting equality of access to instrumental music, Dorothy went on to study for a Master's Degree in Equality Studies and was awarded the 'Mary Kelly Scholarship' by UCD for 'commitment and passion for social justice and for an outstanding lifetime achievement in promoting equality in music education'. Regularly invited as a guest to present at the European Music Council and the European Music School Union, Dorothy is currently an Irish Research Council Scholar in the third year of her PhD studies under the supervision of Professor Kathleen Lynch at the School of Education UCD.

[P13.2] 'Is that the tech?' The continued and changing perception of Education and Training Board schools in Ireland

Orla McCormack (University of Limerick), Joanne O'Flaherty (University of Limerick), Mags Liddy (University of Limerick)

The paper explores the perception of Education and Training Board (ETB) schools within Irish society, from the perspective of staff who work there. Lynch and Lodge (2002) argue that schools continue to be influenced by their historical profile and it can be difficult for them to escape or change this identify, particularly if it 'is a low status one' (p.48). Originally called Vocational Education Committees (VECs), the sector traditionally catered for 'children from working class origins' (Hannan et al. 1987, p.27) and were originally not 'allowed to teach those subjects nor prepare for those examinations which gave access to university and white collar employment' (O'Buachalla 1988, p.64).
This paper 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. An aspect of the interview explored participants' views on how their school/the ETB sector is perceived and viewed within the community. Over half of the participating schools (n=10) referred in some way to a negative perception of ETB schools within their locality. Seven of these schools continue to experience such issues while three referred to this from a historical perspective. The EO and CEO interviews corroborate these findings. Interviewees suggested two main reasons for this negative perception. Firstly, the schools were perceived as less academic and as 'the poor relation educationally' (ETB Staff). Secondly, the inclusive policies of the school/sector, resulting in a more diverse student population, were viewed in a negative manner. Others believed that such a perception was changing, with recent amalgamations or newly formed ETB schools escaping these views. This paper problematizes the findings and explores some possible implications of the study.

Orla McCormack: Dr. Orla McCormack is a Lecturer in Education at the School of Education, University of Limerick. Her teaching and research interests include curriculum, values in publicly managed schools, pre-service teacher education and reflective practice.

Joanne O'Flaherty: 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.

Mags Liddy: Mags is an educational researcher with an interest in globalisation and identity, activism and social change. For five years she worked on an education sustainable development research project called the Ubuntu Network, and lectured on global development, environment and citizenship topics with to B.Ed. students at UL. Her PhD work explored the capacity of overseas volunteering as a professional development experience, examining its impact on volunteers' professional lives and identity

[P13.3] Socio-cultural challenges of International Students in Ireland

Sharon Harris-Byrne (Trinity College Dublin, IoT Carlow), Aidan Seery (Trinity College Dublin)

My PhD (2017) study was designed and carried out in order to examine the socio cultural experiences of international students in higher education in Ireland. My investigation examined the impact of these experiences on a set of key relationships connected with these students' concepts of self-identity and sense of self (Giddens, 1991). I paid particular focus on the transition, community support and relationships of the students.
This study was qualitative in nature and a multi site case (Merriam, 1998) was the approach that was taken to best answer the research questions. Focus groups and semi structured interviews were used. The sample of forty seven international students representing twenty six different nationalities who took part in this study were registered in a range of disciplines at both undergraduate and postgraduate level.
The goal of this presentation is to present one of the nine key findings of my PhD research. I would like to pay particular attention here to choice and challenges of the students. My study found that the choice students make to come to Ireland is not always that easy and is not always their own. International students come from an environment where there is trust, routine and support. They make a choice to travel abroad for international study, they decide to leave their safe 'protective cocoon' with the risk of new adventures and challenges. The decision to come abroad has huge implications for their ambition, career and self-identity as they embark on a journey of self-discovery. Their experiences of travelling across the globe, endeavoring new educational and cultural systems and encountering new relationships allows the students to develop their self-identity.
The students in my study negotiated positive and negative experiences and faced many challenges. They developed and grew through these negotiations. However, it was found that those students that had the decision made for them (in general by a parent) found the journey, the transition and the change more challenging than those that made the decision for themselves. These students also found the transition period to be longer and lonely. As educators we must be mindful of the turmoil international students may experience.

Sharon Harris-Byrne: Dr. Sharon Harris-Byrne has worked in higher education since 2003. She completed her PhD in the Department of Education, Trinity College Dublin in 2017. Her doctorate investigated the socio-cultural experiences of international students in Ireland and the impact that these experiences have had on their self-identity. Sharon has just graduated in 2018 with her MA in Teaching and Learning.

Aidan Seery: Aidan Seery is Assistant Professor of education at Trinity College. His principal field of interest is in the philosophy of education with particular regard to the connection between education and self-formation and the nature and status of knowledge in educational research.

[P14] Religion, Meaning and Beliefs

[P14.1] Children's perspective on the place of Religions and Beliefs in an Irish Primary Classroom

Maurice Harmon (Mary Immaculate College, Limerick)

The study of religion and religious education (RE) has become a significant educational issue in Europe and in the wider international context. This paper offers another voice, often absent from the conversation, that of the children in one Irish Catholic primary school classroom. It is based on a study involving thirty-five children aged between eleven and thirteen become co-researchers in a participatory-based exploration of their views on religion and religious education. An interpretive paradigm is used, which is concerned with understanding the world as it is from the subjective reality of the individual and so The Lundy Model of Participation (2007) was applied. The study is therefore grounded in the children's own

experiences and perceptions within the qualitative field of study. Children in the study are from a variety of religious and belief traditions and all did not partake in formal RE in school, as per their parent's right to withdraw then. All children articulate their desire to learn more about other religious or belief traditions as part of their RE curriculum in school. Identification of and respect for diversity is evident, but little knowledge is articulated in relation to the content of the others' religious traditions. Interest is shown in learning about the religious other in children's environment by engaging in what Ipgrave (Mc Kenna , et al, 2008, pp.13-25) refers to as "Spiritual Sharing" - learning the stories of religious and belief traditions beyond their own and partaking in the participatory methods employed in the study. The paper claims that children have a clear sense of "being" religious or having a belief system that is valued. They identify how it is to "behave" in a certain way as a result of this. Noticeably, the Catholic children struggle with a sense of belonging to communities of faith practice which is not the case for children of other traditions in the study. Irrespective of whether children access RE as an element of their curricular experience or not, all children endorse the importance of RE in the primary school curriculum.

Maurice Harmon: Dr Maurice Harmon is Head of the Department of Learning, Society, Religious Education (Acting) and lectures in Religious Education at Mary Immaculate College, Limerick. His research interests include Religious Education, Catholic Education, student voice, participatory research and initial teacher education at primary level.

[P14.3] Student voices on Religions and Beliefs in Third Level contexts in ROI and NI
***Marie Parker Jenkins** (University of Limerick),* ***Patricia Kieran** (Mary Immaculate College),* ***Anne Ryan** (Mary Immaculate College)*

The deficit in research focusing on the tertiary student population in Ireland was a springboard for the research which involved an application of research instruments from European surveys (EVS &ESS) for use with university students in six universities and colleges in the Republic of Ireland and Northern Ireland. Initial Teacher Educator and Social Science Students were the sample group and the paper explores the challenging nature of belief in a world of growing intolerance and hate crime/speech, challenging the ideology of inter-culturalism in Ireland, and raising the implications for future professional practice of academic tutors, students and policy makers. The research explored student participants' awareness of religions and beliefs in contemporary Ireland, North and South The researchers were particularly interested in the area of religion and beliefs as a consequence of recent shifts in the educational landscape (NCCA 2013, NCCA 2015, DES 2017) and the research has enabled an exploration of these social trends and gain an understanding of student awareness of their own and other peoples' religious and belief identities. The modes of data collection were through on-line survey and focus groups. Findings include a perception of Institutional bias and limited opportunity for alternative view(s) by student voice on controversial, contested areas. The findings raise implications for the future practice of academic tutors, institutional policy-making and students' professional lives.

[15] Policy Analysis
[P15.1] Professional Doctorates in a Changing Doctoral Landscape
***Rachel Keegan** (Dublin City University)*

This paper addresses issues (and opportunities) surrounding Professional Doctorates in a European context. Towards change, choice and challenges for Professional Doctorates, this research paper provides an overview of phase one of a longitudinal study on Professional Doctorates that is being conducted at Dublin City University. It is based on an extensive literature review of the change orientation of Professional doctorates in education as described in existing research, policies and reports under three specific themes (Change, Choice and Challenges). The paper concludes with a discussion of issues relating to the future of Professional Doctorates within the European Policy space.

Change
In the past fifteen years, most European countries have increased focus at a national policy level on developing Europe as an innovative, sustainable, knowledge economy. This has led to an increased focus by European policymakers on the development of a European Research Area and the role of the researcher in this regard (Scott et al., 2004; EUA, 2005). In addition, in 2003, doctoral education came to the fore of political agenda in Europe when it was agreed that awards at this level should be included in the Bologna Process, as a "third cycle" of higher education. A significant output from this work was the establishment of the Salzburg Principles, which recognise the importance of a '...rich diversity of doctoral programmes in Europe...' (Christensen, 2005, p.4). While this focus on, and subsequent reforms to, doctoral education has been widely regarded as positive, the focus has been on restructuring and diversifying the existing PhD, with little consideration to alternative modes of doctoral education (National Qualifications Authority of Ireland 2006).

Choice
During the same period, we have seen increased demands for doctoral level education as "knowledge workers" seek out continuing professional development and formal recognition for their expertise (Scott et al. 2004). For those who come to doctoral studies with established careers and substantial workplace experience, the view of doctoral candidates as '…young professionals who are trained through research…' and '…early stage researchers…' (Christensen 2005) does not fit well. This mismatch between policy discourse and certain cohorts of doctoral candidates may in part explain the growth of Professional Doctorates in recent years.

Challenges
1. Absence from Policy
While we have seen a growing interest in Professional Doctorates in Ireland and the UK, this interest has not been replicated in the rest of Europe where they remain largely unknown. This may be primarily due to their absence from policy which has focused primarily on the PhD as the primary vehicle for producing doctoral graduates. In Ireland, this can be seen in the government's Innovation 2020 strategy which focuses exclusively on increasing PhD numbers, and in areas aligned to '...enterprise and other needs'(Interdepartmental Committee on Science, Technology and Innovation 2015:17).

2. The Issue of Definition
Given the lack of input at the policy level, it is perhaps unsurprising that there is no universal understanding or definition of the Professional

Doctorate (PD). Ambiguity is amplified by current policy, which overtly favours the PhD as the sole means for delivering doctoral education. Difficulties in definition may also be attributed to substantial programme differences between disciplines, countries and institutions offering such awards.

Bourner, Bowden and Liang (2001, p.71) highlight that definition is furthermore hindered because '...neither the Professional Doctorate nor the PhD is a homogeneous group'. Similar concerns have been raised in the US with Shulman et al. (2006, p.25) arguing that the blurred boundaries between Professional Doctorates and PhDs not only damages the reputation of EdD programmes but creates '...the danger that we achieve rigorous preparation neither for practice nor for research' (ibid., p.25).

Rachel Keegan: Rachel Keegan has been working in the area of postgraduate research administration in Dublin City University (DCU) for over 12 years and is the Manager of DCU's Graduate Studies Office. She is currently enrolled on the Doctoral of Education programme at DCU.

[P15.2] There is no such language as 'Foreign'. Reflections on the Strategy for Foreign Languages in Education 2017-2026

Eugene McKendry *(NICILT, School of Social Sciences, Education and Social Work, Queen's University Belfast)*

In December 2017, the Department of Education and Skills in Dublin published its Strategy for Foreign Languages in Education 2017-2026. While consultation on the strategy took place in 2014, the Brexit result in the UK in 2016 heralded a new dimension to the debate on the role of foreign languages in the Republic. The strategy does not consider the role of Irish or English but aims, inter alia, to increase the number of post-primary schools offering two or more foreign languages. It makes no recommendations for Primary where the focus is on the development of pupils' competence in English and Irish. Primary schools may offer an additional modern language outside of the normal school day if they so wish. Much of the rationale for and discourse around the strategy, and discussion about language competence in Ireland in general, arise from the self-perception that the Irish are weak at learning languages when compared to other nations, with some commentators blaming the focus on teaching and learning Irish for this weakness. The European Commission's 2002 Barcelona summit set the benchmark that children should be taught at least two foreign languages from a very early age (mother tongue plus two). The focus on the 'foreign' in language learning, as against building upon the experience of learning Irish to develop language awareness and learning skills, has given rise in Ireland to what one might call the 'foreign fetish' which this paper will discuss.

Department of Education and Skills (DES). 2017. Foreign Languages Strategy. Available at: https://www.education.ie/en/Schools-Colleges/Information/Curriculum-and-Syllabus/Foreign-Languages-Strategy/Foreign-Languages-Strategy.html

Eugene McKendry: Dr McKendry is retired from full-time employment in QUB and continues in an honorary capacity. He held previous positions in St Mary's University College, Belfast, Uppsala University, Sweden and L'Université de Haute-Bretagne, Rennes, France. He was the director of the Northern Ireland Centre for Information on Language Teaching and research (NICILT) in QUB.

[P16] Teacher Identity

[P16.1] Teacher Identity and Teacher Training: An opportunity for institutional reflexivity

David Gibson *(Dublin City University)*

Teacher Identity as a concept has witnessed growing traction in educational discourses over the last twenty years (Maclure, 1993; Sachs 2001; Britzman 2003; Alsup, 2006; Conway, Murphy & Rutherford 2013). There is a risk however that the contemporary focus on teacher identity involves academics and those involved in teacher training speaking about and theorising student and teacher identity, whilst failing to appreciate the discursive dimensions which implicate them as practitioners in the identities of student teachers (Akkerman & Meijer, 2011). At best this is remiss, at worst this is damaging to students, who are objectified by appeal to a conceptual lens which problematizes such simplistic objectification. This paper seeks to conceptualize the challenge Teacher Identity poses to teacher training institutions as a call for institutional reflexivity, where in the acts and omissions of such institutions can be interrogated and held to account. The uptake of this reflexivity places further demands on teacher educators to both evaluate and renegotiate their own practice and teacher identities (Kelchtermans, 2018; Zembylas & Chubbuck 2018). Two aspects of contemporary teacher education, educational research by and on student teachers and approaches to teacher as self and reflective practice, are identified as posing ethical difficulties from a discursive perspective on teacher identity. A genuine engagement with teacher identity discourse in teacher training poses a challenge, not simply to address teacher identity discretely, but to acknowledge and respond to the critique it offers of teacher training in its totality.

Whether acknowledged or not, student teacher identity negotiation is shaped, supported and curtailed in teacher training. The perceived responsibility for this, either collectively or individually, raises the issue of teacher training identity and associated vulnerabilities that emerge in an institutional response to teacher identity.

David Gibson: David Gibson completed his PhD entitled 'The Bioethical Self Under Review: from Intrapsychic to Intersubjective Capacity' in Bioethics and Medical Jurisprudence in 2018 at the University of Manchester. He is an Assistant Professor in Philosophy and Human Development at Dublin City University. He is currently writing on papers on pedagogy & mental capacity, narrative bioethics and The Challenges of Teacher Identity.

[P16.2] The 'preferred' ethico-politcial identity of the Irish primary school teacher: an analysis of teacher education policy documents

Desmond Carswell *(University of Limerick & Mary Immaculate College)*, **Paul F. Conway** *(University of Limerick)*

Over the last fifteen years, the (re)construction of teacher professional identity has become the focus of policy makers worldwide. Significantly, key documents published by the OECD, EU, UNESCO and World Bank point to this phenonmenon internationally. Nationally, in many jurisdictions, there has been a similar phenomenon. In that international and national context, the aim of this paper is to explore the 'preferred' professional identity of the Irish primary school teacher. In doing so we adopt a two-fold analysis. Firstly, the four key policy documents that have significantly shaped the construction of the continuum of initial teacher education in Ireland, between 2006-2018, were analysed using Clarke's (2009) ethico-political

axes of teacher identity. Clarke, drawing on the work Foucault (1983, 1985) identifies four axes: the substance of teacher identity, the authority-sources of teacher identity, the self-practices of teacher identity and the telos of teacher identity. Secondly, based on the aforementioned 'axes of teacher identity' analysis, the paper advances teacher identity formation-focused narrative plots (Søreide 2007; Holstein & Gubrium 2012). Together, the axes of teacher identity analysis and identification of narrative plots provide, we argue, valuable insights into the evolution and (re)formation of teacher identity across the continuum of initial teacher education.

Desmond Carswell: Des Carswell is a lecturer in the Department of Reflective Pedagogy and Early Childhood Studies at Mary Immaculate College. Des is currently exploring the transition from initial teacher education to primary school teaching as part of his PhD in the University of Limerick under the supervision of Professor Paul Conway (UL).

Paul F. Conway: Paul Conway is Professor of Education in the School of Education at the University of Limerick.

[P16.3] What it means to be a teacher in the neoliberal age and the implications for Irish teacher identity
Craig Skerritt (Dublin City University)

Neoliberalism and the language of the market are now common features in Irish education policy. Official discourses and policy papers closely link the performances of the education system to the country's economic growth and global competitiveness, align educational practices to the needs of businesses and employers, and frequently refer to aims and objectives such as increasing school autonomy as a way of making schools more efficient, productive, and responsive to the needs and demands of the market and its consumers. Increased school autonomy tends to coincide with more monitoring, top-down surveillance, and high-stakes accountability, while privatisation, which we can already see in Ireland in the form of tuition centres or 'grind' schools for school students and an online provider of Initial Teacher Education programmes, is often used to facilitate the decentralisation and make schools more competitive and business-like. This paper is therefore timely in raising concerns about the implications both existing and emerging discourses and policies will have on teachers in Ireland. Through a poststructural approach to exploring identity, where identity is considered to be socially constructed through discourse, this paper highlights the important issue of how teachers (re)construct themselves in particular ways and make sense of their professional selves when their personal values, motivations, principles and deeply held beliefs about education and how it should be experienced are challenged. Ultimately, this paper projects that adopting a business-like ethos in Irish schools will have a negative impact on Irish teachers' identities.

Abstracts: Saturday 13th April, 09.30 – 11.00

[ECR2] Early Career Researcher Symposium

[ECR2.1] Title: Teachers experiences of Lesson Study as a vehicle to support Continous Professional Development in STEM in early years education
Bridget Flanagan (Mary Immaculate College), Aisling Leavy (Mary Immaculate College)

Recent educational policy in Ireland promotes a focus on STEM education from early childhood contexts through to 3rd level (McCraith 2016). This study represents a school-level response by focusing on STEM education in the early years of primary school context (ages 4-7). We report on an action research study being implemented in a multi grade, rural primary school in Ireland. The study investigates the potential of lesson study as a vehicle to promote and support collaborative professional learning between teachers in a primary school. Lesson study originates in Japan and involves a group of teachers researching, planning, teaching and reflecting on a series of lessons with the aim of improving practice. The principal purpose of the study was to improve the quality of teaching and learning through a collaborative, reflective and recursive process. The presentation reports on the impact that lesson study had on teachers' skills and knowledge focused in early years education. Two schools were involved in the study with three teachers and an external 'more knowledgeable other' forming the lesson study cohort. Each cycle consisted of 6-8 weeks and 4 cycles were conducted through the school year. We discuss the obstacles and barriers to effective implementation of lesson study and report on the experiences of participating teachers.

Bridget Flanagan: I am a primary teacher in the third year of a PhD in Education. I am interested in STEM education, Teacher professional development and action research.

Aisling Leavy: Lecturer in STEM Education

[ECR2.2] 'To become bilingual': Challenges and choices faced by Polish migrant families in Ireland in the negotiation of family language policy
Lorraine Crean (DCU Institute of Education), Pádraig Ó Duibhir (DCU Institute of Education)

In an era of increasing globalisation, super-diversity, migration and mobility, Ireland is now a country where cultural and linguistic diversity has become a feature of society. Between the years of 1995 and 2008, Ireland suddenly became a country experiencing considerable economic and social change. During this time, inward migration to Ireland grew steadily, with Ireland suddenly becoming one of the countries with the highest rates of inward migration in the OECD (OECD, 2008). The trend for many migrant families to remain in Ireland, despite an economic crisis that ensued has subsequently led to an emerging second generation of migrants in Ireland (Röder, Ward, Frese and Sánchez, 2014).

The number of children who speak a language other than English or Irish at home is a feature of Irish primary schools, creating a multilingual context for language learning (NCCA, 2015, p. 23). With regard to minority language pupils in Irish primary schools, the curriculum acknowledges that "partnerships between the primary school and their homes are critical for planning for and supporting their language learning, developing their first school language while maintaining their home language" (NCCA, 2015, p. 23).

Very little is known yet about the unique linguistic and cultural challenges faced by migrant parents and their Irish born children. At present, the Polish community in Ireland represents 2.5% of the Irish population. The findings presented in this paper are part of a larger ethnographic PhD study investigating the family language policy of five Polish families living in Ireland. Through a combination of focus group interviews, individual interviews, observations in the home and language diary entries, insight was gained into the attitudes of parents and children towards Polish language learning and maintenance. The study seeks to explore how the language socialisation process intersects with the language ideologies and practices of both parents and children. In the context of this study, language socialisation is viewed as a two way process, with both children and parents playing an active role in the language socialisation process in the context of the family home. The analytic tool used to engage in data analysis was thematic analysis (Braun and Clarke, 2006; Clarke and Braun, 2013). Children's agentic capabilities in terms of their bilingual development and language learning endeavours are evident from the findings. The perspectives, ideologies and attitudes of parents with regard to their children's language development are also presented in the context of external factors and forces at societal level. Pivotal to this is the impact of educational language policy and advice given by educators. The findings evoke how participants interpret educational language policy and advice given to them by educators, and in turn how this impacts on language ideology formation and language practices among parents and children.

Lorraine Crean: Lorraine Crean is a PhD Candidate in DCU Institute of Education. Her research centres around the family language policy of Polish migrant families living in Ireland.

Pádraig Ó Duibhir: Pádraig Ó Duibhir is Deputy Dean and Professor of Education at Dublin City University Institute of Education. He is interested in teacher education and language teaching with a particular interest in the teaching of Irish as a subject and as a medium of instruction.

[ECR2.3] Case study analysis of school networks that support DEIS schools
***Ruth Bourke** (Mary Immaculate College)*

This paper will discuss emerging findings from doctoral case study research that focuses on understanding members' perceptions about their participation in two school networks that emerged in an organic, grass roots fashion in contrast to policy driven networks in other contexts. The PLUS and OSCAILT networks of DEIS schools are facilitated and supported by the Transforming Education through Dialogue (TED) Project, Mary Immaculate College, Limerick and the Department of Education and Skills (in the case of OSCAILT). The research methodology, which included focus groups, individual interviews, a survey and documentary analysis will be delineated, as will the analytic strategy. Due to the researchers role as facilitator of one of the networks and professional relationship with many of the network members, key ethical considerations encountered in collecting data as empirical evidence in this 'back-yard' research will be explored.

Initial analysis of focus group and individual interview data indicate that the networks have been a significant source of support to the network members and DEIS schools involved in responding to the changing societal and educational landscape in Ireland in recent times. This paper will explore emerging findings from research participants' perceptions of the manner in which in the networks have supported the DEIS schools involved over a twenty year period to meet the needs of the children and families they serve.

Ruth Bourke: Ruth works for the Transforming Education through Dialogue (TED) Project, Curriculum Development Unit, Mary Immaculate College (MIC), Limerick where she facilitates networks of DEIS schools and engages in research and intervention projects. She is also a doctoral student in the Department of Learning Society and Religious Education, MIC, and her research is a case study analysis of two networks of DEIS schools.

[ECR2.4] Parents' Experiences of Navigating the Irish Early Years' Education System fot their Child on the Autism Spectrum: Changes, Choices and Challenges
***Sarah O Leary** (Mary Immaculate College, Limerick)*

Exploring Parents' Experiences of Navigating the Irish Early Years' Education System for their Child on the Autism Spectrum: Changes, Choices and Challenges.

Recent changes to Irish education policy on the inclusion of children with special education needs has deeply impacted the element of choice of parents of young children on the autism spectrum. The inclusion of their child in education now relies, not only on the availability of supports, but also on the level of understanding of autism within a particular preschool or school; in some instances, this has meant an absence of the parental choice that other parents typically have with regards to their children's education.

The introduction of the Access and Inclusion Model (2016) and Circular 0013/2017: Special Education Teacher Allocation (2017) has had an immediate effect on the efforts of preschools and schools to foster and nurture inclusive practice. The organisation and allocation of supports for children with special educational needs has been decentralised, with leaders of preschools and schools now assuming absolute responsibility for this. However, the Government have retained ultimate control of the distribution of quotas of support with which to meet the needs of all children in these educational settings.

This narrative inquiry comprises of stories collected from parents of young children on the autism spectrum as they navigate the education system for their child. The parents involved in the research provided comprehensive accounts of their experiences, all of which included details of the challenges they faced as a result of these changes in both policy and practice. Through an initial analysis of the narratives, preliminary findings emerged. These findings were reanalysed using critical discourse analysis strategies to enable the grand narratives underpinning the data to be established.

This paper will explore the significance of these findings in light of the changes within education policy. The positive elements of the parents' experiences will also be outlined, with a view to enhancing the understanding, knowledge and skills of those responsible for the inclusion of children on the autism spectrum in education. Thus, perhaps removing some of the challenges faced by this group in the future. An ecological model of inclusion is proposed, informed by Urie Bronfenbrenner's Ecological Theory of Development (1979). This model emphasises the importance of partnership among all stakeholders in education in order to make inclusion a reality for all.

Sarah O Leary: I am a PhD researcher who has worked as a primary school teacher for 15 years. I am in the 3rd year of my PhD, which focuses on autism and inclusion in the Irish education system. My own personal experience of autism in my family encouraged me to explore this as a research area.

[ECR2.5] Teaching and Learning Irish in an Intercultural Educational Context
Karen Uí Chaiside *(Trinity College Dublin)*

Intercultural education is an education which celebrates, respects and recognises diversity in all areas of human life. It promotes the learner's awareness of the idea that humans have naturally developed a range of different world views, ways of life and customs, and that this breadth of human life enriches all of us. It is education, which fosters human rights and equality, challenges unfair discrimination, and promotes the values upon which equality is built. (NCCA, 2006)

Considerable immigration to Ireland is a recent phenomenon. Increasing numbers started to arrive from the early 1990's. Between 1997 and 2003, Ireland saw a steady influx of non-Irish nationals into Ireland averaging 6,000 persons annually. These numbers increased dramatically from 2004 onwards and by April 2016, there were over 535,475 non-nationals of over 200 different nationalities resident in Ireland (CSO, 2017). April 2018 saw an increase in the number of immigrants to Ireland by 34,000, the highest level of net inward migration since 2008. (CSO, April 2018). It is therefore increasingly important for both cultural and social reasons that young immigrants participate fully within the Irish education system and are not marginalised.

These changing demographics raise questions pertaining to the manner in which the linguistic needs of all students are being met through education in Ireland. The government's national Irish language policy encourages immigrants coming to Ireland before the age of 11 to learn the Irish language at school. However, for many immigrant children the study of English is prioritised, as English is not their mother tongue and it is the language of administration and the everyday spoken language in Ireland.

This paper will explore Irish language education across the Republic of Ireland in the context of change and will analyse policies related to language learning, especially Irish, among young people from new Irish backgrounds. Irish language policy including The Education Act 1998, The Official Languages Act 2003, The 20-Year Strategy for the Irish Language 2010-2030, The Gaeltacht Act 2012 and the Policy on Gaeltacht Education 2017-2022 will be examined. Further to this, policies associated with integration in Ireland will be analysed, including Migration Nation 2008, The Intercultural Education Strategy 2010 and Ireland's national Migrant Integration Strategy 2017. This research will assess the value of alignment between policies related to integration and language education in Ireland.

Karen Uí Chaiside: Post-primary Irish language teacher. PHD student in Trinity College Dublin. Irish Language Advisor with Junior Cycle for Teachers and the Department of Education and Skills.

[ECR2.6] Designing an introductory Computational Thinking course for post-primary students
Colette Kirwan *(Dublin City University),* ***Eamon Costello*** *(Dublin City University),* ***Enda Donlon*** *(Dublin City University)*

Computational Thinking is a problem-solving process. It provides a framework that allows one to take a complex problem, understand it and then develop possible solutions in a way that a computer, a human, or both, can understand it. It is considered the bread and butter of Computer Scientists but this problem-solving framework can be applied to many disciplines, for example, science, mathematics, and the humanities (Mohaghegh and McCauley 2016). Coupled with these facts, is the knowledge that computers are ubiquitous in today's society. Hence Irish students would benefit from understanding how computers can be used to solve problems and also in knowing how computing algorithms can be used and abused (Buitrago Flórez et al., 2017). Computational Thinking has also gained the attention of many European government policymakers including the Irish government (Bocconi et al. 2016). The Irish Digital Strategy for Schools (2015-2020) outlines the Irish government's intention to give every Irish student at both primary and post-primary level the opportunity to learn Computational Thinking (Department of Education and Skills 2015).

With this aim in mind, a low threshold, introductory Computational Thinking course has been developed at Dublin City University. The development of this course is underpinned by Design-Based Research. The course design and development subscribes to a collaborative, iterative approach, and thus during its lifecycle, the course will undergo several versions. Development and piloting of versions one and two of this course have just finished. This paper begins by first describing the initial design principles of this introductory Computational Thinking course: that it be low threshold, engaging, practical and flexible. It next discusses the design and content of the course in order that it is applicable to all disciplines while also providing a foundation for programming and the Leaving Certificate Computer Science course. The course design was also influenced by David Merril's (2007) first principles of instruction and Timothy Bell (2018) and Paul Curzon's (2013) unplugged activities, puzzles and thought experiments. The paper then proceeds to discuss initial findings and results from the piloting of this course in three Irish post-primary schools, where both teachers and students were actively involved in providing feedback to ensure the course design meet the practical challenges of post-primary teaching in Ireland.

Colette Kirwan: Colette Kirwan is a PhD student at Dublin City University. She is an Irish Research Council scholar and is currently researching Computational Thinking. Her research and academic interests include online learning, programming especially Android development and databases.

Eamon Costello: Dr Costello holds a BA (Hons) in English Literature (I) and History (II.I) from Trinity College Dublin, a higher Diploma (Distinction) in Computer Science from University College Dublin, an MSc (I) in Software and Information Systems from National University of Ireland Galway and a Doctorate from Trinity College Dublin. He has extensive experience in the teaching and researching of open and online learning.

Enda Donlon: Dr. Enda Donlon is a lecturer in the school of STEM Education, Innovation and Global Studies at the DCU Institute of Education.

[C1] Concise and Creative

[CC1.1] Contradictory gyres in self-study action research: towards chaos or robust educational research?

Mairin Glenn (NEARI (Network for Educational Action Research in Ireland))

Turning and turning in the widening gyre
The falcon cannot hear the falconer;
Things fall apart; the centre cannot hold;
- From Yeats (1921) 'The Second Coming'

Education is at a time of change, choice and challenge in its practice; in its theory and in its policies. This is also reflected in the field of practitioner research – and not least in the field of self-study action research and Living Theory. Embracing Yeats's 'turning and turning in the widening gyre' in this conference's inspirational setting, this paper explores the conflicting and yet knowledge-generating tensions of 'gyres' or whirling cones within and alongside one another, bearing in mind that loops and whirls have nearly become one of the symbols of self-study action research and Living Theory.

These inter-whirling gyres include McNiff's spirals of unlimited new ideas and potential learning as well as Whitehead's values-based research for the flourishing of humanity. They embrace both the conflict and inspiration of concepts such as: encompassing theory in practice as well as generating new theory from practice; the role of values not only to underpin practice but also to inspire and to validate research and the aim of enhancing individual workplace practices alongside the potential development of a transformative social justice agenda. The paper explores the balance and counter-balance between the turning gyres of action and reflection; of the role of 'I' and research 'objects' and of clarity and living contradictions.

The paper outlines how the conflicting and paradoxical nature of gyres within gyres seems not to weaken the 'centre' but strengthens the quality of the research and creates, instead, a centre that is sturdy and strong.

The paper concludes with an account of how self-study action research and Living Theory make a contribution to the field of educational research that is robust, transformative and sustainable.

Mairin Glenn: 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.

[CC1.2] Diversity and Inclusivity in Stand Alone Schools

Colm Ó Cadhain (Dublin City University)

Irish society has become increasingly diverse in the past two decades, with growing religious diversity a significant aspect of this change (Darmody, Smyth & McCoy, 2012), as evidenced by the 2016 Census (CSO, 2017). While Irish society has changed dramatically in recent decades, the primary school system remains overwhelmingly denominational. Of the 3,124 mainstream primary schools in Ireland, approximately 95% are under denominational patronage (Coolahan, Hussey, & Kilfeather, 2012).

Policy developments in recent years have attempted to address the challenges posed by the changing nature of society and the current structure of the primary school system. A significant milestone in this regard was the establishment of the Forum for Patronage and Pluralism. The Report on the Forum (Coolahan et al, 2012) made two significant recommendations: the divestment of Catholic schools in areas in which there is greater demand for school diversity, and the development of a curriculum in Education about Religions and Beliefs (ERB) and Ethics. The Report expressed particular concern for the position of rural schools; schools that serve a small population and for whom choice of school under another patron is not an option. The Report identified approximately 2000 schools outside urban areas in this category; schools that were either 3km or 5km from their nearest neighbouring school. The Report recognised not just the impracticality of school choice in such circumstances but also potentially the undesirability of school choice, noting that there "is an educational and social dividend to be gained from all the children in a rural setting, village or small town attending school together" (2012, 73). While the policy of choice may not be considered desirable in such communities, developments in relation to ERB and Ethics continue to progress in line with the broader primary curriculum redevelopment which is currently underway (NCCA, 2016, 2017).

While much research has highlighted the challenges posed by the changing nature of society for the primary school system generally (Lynch and Lodge, 2004; Faas, 2010; Darmody, Smyth and McCoy, 2012; NCCA, 2016), little research has been conducted on how standalone rural schools negotiate this ever evolving context. Therefore, this research seeks to explore how standalone schools deal with the challenges posed by increased religious diversity, in the absence of curricular support. Specifically, it aims to explore how principals and teachers understand their role in creating inclusive school communities, while supporting the identity of their pupils. The research adopts a qualitative approach using interviews as the main tool.

Colm Ó Cadhain: I am currently pursuing a doctorate in Ethical Education in Dublin City University. As a primary school teacher on secondment with the NCCA, I have a particular interest in questions of voice, values and inclusion in our schools.

[CC1.3] The Development of Alienation from Learning in Luxembourgish Primary and Secondary Schools: The impact of school forms as differential learning and developmental milieus

Alyssa Laureen Grecu (University of Luxembourg), Andreas Hadjar (University of Luxembourg)

Up to now, little is known about mechanisms contributing to students´ distance to school - conceptualized as school alienation. School alienation expresses lack of bonding to school and sense of meaninglessness towards social and academic aspects of schooling (classmates, teachers, learning) (Hascher/Hadjar 2018). As school alienation has manifold consequences like low participation or school deviance, it is vitally important to gain further knowledge about the mechanisms behind.

Building up on the hypothesis that school alienation develops differently in different learning and development milieus the main objective of this paper is to examine the distribution and development of alienation from learning as well as the contribution of specific school types to alienation from learning on the example of Luxembourg.

Like in many other European countries, education serves as important good for the Luxembourgish knowledge-based society. The Luxembourgish case provides insights into academic socialisation processes. Luxembourgs´ educational system is highly stratified with parallel secondary school tracks preceded by a selection process of students after grade 6 of primary school. The highest secondary school track "Enseignement secondaire" targets acquiring the university entrance diploma. Within the occupational orientated secondary school track "Enseignement secondaire technique" exists a sector "Modulaire" integrating especially weak students.

Different school forms in stratified educational systems are characterised by specific expectations and conditions. Following Baumert et al. (2006) those school environments are framed as differential learning and developmental milieus. Against this background, educational opportunities rely – independently and additionally to students individual resources - on school forms and are closely connected with institutional conditions. (Baumert et al. 2006). Thus, differential learning and developmental milieus affect students´ orientation in different ways influencing attitudes, motivation, achievement and behavior finally contributing to educational inequalities. This study explores how school forms influence alienation from learning. To analyse alienation from learning in different institutional settings of the educational system of Luxembourg (focus: primary school, ES-Track and Modulaire-Track of secondary school) longitudinal data from the international research project SASAL (University of Bern and University of Luxembourg) is used. The applied panel data were conducted in a questionnaire-based survey in three waves from 2016 to 2018 following students from grade 4 to 6 in primary school and grade 7 to 9 in secondary school.

Alyssa Laureen Grecu: Alyssa Laureen Grecu is research associate at the Institute of Education and Society, University of Luxembourg. Working within the international research project on school alienation, she investigates habitus and cultural fit in different school environments. Her research interests are educational sociology (educational inequalities, educational systems), gender studies, theories of social inequalities and empirical research.

Andreas Hadjar: Andreas Hadjar is professor in sociology of education at the Institute of Education and Society, University of Luxembourg. His research interests are in inequalities, education, political sociology, methods of empirical research and international comparisons. He has carried out research and published a wide range of articles on education systems, educational inequalities along the axes of class, gender and immigrant background, subjective well-being, xenophobia, social values and political participation.

[CC1.4] #OpenTeach: Rising to the challenge of supporting part-time online teachers

Orna Farrell *(Dublin City University)*, **James Brunton** *(Dublin City University)*, **Eamon Costello** *(Dublin City University)*, **Grainne Conole** *(Dublin City University)*, **Enda Donlon** *(Dublin City University)*, **Samantha Trevaskis** *(Dublin City University)*

This qualitative study reports on a continuing professional development intervention called #OpenTeach designed to upskill part-team online teachers. Continuing Professional Development (CPD) is recognised as crucial to the upskilling of educators to enhance the student learning experience. However, an important gap exists in the provision of CPD for part-time and online tutors who rarely have the opportunity to avail of campus-based resources (Beaton & Gilbert, 2013). To address this gap and better harness the potential of more flexible models of online distance education, this neglected group of geographically dispersed tutors need opportunities to engage with new learning designs, new digital competencies and new ways of embedding digital technology in teaching, learning and assessment (European Commission, 2013).
Accordingly, the #OpenTeach intervention addresses this challenge through a highly targeted CPD programme for part-time online teachers. The project is creating a short open online course centred around seven evidence-based digital guides on open online teaching best practice which will develop the digital and pedagogical competencies of the 90 DCU Connected online teachers locally and will be open to online educators globally. The intervention maps to the National Professional Development Framework as a structured, non-accredited professional development activity, which will support the development of competencies and skills in the domains of professional knowledge and skills in teaching and learning and personal professional digital capacity in teaching and learning (National Forum, 2016).
Following the intervention a qualitative study will be conducted with the aim of exploring teacher perceptions of their practice and student perceptions of the engagement of online teachers in relation to the #OpenTeach intervention. The study is framed by the following research questions: How has the #OpenTeach course affected online teachers' perceptions of their practice? How has the #OpenTeach course affected online students' perceptions of engagement of online teachers? Data will be generated through focus groups with online teacher and online students. The analytical approach for the study is thematic analysis, a data led approach following the Braun & Clarke (2006) six phases of thematic analysis.
The #OpenTeach intervention has the potential to support sectoral development of online teaching best practice in Ireland. The National Forum's (2016) professional development framework calls on institutions to "empower staff to create, discover and engage in meaningful personal and professional development in a variety ways". This is at the heart of our philosophy for this project.

Orna Farrell: Orna Farrell is the programme chair for the BA in Humanities, BA in English & History and BA in Single Module Humanities, at the National Institute for Digital Learning, Dublin City University.

[CC1.5] Introducing Content and Language Integrated Learning in Irish Post-Primary Schools

Celine Healy (Maynooth University)

Ireland's Strategy for Foreign Languages in Education 2017-2026 sets out, as one of its goals, the improvement of language proficiency through the creation of a more engaging learning environment. One of the actions proposed by the strategy, to support this goal, is the exploration of the potential of using Content and Language Integrated Learning (CLIL) to support and consolidate language learning. CLIL has been developed as a means of offering learners increased opportunities for exposure to the target language. Curricular subjects are taught through the target language in a dual focus on both language and non-language content. The integration of both subject and language learning aims to focus on the subject being taught while simultaneously promoting the target language as both a medium for learning and an objective of the learning process. CLIL reinforces the notion that language is a tool which will only have meaning and sense when activated in contexts that are motivating and meaningful for the learners (Coyle, 2017). Although it has become a growth field across Europe, it has not yet been widely used by post-primary teachers in Ireland. For this research project post-primary teachers of modern foreign languages, in collaboration with their colleagues from other subject areas, have implemented a CLIL approach in their schools. The teachers are working in a cross-section of Irish post-primary schools. The aim of the project is to develop, by teachers for teachers, guidelines on planning and implementing a CLIL approach in Irish post-primary classrooms. A mixed methods approach is used to gather data through interviews with teachers, focus group interviews, analysis of teachers' reflective journal entries and lesson plans. This paper will present initial findings on the steps taken by the teachers and their schools to initiate the use of a CLIL approach in

their schools; their approaches to planning the lessons; their implementation of the approach in their lessons; their views on what types of teaching and learning resources are needed to support the approach; their advice on how best to develop the approach in Irish post-primary schools.

Celine Healy: Dr Céline Healy works at Maynooth University Department of Education where she teaches and researches in the areas of language teaching and learning, language teacher education and creative approaches to teaching and learning. She is a member of the Foreign Languages Advisory Group (FLAG) responsible for overseeing and monitoring the implementation of Languages Connect - Ireland's Strategy for Foreign Languages in Education 2017-2026.

[P17] Comparison and Complementarity

[P17.1] Preparing Irish student teachers for culturally diverse classrooms: Exploring opportunities, challenges and perspectives from both jurisdictions

Maria Campbell *(St. Angela's College)*, **Peter Stevenson** *(St. Mary's University College)*

Irish classrooms both North and South have seen a rapid rise in the number of children from different geographical, cultural, ethnic, racial and religious backgrounds which presents both opportunities and challenges for teachers working in a time of change. This research aimed to identify the factors which influence the extent to which student teachers (STs) critique and adapt their pedagogies in order to minimise the potential for exclusion or minoritising of pupils in culturally diverse classrooms. Lecturers from St. Angela's College, Sligo and St. Mary's University College, Belfast designed and delivered an eight hour compulsory, assessed intervention within existing modules with second and third year STs in their own institutions respectively. STs were introduced to Critical Media Literacy (CML) as a concept and practice and supported in the critique of popular media, in particular the unpacking of hidden messages and/or subtext contained in the representation of minorities across various media forms. STs created and displayed posters designed for display in culturally diverse schools which were assessed as part of coursework.

Both research partners viewed all posters and gathered data via focus groups from a total of fifty two STs. Thematic critique of the findings indicated that the poster topics chosen and issues raised by the STs in the focus groups were primarily related to current political events in each jurisdiction such as the referendum in the South on same-sex marriage. Consequently gender and to a lesser degree race were the dominant topics that the Southern STs chose to engage with. The ongoing religious and political tensions in the North, in particular the collapse of the Northern Ireland Assembly was of primary concern to the Northern STs and consequently religion and to a lesser degree disability were the dominant topics chosen.

It was evident that the college intervention heightened STs' awareness of their role in opposing or supporting the minoritising of pupils through their critique and use of media in the classroom. STs acknowledged the importance of avoiding identity reductionism (Sen, 2006) which was not evidenced in practice; in their posters and responses during the focus groups. The STs' habitus (Bourdieu, 1977), their own life experiences influenced by their social and political contexts, appeared to determine the degree to which they empathised with (Nussbaum, 2001) and ascribed blamelessness to (ibid) those who were minitorisied by society and consequently, their adaptation of practices, pedagogical and other.

[P17.2] The transition to primary school in Ireland and Scotland: how family background and childcare experiences influence children's skills on school entry

Emer Smyth *(Economic and Social Research Institute)*, **Adriana Duta** *(Moray House School of Education)*

There has been extensive research on the transition to secondary school but relatively little evidence on integration into primary education, especially from a comparative perspective. This paper seeks to address this gap by using data from Growing Up in Ireland (GUI) and the Millennium Cohort Study (MCS) for Scotland to explore the factors influencing children's skills on entry to primary school. The paper looks at the extent to which cognitive skills (such as linking sounds and letters, and number skills) and non-cognitive skills (such as attitudes and dispositions) among five year olds in the two countries reflect their family circumstances in terms of household income, social class and maternal education. It asks whether social inequalities can be explained by differences in the home learning environment and experience of non-parental care. Finally, it examines the influence of the policy context by exploring the extent to which school entry patterns in Ireland and Scotland reflect between-country differences in access to, and take-up of, preschool provision, age on starting school and the nature of the primary curriculum.

Emer Smyth: Emer Smyth is a Research Professor at the ESRI.

Adriana Duta: Adriana Duta is a research fellow on the Understanding Inequalities project at the University of Edinburgh.

[P17.3] Social awareness: A comparative study of pre-service and in-service teachers in Ireland and New Zealand

Veronica O'Toole *(University of Canterbury)*, **Joanne O'Flaherty** *(University of Limerick)*

Coupled with their responsibility for academic outcomes, schools and teachers support students' personal and social development and contribute to the formation of future citizens capable of initiating and responding to change (Conway et al., 2009; Husu & Tirri, 2007). A challenge, therefore, for schools is to blend students' personal and social development with academic progress (Cosgrove et al., 2011; Moynihan et al., 2015), as reflected in the increased priority afforded social and emotional learning across school and policy documentation in Ireland (DES, 2016; NCCA 2015, 2017; Teaching Council of Ireland, 2016), and New Zealand (Boyd et al., 2017; Education Council of New Zealand, 2017; Education Review Office [ERO], 2016).

The Collaborative for Academic, Social, and Emotional Learning (CASEL, 2019) defines Social Emotional Learning (SEL) as "the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions". CASEL's integrated Framework for Systemic Social and Emotional Learning comprises five core competencies: self-awareness, social awareness, self-

management, relationship skills and responsible decision-making. Social awareness is defined as "the ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures" (CASEL, 2019). SEL, however remains marginalized in teacher education (Bridgeland et al., 2013; Cohen, 2006), and it remains unclear as to how these outcomes are interpreted or realised by individual teachers. This is further accentuated by the dominance of technicist ideologies within second level schooling in Ireland, presenting a challenge to the inclusion of SEL (McCormack et al., 2015; O'Flaherty & Gleeson, 2017; O'Flaherty et al., 2018). Similar challenges arise for New Zealand (NZ) schools in balancing wellbeing, learning and achievement curriculum goals (Boyd, et al., 2017). These challenges are further compounded for Christchurch schools, following the fatal 2011 earthquake that struck during a school day, as an unprecedented natural disaster with immediate and ongoing environmental, social and personal impacts (O'Toole, 2018; O'Toole & Friesen, 2016).

Objective: This study presents a snapshot of in-service and pre-service teachers' social-awareness, that is, social emotional competence in two jurisdictions, Ireland and New Zealand.

Method: This mixed methods study draws upon survey, focus group and interview data exploring the concept of social awareness. Irish participants: A survey was administered to 536 post-primary pre-service teachers (Professional Master of Education Year 1) across nine teacher education providers, yielding 178 (33.2%) responses. Six focus group discussions were conducted with 26 pre-service teachers across six teacher education providers. New Zealand participants: Eighteen months post the fatal 2011 earthquake, semi-structured interviews and a series of psychological questionnaires were disseminated to twenty Christchurch teachers who had been on duty when the earthquake struck during the school day.

Results: Data analysis is on-going.

Veronica O'Toole: Dr. Veronica O'Toole is a Senior Lecturer in Educational Studies and Leadership, teaching into various degree programmes including pre-service teacher education, tertiary teaching, undergraduate and postgraduate courses on emotion and wellbeing, for which she has received college and university awards for teaching excellence. Her research is focused on emotions and wellbeing in children and teachers including postdisaster. Research awards include a Fulbright Cognition Scholarship in Educational Research to Yale University's Center for Emotional Intelligence (2011), and Inaugural Recipient of the Sutton-Smith Doctoral Excellence Award for her PhD thesis on children's emotions during their learning task engagement (2006).

Joanne O'Flaherty: Dr Joanne O'Flaherty is a Lecturer in the School of Education, University of Limerick. She is involved in coordinating and disseminating different education modules offered by the School of Education at both undergraduate and post-graduate level, including the Coordination of the Micro-Teaching Initiative (a lab-based practicum experience prior to school placement which focuses on the development of a number of competences and practices of the beginning teacher). Joanne also acts as the Academic Coordinator of the Ubuntu Network, which seeks to foster the integration of global competences in teacher preparation (see www.ubuntu.ie). Her research interests include pre-service teacher education, moral and pro-social development, and social justice education and she has published in these areas.

[P18] Pathways to Education

[P18.1] Post-school pathways in times of economic change
Holly Foley *(TU Dublin-Tallaght Campus)*

This paper draws on research from my doctoral thesis The Post-School Pathways of Russian-speaking students in Ireland: A Longitudinal Study. Ireland has a relatively short history of immigration when compared to countries such as the U.S. and Australia. As such, literature from countries with long histories of immigration also have much longer record of researching the experience of immigrant students in their education systems. More recently there has been a trend to try and understand students of immigrant origin's transition from compulsory schooling to third level education or the labour market (Sweet et al., 2009; Ait-Said et al., 2009; Froy and Pyne, 2011; Dag-Tjaden, 2013; Lagana et al., 2014;). This is of growing importance as young people with immigrant backgrounds are more likely to be unemployed than native youth in almost all OECD countries (Froy and Pyne, 2011). The economic recession in Ireland had a negative impact on post-school pathways on young people. This was part of a global economic downturn which negatively impacted the employment outcomes for youth in general however this was intensified for immigrant youth (Froy and Pyne, 2011). Traditional pathways such as apprenticeships can become quickly outdated or undesirable during periods of rapid change (Raffe, 2010). For example, during the recession in Ireland the severe downturn in the construction sector was reflected in a striking growth in the number of unemployed individuals with a Post Leaving Certificate Course (PLC) level qualification (including apprenticeships) (Bergin et al., 2014). By recognising that the stability of 'traditional' pathways no longer exists, students choosing a more general course of study may also discover that this does not offer a direct inroad to the labour market and become dissatisfied with their choices. This is reflected in findings which show that almost half of school leavers in Ireland expressed regrets about the pathway they had taken (McCoy et al., 2014). For self-selected immigrants in a global context education has been a viable route to upward mobility for generations of immigrants (Crosnoe and Lopez-Turley, 2011). The act of migration for self-selected migrants can be understood as the pursuit of intergenerational social mobility (Teney et al. 2015). During periods of economic change such as recession immigrant young people are most at risk. This paper will discuss the role of education and the economy on immigrant young people's post-school pathways in Ireland.

Holly Foley: PhD research Post-school Pathways of Russian speaking students in Ireland a Longitudinal Study. Conducted research in the Department of Sociology TCD and The Children's Research Centre TCD. Currently the Access Officer for TU Dublin-Tallaght Campus.

[P18.2] The Migrant Teacher Project: Building a Bridging Programme
Rory Mc Daid *(Marino Institute of Education)*, **Emer Nowlan** *(Marino Institute of Education)*

Inward labour force migration has significantly altered the ethnic composition of many labour sectors in Ireland (CSO, 2016). While this is particularly acute in the accommodation and food services and information and communication sectors, it is also accurate in the health and social care sectors (NESC, 2006). With regard to education, while many migrants are working in early years' education, very few are working as teachers in public primary and post-primary schools (Schmidt and Mc Daid, 2015; Mc Daid and Walsh, 2016). This maintains despite increasing issues of teacher

supply in key areas (Teaching Council of Ireland, 2015, Harford and O'Doherty 2018). While this situation is not unique to Ireland, there are particular contextual factors which may explain the lack of engagement with overseas recruitment to address supply shortages in our teaching workforce.

This paper draws on important new mixed methods research, funded by the Irish Department of Justice and Equality through the Migrant Teacher Project. The research is aimed at achieving better understanding of the backgrounds, qualifications and perspectives of migrant teachers, and of the perceptions of teacher recruiters to them, and to identify any gaps in IIET's knowledge or skills, as perceived by IIETs themselves or employers. On the basis of this work, the Migrant Teacher Project has devised a Bridging Programme for IIETs to help them to continue in their chosen profession while living in Ireland. This paper presents an overview of some of the key findings from the research, paying particular attention to the complexity of the sample, the variety of subject specialisms and the level of qualifications and range of experience. The paper concludes with an overview of the design and ongoing delivery of the aforementioned Bridging Programme.

Rory Mc Daid: Dr Rory Mc Daid is a lecturer in Sociology of Education and Research Methods in Marino Institute of Education, Dublin, where he is also the Coordinator of the Migrant Teacher Project. He is assistant co-ordinator of Lóchrann, the centre for intercultural education at MIE and is a Visiting Research Fellow at the Cultures, Academic Values and Education research centre in the School of Education, Trinity College, Dublin. His research interests include the experiences of immigrant children and teachers in schools and educaring for refugee and asylum seeking children and young people.

Emer Nowlan: Dr Emer Nowlan is Research Project Officer with the Migrant Teacher Project. She has worked in various educational and management roles in different countries, including leading the project to establish the first second-level Educate Together schools. Her research interests include ethnicity, gender, power, Ethical Education and English as an Additional Language.

[P18.3] Factors Affecting the Progression of Access Students at Technological University Dublin

Annette Forster *(Technological University Dublin)*, **Fiona Faulkner** *(Technological University Dublin)*, **Mark Prendergast** *(Trinity College Dublin)*

There was a steady increase in the number of students in higher education in the last decades of the 20th century, but the number of mature students, students aged 23 years and over, in full-time higher education in Ireland remains low. One important intervention to prepare mature students, and other underrepresented students, to engage with higher education is an Access course. Technological University Dublin (TU Dublin) offers a one-year multi-disciplinary Access course that provides a route to higher education for mature students as well as young adults, less than 23 years, who are from lower socioeconomic backgrounds. This study is examining the factors affecting the progression of students on the TU Dublin Access course to undergraduate studies at the same university.

Using a pragmatic, mixed-methods approach, data were collected from Access students in 2017 – 2018. Participants completed a 29-item questionnaire in October 2017 and semi-structured interviews were conducted with seven students in April 2018.

Quantitative findings revealed a significant relationship between attendance and progression for Access students and a significant relationship between neuroticism and progression. Access students who failed to progress to undergraduate studies at TU Dublin had significantly lower mean scores for neuroticism than students who progressed. The optional modules students chose in the Access Foundation programme appeared to affect whether or not they progressed to undergraduate studies. However, there was no evidence of a significant difference in progression in terms of the demographic factors of age, gender or nationality. Students with family commitments had higher total scores at the end of the Access programme than students without family commitments, but they were no more likely to progress to undergraduate studies than students without family commitments.

Qualitative findings revealed that students found the Access programme stressful, particularly the competitive nature of the programme, the workload and group work. Some students changed optional modules at the end of semester one. Students indicated that this ability to change modules played a role in students' progression to undergraduate studies. Most students felt that the level of social interaction on the Access Foundation course was sufficient but some students struggled to feel like they belonged at TU Dublin.

The preliminary findings suggest a variety of factors affect progression from the Access programme to undergraduate studies at TU Dublin. Students who remain in the programme may really "want it" or have the drive they need in order to progress to undergraduate studies and beyond.

Annette Forster: Annette Forster is a second year PhD student in the School of Hospitality Management and Tourism at Technological University Dublin. Her research interests lie in progression in higher education, particularly in relation to mature students and other students who are underrepresented in higher education.

Fiona Faulkner: Fiona Faulkner is a mathematics lecturer on a foundation programme for adult and international students in the Technologcial University Dublin. She is a qualified secondary school mathematics teacher with a PhD in mathematics education both from the University of Limerick, Ireland. She is a research associate of the NCE-MSTL and her current research interests lie in the areas of diagnostic testing, out of field teaching, mathematics education for access and international students and teaching mathematics for understanding.

Mark Prendergast: Mark Prendergast is an assistant professor in mathematics education in the School of Education, Trinity College Dublin. He is a qualified secondary level mathematics teacher and his research interests include teacher education, mathematics education and working with non-traditional students

[S4] Democratic Education: Embracing Change, Choice and Challenge in Education

Gayle Nagle *(Sligo Sudbury School)*, **Marcin Szczerbinski** *(UCC)*, **Robert Hamm** *(Maynooth University)*, **Bernard Moran** *(Wicklow Sudbury School)*

This Symposium will hear from four speakers with experience and interest in the areas of Democratic Education. The first paper will give an overview of the key features, history and current status globally and nationally of Democratic Education. It will explain how, through its focus on autonomy, choice and self-governance the Democratic model can provide another viable alternative to our current system.

The second paper will report on the experiences and opinions of students, staff and parents at two democratic schools currently operating in Ireland: Wicklow Sudbury and Sligo Sudbury. The third paper will discuss the notion of "schools of negotiation" and report on a comparative study between Irish Primary Schools, German Mainstream Schools, and Free Alternative Schools. It will look at the various experiential possibilities for children in the different school types and open another avenue for discussion about change, choice and challenge for institutional education in Ireland during the ongoing process of cultural change.

The fourth paper will analyse the prospects and best strategic options for the movement of Democratic Education in Ireland going forward. It will discuss the long-term outcomes, accessibility on a national scale, and lessons from the successes and failures of similar movements in the present and past.

This symposium will comprehensively introduce and discuss the model of Democratic Education and open for discussion ways in which this dynamic model can allow communities to flourish and embrace Change, Choice and Challenge in Education.

Gayle Nagle: Gayle Nagle is a co-founder and staff member at Sligo Sudbury School. She has worked in mainstream education as a Primary School Principal, Class teacher and administrator, and with families as a Doula. She has an interest in finding solutions to current challenges within our education system and working towards developing a sustainable model of education for all.

Marcin Szczerbinski: Marcin Szczerbinski is a lecturer in psychology at University College Cork. He has carried out research into language and literacy acquisition, specific learning difficulties (especially dyslexia), childhood anxieties (especially selective mutism), as well as democratic education – its history and current developments.

Robert Hamm: Dr. Robert Hamm is a research fellow with Maynooth University and the Institute of critical Theory, Berlin, who currently works on an international study of the adaptations of Collective Memory-Work and its potential as a tool for adult learning and reflection. He has intensely researched rituals and ritualisation in educational institutions, and professional reflection processes of teachers concerning their involvement in rituals and ritualisations. As a trained educator who worked 15 years in various educational settings Robert has a particular interest in bridging the assumed gap between theory and practice.

Bernard Moran: Bernard Moran has been a staff member at Wicklow Sudbury School since it opened in 2016 and has an MA in Equality Studies from the School of Social Justice in UCD and a BA in Journalism and Visual Communications. They have a particular interest in radical (in the original meaning of 'getting to the root') solutions to the various social and economic crises of recent years, such as exploring how institutional evolutions like democratizing schools can unlock human potential and alleviate suffering.

[S4.1] Democratic Education – Another Way in Education for Ireland
Gayle Nagle

This paper will highlight the key features of the Democratic Model of Education, including a brief history of its origins and development globally to the present day, and its current status in Ireland. It will refer to the key principles of trust, freedom and responsibility which underpin this model. It will review some of the research on challenges in our current Educational system and explain how, through its focus on autonomy, choice and self-governance the Democratic model can provide another viable alternative to our current system.

It will refer to the experiences of Sligo Sudbury School and other schools to show how this model can support students and staff to deal with challenges in daily life, learn how to interact successfully with others, increase adaptability, confidence and emotional resilience and decrease anxiety and stress.

It will describe how these schools focus on creating a safe, rich learning environment in which children can learn at their own pace and in their own way. Fulfilling Alison Gopnik's premise that "We can't make children learn, but we can let them learn."

[S4.2] Sudbury schools in Ireland: the experience of students, parents and staff
Marcin Szczerbinski, Clare Veronica O'Brien, Susana Espana Lara

In this paper we report the outcome of a short investigation into the life of two democratic schools currently operating in Ireland: Wicklow Sudbury and Sligo Sudbury. The investigation was informed by social anthropology approach and involved short participation in the life of both schools. Active, participant observation was combined with interviews and focus groups. The key questions concerned:
- *Satisfaction*: What do you value in democratic Sudbury model you have experienced? What do you find challenging/in need of change?
- *Novelty/originality*: What are the key differences between the Sudbury model democratic education, and other forms of education you experienced previously?

Experiences and opinions of students, staff and parents will be reported.

[S4.3] Schools of Negotiation
Robert Hamm

The presentation will take up the notion of "schools of negotiation" that was coined by the German educational scientist Gerold Scholz to describe the practice of Free Alternative Schools (Democratic Schools). Based on a comparative study between Irish Primary Schools, German Mainstream Schools, and Free Alternative Schools it is argued that Free Alternative Schools cannot claim a monopoly on this term.

I will show that lived reality in mainstream education can similarly be depicted as a school of negotiation. To support this line of thought I will refer to theory of ritual and ritualisation in school.

However, empirical examples from the comparative study will be used to illustrate the negotiation processes in the three school types, and point to significant qualitative differences between them.

Thus looking at the various experiential possibilities for children in the different school types opens another avenue for discussion about change, choice and challenge for institutional education - particularly in an Ireland in the ongoing process of cultural change.

[S4.4] Democratic Schools as a Social Movement - Strategies and Pitfalls
Bernard Moran

In this paper, I'll be analysing the prospects and best strategic options for democratic education through the lense of Social movement theory and/or egalitarian theory.

Examining strategic options for democratic education going forward. Prospects for legislative change, or state funding. The potential risks that go with achieving that. What has happened in other Countries eg. Germany and Israel.

What is the movements ideal long term outcome if it has one? Is Sudbury scaleable on a mass level, if it isn't then what is the best way to realize the principles underpinning sudbury on a scale where most young people can experience them? What are the obstacles to that and how can we circumnavigate them?

What is Sudbury's place in the larger socio-political and economic story unfolding around us? Is it a series of bourgeois bubbles as some would claim, reinforcing pre-existing inequality? Or does it have the capacity to challenge mainstream dogma and benefit young people of all different backgrounds?

Are we a radical movement? What is our philosophical heritage and who are our natural allies? What can we learn from the successes and failures of similar movements in the present and past?

Abstracts: Saturday 13ᵗʰ April, 11.30 – 12.30

[P19] Designing for Inclusion in Higher Education

[P19.1] Staff development in the principles and practices of Universal Design for Learning to promote and implement an inclusive teaching and learning environment

Karen Buckley *(Dublin City University),* **Mark Glynn** *(Dublin City University),* **Carol Ellis** *(Dublin City University),* **Karina Curley** *(Dublin City University)*

It is well documented that the principles of Universal Design for Learning (UDL) have enormous potential to positively impact on the learning experience of all students, not exclusively those with disabilities or diverse learning needs. Specifically, UDL promotes the use of multiple communication methods to ensure that communication methods are accessible to all participants (Burgstahler, 2017).

This paper will report on a number of initiatives developed in Dublin City University that aimed to engage staff and students in a dialogue about UDL, from which an agreed definition of UDL emerged, supported by a policy and establishment of a working group to build a UDL culture in Higher Education. These initiatives are further supported by research to document existing levels of expertise and engagement with the principles of UDL, followed by a series of initiatives to develop staff awareness of UDL and provide guidance and support to enhance communication with students. Through consultation of a staff working group and engagement with students, a shared understanding of the potential of UDL to positively impact on the student learning experience has emerged, supported through a series of initiatives to promote and guide best practice.

This paper reports on a QUID funded project in DCU, which intended to develop, enhance and promote high quality internal communication practices between staff, faculty and learners, aligned to DCU's 2017-2022 Strategic Plan, to enhance 'the quality and effectiveness of our operations, and interactions with students and staff' (p.31) and to introduce 'new communication channels and modalities for staff' (p.36).

While it is well documented that the numbers of students with disabilities accessing higher education is increasing year-on-year (e.g. AHEAD, 2017), the principles and practices of UDL allow for effective communication with all learners through the promotion of practices such as:

• Ensuring that communication methods are accessible to all [e.g. effective teaching techniques, text materials are appropriate for text-reading software].

• Use of multiple, accessible instructional methods, accessible to all learners [e.g. avoidance of jargon, use of visual aids].

• Ensuring that course materials, notes and other resources are engaging, flexible and accessible for all students [e.g. providing material in multiple formats] (University of Washington, n.d.)

UDL has the potential to create a higher education culture where 'instructional goals, methods, materials, and assessments [...] work for everyone - not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs' (Bray and McClaskey, 2013: 18).

Karen Buckley: Karen Buckley is an academic developer the Teaching Enhancement Unit (TEU) in Dublin City University. Karen is a Doctoral student in Maynooth University where she is exploring professional development and identity of University Lecturers. Karen is passionate about education and has research interests in Higher Education, Professional Development, Teaching and Learning.

Mark Glynn: Mark has a PhD in Chemistry, a MSc in e-learning and certificates in Learning and Teaching in higher education and online assessment. Mark currently leads a team charged with enhancing the learning experience of students within DCU. As such Mark has direct involvement with cutting edge innovative teaching techniques and learning technologies that are being implemented throughout the university.

Carol Ellis: Dr. Carol Ellis is Disability Officer in Dublin City University, Ireland. She is responsible for managing the provision and coordination of reasonable accommodations for students with disabilities at Dublin City University. Carol received her BA degree. M.Soc.Sc. health and illness and Ph.D. in Medical Sociology from University College Dublin.

Karina Curley: Karina is a qualified teacher and life coach who has spent many years working in different educational settings including second level, special education, further education and community education before commencing work as a Student Learning Officer in DCU in 2010. Karina has an MA in Adult and Community Education and is passionate about promoting social inclusion in education.

[P19.2] Maybe there is Another Way: Inclusion for Students with Traumatic Brain Injury (TBI) in third level education in Ireland

Teresa Shiels (University of Limerick), Patricia Mannix McNamara (University of Limerick), Neil Kenny (Dublin City University)

Students with Traumatic Brain Injury (TBI) are underrepresented in higher education, and there is a tendency to associate survivors of TBI with less academic functioning. As a TBI survivor, I contend that this is an erroneous assumption, leading to significant marginalisation in terms of access to and participation in higher level education. TBI is a sudden trauma to the brain which may result in physical, cognitive, and emotional challenges (Guillette and Paglia, 2004), manifesting in ways that cause psychosocial problems. Therefore, students with TBI face personal and social barriers which can hinder their development.

The aim of the paper is to deconstruct the homogenisation of third level education by developing new models of academic supervision that address diversity, students with TBI and a growing need for flexibility. The methodology of autoethnography alongside interviews of students with TBI were used to gain an understanding of the experiences of inclusion for these students participating in the culture of third level. I identified the following themes: I am different now: Experiencing a Changed Self, I think you have to be honest with yourself: Taking Control, I find it hard to engage: Barriers and Supports to Participation in third level education. These themes were framed within identity theory, critical disability studies and critical pedagogy.

The research revealed that the outcomes of TBI, the invisibility of brain injury and the lack of awareness had an adverse impact on one's affective ability to engage with third level education. Conversely, this paper finds that the acceptance of one's identity facilitates adjustment through the taking of control of one's life and development of meaningful relationships with others. In essence, this research concluded the supervision of students with TBI required academic staff and an education support worker in learning how to participate successfully. This research provided a platform where students were able to voice their social and academic experience and created space for future research regarding the supervision of students with TBI or students who learn differently.

Teresa Shiels: Teresa Shiels is a Ph.D. candidate in the School of education at the University of Limerick, Ireland. As a person with Traumatic Brain Injury, she is a unique scholar, having achieved an undergraduate and master's degree, whilst also overcoming TBI trauma and dealing with a unique set of daily challenges. Her research interests are in the areas of disability studies, human rights, psychology and emotions, qualitative research, autoethnography, access and inclusion in education for minority groups.

Patricia Mannix McNamara: Professor Patricia Mannix McNamara is the Head of the School of Education at the University of Limerick. Patricia's research is predominantly in education studies with particular focus on health and well being.

Neil Kenny: Dr Neil Kenny currently works at the School of Inclusive and Special Education, Dublin City University. Neil does research in Special Education, Teacher Education and Educational Psychology.

[P19.3] Confusion on Inclusion? Exploring attitudinal perspectives of academics towards the implementation of Universal Design for Learning (UDL) in Higher Education

Siobhán Canavan Mc Donald (National College of Ireland), Pauline Egan (Institute of Technology Carlow)

In the past decade, Ireland has witnessed diversity and cultural changes in higher education most notably in terms of the student population. Irish legislation, International and European standards and best practice have placed pressure on academic establishments to adjust and maintain integration, to include students with disabilities (SWD) in facilitating their educational needs (Higher Education Authority & Department of Education and Skills, 2017; Higher Education Authority, 2014; Shevlin, et al., 2004). Creating an all-inclusive learning environment in Higher Education (HE) with the inclusion of students with complex and varied educational needs with fewer supports and resources has become increasingly challenging both for students and academics. This small-scale quantitative study explored perspectives of academics in a higher education institute on the use of Universal Design for Learning (UDL) as a teaching and learning framework in their practice. The approach aimed at identifying the benefits and difficulties of implementing UDL in creating a climate of change and inclusion for students with disabilities. Findings from data collected from seventy-six online surveys revealed that the implementation of UDL as a teaching and learning framework is welcomed. However, many challenges were identified by educators in higher education in creating a successful, all-inclusive learning environment. Lack of funding, training, and communication difficulties were cited as some of the challenges. Other challenges which are at the forefront were, expectations of roles and responsibilities, supports and resources. Knowledge and understanding of UDL seem to be to a lesser degree. Findings also indicated that to integrate the increasing number of students with disabilities (SWD) in classes, many educators have modified their teaching and learning methodologies; highlighting that a change in practices is a necessity in supporting students with disabilities on their academic journey.

Siobhán Canavan Mc Donald: Siobhan Canavan Mc Donald has been working in special education for the past seventeen years within the primary and post primary education sector. She is currently an Associate Lecturer with the National College of Ireland and a tutor with Kilkenny Carlow ETB teaching adult education programmes and was an Associate Lecturer with IT Carlow. She holds a masters In Teaching and Learning in Further and Higher Education, graduating in 2018.

Pauline Egan: Pauline Egan has been principal of Coláiste Eoin Hackestown Co. Carlow for the past seven years. She is also an associate lecturer with IT Carlow, a research supervisor to Masters Students and a tutor on the Postgraduate Diploma in School Leadership with UL. She is currently an Associate with the JCT Leadership Team. 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.

[P20] Assessment

[P20.1] Exploring Culturally Responsive Assessment Practices in Irish Classrooms Cases from the front line

Martin Brown *(EQI, the Centre for Evaluation, Quality and Inspection),* ***Gerry McNamara*** *(EQI, the Centre for Evaluation, Quality and Inspection),* ***Joe O'Hara*** *(EQI, the Centre for Evaluation, Quality and Inspection),* ***Denise Burns*** *(EQI, the Centre for Evaluation, Quality and Inspection)*

Countries throughout the world have witnessed significant changes in patterns of migration. According to the United Nations Department of Economic and Social Affairs, the number of international migrants in the world reached 258 million in 2017; a 49% increase in migration since 2000 (2017a). Of this total migrant stock, 14 per cent are under 20 years of age (2017b). These fluctuating patterns of migration have inevitably resulted in heightened awareness among various national and transnational policymakers such as the Organisation for Economic Co-operation and Development (OECD) on how best to sustain and meet the needs of culturally diverse populations; particularly when vital elements for social cohesion such as education are concerned. Indeed, meeting and satisfying the requirements for equity of participation in culturally diverse classrooms is taxing educators at all levels of the European educational spectrum as well as internationally.

With numerous descriptions of cultural neglect such as the inattention given to linguistic interdependence (Cummins, 1979), the lack of culturally responsive leadership in schools (Brown et al. 2017); and the supremacy of standardised testing (Padilla, 2001); educational outcomes for migrant background students have not always been as uniformly positive to that of their native counterparts (Brown, 2007, Griner and Stewart, 2013). Analysis of PISA test scores (OECD, 2000 – 2017) demonstrates that, in most OECD countries including high performing OECD countries, the majority of first and second-generation immigrant students performed worse than those students without a migrant background. To concur with Bledsoe and Donaldson (2015), 'the call for cultural responsiveness 'has reached a deafening crescendo' (p. 7). With cause for concern, these figures highlight the equity and validity of test scores as they are used as numerical conjectures of quality during school school evaluation and as right of pasage to further education.

Method
This paper, following Altrichter, Feldman, Posch, & Somekh, (2008) prcodedures for cross case analysis, provides an overview of challenges and practices with and for the assessment of Migration background students as evidenced in five Irish Post Primary Schools. Within this, the views of students, parents and teachers are described.

Results
Findings suggest that there are high quality, what is commonly referred to as 'culturally responsive' assessment practices occurring in Irish Schools. On the hand, as Irish Post Primary Schools transtion to an outcomes based curriculum, there is also a need to provide training to school principals and staff on how best to address the assessment needs of students from diverse cultures.

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Authors: The authors work at the Centre for Evaluation Quality and Inspection, DCU Institute of Education

[P20.2] The practice of formative assessment in the Irish post-primary school context

Niamh Dennehy *(University College Cork)*

This presentation examines the concept of assessment literacy. It focuses on how assessment literacy is essential for effective formative assessment practice in the Irish post-primary school context.
The presentation is based on doctoral research exploring the enactment and experience of formative assessment in second-level education in Ireland.
This research was designed as a qualitative multiple-case study in five post-primary classrooms. The broad perspective on learning afforded by sociocultural theory was used in this study to expand the epistemology of practice in relation to formative assessment. I used Gee and Green's MASS Framework (1998) to examine how the nature and role of formative assessment in the classroom interacts with students' identity and agency in learning. This framework allowed for the examination of different aspects of observed practice including the material and activity dimensions as well as the semiotic and sociocultural dimensions of assessment practice (Gee and Green, 1998, p. 134).
The main finding in this study is that cultural scripts and macros discourses about the role of exams in post-primary school education influences the enactment and experience of more formative modes of assessment in classroom practice. Thus, the dominant model of high-stakes exam preparation inherent in Irish post-primary education weaves its way into the everyday, moment by moment interactions and practices in post-primary school.

Research in the area of formative assessment suggests that it has the potential to enhance students' confidence, agency and participation in education as well as their capacity for self-directed learning. However, classroom assessment functions and practices are inextricably linked with broader societal and cultural values and tacit understandings about how an individual's ability, progress and achievement in education ought to be demonstrated, evaluated and affirmed.

This presentation explores how critical awareness of the language and concepts of assessment shapes the positioning and identities available to teachers and students in the assessment process and defines learning opportunities and the recognition of ability and attainment in education. The disruption of traditional cultural scripts about achievement in learning creates a space for students to exert agency in their own learning and engage in meaningful ways with the challenges and triumphs that learning brings.

The findings of this study are timely in that formative assessment is now an increasingly important element of curriculum reform and a policy priority in second-level education in Ireland.

Niamh Dennehy: Niamh Dennehy is a Lecturer in Education in the School of Education, University College Cork. She has recently completed PhD research in the area of formative assessment in second-level education in Ireland. Niamh has also worked as a post-primary school teacher of English, Irish and History and as an Advising Examiner for Leaving Certificate English with the State Examinations Commission.

[P20.3] An Investigation into the Impact of Developing Self-Assessment Skills to Enhance Teaching and Learning in a Senior Infants' Classroom
Laura Mac Mahon (DCU), Pia O'Farrell (DCU)

This research project investigates the impact of using self-assessment skills to enhance teaching and learning in an infant classroom. This study is prompted by the paucity of peer-reviewed studies available which explore using self-assessment within an infant classroom.

Method: The intervention took place in a single-sex girls' school (n=20), over a period of six weeks which included extensive teacher modelling of self-regulation skills. The students were encouraged to identify the strengths and weaknesses in their work and, with their teacher, collaboratively decide how they could progress their learning and standard of work. Focus group interviews with infants were conducted and lesson observations were used to explore the perceived impact of using self-assessment skills to enhance the teaching and learning, for both the teacher and the children. Questionnaires were also used to gather information on parents' perceptions of children using self-assessment in the classroom and parents reinforcing these skills as part of their homework. Action research was chosen as the most suitable form of inquiry to conduct the research and gather data that would allow the researcher to actively engage in the study, and attempt to understand the views, experiences, and preferences of the participants.

Results: The study revealed how self-assessment could provide important information for future teaching, curriculum planning, and catering for individual student needs, in particular in relation to children's self-esteem and their feedback preferences in infant classrooms. In line with the research, this study also found that the majority of children were optimistic about their performance and usually gave themselves the highest possible rating. Furthermore, results show that self-assessment can be an effective learning tool for parents to use with their children. The majority of parents valued the guidance they received which allowed them to reinforce these skills at home.

Conclusion: The study proposes several recommendations which have important implications for policy makers in education and teachers working in primary schools. Finally, the researcher highlights avenues for further research which may contribute to understanding and supporting teacher educators' professional learning during their career.

Laura Mac Mahon: Laura MacMahon is a primary school teacher with over 10 years experience working with children in the early years. Laura has recently completed a Master of Teaching at the DCU Institute of Education.

Pia O'Farrell: Pia O'Farrell is a lecturer in Assessment, in the School of Policy and Practice at the DCU Institute of Education. Her research has involved collaborating with various psychological and early years services in Ireland.

[P21] Teacher Education: International Perspectives
[P21.1] Teacher Education in France in Times of Change Choice and Challenge
Imelda Elliott (Université du Littoral Côte d'Opale), Emeline Lecuit (Université du Littoral Côte d'Opale & ESPE LNF)

The French education system and teacher training were the envy of American and Irish educational experts during the centenary of the French Revolution. Emmanuel Macron, is his programme for government (2017), stated that education and teachers had been the driving force behind the progression of the nation and the country faces difficulties nowadays because of the decline in school performance. In the 21st century, there is a great belief in international comparisons and in the power of science to solve all educational problems and to improve teacher and pupil performance, and teacher education. Like other democracies, the French government is increasingly concerned with the cost effectiveness of the education system. The Minister for Education emphasises science, neuroscience and evaluation as the solutions to what are perceived as the problems of teaching and teacher education, especially the teaching of reading and mathematics in primary schools.

Teacher education especially for primary schools has been at the heart of the State project since 1880. While there was continuity in institutions for over a century, there have been 4 main institutional changes with consequent transformations in the forms of Initial Teacher Education and teacher recruitment over the last 30 years.

Decision making is presented currently in France as it was traditionally in policy analysis as the mainly the making of rational choices but in fact the making of a choice is only one step in a larger policy-making process. Decision-making in education is often presented as scientific and value free (Cochran-Smith, 2004) but many of the fundamental issues in education are about choices that are influenced by values. Indeed many policy analysts and specialists of policy sociology highlight the fact that policy is a matter of allocation of values (Ball, 1990; Ham & Hill, 1984; Kogan, 1975). Using policy-analysis theory, this paper will examine the Education Bill (2019), official documents and reports on teacher education in 2018-2019, as well as critical documents, and reflect upon the changes, choices and challenges they present, in a national and international context.

Imelda Elliott: 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.

Emeline Lecuit: Dr. Emeline Lecuit, who has a PhD in Linguistics, is the head of a centre of Graduate Teacher Education College in Lille Nord de France. She is a lecturer in English and pedagogy on teacher education programmes at primary and secondary level. She has published articles on translating proper names using natural language processing tools and is now researching the history of teacher education.

[P21.2] School Placement in Initial Teacher Education
Kathy Hall *(UCC)*, **Regina Murphy** *(DCU)*, **Vanessa Rutherford** *(UCC)*, **Bernadette Ni Aingleis** *(DCU)*

It is proposed to offer an account of recently published work on School Placement (SP) in Ireland. This research was commissioned by the Teaching Council and conducted over a four year period, following the introduction of new arrangements for SP and changes in the duration and nature of ITE programmes. The presentation will address some key elements of the study, specifically the perspectives of student teachers, their tutors and co-operating teachers on matters of observation, assessment and reflection. It will also consider issues of securing SPs and the development of new partnerships between HEIs and schools. A brief account will be given of the background and methodology of the study while the bulk of the time will be devoted to some key findings bearing on the bedding down of the changes in SP on ITE programmes.

[P21.3] Weighing up frameworks to measure the quality of initial teacher education in Scotland
Rachel Shanks *(University of Aberdeen)*

In response to global narratives around teacher quality, governments see initial teacher education (ITE) as a way to prepare high quality teachers. While there may be international interest in improving teacher preparation, there is less certainty about what constitutes 'quality' in this context and how best to measure it. There are challenges in ensuring that measurements fit the aims of teacher education, that frameworks are context-appropriate and that they gain traction as a dependable way to identify quality rather than being rejected by stakeholders as inappropriate or irrelevant.

Against this backdrop, the Measuring Quality in Initial Teacher Education (MQuITE) project, funded by Scottish Government and supported by the General Teaching Council for Scotland, is developing and implementing a context-appropriate approach to measuring quality in ITE in Scotland. The project literature review explored: which components of ITE quality are measured; what these measurements can (and cannot) capture; and what the implications of this knowledge are for the development of a context-appropriate framework (Rauschenberger et al. 2017). An analysis by Feuer et al. (2013) outlines six areas related to ITE quality: admissions and recruitment criteria; quality and substance of instruction; quality of student teaching experience; faculty qualifications; effectiveness in preparing new teachers who are employable and stay in the field; and success in preparing high-quality teachers. These areas, and the evidence used to measure them, represent both inputs and outcomes of ITE programmes, as well as attempts to capture the design, content, and process of learning how to teach through ITE. The MQuITE team took these categorisations and developed their own framework which is presented here. Thus, this paper provides an overview of the literature which influenced the design, the process of re-contextualisation, and the development of the associated data collection tools for the MQuITE research project. Importantly, the paper raises questions about the applicability of this process across different national contexts and explores the situatedness of the concept of 'quality' of ITE in a particular place and time. The paper concludes with an assessment of the MQuITE framework in terms of its appeal to stakeholders beyond ITE providers.

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Rachel Shanks: Rachel Shanks is a Senior Lecturer in Education. Her research interests include the induction and mentoring of teachers; informal learning in the workplace; and children's rights. She has a background in lifelong learning, trade union education, employment rights and legal education.

[P22] Religion and Values
[P22.1] Paulo Freire, Christian Socialism and Education
Jim McKernan *(East Carolina University)*

This paper intends to explore the notion and personal philosophical identity of Paulo Freire as a "Christian Socialist". Christian Socialism has evolved as a political ideology and variant form of Democratic Socialism, based on the Bible, Sacraments and Catholic teaching as a critique of Capitalism. One purpose of this paper is to discuss the evolution and nature of Christian Socialism and Freire's linkage with the ideology. When asked of his political theory-Freire answered me he was a 'Christian Socialist' when I met him while a Fulbright Scholar at Harvard University's Graduate School of Education in 1985. Freire had been a helper of the Chilean and Brazilian land reform movements and thus there was this 'Christian connexion' apparent. Obviously, the Brazilian Generals did not wish for a politically socialized group of poor combatants to deal with. We all nowadays recognise the central concept of 'conscientization' in Freire's work. Peter McLaren explains that the concept invites students to understand and interpret everyday life symbols and culture from the special vantage position of the powerless. The aim is to give a voice to the powerless-to emancipate and thus liberate them.

Freire describes his literary programme of six weeks being able to give voices to the powerless. This 'Ecopedagogy' enables the local population to speak out against the exploitation of local resources such as the timber, land and natural minerals of the Amazon jungle.

This conception underpins Freire's idea of a war of peace for equality and brotherhood through Christian ideals. Other historical advocates of Christian Socialism could be counted in John Wheatly, John Ruskin of Oxford with his book Unto the Last. Thomas Hughes with Tom Brown's Schooldays and even Francis Bellamy with the American Pledge of Allegiance. Ivan Illich can also be numbered alongside these Christian Socialists who proposed a new critical pedagogy. These several Christian Socialists including Keir Hardie, founder of the British Labour Party-with the help of Fabian Socialists, have made a major contribution to a new critical liberationist philosophy of education which is alive and well today.

Jim McKernan: Professor, Foundations of Education, East Carolina University. Co-Organiser and Founder Member of First Meeting of ESAI at NUIG 1976

[P22.2] Considering the role of choice and current challenges for Religious Education in a changed and changing context
Gillian Sullivan *(Dublin City University)*

The contentious issues surrounding the right to opt out of religious education recently re-entered public discourse, when then Minister for Education, Richard Bruton, revisited it in circulars 13/18 and 62/18 instructing nondenominational school types, ETBs and community schools, to cater for this right to opt-out in a more explicit and effective way. However, religious education's inter-religious objective and its potential to enhance an intercultural education, in Ireland's growing multicultural society, problematises a straightforward withdrawal from the subject.

This paper draws on a recent doctoral study which investigates the capacity of religious education within a Roman Catholic post-primary school to contribute to an authentic inclusion. This study identifies differing, and at times conflicting, expectations among students and teachers regarding the purpose, nature and, scope of religious education in post-primary schools, as held by the Irish State and the Catholic Church. These conflicting expectations have emerged from the historical influence which the Catholic Church has had on the provision of RE and the subsequent efforts of recent governments to align practice more closely with European educational policy.

This qualitative bounded case study which investigates the role of religious education in an increasingly diverse educational landscape is scaffolded by two key pillars: the voice of students and the voice of Religion teachers. Firstly, the study provides an insight into how senior-cycle students of different religious and secular worldviews experience religious education within a denominational context. Secondly, the perspective of the Religion teacher is investigated with particular attention paid to how teachers experience the delivery of religious education in an increasingly diverse environment. The study involves an exploration of diversity in terms of religious belief, intra-religious diversity and secular worldviews.

This research finds a dichotomous understanding of what the purpose, nature and, scope of religious education ought to be exists between the participating students and teachers. In this case study where these different perceptions collide, it is students with minority religious and secular worldviews who are most impacted upon.

This paper provides a way forward, towards an authentically inclusive religious education which necessitates a dialogical, reflexive and critically engaging experience for students and teachers of all religious and secular worldviews.

Gillian Sullivan: Gillian is a post-primary Religion and English teacher. She has just completed an EdD with Dublin City University. Her research interests include religious identity in a multicultural society; the voice of the student and teacher in religious education; inclusive religious education.

[P22.3] An Unchanging Ethos in Changing Times?
Catherine Stapleton *(DCU)*

Irish society's religious adherence and practice are becoming increasingly diverse, particularly among young people. These times of change present both educational challenges and opportunities. The focus of this paper is to give voice to students of minority faith and non-religious worldviews, regarding their lived experiences of attending Irish Post Primary schools with a Catholic ethos. The research methodology was qualitative and 18 Post-Primary students of minority faith or of non-religious worldview were interviewed. Gramsci's theory of cultural hegemony was then used as a lens to understand the emergent themes. The results suggest an operational Catholic hegemony in the participating schools, which is evidenced by Catholic centric practices. Resultant inequalities exist in the facilitation for minority faith students to manifest their faith compared to Catholic students. Opting out of religion class is problematic from an organisational, personal, cultural and multi-generational perspective. These findings raise serious concerns, as it is evident students' human right to freedom of thought, conscience and religion (UDHR, Article 18, 1948) is not a reality in their schools. Currently, it appears a tacit arrangement exists whereby non-Catholic students must accept and conform to Catholic school practices. Despite the difficulties experienced by students they wish to be educated together and believed in shared human values.

Catherine Stapleton: Dr. Catherine Stapleton is currently a researcher in the Anti-Bullying Research and Resource Center in DCU on a project funded by the IHREC titled: Guidelines for Inclusive Religious Education Based on the Voices of Minority Belief students and Religious Education Teachers in Irish Post Primary Schools. She is also a Post-Primary teacher and research tutor with Hibernia College.

[S5] Pedagogy for Parents and Professionals: Towards a Holistic Response to the Impact of Digital Technology
Richard Millwood *(Trinity College Dublin)*, **Nina Bresnihan** *(Trinity College Dublin)*, **Mags Amond** *(Trinity College Dublin)*

This symposium is based on the understanding that Ireland faces a challenge to react to the impact of digital technology on society and particularly to develop its population to have the knowledge and skills for employment, civic engagement and leisure. This has led to a response with limited intitiatives to develop Computer Science and Computational Thinking in schools. To maximise the effect, teachers will need professional development and parents and families will need persuading that computing offers creative careers appropriate for all. The premise of this

symposium is that to achieve this, the response must involve the whole population, specifically parents and teachers, as active collaborators to best tackle the new knowledge, craft and dispositions required. The symposium will present reports from three research projects: CESI•CS, OurKidsCode and TeachMeet which have taken this approach. Each project will report work in progress, evaluate that progress and raise questions for discussion. CESI•CS has been operating since September 2017 to create a Community of Practice for computer Science educators in Ireland funded by Google and directed by the Computers in Education Society of Ireland (CESI). OurKidsCode began in January 2018, to facilitate self-directed family creative computing, is funded by SFI Discover and is a collaboration between Trinity College Dublin and the National Parents Council Primary. TeachMeet is a worldwide professional development phenomenon, in Ireland since 2009, based on teacher-led meetings with short presentations of good practice and supported by social media and is the topic of doctoral research by Mags Amond.

[S5.1] CESI•CS - a community of practice for computing educators
Richard Millwood, Claire Conneely, Elizabeth Oldham

This presentation describes, and invites critical discussion of, an initiative for additional support for the teaching of computing in Irish schools, where there are curriculum developments ongoing at all levels supported by state-provided professional development. This additional support is a Google-funded initiative, CESI•CS, directed by the Computers in Education Society of Ireland (CESI). The aim is to build a sustainable Community of Practice for teachers involved in computing at all levels. CESI•CS was launched in September 2017 at a symposium followed by regional face-to-face meetings all round Ireland throughout 2017-18. 'CS unplugged' and 'maker' activities were used to address TPACK (technology, pedagogy and content knowledge). The emphasis was on enhancing teachers' confidence and sense of community as well as their competence. At the end of the year, a national workshop was held at which participants shared ideas and resources. Altogether, over 200 people have taken part. Feedback was collected via questionnaires and the research team's observations at different stages of the process, and has been used to plan for 2018-19 towards building a sustainable Community of Practice.

[S5.2] OurKidsCode
Nina Bresnihan, Glenn Strong, Lorraine Fisher, Áine Lynch, Brendan Tangney, Richard Millwood

OurKidsCode is an ongoing project partnership between Trinity College Dublin and the National Parents Council Primary to deliver family creative-coding workshops at a national scale. There is evidence that parents highly value computer science education, and are interested in supporting and encouraging their children's engagement with it. However because of their lack of knowledge and skills, they find this challenging. We present a rationale for the work, and report on the design and development of family creative coding workshops delivered in non formal settings which engage families as computational co-creators. The evaluation of the pilot workshops which show promising results for parents' attitude to learning with their families and significant increases in confidence and evidence that the workshops succeed in promoting and supporting families' interest and creative activity in computing and the learning collaboration between parent and child.

[S5.3] The TeachMeet Phenomenon
Mags Amond, Keith Johnston, Richard Millwood

This paper seeks to outline the evolution of a form of self-organised teacher Continuing Professional Development (CPD), known as TeachMeet. TeachMeet came into existence in 2006 in Scotland. The subtitle given to the first event was "teachers sharing ideas with teachers". TeachMeet combines the philosophy and practices of three unconference forms - Open Space Technology, BarCamp, and PechaKucha. A major factor has been the use of tools and practices of online collaboration that have enabled a community to develop organically, unincorporated in a way that seems at present to be sustainable. A search in the academic literature reveals very little direct examination of the phenomenon, although other similar unconference activity has been reported. In the UK alone there were approximately forty TeachMeets per month in 2016. Positive reactions from TeachMeet attendees have been frequently noted and it has become a worldwide educational movement. Recently government agencies are beginning to experiment with the format. Taken together these observations would suggest the phenomenon deserves further research to describe its essential elements and evaluate its effectiveness. This paper outlines how TeachMeet characteristics may be mapped to Kennedy's models of CPD, and Teachmeet participants identified within the Wenger-Trayner CoP Levels of Participation model.

Abstracts: Saturday 13th April, 12.30 – 13.30

[P23] STEM and Digital Learning

[P23.1] Assessment 2.0: Factors to consider when developing technology-based assessments
Paula Lehane (Centre for Assessment Research, Policy and Practice in Education (CARPE), Dublin City University)

Given the widespread proliferation of digital technology in everyday life, it seems inevitable that all assessments, regardless of discipline or sector, will be administered through these mediums in the future (Bakia et al., 2011). Like all other industries and workplaces, schools are now beginning to explore the integration of digital solutions into their day-to-day assessment practices. Therefore, it is essential that educators know how to design reliable and appropriate technology-based assessments (TBAs) to ensure that this change in medium does not interfere with the assessment process. Knowledge and expertise in this area will become increasingly important within the Irish context, given that an 'end-of-course computer-based examination' will be used to partially assess student attainment in the recently introduced Leaving Certificate Computer Science subject in 2020 (National Council for Curriculum and Assessment, 2018, p. 24). However, several key factors must be considered when designing and delivering TBAs.
This presentation will discuss the potential risks and benefits associated with the use of TBAs within different levels of the education sector. A brief

outline of the key issues arising from the design of TBAs will be examined under three headings: Test Mode Comparability, Test Environment and Test Items. Within test mode comparability, findings comparing paper-based and technology-based variations of the same test will be examined. The implications of this research will be discussed alongside concerns surrounding device comparability, where the same test is administered using different device types. Literature from the field of human-computer interaction will be consulted to summarise and justify best practice guidelines that should be followed when developing online testing environments for different types of students and test-takers. Finally, while paper-based assessments are largely restricted to traditional multiple choice, short answer or essay questions, the possibilities for items in TBAs continues to expand as technology develops. Test items involving multimedia, simulations and more complex response actions are now possible. However, research indicates that these 'enhanced' test items must be carefully considered to ensure maximum measurement utility in TBAs.

By summarising relevant findings from peer-reviewed academic journals in the realm of education and industrial ergonomics with the grey literature of unpublished manuscripts and technical reports from testing organisations, the current presentation will demonstrate how TBAs can be effectively designed in a responsible manner. A clear agenda will also be presented for future research in the area.

Paula Lehane: Paula Lehane is the 2018 Prometric PhD candidate in Dublin City University (DCU). She previously worked as a primary school teacher and was the SENCO of a large urban primary school. Her research interests include SEN, school-based assessment practices and technology-based assessments.

[P23.2] Developing Children's Scientific Literacy through Real Word Science

Nicola Broderick *(Institute of Education, Dublin City University),* **Dr. Cliona Murphy** *(Institute of Education, DCU),* **Dr. Greg Smith** *(Institute of Education, DCU)*

Over the past three decades international and national discussion of Science Education has centred on the idea of 'scientific literacy' as the goal of scientific education. (Dillon, 2009; Feinstein, 2008; Haglund & Hulten, 2017). Scientific literacy relates to how an individual uses their scientific knowledge and skills to participate in society (Organisation for Economic Cooperation and Development, 2013). Teaching science through Socioscientific Issues (for example global warming, genetically modified foods, biodiversity) has been proven on an international level to develop scientific literacy and foster positive attitudes towards science (Evagorou et al., 2012; Sadler & Zeidler, 2009; Zeidler & Nichols, 2009).

This research will evaluate whether the teaching of primary science through Socioscientific Issues has an impact on enhancing primary school students' scientific literacy. Socioscientific Issues are scientific issues that contain elements of ethical or moral concern. They are ill structured, open-ended problems which have multiple solutions. International research indicates that teaching science through Socioscientific Issues increases students' critical thinking skills, argumentation skills, scientific literacy and fosters more positive attitudes toward science (Hazelkorn, 2015; Sadler & Zeidler, 2009). However there is an absence of research on the teaching of primary science through Socioscientific Issues within an Irish context. Indeed there is a dearth of international literature on the impact of Socioscientific Issues on the development of primary students' scientific literacy (Evagoru et al., 2014).

Seven primary school teachers and their classes (n=170 students) participated in this study. Participating teachers engaged in a programme of continuous professional development and taught primary science through Socioscientific Issues to their classes over a six-month period. A mixed-methods research design was utilised. Multiple data sources were collected concurrently and used to explore whether the teaching of primary science through Socioscientific Issues has an impact on primary students' scientific literacy; namely the development of scientific inquiry skills, scientific reasoning, interest in science, conceptual understanding of science and awareness of the relevance of science to their everyday lives. Methods of data collection included student questionnaires, student focus groups, teacher reflective journals and teacher semi-structured interviews.

This research will present key literature pertaining Socioscientific Issues, critique current policy concerning Science Education, provide an overview of the methodology which underpinned the study and present preliminary finding from the initial analysis of children's questionnaires and focus group interviews.

Nicola Broderick: Nicola Broderick is an Assistant Lecturer in Science Education in the Institute of Education, DCU. She is currently is her third year of a Doctorate of Education, DCU.

[P23.3] Engaging Language Learners in a Collaborative Digital Classroom in Times of Change

Dr Mary Masterson (School of Education, University of Limerick)

This study entailed an eight-month telecollaborative project designed to examine the value and efficacy of digital technologies, an interactive learning environment, vis-a-vis inquiry-based learning. Using an electronically-enhanced classroom, secondary school foreign language learners of German and English employed computer-mediated communication with e-peers to acquire new knowledge about their partners' culture, as well as develop language skills. Findings revealed that using digital technologies in foreign language classroom in schools to facilitate an inquiry-based approach was beneficial. Results further indicated that students developed new cultural knowledge, enriching their language with vocabulary and phrases learned from native speakers and through reading and writing in the target language. Feedback on their language from native speakers supported language improvement. Students learned to use technology through eTwinning by creating digital profiles, posting their comments, asking questions, exchanging cultural information, and gaining linguistic and cultural experience of a native speaker. Peer-assisted learning contributed to improvements in the learners' writing and comprehension skills. Technology facilitated the process of cultural exchange and improved linguistic competences.

Dr Mary Masterson: Mary Masterson is a Lecturer in Education in the School of Education at the University of Limerick, Ireland, where she acts as Course Director for the Professional Master of Education (Languages) programme. She is also an ambassador for the eTwinning programme in Ireland which supports current and pre-service teachers on expanding their current pedagogical practices to include digital technologies.

[P24] Participation in the Post-Primary Classroom

[P24.1] Post-primary students as co-researchers in School Self-Evaluation

Shivaun O'Brien *(DCU Institute of Education),* ***Martin Brown*** *(DCU Institute of Education),* ***Gerry McNamara*** *(DCU Institute of Education),* ***Joe O'Hara*** *(DCU Institute of Education)*

Much of the literature on school self-evaluation (SSE) advocates the involvement of key stakeholders such as students, in the evaluation process. Such approaches appear to promote distributed leadership and an inclusive democracy within schools. However, 'involvement' can mean many different things in practice, reflecting various positions along Hart's (1992) ladder of participation. Attempts to include Irish students in SSE rarely goes beyond exploring students' views via questionnaires (O'Brien et al 2019). This study explores the unique case of one Irish post-primary school that attempted to include both students and teachers as co-researchers in an SSE process. Together, teachers and students developed an understanding of the area of focus (assessment), gathered and analysed data, made evaluative judgments, and decided on actions for improvement. The findings of the study outline the experience of both the staff and students involved in the SSE team and the impact of such involvement on the school.

Shivaun O'Brien: Dr. Shivaun O'Brien is an assistant professor in the DCU Institute of Education and a member of the DCU Centre for Evaluation, Quality and Inspection. She is an expert in school self-evaluation (SSE)and has developed and implemented various models of support and professional development for teachers in SSE over the years.

Martin Brown: Martin Brown works at the Centre for Evaluation, Quality and Inspection, the School of Policy and Practice, DCU Institute of Education.

McNamara Gerry: Dr. Gerry McNamara is Professor of Educational Evaluation at the School of Policy and Practice, DCU Institute of Education and Co-Director of the Centre for Evaluation, Quality and Inspection (EQI).

Joe O'Hara: Joe O'Hara is Full Professor of Education and Director of the Centre for Evaluation, Quality and Inspection (EQI) at Dublin City University. He has researched and published widely in the areas of school evaluation and inspection, quality assurance, culturally responsive evaluation and distributed evaluation. He is the current President of the European Educational Research Association (EERA).

[P24.2] Teaching Students to Collaborate: The impact of skills training on student engagement in collaborative learning

Edmond Behan *(Maynooth University)*

Research has shown that collaborative learning can result in social and cognitive gains for students. However, such findings are deemed contentious by studies that report significant collaborative inhibition, owing in no small part to students' lack of preparedness for collaboration.
More recently, researchers' interest has moved away from outcomes to consider the processes of collaboration and how students learn. Notwithstanding this refocusing in the literature, there is a paucity of research into the impact of skills training on student engagement. The need for greater understanding on this issue in an Irish context is given added urgency in light of policy developments which urge teachers to facilitate collaborative learning with their students.
The objective of my action research study is, therefore, to understand the impact on student engagement of teaching collaboration skills before students participate in collaborative learning activities. Over a period of four weeks I observed and supported my First Year English students as they worked in groups, creating, scripting and acting out their own short plays in groups. I used this activity to teach and model specific collaboration skills which students would later require while engaging in three group investigations over a six-week period.
Informed by an interpretive paradigm, the study uses a mixed-methods approach and employs data gathering techniques such as questionnaires, semi-structured interviews, focus group discussions, student reflective diaries and researcher field notes. Following inductive analysis of the data sets, the study found that skills training may have a positive impact on students' subsequent engagement in collaborative learning. However, the nature and extent of that impact is mediated by factors such as students' attitudes towards collaborative learning, the perceived value of the collaborative task, students' perceptions of group efficacy in addition to students' perception of the value of their own voice and that of other students in the group. One key recommendation which emerges from the research conclusions, is that teachers, during direct instruction, should strive to endow value in the voice of every student, since student perception of that value may impact on the quality of their subsequent participation in collaborative learning.

Edmond Behan: Edmond Behan is a second-level teacher of English and Geography with over 25 years' experience. He also works as a Professional Placement Supervisor with UCD, and has written several school textbooks including 'Quest' (Edco), 'Make the Transition English' (Edco) and 'English Extra' (Fallons). He was awarded a scholarship to pursue a Master of Education Degree in Maynooth University and graduated with First Class Honours in March 2019.

[P24.3] Straddling the divide between transmission and constructivist beliefs: Changing pedagogical practices in upper secondary education in Ireland

Majella Dempsey *(Maynooth University)*

This research is concerned with the changes to teachers' pedagogical practices after an intervention on implementing a key skills approach to teaching and learning. The context of the research is upper secondary school in Ireland.

Research Question: What is the impact on teacher attitudes and beliefs about learning and classroom practices with the implementation of a key skills approach to teaching and learning at second level?

Methodology: This research had a quasi-experimental pretest/posttest design. An intervention based of the findings from the National Council for

Curriculum and Assessment (NCCA) key skills initiative was developed. This intervention was implemented in two schools, and two matched schools acted as control groups. Questionnaires and interviews were used in the research to measure attitudinal and practice outcomes. Pretest and posttest data was gathered on teachers' pedagogical practices. These data in addition to qualitative data from interviews are reported on in this paper.

Findings: Pedagogy is never innocent; it is a medium that carries its own message (Bruner, 1999). In this research the pedagogical practices employed by the teachers to embed and develop key skills in teaching and learning varied considerably. Using items from the TALIS questionnaire it is possible to summarise teachers' beliefs about teaching across two indices of direct Transmission beliefs and Constructivist beliefs (OECD, 2009, p.268). At T1 all schools, intervention and control record high means for both transmission and constructivist styles of teaching, which would indicate that they do not hold strong beliefs for either style of teaching. This correlates with the findings for Ireland from TALIS (OECD, 2009). At T2 the intervention schools recorded lower scores in transmission beliefs than the control schools and this difference was statistically significant. From these data and interview data, change was evident between pre and post-test data on the use of key skills pedagogies with the biggest increase in student self evaluation, student presentations, peer teaching, peer corrections and the use of graphic organisers. The reported use of all key skills pedagogies rose between pre and post-test data in intervention schools. This is very evident in interview data also. Analysis of interview data indicates a change in pedagogical practices for the intervention schools which when triangulated with student interview data provide rich insights in to the process of change for teachers.

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Majella Dempsey: Majella is the course leader for the Bachelor of Science with Education and the Bachelor of Mathematics and Computer Science with Education programmes in Maynooth University. Majella leads an Erasmus+ project Learning to Disagree on developing social and civic competences. At the heart of her research interests is the role of pedagogy in teaching, learning, assessment and curriculum.

[P25] Irish Language

[P25.1] Pupils' experiences of the Irish language in English-medium schools
Fiona Nic Fhionnlaoich *(Queen's University Belfast)*

The aim of this study is to investigate pupils' experiences of learning the Irish language in first and fifth classes in English-medium primary schools in the Republic of Ireland. This paper will provide an overview of the study including a summary of the literature, the research questions, an overview of the methodologies employed and a discussion of preliminary findings. Harris and Murtagh (1999) found that approximately half of children were positively disposed towards the Irish language. Recent research has indicated that this attitude to Irish amongst children has remained static amongst 9 year olds (Devitt et al., 2018). In light of curriculum change and in advance of the full implementation of the Primary Language Curriculum (NCCA, 2015) this study is timely in order to generate data on pupils' experiences of learning the Irish language.
The study is qualitative, based within the social constructivist paradigm. The participants are children in first and fifth class in three English-medium primary schools. The emphasis on oral language development in junior classes should mean that first class children would have different experiences than those in fifth class. All the pupils in each class were invited to participate in the research, which involved whole class and small group participatory methods. To facilitate class discussion a range of methods were employed including circle-time, drawing activities, Diamond 9 ranking and walking debates. Preliminary findings will be presented, framed within the dimensions of qualification, subjectification and socialisation (Biesta, 2013). This paper will conclude with some final reflections. This study is being conducted as part of the EdD programme in Queen's University Belfast.
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Fiona Nic Fhionnlaoich: Fiona Nic Fhionnlaoich is currently undertaking an EdD in Queen's University Belfast under the supervision of Prof. Jannette Elwood and Prof. Laura Lundy. Her research interests are centred around effective practices in teaching and learning the Irish language and in particular pupil and teacher experiences. Fiona is a teacher-educator lecturing in Irish language methodologies, language and literacy modules and reflective practice.

[P25.2] Integrating the Teaching of Form and Content in the Irish Immersion Classroom
Sylvaine Ní Aogáin *(DCU Institute of Education)*, **Pádraig Ó Duibhir** *(DCU Institute of Education)*

The benefits of immersion education have been illustrated in many international and national studies since the early 1970s. Notwithstanding such positive data in support of immersion education, studies have shown that although students in immersion programmes generally achieve a very high standard of second language (L2) fluency, they do not achieve a similar standard of grammatical accuracy when compared to native language speakers. Alternatively stated, immersion students appear to develop higher L2 receptive skills than productive skills. Fortunately, abundant international research exists that suggest approaches to promote a more accurate second language acquisition (SLA) among immersion students. Generally, researchers contend that by overtly drawing students' attention to form in content-driven contexts (i.e. immersion classroom), a student's SLA process may be enhanced which could ensure greater grammatical accuracy among immersion students.
This paper will report on a research study that investigated the role of Corrective Feedback (CF) as an approach to explicitly draw immersion students' attention to their grammatical inaccuracies in meaning/content-focused contexts. The current study builds on previous international studies by investigating the effects of CF on 5th class Irish-immersion students' grammatical accuracy specifically in relation to noun gender. Eight

immersion teachers received continual professional development (CPD) in relation to a variety of CF strategies. These strategies were then implemented in 5th class immersion classrooms over a six-week period. There were six treatment classes and two comparison classes. A mixed-methods approach was deemed appropriate for the collection of data. Pre-tests, post-tests and delayed post-tests were administered to all student participants (=188). These quantitative data were further augmented and enhanced by qualitative data gathered from the eight participating immersion teachers through semi-structured interviews and focus group interviews with student participants in each of the eight classrooms. This paper will report on the significant findings emerged from the study in relation to students' grammatical accuracy, their attitude to being corrected by the teacher and peers and the practical implications of implementing such a systematic approach in the Irish immersion classroom. The implications for immersion pedagogy, teacher education and future research will also be discussed.

Sylvaine Ní Aogáin: Sylvaine Ní Aogáin was a Michael Jordan Fellowship Ph.D. scholar in the Institute of Education, St. Patrick's College Campus, Dublin City University. She has just completed her Ph.D. which investigated teachers' and students' perspectives of Corrective Feedback on the grammatical accuracy of immersion students' second language. The context of the study was all-Irish primary schools in Ireland.

Pádraig Ó Duibhir: Prof. Pádraig Ó Duibhir is Deputy Dean of the DCU Institute of Education. His major research interests lie in second language acquisition and pedagogy, and he has published widely on teaching languages to young learners. His 2018 monograph, Immersion Education: Lessons from a Minority Language Context, explored language attainment in young learners in a minority language immersion programme.

[P25.3] The effects of bilingualism on pupils in Irish-medium schools with a low socio-economic status: Benefits and challenges

Gerry Shiel *(Educational Research Centre),* **Karen Ní Chlochasaigh** *(Mary Immaculate College),* **Pádraig Ó Duibhir** *(Institute of Education, Dublin City University)*

Irish immersion education (IME) although traditionally deemed as an advantage enjoyed principally by middle-class families where parents were a driving force of demand and promotion, has become increasingly available to a more diverse body of students throughout Ireland. Diversity takes shape mainly in the socio-economic, linguistic, ethnic and special educational needs of students from various backgrounds attending Irish-medium schools. While Irish-medium schools (IMS) remain a popular choice among parents (Kavanagh & Hickey, 2013), the profile of families choosing and schools delivering IME have seen significant change, not least in the area of socio-economic status. Thirteen Irish-medium primary schools situated in designated areas of disadvantage throughout Ireland are part of the DEIS (Delivering Equality of Opportunity in Schools) action plan for educational inclusion.
A recent study carried out by the Institute of Education, DCU and the Educational Research Centre, investigated the achievement rates of students in DEIS IMS in comparison to their peers in English-medium schools. Standardised tests in English Reading and Mathematics were administered to a population sample of 523 students in 3rd and 6th across all schools. Scores of low SE students in IMS were compared to national DEIS scores (Kavanagh et al, 2015), allowing for comparisons in achievements to be made but also for the identification of the benefits of bilingualism, such as performance and outcomes in English reading and the challenges met by DEIS IMS, where students often have poor levels of acquisition in their first language. Scores were calculated individually for each school enabling the study to recognise those schools with the lowest scores, greatest challenges and largest concentrations of students with learning difficulties. The paper aims to present quantitative data on the benefits and challenges associated with DEIS IMS based on standardised test scores and to discuss implications for diversity and inclusion in immersion education. It will argue that immersion education is attainable regardless of background, ability or socio-economic composition, given that specific linguistic, economic and special education needs are considered, and that appropriate language and learning supports and approaches to assessment are implemented.

Gerry Shiel: Dr. Gerry Shiel is a Research Fellow at the Educational Research Centre, St. Patricks Campus, Drumcondra.

Karen Ní Chlochasaigh: Dr. Karen Ní Chlochasaigh is a lecturer on the M.Oid. san oideachas lán-Ghaeilge agus Gaeltachta at MIC and recently completed a post-doctoral research project at DCU.

Pádraig Ó Duibhir: Prof Pádraig Ó Duibhir is Deputy Dean at the Institute of Education, DCU, St. Particks Campus.

[P26] Reflection in Teacher Education

[P26.1] Agency (Needs) Method - Collective Memory-Work as a Reflective Tool in Teacher Education and Professional Reflection

Robert Hamm *(Maynooth University)*

Change is not a subject. It is an effect. Changing social circumstances are the result of changed practices of concrete actors at concrete points in space and time: actors who negotiate their desires, wishes, hopes, interests within and against the historical social environment in which they act. Increased awareness and understanding of the own positioning increases capabilities to act.
Collective Memory-Work (CMW) represents a method of inquiry that promises such awareness. It starts from the premise that changing of circumstances and of human activity (or self-changing) are necessarily intertwined. It was developed in the 1980s at the intersection/s of feminist politics, Marxist theory, and the social sciences. In its methodology it challenges heteronomy and promotes active agency of participants on all levels of inquiry.
Not all changes that are initiated on different levels of the education system necessarily coincide with the desires, wishes, hopes and interests of the concrete human beings who are supposed to practically enact them. And not all changes that would be desirable are initiated.
Here is where CMW as a method comes in as a tool for emancipatory learning and reflection processes. Its core is the analysis of self-generated short texts depicting experiential scenes as remembered by the group of participants. CMW allows deciphering of ideological traps and the disentangling of perpetuation of contradictory daily practices.
My presentation will include:
- a brief description of the main elements of CMW

- an overview of adaptations of CMW in the field of teacher education
- an outline of the potential of CMW as a tool in teachers' professional reflective practice.

Robert Hamm: Dr. Robert Hamm is a research fellow with Maynooth University and the Institute of critical Theory, Berlin, who currently conducts an international study on the adaptations of Collective Memory-Work and its potential as a tool for adult learning and reflection. He has intensely researched rituals and ritualisation in educational institutions, and professional reflection processes of teachers concerning their involvement in rituals and ritualisations. As a trained educator with 15 years experience of working in various educational settings Robert has a particular interest in bridging the assumed gap between theory and practice.

[P26.2] Care Values, Noddings and Reflective Inquiry in an Era of Market-led Educational Change: Vignettes from ITE
Eamonn Mitchell (Mary Immaculate College)

A value on caring (Teaching Council 2017, 2016a) is asked of educators in higher education (HE) in Ireland, in a neoliberal era of market values, performativity, and accountability structures (Ball 2016, 2012; Lynch et al. 2012). These structures place a series of pressures and contradictions on educators who strive to value caring. As a lecturer in initial teacher education (ITE), for a period of ten years in a Higher Education Institution (HEI) in Ireland, I found myself increasingly confused and feeling under stress in ways that challenged my sense of professional identity and sense of self as a caring person. The aim, therefore, of this dissertation is to explore how I attempt to remain caring as a teacher educator. To do this, I engaged in a critical, personal, and reflective inquiry to respond to the core question: how can I remain caring in Irish HE, during these times?
Selecting a reflective inquiry methodology (Lyons et al. 2013), over the course of a year I kept reflective research diaries (2016 – 2017), which allowed me to capture my daily routines and feelings, and it was selected to provide a rigorous way to study self and identity as a form of teacher research (Loughran 2007). I framed discovered dilemmas against a critical consideration of Noddings' feminist caring ethic (2013), which rests upon relational, experiential, and concrete caring. During ongoing analyses, I reflected upon my diary entries and followed Tripp's analytic construction to develop sets of critical incidents (2012). Metareflection helped me to select three critical incidents that permitted me to unravel how the impetus of marketisation and managerialism constrain my capacity to care in my role.
My position in teaching and administration in HE provided me with a context and an opportunity to examine my experiences, and to develop a critically-informed personal perspective of myself as a caring, but moral, male educator, who is experiencing the impact of a system-wide neoliberal movement towards individualism and the marketisation of values. This inquiry allowed me to question personal assumptions, and to become conscious of the neoliberal discourse in HE and how this has affected me over time. The main contribution to knowledge rests with a detailed examination of Noddings' ethic of caring (2013), along with a critical and sustained self-examination of caring, which used reflective inquiry and critical incident to gain insight into how my professional role has been, and will be, impacted.

Eamonn Mitchell: Eamonn Mitchell is an initial teacher educator from MIC, Limerick and is a Lecturer in School Placement. A native of Co.Sligo, Eamonn worked as a primary school teacher for a decade in counties Wicklow and Limerick, before moving to ITE. He has just recently concluded his Doctorate in Queen's University Belfast, Northern Ireland.

[P27] Social Issues

[P27.1] An Analysis of Early Childhood Development Facilities as Centres for Care and Support for Vulnerable Children using the Asset Based Community Development Model: A Case Study of Uganda
Rosaria Kunda Marron (Dublin City University)

Background: The problem addressed in this study was lack of access to quality ECD services for vulnerable children, especially in rural areas, post conflict areas, isolated communities and other disadvantaged communities in Uganda. In light of the social changes that have taken place in Uganda the community based ECD model offers a viable option that would not only provide for child care, but also address the needs that support holistic child development.
This study aimed to explore the use of community based ECD services not only as centres for school readiness for children, but also as centres of care and support for vulnerable children.

Methods: As a responsive evaluation, this study was primarily qualitative. A case study approach was used to enable a practical analysis of the situation within its real-life setting. Data was collected in local communities and refugee centres using 4 methods to validate the data in some form of triangulation
A small-scale survey was conducted as a scoping exercise to get a snapshot of issues surrounding community based ECD facilities in the region and to collect important contextual information for the study. Focus Group Discussions were used to get the experiences and perceptions of parents, caregivers and community members on these services in the social contexts in which they occur. A document review was used to get theoretical constructs, understandings and definitions of ECD and also an understanding of the role of ECD centres in communities. Additionally, reflective field notes were used to record as much of the salient and unexpected information that came out of the discussions unintentionally to further enhance the data

Results: The data showed that social assets at individual level dominate the available assets within the communities that participated in the study.
The highest numbers of vulnerable children in both settings was the orphans
Parents in local communities had more interest in school readiness
Community interest and involvement in the affairs of the ECD centres was higher in the refugee settlements than local communities
Local communities were more involved in planning and decision making, while the refugee communities were more involved in implementation and governance

Conclusions: The most important assets for successful community development efforts are the individual social assets.

An understanding of the role of communities in community development efforts is limited.
In more vulnerable communities like refugee settlements, this approach can provide care and support for vulnerable children.

Rosaria Kunda Marron: PhD student at Dublin City University Institute of Education in the School of Policy and Practice. Over 10 years experience in designing,implementing, and evaluating Education Programmes in East and Southern Africa.

[P27.2] Social Personal and Health Education (SPHE) in the primary school in Challenging Times of Change
Margaret Nohilly *(Mary Immaculate College)*

Social Personal and Health Education (SPHE) was first introduced as a subject of the primary school curriculum in 1999. 'Social, Personal and health education provides particular opportunities to foster the personal development, health and wellbeing of the child and to help him/her to create and maintain supportive relationships and become an active and responsible citizen in society (Government of Ireland, 1999, p2.)'. It is recommended that the ten strand units of the curriculum are taught across a two-year cycle using a variety of active learning methodologies. The time allocation for SPHE is thirty minutes per week, the least amount of time devoted to a curricular subject.
In recent years, there has been an increasing interest in the area of wellbeing, not only in the sphere of education but across many government departments. Wellbeing guidelines have been developed for both the primary and post-primary sector and in July 2018, a 'Wellbeing Policy statement and Framework for Practice 2018-2023' was published by the Department of Education. While wellbeing is not a subject or an area of learning within the primary school curriculum presently, 'schools and centres for education are asked to commit to a process of self-reflection to identify existing strengths, opportunities and challenges in their practice and incorporate a Wellbeing Promotion Process into their existing planning and self-evaluation processes (Department of Education and Skills, 2018, p. 27)'. SPHE is one of the core subject areas of the curriculum that is associated with the area of wellbeing and the Wellbeing guidelines for primary school recommend developing a wellbeing culture by 'implementing the SPHE curriculum which includes a focus on whole-school approaches to well-being and health promotion (Department of Education and Skills and Department of Health, 2015, p.17)'. While wellbeing is a central theme of the Aistear curriculum in the early years and an area of learning in post-primary education, what is the position and status of SPHE presently in the primary school in consideration of developments in the area of wellbeing?
The findings of a questionnaire completed with undergraduate students completing a Bachelor of Education degree are also presented. Students' own experiences of SPHE are presented in addition to their perspectives on teaching the subject area, which illustrates challenges and concerns they have about implementing the subject as practising teachers.

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Margaret Nohilly: Margaret Nohilly is a lecturer in SPHE in Mary Immaculate College, Limerick. Prior to working in Mary Immaculate, Margaret worked with the Professional Development Service for Teachers (PDST) as both advisor to schools and as Team Leader for the Health and Wellbeing team. She is the co-author of the recently published 'Wellbeing in School's Everyday: A whole-school approach to the practical implementation of Wellbeing'.

[P27.3] The Nature of Sexting amongst Post-Primary Pupils in Northern Ireland
Leanne York *(Queen's University Belfast)*

Set against a liberal philosophical feminist framework, this study investigates the nature of sexting amongst post-primary girls and boys in Northern Ireland, and the ways in which schools and stakeholder organisations currently prevent and deal with sexting issues. We need the views of young people so that parents, current and trainee teachers can help those affected by such issues. The dominant discourse in the media is that we live in a post-feminist era, in which feminism is no longer needed as women have achieved equality (McRobbie, 2004). Women are assertive, confident, dominant, and equal. However, in sexting research (Ringrose et al., 2013; 2012), girls and boys still inhabit contradictory positions as to what it means to be a girl and a boy in this era. Girls report that they send images to be sexually desirable, to progress romantic relationships, and for social status, power and control. Boys participate in sexting for similar reasons but have different motives such as rivalry between male peers, to demonstrate status, sexual prowess and popularity (Davidson, 2014).
In Northern Ireland, there is no qualitative research to date on the nature of sexting amongst young people, so this study may be the first of its kind to explore this issue. To achieve this, interviews were conducted with the representatives of four stakeholder organisations who assist schools in the delivery of Relationships and Sexuality Education (RSE). Semi-structured interviews were also carried out with the pastoral care co-ordinators in three post-primary schools to ascertain how their school is currently responding to sexting issues. A Young People's Advisory Group (YPAG) was created to seek advice on data collection activities and resources to be used with the participants of the research. Some changes were suggested by the YPAG and these were incorporated into the data collection activities. Focus group interviews were conducted in one youth organisation with seventeen young people (ten girls and seven boys aged 14-17 years) to find out about their views and attitudes towards sexting. Preliminary analysis show that young people see sexting as normal behaviour though there is confusion about its legality. Girls can also be the instigators of sexting and pressure boys into sending images.

Leanne York: Leanne is a teacher and is interested in contemporary issues affecting young people such as cyberbullying and sexting. She is currently a 3rd year PhD student at Queen's University Belfast. Leanne's PhD research is focusing on the nature of sexting amongst young people in Northern Ireland.