

# ESAI Conference 2020

The graphic is split into two parts. On the left is a dark grey rectangular area containing text and the ESAI logo. On the right is a photograph of a green-painted wooden door with a large, dark metal padlock hanging from a handle.

 **ESAI**  
Educational Studies Association of Ireland  
Cumann Léann Oideachais na hÉireann

**Opening Up Education**  
Options, Obstacles and Opportunities

3-5 September 2020 | online | hosted by  
Institute of Education, Dublin City University

[www.esai.ie](http://www.esai.ie) | #esai20

**TIMETABLE VERSION 31/08/20**

**[ ONLINE EVENT ]**

Please note: this timetable remains subject to minor changes for logistical purposes

## Technical Considerations for Delegates

- This year's conference will take place online using the Zoom platform. If your institution does not use Zoom, you can download the Zoom software and set up an account for free at <https://zoom.us> , Technically, it is possible to join a session through your browser and without needing the Zoom software but we are asking all delegates to install the Zoom client (software) as it makes for a considerably more stable and consistent experience for all. You can, of course, remove the software and cancel your account after the conference if you wish to do so.
- It is important that you familiarise yourself with the Zoom software before the conference if you are not already aware of how it works. Two useful ways to get to know Zoom are as follows:
  - You can join a Zoom test meeting at this link: <https://zoom.us/test> . This will allow you to experience the functionalities of Zoom that will be available to delegates: accessing a room via link, turning on/off video, turning on/off microphone, using the chat and reactions, using a virtual background (if you wish to), etc.
  - Another useful way to get to know Zoom is simply to start a new Zoom meeting of your own (once you have the software installed) so that you can experiment fully with the functionality in advance of the conference. Unless you invite someone else to join the meeting, it will be just you in that Zoom room and so you can experiment at your own pace and as often as you like. You could then extend to inviting someone else to a Zoom meeting (or joining one that someone else has set up) to see how the remaining functionality works.
- . The following tutorials will also be helpful in this regard:
  - How to test computer audio: <https://support.zoom.us/hc/en-us/articles/201362283Testing-computer-or-device-audio>
  - How to test computer video: <https://support.zoom.us/hc/en-us/articles/201362313-How-Do-I-Test-My-Video->
- Entry to conference sessions on Friday 4th and Saturday 5th will be via links to Zoom rooms (similar to link/room for <https://zoom.us/test>). These will be included on a special version of the timetable that will be circulated to delegates just before the conference. Once you have Zoom set up correctly on your device and are logged in, it's simply a matter of clicking on the relevant link and entering a password to enter that conference session.
- We strongly recommend using either a headset (combining headphones and a microphone) or headphones and your computer's built-in microphone. Using speakers of any kind while having your microphone open often causes echo or microphone feedback. You don't need an expensive set of headphones, any will do once they can connect to your computer, but this is an enormously helpful step to remove one of the most common frustrations for attendees at online events (feedback/echo/high-pitched noise/etc) and we ask for your cooperation in this regard.

## Pre-recorded Concise Presentations

Pre-recorded concise presentations will be available 'on demand' for delegates to access as MP4 (movie) files across the full duration of the conference dates (3rd - 5th September). Access to pre-recorded concise presentations will be via links on a special version of the timetable that will be circulated to delegates just before the conference. You do not require any special software to view these presentations and they should be easily accessible on any device.

## Pre-recorded Concise Presentations (available Thursday 3rd - Saturday 5th September)

[C1] Improving the digital literacy levels of post-primary students through the collaborative creation of digital artefacts

*Laura Sloyan, Yvonne Crotty*

[C2] Effects of a Whole-School Physical Activity Policy in Primary Education Literacy Results

*João Costa, Adamakis Manolis, Úna Kingston*

[C3] Value for Learning: stakeholders' perspectives on leading, teaching and learning in small Irish primary schools

*Anne Lodge, David Tuohy*

[C4] Co-teaching - An Inclusive Approach to Supporting Students with EBD

*Ann Marie Casserly, Dolores McDonagh, Bairbre Tiernan*

[C5] Social bonding and children's collaborations as citizen-peers at primary school

*Caitriona Fitzgerald*

[C6] A qualitative exploration of the psychological, social and economic factors influencing educator workaholic behaviour

*Jennifer Hynes*

[C7] Examining implicit math-gender stereotypes in primary school children

*Kara Sampson*

[C8] Cartoons as visual representations of the development of primary school children's understanding of bullying behaviours

*Daniel Warwick, Noel Purdy*

[C9] A tale of two students: Off-campus, online adult learners and the systemic barriers they face in Irish higher education

*James Brunton, Lorraine Delaney*

[C10] Can Problem-based Learning facilitate the transition to Irish Higher Education for non-EU pre-undergraduate learners?

*Marian Hurley, Kathleen Mitchell*

[C11] The possibilities for informal learning pedagogies in opening up music education for the primary school.

*Edmond Gubbins*

[C12] Can emotional intelligence predict leadership self-efficacy and academic achievement of Physical Education student-teachers?

*Manolis Adamakis, João Costa*

[C13] Pedagogies of Implication: Foregrounding Emotion in Educating for Social Justice

*Audrey Bryan*

[C14] Reflections on Contradictory Discourses in Early Childhood Education and Care

*Meera Oke, Sheena Hyland*

[C15] A review of professional development for teachers working with learners with autism and intellectual disabilities

*Kathryn O Mahony*

[C16] Supporting reading comprehension in the online environment

*Céire Devey*

[C17] Activities to embed Article 12 of UNCRC in a DEIS Band 1 Urban Primary School

*Edwina Mulcahy*

[C18] The post-primary school experiences of transgender and gender diverse youth in Ireland

*Ruari-Santiago McBride*

[C19] Impediments and supports to student teacher's well-being during school placement.

*Deirdre Harvey*

[C20] 'Let's talk about sex baby'..... second-level students, parents/guardians, teachers and principals talk about the Relationships and Sexuality Programme

*Mel Duffy, Maria Feeney, Anne Lodge*

[C21] Capturing the voice of the Teacher Educator on student-teacher reflective practice

*Melanie Ní Dhuinn, Jennifer Liston, Prendergast Mark, Kaur Tandeep*

[C22] Exploring pre-service teachers' attitudes towards and experiences of coding as they prepare to teach in 21st century schools

*Ann Marie Gurhy, Alison Egan*

## Friday 4th September

### 09.15 - 10.00: CONFERENCE COMMENCEMENT

Welcome from Dr. Enda Donlon, President of Educational Studies Association of Ireland  
 Conference Opening by Professor Anne Looney, Dean of Education, Dublin City University  
 Presidential Address: "Open while Closed"

### PARALLEL SESSIONS 1: 10.15-11.00

P1	P2	P3	ECR1	S1
<b>PROFESSIONAL DEVELOPMENT</b>	<b>ACCESS TO ITE</b>	<b>LITERACY</b>	<b>Early Career Researcher Symposium</b>	<b>SYMPOSIUM</b>
<p>[P1.1] Research-informed enhancement of teacher assessment capability <i>Dan O'Sullivan</i></p> <p>[P1.2] The Benefits of Supervision in a Pastoral Context <i>PJ Sexton</i></p>	<p>[P2.1] Tackling diversity and creating opportunities: Investigating the profile of entrants to concurrent (post-primary) initial teacher education, and the results from a pilot project to encourage greater access from FE entrants. <i>Nigel Quirke-Bolt, Rebecca Purcell, Karina Ryan</i></p> <p>[P2.2] Opening ITE: the first-year experiences of underrepresented students in initial teacher education. <i>Andrea Lynch, Miriam Colum</i></p> <p>[P2.3] The Interview as a Selection Mechanism for Entry into Initial Teacher Education: A Review of the Literature and Recommendations for Practice <i>Paula Lehane, Zita Lysaght, Michael O'Leary</i></p>	<p>[P3.1] Effects of fluency oriented reading instruction on motivation for reading among struggling readers <i>Gene Mehigan</i></p> <p>[P3.3] Prevention is better than cure: Phonemic awareness and early reading <i>Jennifer O'Sullivan</i></p>	<p>[ECR1.1] Anti-racism education: problematising racialised identities in the primary classroom. <i>Niamh McGuirk</i></p> <p>[ECR1.2] Voicing inclusion: Pursuing learner voice research with autistic learners in Irish mainstream education <i>Finbar Horgan</i></p> <p>[ECR1.3] The Irish-medium Education Sector in Northern Ireland Through a Bourdieusian Lens <i>Orla McGurk</i></p>	<p>Professional Identity within an evolving FET sector: Opening up practitioner perspectives, possibilities and problems <i>Peter Tiernan, Carol O'Byrne, Michael Kenny, Nuala Hunt, Sheena Hyland, Jane O'Kelly, Yvonne Emmett, Mary Fenton</i></p>

**BREAK: 11.00 - 11.25**

**PARALLEL SESSIONS 2: 11.25 - 12.10**

<b>P4</b>	<b>P5</b>	<b>P6</b>	<b>P7</b>	<b>S2</b>
<b>HISTORICAL PERSPECTIVES</b>	<b>TEACHER EDUCATION</b>	<b>SOCIAL ISSUES</b>	<b>SEN</b>	<b>SYMPOSIUM</b>
<p>[P4.1] Hidden Figures: The Efforts of the Loreto Sisters to Establish Women's Access to Higher Education in 19th Century Ireland <i>Elaine McDonald</i></p> <p>[P4.2] 'Nobody's ideal' - the Irish Universities Act, 1908: a historical perspective <i>John Walsh</i></p> <p>[P4.3] Narratives of the nation among Irish student primary teachers <i>Peter Whelan, Caitriona Ni Cassaithe, Maria Barry</i></p>	<p>[P5.1] Collaboration during school placement: a realistic endeavour or a flight of fancy? <i>Deirdre Harvey, Louise Lehane, Kate Mohan</i></p> <p>[P5.2] Two sides of the same coin: An operational and strategic response from DCU Institute of Education towards enhancing the quality of stakeholder engagement in school placement policy and practice in initial teacher education. <i>Bernadette Ni Áingléis</i></p> <p>[P5.3] Student Teachers as Researchers: An International Comparison of Practitioner Research in Initial Teacher Education <i>Fiona Giblin, PJ Sexton, Georgina Merchant, Simone White</i></p>	<p>[P6.1] Blurred Lives Project – a cross-national, co-participatory exploration of cyberbullying, young people and socio-economic disadvantage: initial findings <i>Noel Purdy</i></p> <p>[P6.2] Children Human Rights Defenders and the Digital Environment <i>Gabriela Martínez Sainz</i></p> <p>[P6.3] Educational Underachievement in Northern Ireland: an Evidence Summary <i>Jonathan Harris, Leanne Henderson, Noel Purdy, Glenda Walsh</i></p>	<p>[P7.1] Special Education Reform in Ireland: Changing systems, changing schools. <i>Selina McCoy, Neil Kenny, Georgiana Mihut</i></p> <p>[P7.2] Using role-play to elicit child voice for children and young people with Autism Spectrum Disorder: Two Case Studies <i>Elaine Clotworthy, Carmel O'Sullivan</i></p> <p>[P7.3] Can you hear my voice? Empowering pupils with special educational needs in the individual education planning process: A focus on the 'Empowerment Process Model'. <i>Claire Griffin</i></p>	<p>PISA in Ireland: national and international comparisons in a world of opportunity and challenges <i>Sharon M. Nelis, Lorraine Gilleece, Caitriona Fitzgerald, Gerry Shiel, Caroline McKeown, Sylvia Denner</i></p>

**PARALLEL SESSIONS 3: 12.25 - 13.10**

<b>P8</b>	<b>P9</b>	<b>P10</b>	<b>ECR2</b>	<b>S3</b>
<b>SOCIAL ANALYSIS</b>	<b>MATHS / MATHS ED</b>	<b>WELLBEING</b>	<b>Early Career Researcher Symposium</b>	<b>SYMPOSIUM</b>

<p>[P8.1] Applying Bourdieu's concepts to explore young people's social practices in school <i>Kevin Stelfox</i></p> <p>[P8.2] The Educational Needs of Children Experiencing Homelessness in the Republic of Ireland <i>Geraldine Scanlon, Grainne McKenna</i></p> <p>[P8.3] Mapping the Integration of Migrant and Refugee Children: Co-creating Indicators of Integration <i>Reana Maier, Deirdre Horgan, O'Riordan Jacqui, Shirley Martin</i></p>	<p>[P9.1] "You're better off dropping to ordinary maths!" Using life story method to elicit student experiences of doing mathematics at second level <i>Maria Ryan</i></p> <p>[P9.2] Working with pre-service primary teachers to open up opportunities for peer leadership in mathematics <i>Lorraine Harbison, Maurice O'Reilly, Paul Grimes</i></p> <p>[P9.3] Optimising learning for all: Examining dispositions and mathematics achievement among young learners <i>Breed Murphy, Ann Marie Gurhy</i></p>	<p>[P10.1] Ability Grouping and Children's Psychosocial Wellbeing - A Matter of Children's Rights? <i>Deirdre McGillicuddy</i></p> <p>[P10.2] Wellbeing in the Irish Junior Cycle: Can there be a role for Religious Education? <i>Amalee Meehan</i></p> <p>[P10.3] Teachers' wellbeing matters: Exploring quality of life, secondary traumatic stress and levels of self-compassion amongst teachers in Ireland <i>Mira Dobutowsch, Catriona O'Toole</i></p>	<p>[ECR2.1] Exploring the Lived Experiences of Team Teaching among Student Teachers and Cooperating Teachers during School Placement <i>Michaela Hayes</i></p> <p>[ECR2.2] Exploring the Professional Development needs of Middle Leaders in ETB schools <i>Siobhan Kavanagh</i></p> <p>[ECR2.3] Inter-Rater Reliability in Objective Structured Clinical Examinations <i>Conor Scully</i></p>	<p>Performativity and Teacher Educator Praxis in the PUCA; opening up possibilities for pause and reflective praxis <i>Maeve O'Brien, Rory McDaid, David Gibson, Andrew O'Shea, Cora O'Farrell, Paul King, Gareth Burns</i></p>
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### LUNCH 13.10-14.00

### PARALLEL SESSIONS 4: 14.00 - 14.45

P11	P12	P13	P14	S4
<p><b>TEACHER EDUCATION</b></p> <p>[P11.1] Initial Teacher Education for Inclusion (ITE4I): The Teacher Educator Perspective <i>Kevin Cahill, Kathy Hall, Finn Ó Murchú, Peter Hick, Yvette Solomon, Joseph Mintz, Katerina Matziari, Catriona Curtin</i></p> <p>[P11.2] Turning obstacles into opportunities: research paving the path to good teaching</p>	<p><b>REFLECTION IN EDUCATION</b></p> <p>[P12.1] Reflective Thinking on Reflective Practice <i>Leo Casey</i></p> <p>[P12.2] Reflexive practice with teachers of religious education – towards a theoretical frame <i>Sandra Cullen</i></p>	<p><b>ONLINE &amp; DIGITAL</b></p> <p>[P13.1] Navigating the open sea: how do I become an open scholar? <i>Orna Farrell</i></p> <p>[P13.2] Programming in mathematics education <i>Odd Tore Kaufmann</i></p> <p>[P13.3] Leading and Supporting Online Learning</p>	<p><b>RELIGION AND CULTURE</b></p> <p>[P14.1] Opening up adult religious education: The AREFD project <i>Gareth Byrne, Bernadette Sweetman</i></p> <p>[P14.2] The Synod of Thurles (1850), a Watershed in Denominational Education <i>Molly Daly</i></p> <p>[P14.3] Culturally Responsive School Leadership</p>	<p><b>SYMPOSIUM</b></p> <p>Children's School Lives: a longitudinal mixed methods cohort study of primary schools in Ireland <i>Dympna Devine, Jennifer Symonds, Seaneen Sloan, Abbie Cahoon, Margaret Crean, Emma Farrell, Liz Tobin, William Kinsella</i></p>

<p><i>Sabrina Fitzsimons, PJ Sexton, Elaine McDonald, Enda Donlon</i></p> <p>[P11.3] A Deep Dive into Teacher Induction Programmes- A systematic literature review <i>Melanie Ní Dhuinn, Julie Uí Choistealbha</i></p>	<p>[P12.3] Coteaching as a Means for Developing Reflection as a Higher Psychological Function (HPF) <i>Colette Murphy, Marita Kerin</i></p>	<p><i>Margaret Farren, Yvonne Crotty, Madeleine Murray, Anne Phelan</i></p>	<p><i>Denise Burns, Martin Brown, Gerry McNamara, Joe O'Hara</i></p>	
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### PARALLEL SESSIONS 5: 15.00 - 15.45

P15	P16	P17	ECR 3	P18
<p><b>GENDER</b></p> <p>[P15.1] The Safe Learning Model: Integrating Transformative Gender Approaches to Strengthen Inclusive Pedagogies and Practice <i>Dympna Devine, Ciaran Sugrue, Seaneen Sloan, Jennifer Symonds, Elena Samonova, Daniel Capistrano, Amy Folan</i></p> <p>[P15.2] Gender Equality Matters: The opportunities, Obstacles and Challenges of Tackling gender stereotyping, gender-based bullying and GBV in Irish primary schools <i>Seline Keating</i></p> <p>[P15.3] "I'm actually a female empowerer": A critical pedagogical approach to re/engage at-risk female students in a coeducational DEIS post-primary school <i>Eóin MacMaolair, Deirdre McGillicuddy</i></p>	<p><b>PROFESSIONAL PRACTICE</b></p> <p>[P16.1] Professionalisation of FET Teachers: Recent Graduates' Views <i>Michael Kenny</i></p> <p>[P16.2] Experienced nurse perception of new graduate nurse practice readiness <i>Paul Mahon, Yvonne Crotty</i></p> <p>[P16.3] The rise of Intrapreneurship in Education <i>Jane O'Kelly, Martin Brown, Peter Tiernan, Joe O'Hara, Gerry McNamara, Craig Skerritt</i></p>	<p><b>LANGUAGES</b></p> <p>[P17.1] Language learning in the north: openness and constraint viewed through the lens of children's education rights <i>Leanne Henderson</i></p> <p>[P17.2] Opening-Up Modern Languages Education in Irish Post-Primary Schools <i>Celine Healy</i></p> <p>[P17.3] Fostering sociolinguistic awareness and leadership through the Transition Year Programme <i>Laoise Ní Thuairisg, Pádraig Ó Duibhir</i></p>	<p><b>Early Career Researcher Symposium</b></p> <p>[ECR3.1] Exploring the nature and niche of TeachMeet in an open professional learning landscape <i>Mags Amond</i></p> <p>[ECR3.2] A Matter of Civic Education: Lifelong Learning and Leadership from the Active Volunteer Perspective <i>Shellie Ann Garland</i></p>	<p><b>PRIMARY ITE</b></p> <p>[P18.1] Exposing the 'messiness' of action research: 'Cycling' towards change with primary pre-service teachers enacting assessment for learning in physical education <i>Suzie Macken</i></p> <p>[P18.2] Exploring Pedagogy and Practice: Meaningful Physical Education (MPE) in Primary Initial Teacher Education <i>Maura Coulter, Richard Bowles, Tony Sweeney</i></p> <p>[P18.3] Ignite the canon! Opening and broadening the primary school visual art canon at preservice level <i>Michael Flannery</i></p>

**BREAK: 15.45 - 16.10**



## PARALLEL SESSIONS 6: 16.10 - 16.40 [2 papers]

P19	P20	P21	P22	P23
<b>PROFESSIONAL DEVELOPMENT IN HIGHER EDUCATION</b>	<b>LEGAL &amp; LEGISLATIVE</b>	<b>TRANSITIONS &amp; PATHWAYS</b>	<b>SEN</b>	<b>CLASSROOM MANAGEMENT</b>
<p>[P19.1] Exploring conceptions of flexibility and openness to support professional development for Higher Education academic practice <i>Laura Costelloe, Mary Fitzpatrick, Martin Fitzgerald, Gwen Moore, Anne Ryan, Sarah O'Toole</i></p> <p>[P19.2] What Works? Professional Development Planning for Those who Teach in Higher Education <i>Eilís Flanagan, Lynn Ramsey</i></p>	<p>[P20.1] Educating Teachers for Protecting Children: Need to Re-focus <i>Mia Treacy, Margaret Nohilly</i></p> <p>[P20.2] Opening up stakeholders' understanding of the challenges presenting in the interface between education and the law and the opportunities within. <i>Marie Conroy Johnson, Bernadette Ní Áingléis</i></p>	<p>[P21.1] Supporting Students in the Transition to Higher Education <i>Aiveen Mullally, Marian Fitzmaurice</i></p> <p>[P21.2] Pathways to post-secondary settings for students with intellectual disabilities: What do we know? <i>Des Aston, Joanne Banks, Michael Shevlin</i></p>	<p>[P22.1] Mapping Pathological Demand Avoidance in an Irish Context <i>Neil Kenny, Alison Doyle</i></p> <p>[P22.2] Inclusion or Exclusion? The spectrum of inclusive practice for pupils with autism <i>Colin McElroy</i></p>	<p>[P23.1] Sustained CPD as an Effective Approach in the Delivery of the Incredible Years Teacher Classroom Management Programme <i>Nicole Davey, Margaret Egan</i></p> <p>[P23.2] Exploring the impact of classroom management training on primary teacher psychological outcomes. <i>Yvonne Kennedy, Niamh Flynn, Eadaoin O'Brien, Gabrielle Greene</i></p>

## 16.45 - 17.30: ANNUAL GENERAL MEETING of the Educational Studies Association of Ireland

**Saturday 5th September**

## PARALLEL SESSIONS 7: 09.30 - 10.15

P24	P25	P26	ECR4
<b>EDUCATING FOR INCLUSION</b>	<b>POST-PRIMARY / SECONDARY</b>	<b>IRISH LANGUAGE</b>	<b>Early Career Researcher Symposium</b>
<p>[P24.1] Open education and disability - does inclusion need to be everyone's business? <i>Patricia McCarthy, Mary Quirke, Conor Mc Guckin</i></p> <p>[P24.2] Adverse Childhood Experiences (ACEs) and trauma-informed practice in</p>	<p>[P25.1] Dressing to impress? A Foucauldian analysis of secondary school uniform policies <i>Rachel Shanks, Jasper Friedrich</i></p> <p>[P25.2] Student participation in school self-evaluation: comparing two approaches</p>	<p>[P26.1] The Linguistic Advantages and Challenges of Post-Primary Irish-Medium Students on Transfer to Third Level Education <i>Pádraig Ó Duibhir, Laoise Ní Thuairisg</i></p>	<p>[ECR4.1] Active or passive learning? iPads in early years' settings. <i>Fiona Byrne</i></p> <p>[ECR4.2] Cultivating the Curiosity Amplifier: An Investigation into the Use of the iPad as a Teaching and Learning Tool in Irish Primary Music Education</p>



<p>schools: Seeking attunement with educational theory and research <i>Catrina O'Toole</i></p> <p>[P24.3] Queering pedagogy: Moving beyond victimhood and representation in educating for social justice <i>Sean Henry</i></p>	<p><i>Shivaun O'Brien, Martin Brown, Gerry McNamara, Joe O'Hara</i></p> <p>[P25.3] Exploring the impact of a collaborative whole-school model of CPD on the enactment of Level 2 Learning Programmes in a mainstream post-primary school <i>Margaret Flood</i></p>	<p>[P26.2] Memories of first-language speakers of Irish on their schooling in Irish-speaking districts, 1922-1965 <i>Teresa O'Doherty, Tom O'Donoghue</i></p> <p>[P26.3] Opening up the curriculum: Irish language and inclusivity <i>Niamh Flynn, Cliona Murray, Andrea Lynch, Emer Davitt</i></p>	<p><i>Simon Brennan</i></p>
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### PARALLEL SESSIONS 8: 10.30 - 11.15

P27	P28	P29	ECR5	P30
<p><b>LARGE SCALE ASSESSMENT</b></p> <p>[P27.1] Are we meeting the needs of high achievers? A closer look at PISA, TIMSS and PIRLS data for Ireland <i>Vasiliki Pitsia, Zita Lysaght, Gerry Shiel, Michael O'Leary</i></p> <p>[P27.2] School social mix and junior cycle performance: are there cumulative effects? <i>Emer Smyth</i></p> <p>[P27.3] Opening up to the realities of standardised testing in Irish primary schools <i>Zita Lysaght, Michael O'Leary</i></p>	<p><b>POLICY ANALYSIS</b></p> <p>[P28.1] An Examination of the Teacher Allocation Model to Support Inclusion (Department of Education and Skills (DES) Circular 0013/2017) <i>Louise Curtin, Margaret Egan</i></p> <p>[P28.2] The future of teacher professional learning in Ireland: A policy analysis of the opportunities and obstacles presented in the Cosán framework for teacher professional learning <i>Nicola Broderick</i></p> <p>[P28.3] Wellbeing Policy Statement and Framework for Practice 2018-2023: Is it presenting more obstacles or opportunities for primary schools? <i>Margaret Nohilly, Fionnuala Tynan</i></p>	<p><b>CURRICULUM AND ASSESSMENT</b></p> <p>[P29.1] Openness to alternative narratives: methodological considerations in research on reform resistance <i>Cliona Murray</i></p> <p>[P29.2] Assessment in the Junior Cycle through the lens of Deleuze and Guattari's concept of difference. <i>Audrey Doyle</i></p> <p>[P29.3] What do we mean by STEM? Framing Concepts of Integrated STEM Education and Digital Assessment <i>Eamon Costello, Eilish McLoughlin, Deirdre Butler, Sinead Eccles,, Michael O'Leary, Sila Kaya</i></p>	<p><b>Early Career Researcher Symposium</b></p> <p>[ECR5.1] An exploration of teachers' perspectives on effective strategies for teaching social, communication and language skills to children with Autism Spectrum Difference, in early years' classrooms. <i>Maria Dervan</i></p> <p>[ECR5.2] An investigation into collaborative practices between the class teacher, the special education teacher (SET) and the speech and language therapist (SLT) to identify and meet the needs of students with SLC difficulties in Irish primary schools. <i>Ciara Concannon</i></p> <p>[ECR5.3] Exploring the Possibilities and Challenges of Youth Participatory Action Research in an Irish Primary School <i>Siobhán Marren</i></p>	<p><b>INTERNATIONAL PERSPECTIVES</b></p> <p>[P30.1] High-stakes accountability in England: Irish teachers' experiences <i>Craig Skerritt</i></p> <p>[P30.2] Opening up access to the teaching profession in France: options, opportunities and difficulties <i>Imelda Elliott, Emeline Lecuit</i></p> <p>[P30.3] Exploring e-learning opportunities as a form of professional learning for teachers in Croatia <i>Orla Ni Bhroin, Aoife Brennan, Shivaun O'Brien, Caitríona Pennycook</i></p>

**BREAK: 11.15 - 11.40**

**PARALLEL SESSIONS 9: 11.40 - 12.25**

P31	P32	P33	S6
<p><b>PARENTAL &amp; FAMILIAL PERSPECTIVES</b></p> <p>[P31.1] Opinions, Obstacles, &amp; Opportunities of Immersion Education for Children with Special Educational Needs: A Parents' Perspective <i>Sinéad Andrews</i></p> <p>[P31.2] Openness – a key to unlocking how schools can support parents' involvement in their child's educational journey? <i>Emma Zara O'Brien, Joan Kiely, Leah O'Toole, Maja Haals Brosnan, Cliona O'Keefe</i></p> <p>[P31.3] Towards clarity on the perceived role of parent and student voice in School Evaluation - The case of Ireland <i>Martin Brown, Shivaun O'Brien, Gerry McNamara, Joe O'Hara, Craig Skerritt</i></p>	<p><b>IDENTITY</b></p> <p>[P32.1] Role Identity in Higher Education: Obstacles to Openness <i>Terry Twomey</i></p> <p>[P32.2] The Transformative Influence of Teachers From Underrepresented Groups in Teaching <i>Gareth Burns, Niamh Bird, Katriona O'Sullivan</i></p> <p>[P32.3] Being a primary school teacher educator: the ethico-political identity of the primary school teacher educator <i>Desmond Carswell, Paul F. Conway</i></p>	<p><b>RESEARCH ON DEVELOPMENT</b></p> <p>[P33.1] Supporting student teachers to develop critical thinking skills <i>Brigid Golden</i></p> <p>[P33.2] Grossly Underrated - The Interplay Between Sensorimotor Development and the Emergent Handwriting Skills of Infant Children and the Influences of Sociocultural Factors on Motor Development <i>Sinéad McCauley Lambe</i></p> <p>[P33.3] A Sociocultural Approach to Professional Development for Teachers in Practice <i>Sylvaine Ní Aogáin, Pádraig Ó Duibhir</i></p>	<p><b>SYMPOSIUM</b></p> <p>Embedding Universal Design for Learning (UDL) through Equality, Diversity and Inclusion (EDI) across the Island of Ireland: Opportunities for institutional joined up thinking <i>Tracy Galvin, Jean Reale, Thomas O'Shaughnessy</i></p>

**12.30: SIG Session**

Our five new ESAI Special Interest Groups (SIGs) will present briefly on their SIG objectives and plans.

**13.00: Conference Close**