

# Educational Studies Association of Ireland (ESAI)

## Conference 2020



# Conference Booklet

## Welcome from President of ESAI

Dear friends and colleagues,

On behalf of the Educational Studies Association of Ireland, I welcome you to ESAI Conference 2020 – a very unique event in the history of our association! This was initially due to be the first time our conference would be held at Dublin City University, when it was planned as a face-to-face (F2F) event for April of this year. Unfortunately as the unprecedented events of March began to quickly unfold, it became clear that this was not to be and so our annual gathering was postponed to September. In June, the decision was taken to move this year's conference online, to be hosted by the Institute of Education at Dublin City University. We thank our colleagues at DCU for their warm hospitality and cooperation in hosting this year's conference, and especially thank Professor Anne Looney, Dean of Education, for her continual support as we navigated the new waters that have brought us to this year's first-of-its-kind event for ESAI.



This year saw an increase in the number of applications to present at our annual conference, with our 'call for papers' yielding the largest number of proposals ever received for an ESAI event. As part of our decision to move online, we contacted all Corresponding Authors for accepted papers and offered the choice of continuing with a 'live' presentation format, or converting to a pre-recorded concise presentation format. We are delighted to say that the vast majority of presenters are continuing with us as we move online, and the result is a wonderful mix of synchronous ('live' / 'real time') and asynchronous ('pre-recorded' / 'on demand') presentations available to delegates of this year's event. This is, of course, the first time we have the opportunity to welcome delegates from near and far who have not had to travel to be with us. We are grateful to you all for your continued support of the Association and thank you for being with us at ESAI20.

One of the factors we had paid particular attention to for our planned face-to-face event in April was the environmental and sustainability considerations of our conference, and we had taken a number of decisions to reduce the environmental impact of this year's event. While not in the ways that we had first planned, the move to an online format for this year has allowed us to progress this sustainability priority in a number of other ways, with the environmental impact around such factors as travel to the venue and printing of conference materials now negated. This green agenda remains important to ESAI and we will continue to progress this into the future.

Over the past 18 months we have continued to build links and further develop our existing synergies with other educational associations. Of particular note since our last conference is the signing of a Memorandum of Association (MOU) with the Scottish Educational Research Association (SERA) which provides a framework for areas of cooperation, collaboration and joint working between the two associations. In May 2019 ESAI was one of the partners, with a number of other educational associations, for the 5<sup>th</sup> International Forum on Teacher Education (IFTE2019) at Kazan Federal University, Russia. ESAI was pleased to once again accept the invitation from the American Educational Research Association (AERA) to host an invited symposium at AERA Annual Meeting 2020, which was scheduled to take place in San Francisco earlier this year. And of course, we continue to be represented on the European Educational Research Association (EERA) governing council and to actively participate on this.

We are also delighted to announce the formation of five new Special Interest Groups (SIGs) within the association. We will have a 'SIG Session' at this year's conference in which each group will briefly overview its SIG and its plans for the months ahead (see p.10 for further details).

This year we pay a special word of thanks to Paul Conway and Aisling Leavy, who are stepping down as joint General Editors of *Irish Educational Studies*, and we express our gratitude to them for their outstanding contributions to both the journal and the Association. We welcome Tony Hall as new General Editor of IES and wish him well for his term ahead.

As this is my second and final year as president of the Association, I will be stepping down from this role at our AGM. I thank the members of the two Executives that I have had the privilege of working with during this time. In particular, I thank our incoming president, Dr. Teresa O'Doherty, for her constant support during my time as President and I wish her, and the next Executive, the very best in their leadership of the association.

I hope you have an enjoyable conference.

Stay safe.

Enda Donlon  
ESAI President (2018-2020)

## ESAI Conference 2020 Theme

### Opening Up Education: Options, Obstacles and Opportunities



“We cannot sow seeds with clenched fists. To sow we must open our hands.”  
– Adolfo Pérez Esquivel

The foundations of openness are rooted in altruism and the belief that education is a public good (Weller, 2014). While the concept has been a focus of increased debate and discussion in recent times (Bayne, Knox & Ross, 2015), Hug reminds us that characteristics of openness can be found in many respects throughout the history of education, “from Comenius’ call for pedagogical reform to postmodern educational theory, requirements of access, social justice, creativity, knowledge sharing, innovation, and capacity building” (2015, p. 72). Openness in education advocates transparency and the lowering or removal of barriers at all levels in research, teaching and learning (Inamorato dos Santos, Punie & Castaño-Muñoz, 2016). It is a multifaceted concept that draws on a complex history of social, political, economic and technological change (Costello, Huijser & Marshall, 2018), an evolving term that covers a range of philosophies and practices aimed at widening access to education (Weller, 2018). In the rapidly changing world in which we find ourselves, and at a time when discussions about borders and boundaries feature so prominently, openness has never been more important or more in need.

As we reach the calendar milestone that signals we are one fifth of the way through the 21st century, the Educational Studies Association of Ireland invites scholars, practitioners, policymakers, emerging researchers and interested others from Ireland and beyond to come together at our annual conference and reflect upon, debate and discuss the opening up of education. The rich concept of openness welcomes broad interpretation and interrogation, and we invite papers that consider it through a variety of lenses which include (but are not limited to) sociological, pedagogical, historical, religious, ethical, technological, philosophical, political and economic. The ESAI 2020 Conference will continue our strong tradition of providing a forum for the dissemination of research that considers past, present and potential contributions and influences at local, national and international levels.

## ESAI Executive 2019-2020

### **President**

Dr. Enda Donlon (Dublin City University)

### **Vice-President**

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

### **Secretary**

Dr. John Walsh (Trinity College Dublin)

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Dr. Eamon Costello (Dublin City University)

### **ESAI Executive Members**

Dr. Aimie Brennan (Marino Institute of Education)

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Dr. Patricia Mannix McNamara (University of Limerick)

Prof. Donal Mulcahy (Central Connecticut State University)

### **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 1976-2020

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  
2020 Online, hosted by Institute of Education, Dublin City University



## 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'hEigartaigh, 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
2010-12	Volume 29-31	Irish Educational Studies	Dympna Devine (General Editor), Emer Smyth, Paul Conway, Aisling Leavy & Maeve O'Brien
2013	Volume 32	Irish Educational Studies	Paul Conway & Aisling Leavy (Joint General Editors)
2014	Volume 33	Irish Educational Studies	Aisling Leavy & Paul Conway (Joint General Editors), Emer Smyth & Maeve O'Brien
2015	Volume 34	Irish Educational Studies	Aisling Leavy & Paul Conway (Joint General Editors), Emer Smyth, Aidan Seery & Maeve O'Brien
2016	Volume 35	Irish Educational Studies	Aisling Leavy & Paul Conway (Joint General Editors), Emer Smyth, Maeve O'Brien, Aidan Seery, Delma Byrne & Tony Hall
2017	Volume 36	Irish Educational Studies	Aisling Leavy & Paul Conway (Joint General Editors), Emer Smyth, Maeve O'Brien, Aidan Seery, Delma Byrne & Tony Hall
2018	Volume 37	Irish Educational Studies	Aisling Leavy & Paul Conway (Joint General Editors), Emer Smyth, Maeve O'Brien, Delma Byrne & Tony Hall
2019	Volume 38	Irish Educational Studies	Aisling Leavy & Paul Conway (Joint General Editors), Emer Smyth, Maeve O'Brien, Delma Byrne, Tony Hall, Karl Kitching & Audrey Bryan

## ESAI Corporate Members 2020

The Educational Studies Association of Ireland expresses its gratitude to the following Corporate Members for their support of the Association during 2020. Corporate Members are listed in alphabetical order.



Association of Secondary Teachers  
Ireland (ASTI)



Galway-Mayo Institute of Technology  
(GMIT Letterfrack)



Irish National Teachers' Organisation  
(INTO)



Marino Institute of Education



Mary Immaculate College



National College of Art and Design





National College of Ireland



National Council for Curriculum and Assessment (NCCA)



NUI Galway School of Education



Professional Development Service for Teachers (PDST)



Trinity College Dublin  
Coláiste na Tríonóide, Baile Átha Cliath  
The University of Dublin

TCD School of Education



Teachers' Union of Ireland



SCHOOL OF  
EDUCATION  
UNIVERSITY OF LIMERICK

UL School of Education

## ESAI AGM 2020



Educational Studies Association of Ireland  
Cumann Léann Oideachais na hÉireann  
Annual General Meeting 2020  
Friday, 4th September, 16.45  
Online

## AGENDA

1. Minutes of previous AGM
2. Matters arising
3. Executive Reports
  - 3.1 President's Report
  - 3.2 Treasurer's Report
  - 3.3 Secretary's Report
  - 3.4 Membership Report
  - 3.5 IES Report
4. ESAI Executive 2020/21
5. Conference 2021
6. AOB

## ESAI SIGs (Special Interest Groups)



Following a call for proposals in late 2019, ESAI is delighted to announce that five new Special Interest Groups (SIGs) have been formed. These SIGs have been established with a view to supporting current and future practitioners and researchers of education in Ireland. Each SIGs will have a two-year lifetime (January 2020 to January 2022) and has received funding from ESAI to support its activities during this time.

The five SIGs are as follows:

Special Interest Group (SIG)	Contact Details
Curriculum Studies	Email <a href="mailto:curriculumsig@mu.ie">curriculumsig@mu.ie</a> Twitter @EsaiSig
Inclusive Education	Email <a href="mailto:Margaret.egan@mic.ul.ie">Margaret.egan@mic.ul.ie</a> / <a href="mailto:Johanna.fitzgerald@mic.ul.ie">Johanna.fitzgerald@mic.ul.ie</a> Twitter @MgtEganMIC @JohFitzMIC
Professional Development in Higher Education Teaching (PD-HET)	Email <a href="mailto:eilis.flanagan@lyit.ie">eilis.flanagan@lyit.ie</a> Twitter @EilisFlanagan
Teacher Education: Critical Pedagogy and Praxis for Social Justice	Email <a href="mailto:maeve.obrien@dcu.ie">maeve.obrien@dcu.ie</a> Twitter @Criticalpedago1
Values-based Practitioner Action Research	Email <a href="mailto:info@eari.ie">info@eari.ie</a> Twitter @InfoNeari

Further details on all five SIGs can be found at <http://esai.ie/sigs-2020/>

### SIG Session at ESAI20

As part of ESAI20 we will have a special **SIG Session** on Saturday 5th September at 12.30pm, where each SIG will briefly overview its aims and plans.

The link to access this Sig Session can be found on the Delegate Timetable, and we encourage all attendees to join us for this capstone event at ESAI Conference 2020.



# ABSTRACTS

Please note that these abstracts were submitted in November/December 2019 for our original conference dates (April 2020). As such, papers and biographies may have updated somewhat due to the extended period of time between submission of abstracts and our postponed conference dates.

All abstracts, biographies, affiliations, etc. have been transferred verbatim from the online Abstract Submission System.



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# Concise On-demand Presentations

Concise On-Demand Presentations can be viewed at any time across the duration of the conference dates (3<sup>rd</sup> - 5th September). Please see Delegate Timetable for links to presentations.

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

**Laura Sloyan (DCU), Yvonne Crotty (DCU)**

Digital literacy 'involves more than the mere ability to use software or operate digital devices; it includes a large variety of complex, cognitive, motor, sociological and emotional skills, which users need to function effectively in digital environments' (Eshet-Alkalai, 2004a, p93). A common misconception is that a generation of 'digital natives' (Prensky, 2000) with high levels of digital literacy a natural ability to use technology for learning exists. However, recent studies have refuted this notion proposing instead that the technological skills of those born after 1980 exist on a spectrum from resistors to integrators (Bullen and Morgan, 2011). A person's level of digital literacy is likely to be influenced by factors such as exposure, education level, parental influence, race, geography, developmental stage, etc. These findings were reflected in the work of the researcher as a post-primary teacher in a disadvantaged school in South Dublin. The research aimed to develop the digital literacy skills of a cohort of post-primary students by carrying out in-class activities that required digital literacy skills and allowed them to improve. The digital activities were a part of an Erasmus+ project entitled 'A Peace of Europe' and afforded students opportunities to collaborate, create and interact online with peers from Denmark. The research was carried out using an educational entrepreneurial approach (EEA) to action research (Crotty, 2014), which consists of a process of exploring, understanding, creating and showing transformation within one's own practice. Qualitative data was collected using reflection journals, student feedback and the digital artefacts created throughout the process. In line with the EEA the research showed transformation across the participants. Students engaged a wide variety of 'complex, cognitive, motor, sociological and emotional skills' (Eshet-Alkalai, 2004a, p93) necessary to create and share a variety of digital artefacts. The researcher gained a greater understanding of the digital literacy levels of today's students and through the collaborative process of making digital artefacts for the Erasmus+ project, garnered an insight into the various approaches used to teach digital literacy skills in a disadvantaged post-primary school. This ultimately informed further research into the design and creation of a digital literacy curriculum and accompanying online CPD course for post-primary, Junior Cycle English teachers.

**Laura Sloyan:** Final year, part-time PhD student and teacher in a post-primary DEIS school in Dublin with an interest in eLearning, digital inequality and educational inequality. Research is conducted using an educational entrepreneurial approach to action research and involves the creation of a curriculum promoting digital literacy in Junior Cycle English and an accompanying online CPD course for teachers.

**Yvonne Crotty:** Associate Professor in the School of STEM Education, Innovation and Global Studies at Dublin City University and Director of the International Centre for Innovation and Workplace Learning. Yvonne chairs the Graduate Diploma in Leadership Development in ICT and the Knowledge Society programme for African Leaders. At postgraduate level she coordinates and teaches on the Masters in Education and Training Management (eLearning) programme and supervise Masters and PhD research students particularly related to the creation of multimedia artefacts and online resources for use in a range of workplace contexts.

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

**João Costa (UCC), Adamakis Manolis (UCC), Úna Kingston (DES)**

Introduction: Considering the limited evidence of the benefits of school-led Physical Activity (PA) policies on overall children's academic achievement, including literacy, this study aimed at examining the effect in students' literacy of a multi-dimensional PA policy as an intervention study in an Irish primary school setting.

Methods: The study cohort included a 4th (n=20; mean age 9.95±.39 years) and 6th year class (n=23; mean age 12.00±.30 years) with 22 boys / 21 girls in total. The intervention started in the second term and provided PA during all weekdays through Physical Education, Structured Play and Unstructured Play. Children's literacy was pre-tested in late 1st term and post-tested late 2nd term with the respective year versions of the Word Wise Vocabulary Development Test marked at 100%.

The PA intervention effect on literacy was analysed with repeated measures ANOVA [2 times (pre- and post-intervention)], controlling gender and class as between-subject factors.

Results: For literacy, the repeated measures ANOVA tests revealed that the main effect of Time was large and statistically significant [ $F(1,39)=16.23$ ,  $p<.001$ ,  $\eta^2=.294$ ]. A statistically significant interaction with large effect was found for Time x Class [ $F(1,39)=19.48$ ,  $p<.001$ ,  $\eta^2=.333$ ] and for Time x Gender [ $F(1,39)=5.36$ ,  $p=.026$ ,  $\eta^2=.121$ ]. The multi-dimensional PA intervention was more beneficial for 4th than 6th class students (respectively: 18.06%; -0.94%;  $p<.001$ ), and for boys compared to girls (respectively: 12.69%; 1.95%;  $p<.001$ ). Yet, non-significant interaction effect was found for Time x Gender x Class [ $F(1,39)=.019$ ,  $p=.664$ ,  $\eta^2=.005$ ].

Conclusion: While, overall, increasing literacy results, with differences considering gender and class, children also availed the opportunity to meet international PA recommendations that contribute to overall health and wellbeing indicators. Appropriate implementation of PA interventions can significantly improve children's literacy and health indicators, while preparing for the Junior Cycle Wellbeing framework.

**João Costa:** *João Costa is Lecturer in Education in the UCC School of Education, delivering primarily on Curriculum and Assessment, Pedagogy, Sport Psychology, and School Placement supervision. He is co-coordinator of the European Physical Education Observatory (EuPEO) Erasmus+ project and serves as editorial board member of the European Journal of Teacher Education and the Journal of the Portuguese Society of Physical Education, while serving as reviewer for other international journals. João researches the links between the teacher professional development and student learning.*

**Adamakis Manolis:** *Manolis Adamakis is a Lecturer in Physical Education in the Programme of Sport Studies and Physical Education of the School of Education at University College Cork. His research focuses on Physical Education Teacher Education programmes, new technologies in Physical Education, promotion of youth's physical activity through new technologies, methodological issues in physical activity and exercise, and objective and subjective instruments for physical activity assessment.*

**Úna Kingston:** *Úna is presently working as a Primary School inspector with the Department of Education and Skills and has been teaching for twenty five years prior to that. She has recently completed a PG in Leadership in UCC as well as an MEd.*

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

**Anne Lodge** (The Church of Ireland Centre, DCU All Hallows' Campus), **David Tuohy** (SPELL Training and Development)

This paper reports on the findings of a study that focused on the experiences and insights of pupils, parents/legal guardians, teachers, principals, members of Boards of Management, system stakeholders and policy makers regarding the culture and value of small Irish primary schools. The study engaged with the small schools in the network of Protestant primary schools, 79% of which have four or fewer classroom teachers. The impetus for the research arose out of the lasting negative impact of the DES Inspectorate's Value for Money report on the morale of small school communities and the concern of those in the sector that there was a lack of balance in the story being told at system and policy level about small schools as places of teaching and learning and as places of community.

The paper reports on a study that aimed to fill gaps in our understanding of small primary schools as a phenomenon in the Irish education system. It recognises that small schools are internationally common and that much more research on the ethos, benefits, challenges plus teaching and learning cultures of such schools has been undertaken internationally than has been the case in Ireland. This is surprising considering that 44% of our primary schools are categorised as small schools.

The researchers invited all primary schools with 4 teachers or less in the Protestant network across the State to participate in the study (154 schools in total). Engagement with the study was very high: 83% of all target schools volunteered. The high participation rate ensures that the research has a very strong representative value of all the voices in small Protestant primary schools.

The study's findings highlight the positivity of all members of the school community regarding life in the school, even highlighting the pride in their work expressed by principals who were burdened due to multi-grade teaching coupled with administrative and leadership duties and lack of appropriate available supports. The findings also highlight the significance of the schools to their localities and to the communities they serve. Recognition of the small school as a key element of the glue that holds a small local community together was acknowledged by the Departments of Education & Skills and Rural & Community Development at a joint symposium on small schools in June 2019.

**Anne Lodge:** *Rev. Prof. Anne Lodge is Director of the Church of Ireland Centre in DCU. She is also a member of the School of Policy and Practice in the Institute of Education in DCU. She researches and writes in the areas of social justice, institutional culture, ethos and identity.*

**David Tuohy:** *The late Dr. David Tuohy, who died on 31st January 2020, was an educational researcher who published extensively in the areas of education policy, school leadership, ethos and teacher identity. He undertook several education research projects with colleagues in the Church of Ireland. His most recent publication was co-authored with Dr. Maria Feeney Come&C. Growing in the Image and Likeness of God: a review of the Discipleship Project and the Five Marks of Mission in the United Dioceses of Dublin & Glendalough (Messenger 2019).*

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

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

Emotional and behavioural difficulties (EBD) is associated with recurring patterns of functional impairment impacting on academic, social/communicative and vocational outcomes (Kaya et al., 2015) and the importance of an inclusive school setting for successful implementation of interventions for students with EBD is acknowledged (Anderson, Fisher and Marchant et al., 2006). This research paper focuses on the use of co-teaching as an inclusive approach to support students with EBD in Irish post-primary settings.

Co-teaching has been recommended to increase the participation and engagement of students with EBD (McDuffie, Landrum and Gelman, 2008; Friend, Cook, Hurley-Chamberlain and Shamberger, 2010). Co-teaching facilitates a greater variety of instructional options, facilitating different teaching styles which complement each other and help student learning, reducing student-teacher ratio leading to better student-teacher interactions and individualised instruction (Friend and Cook 2010).

An interpretive paradigm guided this research and allowed the researchers to get the personal views of the research participants. Primary data was collected through face to face semi-structured interviews with 62 teachers, 19 parents and 20 students across 13 post-primary schools where participants were able to discuss their experiences of co-teaching as an inclusive approach to supporting students with EBD. Analysis of the data was guided by the phases of thematic analysis as outlined by Braun and Clarke (2006).

The findings indicate that co-teaching is a suitable instructional approach for students with EBD and there are perceived benefits of co-teaching for both students and teachers alike. For students, teachers highlight increased student focus and engagement, enhanced learning and improved teacher-student interactions. Other benefits of co-teaching include increased student enthusiasm and engagement, opportunities for increased individualised instruction, less stigma, various teaching methods and fewer discipline issues. Both students and teachers also acknowledge a better classroom environment.

Teachers also indicate the benefits of co-teaching in terms of increased collaboration and collegiality and the application of different teaching approaches which are facilitated through co-teaching. It also enables a safer environment for teachers and students to work and learn and removes the issue of teacher isolation when dealing with challenging behaviour. However, teachers involved in co-teaching require continuing professional development (CPD) to ensure effective participation and engagement 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 Mc Donagh 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, 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 / Masters in Professional Studies in SEN. Her research interests include special and inclusive education, research methodologies, assessment, reading and behaviour.*

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

**Caitriona Fitzgerald** (Educational Research Centre)

The way we view younger children as citizens in society is key to developing their participatory rights. Children's potential to participate in social action within different social contexts (formal and informal) expands when they are conceptualised as citizens-in-action as opposed to citizens-in-waiting. Therefore, in the spirit of developing children's participatory rights, this paper offers a sociological analysis of younger children's forms of citizenship participation.

During the school year (2016 – 2017), 160 children between nine and 12-years-old from six co-educational primary schools in the Republic of Ireland participated in a qualitative study to explore children's understandings and experiences of citizenship and democratic practices at school. A key aim of this study was to gain a deeper understanding of younger children's forms of citizenship participation at school.

Through a process of inductive data analysis, I identified children as active citizen-peers of their peer groups who participate in forms of Collective Social Action(s) (CSA). CSA refers to citizen peers' covert and overt social strategies, which they used to negotiate their way through the social milieu of the primary school. To examine how children as citizen peers participated in CSA at school, their interactions were observed within four social domains of interaction: peer to peer; child to adult; peer group to adult; and, adult to peer group. Close attention was paid to the social bonding between children and how this influenced the way they negotiated peer group social hierarchies. Findings in this paper are discussed in relation to children's use of different CSA within these four social domains of interaction.

This research contributes towards theoretical conceptualisations of children's participation as citizen-peers because it offers new insights into children's social interactions at school. Findings from this research demonstrate the kinds of CSA children use at school to assert their agency and autonomy within their peer group and, within the adult-controlled school environment. Overall, this research suggests that social bonding is a prerequisite for building peer solidarity between citizen-peers at school.

**Caitriona Fitzgerald:** *Caitriona is a Research Assistant at the ERC and is currently assisting the evaluation of DEIS (Delivering Equality of Opportunity in Schools). In 2016, Caitriona was awarded The John and Pat Hume Scholarship to complete a Ph.D. in Sociology, Maynooth University. Her doctoral thesis 'Reimagining primary school children's citizenship participation' offers a qualitative exploration of primary school children's understandings and experiences of citizenship and democratic participation. Caitriona's other research interests include educational disadvantage, citizenship education, children's peer cultures and research methodologies.*

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

**Jennifer Hynes** (Trinity College Dublin)

Across Europe and Ireland, higher education (HE) is viewed as a driver of social inclusion and employability (European Commission/EACEA/Eurydice, 2018; Higher Education Authority (HEA), 2015). HE generates new ideas, it supports job creation, and in the globalised world, it creates opportunities across borders (Department of Education and Skills, 2011). Based on published data, more people are now accessing HE in Ireland year on year (Central Statistics Office, 2018). Diversity of students, such as those from lower socio-economic



backgrounds, requires a holistic, person-centred approach to education (Aontas, 2019). Simultaneously, quality must be enhanced (Department of Education and Skills, 2011). The ability to meet such demands brings HE educators to the forefront.

This research focuses on the working behaviour of educators working within higher education institutes (HEIs) in the greater Dublin region (N=27). The study is based on two research questions:

How does the HEI influence workaholic behaviour in educators?

How do personal factors influence workaholic behaviour in educators?

A constructivist grounded theory approach was used to collect and analyse semi-structured interview (SSI) data (Charmaz, 2014). The process of initial and focused coding lead to the construction of categories answering research questions 1 and 2, and the development of a holistic model explaining educator workaholic behaviour through the application of economic, psychological and sociological theories. The outcome of the research is a presentation of the organisational and individual factors influencing educator workaholic behaviour which underpin a new definition of workaholic behaviour as an inability to disengage driven by micro, meso and macro-level stimuli. In a field where researchers cannot agree on the various elements pertaining to workaholism, the constructivist grounded theory approach, builds a model which reflects the complexities of real-life experiences of educators, which can then be further tested (Kim, 2019; Lior & Abira, 2018; Kirrane, Breen, & O'Connor, 2018; Malinowska, 2018; Torp, Lysfjord, & Midje, 2018) and it builds knowledge in an area which is 'still in its infancy' (Andreassen et al., 2018, p. 858).

As Hostetler (2005) notes 'good education research is a matter not only of sound procedures but also of beneficial aims and results; our ultimate aim as researchers and educators is to serve people's well-being' (p.16). Thus, the study concludes with a set of thirteen propositions, which take macro and meso constraints and demands into account, namely economic constraints and internationalisation goals.

**Jennifer Hynes:** Jennifer Hynes is a final year PhD researcher in Trinity College Dublin and a lecturer on Trinity College Dublin's International Foundation Programme at Marino Institute of Education. Jennifer holds a Master of Education, a Master of International Economics, a Bachelor of Business Studies (Hons) and Cambridge CELTA. Jennifer's research interests include higher education, organisational psychology and the economics of higher education.

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

**Kara Sampson** (Educational Research Centre)

Although gender differences in math performance have declined considerably in recent times, they have not disappeared completely. Currently, a growing body of research suggests that one of the many factors contributing to this gender gap in math performance are the socio-cultural stereotypes which perpetuate the idea that girls have less aptitude in maths than boys. Recently, it has been argued that even subconscious or implicit endorsement of this math gender stereotype can hinder girl's performance in mathematics. The aim of this paper was to examine the age at which these implicit maths gender stereotypes emerge in Irish primary school children, how they can differ depending on school environment, gender, and age, and whether these stereotypes can affect girl's math performance. One hundred and twenty children aged six to 13 (50 boys, 70 girls) attending three primary schools in the midlands participated in this research. Children were split across three different school types: 36 from an all-boys school, 46 from an all-girls school and 38 from a mixed school. Tests including a paper-pencil math-gender Implicit Association Test (IAT), and a specially designed age appropriate math test were administered to all participants. A paper-pencil IAT using flower-insect categories was used to validate the use of paper-pencil IATs with young children. Results indicated firstly that the use of paper-pencil IATs with young children was valid, as participants scored significantly better on stereotype congruent trials of the flower-insect IAT, and there were no age effects present in these results. Results also indicated that implicit math gender stereotypes appear in girls in both the single-sex and mixed school setting at age eight, do not appear at any age for boys in the single-sex school setting and appear at age 11 for boys in the mixed school setting. Implicit stereotypes grow stronger with age and are stronger in girls than in boys. School setting however does not significantly affect the magnitude of implicit stereotypes held, and implicit math gender stereotypes were not related to girl's maths performance. It was concluded that implicit math gender stereotypes tend to affect young girls to a greater degree than young boys. However, contrary to the hypotheses of the researcher, school environment does not significantly affect the magnitude of implicit stereotype held.

**Kara Sampson:** After completing my undergraduate Psychology degree in University College Dublin, I completed a Master of Science in the Psychology of Education in the University of Bristol. I am currently working as a Research Assistant in the Educational Research Centre.

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

**Daniel Warwick** (Bloomfield Primary School, Bangor), **Noel Purdy** (Stranmillis University College, Belfast)

This study adopts a creative methodology to investigate how cartoons can serve as visual representations of primary school children's understanding of bullying, and compares how their understanding develops over time. The study was carried out in Northern Ireland where the Addressing Bullying in Schools (Northern Ireland) Act 2016 will require schools to follow a new statutory definition of bullying. To investigate the behaviours that children associate with bullying, a set of 16 original stick figure cartoons was devised. The cartoons were shown to a sample of Year 3 and Year 7 pupils from 2 different primary schools in Northern Ireland (N=90). Pupils were asked to record which scenarios they considered to be bullying or not bullying. They were then invited to write their own definitions of bullying and to creatively illustrate them using stick figures. A total of 8 gender-specific pupil focus groups were conducted across the two schools to explore the key elements which the pupils considered significant to their understanding of bullying. The study highlights the value of this creative participatory approach, and found a wide range of behaviours which children associate with bullying but also considerable variation among pupils in terms of their understanding. Levels of

understanding in Year 7 were more nuanced than those in Year 3, but there were no discernible differences by pupil gender. Conclusions are drawn in terms of the new legislation in Northern Ireland, but also in relation to the benefits of adopting a creative research methodology using cartoons as visual representations with children to explore complex pastoral issues.

**Daniel Warwick:** *Daniel Warwick is an experienced primary school teacher in Northern Ireland. He has recently been appointed vice-principal of Bloomfield Primary School, Bangor, County Down, and completed his M Ed in Pastoral Care (with distinction) at Stranmillis University College in 2018.*

**Noel Purdy:** *Dr Noel Purdy is Director of Research and Scholarship and Head of Education Studies at Stranmillis University College, where he leads the Centre for Research in Educational Underachievement. He is northern co-chair for SCOTENS. His research ranges widely within the study of pastoral care, focusing particularly on responding to bullying and better provision for special educational needs.*

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

**James Brunton** (Dublin City University), **Lorraine Delaney** (Dublin City University),

Reports have emphasised the importance of bringing more adult learners into higher education, and providing flexible study options for them (European Commission, 2014; HEA, 2015; Hunt, 2011; OECD, 2015), for example online or part-time programmes. In Ireland, government strategy seeks to increase the number of adult learners, defined as learners over 23 years of age, in higher education, especially first-time adult learners and those from underrepresented groups (HEA 2015). However, where adult learners take up courses with the flexibility they need to both study and maintain their commitments to the other parts of their lives, they encounter a host of systemic barriers to their equitable participation in Irish Higher Education. This poster will: 1) highlight the confusion in terminology around students who are not 'full-time, on-campus' in existing policy documents; 2) present an analysis of existing policies around sectoral funding, financial supports, access supports, etc. for different student types; 3) highlight the existing inequities within these policies; and 4) highlight the inequities relating to the typical provision of supports and services for different student types within Irish higher education institutions. Conclusions will be presented relating to potential changes that could remove existing inequities for off-campus, online adult learners within Irish higher education.

**James Brunton:** *James has a BA (Hons) in Applied Psychology from University College Cork and a PhD in Social/Organisational Psychology from Dublin City University. He is the Chair /Director of the DCU Connected BA in Humanities (Psychology Major) Programme in the Open Education Unit, National Institute for Digital Learning. James is a member of the Digital Learning Research Network which includes over 50 staff with a research interest, and a range of scholarly outputs, in this area. His research interests include the psychology of identity formation, socialisation/induction processes for 'off-campus' higher education students, open educational practices, and digital learning/assessment design. His research has been published in journals such as Open Learning: The Journal of Open, Distance and e-Learning, Open Praxis, and Education Media International.*

**Lorraine Delaney:** *Dr. Lorraine Delaney is assistant professor with the National Institute for Digital Learning, Dublin City University. She is the Programme Chairperson for the undergraduate Information & Communications Technology programmes. Lorraine has a broad range of experience as an educator including leadership and management experience at both undergraduate and postgraduate level. She acts as a dissertation supervisor and marker on the Masters in Education for the School of STEM Education, Innovation and Global Studies at DCU's Institute of Education. Lorraine completed her PhD and MSc (Education) at DCU and holds a BA in Economics and Politics from University College Dublin. Her research interests are interdisciplinary and include higher education access, technology in teaching and learning, adult education, higher education retention and completion, graduate employability and education policy.*

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

**Marian Hurley** (Dublin International Foundation College), **Kathleen Mitchell** (Marino Institute of Education)

Challenges regularly faced by international students on pre-undergraduate international foundation programmes (IFPs) connect to complex transitions: cultural, social, academic and linguistic. Such learners can find themselves in an educational liminal space, no longer being school pupils, but not yet being university students. A growing body of academic literature points to the need for targeted supports and revised learning and teaching approaches to smooth the way for international learners enrolling in Irish Higher Education institutions. Farrelly and Murphy's (2017) report on international student transitions to Irish Higher Education, for instance, highlighted three broad areas in which international undergraduates felt they would have benefitted from greater information and support to facilitate smoother transitions: these were administration, learning and assessment structures and Irish society and culture.

Students studying on IFPs almost always study English for Academic Purposes (EAP) as part of their programmes. We argue that the EAP classroom is the ideal venue in which to provide meaningful exposure to modes of learning, teaching and assessment typical of contemporary Irish Higher Education, while also providing a scaffolded introduction to Irish society and culture. During the crucial first seven weeks of the 2018-19 and 2019-20 academic years, we piloted an EAP project which aims to model assessment literacy (O'Donovan, Price and Rust, 2004) using a Problem-based Learning (PBL) approach inflected with elements of Community-based Learning (McIlrath and McDonnell, 2014). Our intention is to deliver and assess sustainably (Boud, 2000), placing an accent on assessment for learning (Bloxham, 2014).

In this PBL project, learners work in groups to solve a problem anchored to a site of cultural, social, historical or economic significance in Ireland. The research is a phenomenological study of the learning and cultural experiences of our learners during their international foundation years, and it aims to assess the extent to which early exposure to contemporary and context-relevant learning and teaching approaches and to Irish life and culture helps to ease learners' transitions. Using a multiple methods approach centred around semi-structured interviews and focus groups, we are

in the process of collecting data on students' experiences with a view to taking a systematic approach to developing meaningful support mechanisms.

In our presentation, we will share preliminary findings from interview and focus group data collected from the 2018-19 cohort of student participants in both the Trinity College International Foundation Programme at Marino Institute of Education and Dublin International Foundation College, Cork.

**Marian Hurley:** *Marian Hurley is Centre Manager at Dublin International Foundation College's Cork centre. She has worked as an EAP teacher and academic manager since 2011, and has a special interest in the application of authentic third-level teaching and learning approaches in EAP, as well as in EAP module and materials writing.*

**Kathleen Mitchell:** *Kathleen Mitchell is EAP tutor on the Trinity International Foundation Programme based in the Marino Institute of Education. Her main research and practice interests include the creation of engaging classes and assessment, and the collection of student feedback to help achieve this aim.*

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

**Edmond Gubbins** (Mary Immaculate College)

The education system is an apparatus in which the reproduction of ideologies and values is manifested and institutionalised (Althusser 1970; Bourdieu and Passeron 1977). With regard to music and music education, the genres of music that are valued are informed by the dominant culture and societal class systems. Often, such hegemonic ideologies of musical value and musicality do not resonate with the student and teaching population, creating a dichotomous relationship between music, as learned in school, and music, as experienced at home and everyday life (Green 2003 Ruth & Davies 2010). In essence, certain cohorts of students are closed off from accessing musical experiences that are relevant to their musical lives.

Informal and non-formal learning pedagogies, distinct from formal approaches are becoming increasingly common in education. From a music education perspective, informal learning places the students' abilities, needs and interests at the heart of the learning experience. Musical Futures – an international and innovative approach to music education rooted in informal learning pedagogies enables students to select their own pieces of music to study and emulate by ear, while the teacher acts as facilitator of the process of students' musical discovery. As such, opportunities arise naturally for the inclusion of culturally-relevant music learning.

This paper will examine the potential of the Musical Futures approach for primary music education practice in Ireland. In particular, I will argue for a new pedagogical paradigm that allows classrooms to become sites of "potential resistance to the imposition of institutionalised class-ridden music and music learning" (Powell, Smith & D'Amore 2017, p.737), and that can empower teachers to reappraise their own musical experiences and music education practice.

Framing the capacity for informal and non-formal pedagogies to change music education practice within Bourdieuan perspectives, this paper will examine the potential to adapt the Musical Futures approach in opening up education at the primary level in Ireland. To conclude, I will propose that with adequate professional training for teachers, informal learning pedagogies such as Musical Futures can create authentic and culturally-relevant learning experiences for students.

**Edmond Gubbins:** *Edmond Gubbins is a first year PhD student in the area of music education at Mary Immaculate College, Limerick. Edmond completed his Bachelor of Education in 2016 at MIC and his Master of Education in 2018 at West Chester University, Pennsylvania. Using participatory action research, his thesis is an investigation into the extent that primary generalist teachers' ideologies about music education can change through an engagement with the Musical Futures pedagogical approach.*

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

**Manolis Adamakis** (University College Cork), **João Costa** (University College Cork)

Background and purpose:

Emotional Intelligence (EI) in the Physical Education (PE) and sport context is receiving growing attention from sport scientists as it relates to students and athletes. Studies in various settings have found a moderate positive correlation between leadership self-efficacy (LSE) and trait EI, suggesting that leadership positions (i.e. PE teachers) require high trait EI. A few studies have examined and demonstrated associations between trait EI measures and various aspects of performance in sport and PE settings. The purpose of this study was to examine among a cohort of final-year PE student-teachers during school placement (SP) practise the predictability of: 1. LSE from trait EI; and 2. academic achievement from LSE and trait EI.

Methods:

A total of 41 final-year PE student-teachers (21 males, 20 females; age M=23.54, SD=4.15 years) during a year-long SP, studying in a Programme of Sports Studies and PE, participated voluntarily in the study. The following instruments were used: Schutte Self-Report Inventory (Appraisal of others emotions, Appraisal of own emotions, Social skills, Regulation and Utilization of emotions), LSE scale and academic achievement with the

marks of the respective SP module. Initially, descriptive statistics and bivariate correlations were calculated. Subsequently, two multiple regression analyses were used to predict LSE and academic achievement.

#### Results:

The first multiple regression predicted LSE by trait EI. The five trait EI factors statistically significantly predicted LSE ( $F=3.774$ ,  $p=.008$ , adjusted  $R^2=.257$ ). Only Social skills added statistically significantly to the prediction model ( $B=.470$ ,  $p=.039$ ). The second multiple regression predicted academic achievement by trait EI and LSE. The five trait EI factors and LSE statistically significantly predicted academic achievement ( $F=3.106$ ,  $p=.016$ , adjusted  $R^2=.240$ ). Appraisal of own emotions ( $B=-19.175$ ,  $p=.002$ ) and LSE ( $B=14.162$ ,  $p=.004$ ) were the two variables that added statistically significantly to the prediction model.

#### Conclusions and implications:

The present results indicated that LSE during SP can be predicted from PE student-teachers' Social skills and, subsequently, academic achievement can be predicted from Appraisal of students' own emotions and LSE. It was observed that PE student-teachers' perceptions about some personality traits linked to emotions and self-efficacy can be predictive of their academic success during SP. Therefore, such information gives an insight to how PE student-teachers' EI can be better understood and ultimately enhanced. While these findings require replication on other samples and SP settings, we suggest the usefulness of ongoing investigation of EI because of its potential utility as a predictor of academic success.

**Manolis Adamakis:** *Manolis Adamakis is a Lecturer in Physical Education in the Programme of Sport Studies and Physical Education of the School of Education at University College Cork. His research focuses on Physical Education Teacher Education programmes, new technologies in Physical Education, promotion of youth's physical activity through new technologies, methodological issues in physical activity and exercise, and objective and subjective instruments for physical activity assessment.*

**João Costa:** *João Costa is Lecturer in Education in the UCC School of Education, delivering primarily on Curriculum and Assessment, Pedagogy, Sport Psychology, and School Placement supervision. He is co-coordinator of the European Physical Education Observatory (EuPEO) Erasmus+ project and serves as editorial board member of the European Journal of Teacher Education and the Journal of the Portuguese Society of Physical Education, while serving as reviewer for other international journals. João researches the links between the teacher professional development and student learning.*

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

**Audrey Bryan** (Dublin City University)

#### Background/context

Recent years have witnessed the mainstreaming of educating for social and global justice on a global scale, as evidenced by the positioning of global citizenship education as a central tenet of the United Nations' Sustainable Development Goals (SDGs). Emerging and ongoing realities such as war and conflict, global poverty, the impending catastrophic effects of climate change and a global refugee crisis highlight the importance of educating for social and global citizenship in ways that attend at once to the affective, as well as the cognitive dimensions of pedagogy. Learning about global trends and crises of this nature can be traumatic and emotionally 'difficult' or destabilising for learners (Britzman, 1998), particularly when learners are called to consider their proximity to, and self-implication in, various injustices (Andreotti, 2006; 2014).

#### Research aim/objectives

This paper seeks to further our understanding of how best to engage learners with questions about their involvement or "implication" in contemporary as well as historical inequalities and injustices in an era of profound global inequalities. It draws on theoretical, empirical and practical insights to illuminate the creative and critical potential of affectively-informed critical media literacy approaches to make available new ways of seeing, and participating in, the world. It explores the possibilities — as well as the limitations — of media literacy-based pedagogical approaches in empowering students to challenge hegemonic perspectives and to participate in society as social justice-oriented citizens (Funk, Kelner & Share, 2016).

#### Methods/data sources

The data for this paper are derived from a number of media "texts" and theoretical/conceptual/analytical tools whose pedagogical potential as a means of illuminating learners' connection to social injustices while simultaneously promoting productive engagement with emotions in the classroom is explored.

#### Key Findings

The results are suggestive of the productive potential of affectively-inflected CML-based approaches to educating for social justice and illuminate a range of cinematic devices and representational strategies that have the potential to enable learners to take up and respond to their positioning as 'implicated subjects' who recognise their relationship to a range of local and global injustices. It illuminates a number of specific strategies that the 'authors' of these various media texts employed in order to critically engage viewers with their implicatedness in the content of the text, including allegorical modes of representation and strategies that directly invoke the 'complicit (spectatorial) gaze' of the viewer (Blumenthal-Barby, 2016).

**Audrey Bryan:** *I am an Associate Professor in the School of Human Development, DCU Institute of Education. I teach courses in the Sociology of Education and the Sociology of Childhood.*

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

**Meera Oke** (National College of Ireland), **Sheena Hyland** (National College of Ireland)

Initially drawing on the work of Hayes and Filipovic (2016) and others (Beista, 2014; Stables, 2008), we critically reflect on the increasing influence of existing outcomes-oriented approaches to early childhood education and care; in light of the challenges it presents in listening to the voices of children. How we think about children is not the same as how we actually deal with them! While we recognise children's freedoms and capabilities in ECEC environments, we seem to be in contradiction with respecting adult responsibilities and duties. The presentation will discuss the Irish Early childhood curriculum framework 'Aistear' (NCCA, 2009) and other post-modern curriculum frameworks in light of current practice. We further discuss that Early Childhood education is not immune to the effects of prevailing goal-oriented educational discourses for future readiness (for school, for university, for the labour market). These discourses have come to dominate conceptions of the purpose and value of education as reflected in policy and practice.

While children within ECEC settings are not yet called "students", there is considerable pressure placed on early years educators (by policy makers, schools, parents) to ensure that children are "ready" for participation in formal education and later in employment. 'Play' the main pathway for education is often conceptualised (and justified) in instrumental terms, as a mechanism for the learning of "useful" knowledge that will give the child an advantage (in school and in their future lives). We consider the effects such conceptions have both in terms of a) the curating of "play" in early years settings and b) in terms of our very understanding of what is valuable about play and its role in child learning and development, particularly as play represents the voice of the child. The presentation will critically discuss ways in which curriculum in early childhood education and care can be understood beyond outcomes-based approaches towards the coming into being of personhood.

**Meera Oke:** Dr Meera Oke has a PhD in Human Development. She is currently Programme Director and Lecturer in Early Childhood Education, Learning and Teaching and Education programmes at the National College of Ireland, Dublin. Her research interests and publications are in the areas of play, early childhood education, outcomes of adoption, adolescence and well-being of educators. She is currently researching occurrence of burnout amongst Early Childhood practitioners and its relationship with areas of work life in Ireland.

**Sheena Hyland:** Dr. Sheena Hyland is Lecturer in Education (Learning & Teaching) and Programme Director of the Postgraduate Diploma in Learning and Teaching/Master of Arts in Learning and Teaching at the National College of Ireland. She holds a PhD in Philosophy from University College Dublin. Her research interests include educational assessment, internationalization, philosophy of education, and equity and diversity in higher education. Her current research explores the relationship between educational beliefs and assessment practice among faculty in Irish higher education

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

**Kathryn O Mahony** (Dublin City University)

Professional development (PD) for teachers of learners with special educational needs and disabilities (SEND) has many modes. Currently there is a lack of empirical research evaluating the impact of PD for teachers of learners with autism and intellectual disability specifically. In the Republic of Ireland there has been a steady increase in the number of classes opened to support learners on the autism spectrum and despite various types of PD available it is yet unknown the impact of this PD on teachers and learners. This review aimed to identify studies where a type of PD was implemented and evaluated that focussed on teachers of learners with autism and/or an intellectual disability or both. A robust search string was developed and a systematic search was carried out in six electronic databases: (i) British Education Index (BEI); (ii) Education Research Complete (ERC); (iii) PsycINFO; (iv) Education Resources Information Centre (ERIC); (v) Science Direct and (vi) Taylor and Francis. Inclusion and exclusion criteria were applied and eligible studies were reviewed. Findings will be discussed in terms of type, mode and length of PD, participants and context, theoretical framework, research design, methodological rigor and outcomes. Strengths and limitations of the review will be given and conclusions will be discussed in relation to current developments in PD in the U.K. and Ireland.

**Kathryn O Mahony:** Assistant Professor in the School of Inclusive and Special Education, Institute of Education, Dublin City University. PhD candidate School of Education University of Birmingham

## [C16] Supporting reading comprehension in the online environment

**Céire Devey** (Mary Immaculate College)

### Background/Context

In 2019, the NCCA released the Primary Language Curriculum (PLC) for all class levels. The PLC 'supports children's abilities to engage with technology to acquire, comprehend and communicate knowledge' (NCCA 2019, p. 50). The PLC also acknowledges the role of digital technologies in literacy and includes a definition of 'text' that includes digital and electronic products (NCCA 2019, p. 50). Furthermore, the PLC outlines key skills that children need to acquire to navigate the online environment. These skills include the ability to 'locate, select and critically analyse relevant information' (NCCA 2019, p. 50). These skills reflect many of the New Literacies online comprehension and research strategies (Leu et al, 2011, p. 7).

### Research aim/objectives

This study sought to investigate the potential of a New Literacies online research and comprehension strategy intervention to support comprehension when reading online. This study also sought to compare the online comprehension performance of children who received a New Literacies intervention to those who received instruction in print based comprehension strategies.



Methods and data sources, or equivalent for theoretical/conceptual papers

One hundred and twenty Irish primary school pupils participated in the quasi-field experiment (N = 120). There were 40 (n=40) participants in each condition ranging from seven to ten years. Condition 1 was a control condition, participants in this condition did not engage in Comprehension Strategy Instruction. In Condition 2 participants received Print based Comprehension strategy instruction. In Condition 3 participants received New Literacies Comprehension strategy instruction. Online Comprehension levels were measured pre and post intervention in each condition using the Online Research and Comprehension Assessment (ORCA).

Key findings/takeaway points

An examination of descriptive statistics revealed a notable increase in post ORCA scores was evident in the New Literacies Condition. This increase was larger than the mean post ORCA Primary scores for either Condition 2 (Print Comprehension Instruction) or Condition 1 (No Comprehension Instruction). However, inferential statistics did not indicate a significant difference from pre and post intervention in any condition. These findings led the researcher to conclude that while New Literacies Online Comprehension Strategy Instruction increased online comprehension levels, further replications are necessary to fully determine the meaning and robust nature of this increase. It is hoped that the findings of this study will have implications for classroom practice by encouraging teachers to incorporate Online Comprehension Strategy Instruction into their daily literacy teaching.

**Céire Devey:** *I am a lecturer in Language and Literacy in Mary Immaculate College. I previously worked as a PDST Primary Languages advisor. I am currently completing my PhD in the area of Language and Literacy in DCU IOE.*

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

**Edwina Mulcahy (UCD)**

There is a persisting negative discourse surrounding DEIS (Delivering Equality of Opportunity in Schools) schools, especially DEIS Urban Primary Band 1 schools (the most disadvantaged schools). Research suggests the curriculum addresses the social capital of the middle-class and is not inclusive of the views of children attending such schools. This study highlights the views of the child in a DEIS Band 1 school, through the lens of Article 12 of the UN Convention on the Rights of the Child (UN, 1989), using Lundy's Model of Participation (Lundy, 2007, p.1), with a Montessori perspective. It asks: Can a creative literacy project, using simple digital technology, provide an opportunity for children's voices to be genuinely heard, so that their rights under Article 12 UNCRC can be realised? If so, can agency inherent in this meaningful participation lead to quality in their education? Based on a review of DEIS schools and the perspective that children are 'social actors' (Larkins, 2004, p.8), mixed methods research, involving participatory action, was used to highlight 'children's different positions and opportunities for participating in literacy practices' (Schmidt, 2018, p.4). This correlation study used primary data from a DEIS Band 1 school and secondary data from the Growing Up in Ireland longitudinal study as quantitative research to position its qualitative dimension. The latter, in case study form, with the school's 5th class children, took an emerging grounded approach. The data was triangulated with unstructured teacher and parent interviews. The results showed SDG 4 'Quality in Education' (1 of 17 Sustainable Development Goals agreed at the UN Conference on Sustainable Development, Rio de Janeiro 2012), emerging from the implementation of Article 12. On this basis, it is recommended that Article 12 be embedded in the primary school curriculum using Lundy's Model of Participation. Further research is needed to identify other factors that could strengthen the effectiveness of this approach.

**Edwina Mulcahy:** *I am an AMI qualified Montessori teacher for both 3-6 and 6-12 years age group. I qualified for my 3-6 age group in London and my 6-12 age group in Dublin. I have taught both in the private sector and public sector. I have taught children from 18 months to 12 years of age. My focus and passion is children's rights and social justice in education with a particular interest in communication and enabling agency and choice for children in DEIS Band 1 schools. I have a first class honours in my MEd from UCD. I intend to begin my PhD in September 2020.*

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

**Ruari-Santiago McBride (University of Limerick)**

Research has found that transgender and gender diverse (TGD) youth experience challenges in Irish primary schools (Neary and Cross, 2018). However, to date there has been no published research into the experiences of TGD in post-primary school settings. In this presentation, I will provide an overview of findings from a qualitative research project that investigated the challenges TGD youth encounter in Irish post-primary schools. Data was collected through arts-based workshops with TGD youth and interviews with TGD youth, parents, school staff, and education stakeholders. Analysis showed that some TGD youth who came out at school had the legitimacy of their gender identity challenged and their transition impeded by school staff, which made them feel unheard and that their best interests were not taken into consideration. The majority of TGD youth who came out, however, felt school staff accepted their gender identity and sought to facilitate their transition. TGD youth who had their transition facilitated, nevertheless, encountered a wide range of challenges. In this presentation, I will provide an overview of the transition challenges TGD youth faced in post-primary schools as well as good practices that were identified. To conclude, I will outline the implications of the research findings.

**Ruari-Santiago McBride (PhD)** *is an Irish Research Council Fellow and a Marie Curie Fellow who is based at the School of Education, University of Limerick. His research interests intersect themes of education, gender, health and justice, which he approaches through a lens of critical theory.*

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

**Deirdre Harvey** (St. Angela's College)

Teacher retention and well-being currently are at crisis point. High stress, changing work conditions, student behaviour, and workload are impacting on teacher well-being negatively, with some leaving the profession entirely. Yet, most prevail, suggesting some enrichment/s sustaining their well-being. To this end, a range of work-related contributors, which promote teacher's well-being, have been identified; a feeling of meaningfulness, positive relationships, a sense of belonging, caring and social support. Unsurprisingly, student teachers (STs) cite school placement (SP) as the most stressful component of their initial teacher training (ITT). SP entails learning the profession through assumption of the teacher role and engaging in many teaching (e.g. planning, assessment, lesson implementation) and non-teaching activities (e.g. lesson observation, teacher collaboration) thus endeavouring to uncover the true intricacies of the profession. Like their qualified counterparts, STs invest much in their schools, with strong feelings and commitment evident. Yet, there is a paucity of research relating to SP conditions and ST well-being. This lack of attention is notable, given current difficulties in recruiting and retaining teachers, whilst simultaneously focusing on pupil well-being in recent policy ambitions. To this end, schools hold a central role in the development of pupil's well-being, due to the considerable time spent there. However, has the plight of the teacher and in this case the ST been overlooked? Objective: The current study explored STs well-being during SP. Specifically, how did STs maintain their well-being during SP? What challenges and supports did they encounter which impacted their well-being? Design & Methods: This case study explored well-being on three fronts; physical, emotional and social. STs from one ITE institution, in the Republic of Ireland were purposively selected to participate in an online questionnaire. Results & Conclusions: This paper reports the initial findings and discusses some implications for STs and SP policy and practice.

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

**Mel Duffy** (School of Nursing, Psychotherapy and Community Health DCU), **Maria Feeney** (School of Law & Government DCU), **Anne Lodge** (Church of Ireland Centre, DCU All Hallows Campus)

This paper reports on the findings of a study that focused on the experiences and insights of students, parents/legal guardians, teachers and principals regarding the Relationship and Sexuality Education (RSE) programme in Irish second level schools. This paper provides an account of the meanings and understanding that all of these participants in six post-primary schools around Ireland give to their experiences of RSE. It draws on interview data from 96 participants, including 55 students from 1st year to 6th year across the participating schools, 22 teachers, 6 principals and 11 parents/guardians. The methodology for this report emanates from the qualitative tradition, using hermeneutic phenomenology. This approach ensured all participant perspectives remained central to the study and ensured the significance of their voices.

The findings highlight the differences in young people's experiences of learning RSE within schools as well as across schools. The paper reports on the central significance of teacher 'comfortability' with the subject content, with engagement about such a personal issue with adolescent students and with the use of active and dialogical learning approaches to teaching and learning. It also highlights the centrality of the trusting relationship between students and teacher for positive experiences of teaching and learning in this subject. It further notes the importance of the support of school leaders in enabling RSE to flourish and develop in a school, but recognises the external pressures that principals, teachers and schools experience because of its statuses as a non-examination and non-teacher registration subject. The study's findings complement those of the major review conducted at the same time by the NCCA.

RSE's journey to recognition and development relates to numerous, familiar and conflicting forces when it comes to education in Ireland – namely Church, State and the Family - contesting issues of morality on a national stage over many decades. Nolan (2018) argues that Ireland has been experiencing a shift from a morally absolutist, conservative, underpinning societal model to a more liberal, morally relativist model. Changing attitudes towards, and experiences of, RSE are part of that broader story. RSE is a trigger that makes liminal the deep-rooted tensions between pre-secular, secular and post-secular Ireland, as demonstrated in the intensity of reaction by members of the public to the NCCA publication of its RSE draft report in July 2019 and the consultation period that followed.

**Mel Duffy:** Dr. Mel Duffy is a lecturer in the School of Nursing and Human Sciences, DCU where she teaches and supervises research in sociology and sexuality studies. She has pursued an active research programme in hermeneutic phenomenology & sociology. She is co-author with > Dibley and S. Dickerson of *From Thinking to Practice: A guide to undertaking hermeneutic phenomenology research* which will be published by SAGE in 2020.

**Maria Feeney:** Dr. Maria Feeney is a post-doctoral research fellow in the School of Law & Government, DCU working on the 'Mapping the Lived Experience of Intersex/Variations of Sex Characteristics in Ireland' project. She co-authored with Dr. Peter Murray Church, *State and Social Science in Ireland: Knowledge, Institutions and the Rebalancing of Power, 1937-1973* (Manchester 2016) and co-authored with Dr. David Tuohy *Come&C. Growing in the Image and Likeness of God: a review of the Discipleship Project and the Five Marks of Mission in the United Dioceses of Dublin & Glendalough* (Messenger 2019).

**Anne Lodge:** Rev. Prof. Anne Lodge is Director of the Church of Ireland Centre in DCU. She is also a member of the School of Policy and Practice in the Institute of Education in DCU. She researches and writes in the areas of social justice, institutional culture, ethos and identity.

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

**Melanie Ní Dhuinn** (Trinity College Dublin), **Jennifer Liston** (Trinity College Dublin), **Prendergast Mark** (University College Cork), **Kaur Tandeep** (Trinity College Dublin)

Background/Context:



Edwards and Thomas (2010) suggest that the question for teacher educators when addressing reflective practice is not technical or procedural, but rather values based. The challenge for teacher educators of successfully embedding critical reflective practice with Student-Teachers (STs) requires recognition of the flaws of surface level approaches to reflection. If we ask STs to engage with reflective practice, we need to reimagine how we support critical reflection.

Brookfield's work (2017) acts as the guiding theoretical framework for this two-stage research project which focused initially on examining the levels of critical thinking present in STs' reflections followed by an exploration of teacher educators' understanding of the reflective practice process and the role they play within the STs' reflective practice. This poster focuses on teacher educators' perspectives.

Research aims/objectives:

This research stage aimed to create an opportunity to hear and capture the teacher-educators' voice regarding their implicit and explicit input into STs' reflective process.

Methods: Two cohorts of ITE post-primary STs, (Cohort 1, n=59 Cohort 2, n=61) participated in stage one of the research. Cohort 1 were guided by a reflective framework (Brookfield, 2017) while Cohort 2 did not use a reflective framework. At stage two twelve teacher educators participated in semi-structured interviews exploring their perceptions of the importance and role of reflectional practices for STs and themselves. The interviews focused on understandings of reflective practice by teacher educators, their roles in the process and identifying their continuing professional development needs to support ITE reflective practice.

Findings:

Stage Two findings from teacher educator interviews revealed two prominent features;

Ambiguity about the purpose of reflection:

STs' reflections, as stated by teacher educators, were devoid of critique and honesty which signals the disadvantage of such practices as being considered for the grading criteria of ITE courses. Some reflections portrayed only the negative incidents.

Teacher educators' role in supporting reflective practices:

Among teacher educators, analysis showed a common realisation of the importance of reflective practices for all teaching personnel. It was also acknowledged that informal reflection formed a major component of their own teaching practices as compared to formal structured activities for reflection.

Brookfield's theories and this study's findings suggest the shallow approach is problematic as it serves to reinforce traditional teaching approaches. STs require significant guidance, support and feedback from teacher educators to move towards critical reflection. Teacher educators require space and time within the ITE curriculum to embed the concept of RP.

**Melanie Ní Dhuinn:** Dr. Melanie Ní Dhuinn is an Assistant Professor of Teacher Education in the School of Education, Trinity College, Dublin. Melanie is a graduate of Physical Education and Gaelige (BSc University of Limerick), Health Sciences (MSc WIT) and a Doctor of Education (D.Ed) from Trinity College. Her research interests include Teacher Education, Technology in Education, Pedagogies, Gaelige and language immersion studies.

**Jennifer Liston:** Dr. Jennifer Liston is an Assistant Professor in Education in the School of Education Trinity College Dublin. She is a graduate of Physical Education and Geography (BSc) and a Doctor of Philosophy (Ph.D) from the University of Limerick. Her research interests include Teacher Education, Development Education, Geography Education, Policy and Practice in Education.

**Mark Prendergast:** Dr. Mark Prendergast is a Senior Lecturer in the School of Education, University College Cork. He is a graduate of Physical Education and Mathematics (BSc) and Mathematics Education (PhD) from the University of Limerick. His research interests include Mathematics Education, Teacher Education and working with non-traditional students.

**Kaur Tandeep:** Tandeep Kaur is a research assistant in the School of Education Trinity College Dublin. She has recently commenced her PhD in Education in TCD. She is a Master of Education graduate of Trinity College Dublin and also holds a Master of Science degree. Tandeep is a qualified Mathematics and Science teacher.

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

**Ann Marie Gurhy** (Marino Institute of Education), **Alison Egan** (Marino Institute of Education)

Background/Context

Computational thinking and coding are regarded as key competencies for children in the twenty first century (Bers, 2018; Milwood, Bresnihan, Walsh, & Hooper, 2018). As argued by Bers (2018), it is important that all children be given the opportunity to code and develop computational literacy so they can become producers, and not merely consumers of digital artefacts. Indeed, the importance of coding and computational thinking are also recognised in government policy, both nationally (Department of Education and Science, 2019) and internationally (European Commission, 2016). In the Irish context, over the past three years, as part of the Coding in Primary Schools Initiative, the National Council for Curriculum and Assessment (NCCA) have worked with a selection of schools to explore how, where and to what extent coding and computational thinking could be integrated into a redeveloped primary curriculum (NCCA, 2019). However, pre-service teacher education colleges are outside the

remit of this Coding in Primary Schools Initiative and so the authors decided to offer an optional Coding Club to pre-service primary teachers in year three of a four year Bachelor of Education Programme to enable them to gain experience with basic coding.

#### Research Objective

This research aimed to assess whether or not pre-service teachers' attitudes towards and self-efficacy with coding changed after engaging with a Coding Club during one semester.

#### Methods and Data Sources

The research followed a sequential explanatory mixed methods design. The research was conducted during one semester, and explored pre-service teachers' attitudes to coding and their confidence regarding coding in the classroom. All students in year three of a four-year Bachelor of Education programme were invited to take part in the optional Coding Club and were free to withdraw at any time. An electronic questionnaire was implemented in a pre- and post-survey format to gauge the change in pre-service teachers' attitudes towards coding following their participation in the Coding Club. The pre-service teachers were also asked to complete learning logs at the end of each coding session and further data was obtained from semi-structured interviews conducted with participants.

#### Key Findings

Quantitative findings from a pre-intervention survey revealed that students had low expectations of the value of coding. Nevertheless, they still signed up to participate, perhaps being seduced by current 'media hype' regarding coding. Initial qualitative findings show that even after four sessions, pre-service teachers were able to see how coding could be integrated into the primary school curriculum and were able to suggest how coding could be linked to various subject areas. Data analysis is ongoing.

**Ann Marie Gurhy:** *Ann Marie Gurhy is a lecturer in Marino Institute of Education where she is co-ordinator of mathematics. Her research interests include mathematics, assessment, lesson study, ICT, differentiation and challenge. Ann Marie is currently involved in EDUCATE (Enhancing Differentiated Instruction and Cognitive Activation in Mathematics Lessons by Supporting Teachers), an Erasmus+ funded transnational project.*

**Alison Egan:** *Alison is Director of IT & eLearning in Marino Institute of Education and she is a research associate in the Centre for Research in IT in Education, TCD. Alison is involved in T-Rex, a national research exchange project (<https://www.t-rex.ie/>) and an Education International literature project (<https://www.ei-ie.org/>). Her research interests include digital literacy; TPACK; SAMR; technological self-efficacy; national and international educational digital policies; coding skills and technology enhanced learning. Her PhD was focused on pre-service teachers use of technology, in personal and professional contexts.*

# Parallel Sessions 1 (Friday, 10.15-11.00)

## [P1] Professional Development

### [P1.1] Research-informed enhancement of teacher assessment capability

**Dan O'Sullivan** (University College Cork)

#### (a) Background/context:

As assessing pupil learning is a complex, multi-faceted process, assessment capability is a fundamental competency for all teachers. Commonly, practising teachers tend to learn about assessment through collaboration and discussions with colleagues, and adapt to in-school assessment routines and cultures. However, how effective this learning is, how similarly and how consistently teachers are able to apply criteria-based standards of judgement when evaluating evidence of student learning and achievement, is relatively unknown (Poskitt 2014; DeLuca and Johnson 2017).

#### (b) Objective:

In expressing concerns about how to enhance teachers' enactment of assessment in the complex realities of the classroom, researchers have noted that there is comparatively little research on teachers' current assessment practices on which to base responsive professional learning structures aimed at promoting teacher assessment capability (e.g. DeLuca et al. 2016). In response, this account foregrounds the conceptual underpinnings necessary to conduct well-conceived and well-conducted research, focused on developing teacher assessment capability.

#### (c) Theoretical / conceptual framing:

Conceiving of teacher assessment capability as a socially and contextually dependent developmental process, has implications for how that capability is effectively researched and developed among teachers.

Firstly, it suggests that the enhancement of teacher assessment capability is a systematic, communal enterprise that depends on joint efforts from relevant stakeholders; school leaders, teacher educators, policy advisers, as well as teachers themselves.

Secondly, it requires an understanding of the interrelationships between assessment and other key aspects of educational change processes, including the wider policy context and the socio-cultural characteristics of professional work contexts.

Thirdly, conceiving of teacher assessment capability as being context specific, and subject to reinterpretation over time in particular socio-cultural settings, helps to dispense with dichotomous conceptualisations of capability, moving, instead, towards conceiving of assessment capability as on a continuum, with different levels of mastery contingent upon the context in which assessment is conducted (Poskitt 2014; Xu and Brown 2016; Livingston and Hutchinson 2017, p.291; Looney et al. 2018, p.445).

#### (d) Takeaway points:

Four areas are prioritised for future teacher assessment capability-related research.

Determining best-practice models for universities and colleges, calculated to build meaningful learning partnerships with local schools, education bodies and accreditation agencies.

The design of coherent teacher education programmes that position assessment capability as a priority vis-à-vis other fundamental teacher competencies.

Identifying diverse pedagogical approaches to help foster teacher engagement in assessment capability development.

Researching how teachers' orientations to assessment shift from preservice to in-service, and across years of experience.

**Dan O'Sullivan:** Dan O'Sullivan is a lecturer at the School of Education, University College Cork. He lectures on inclusion-related issues on a range of postgraduate teacher education programmes. His research interests centre on inclusive schooling, literacies, assessment, initial teacher education, and the induction and continuing professional development of teachers.

### [P1.2] The Benefits of Supervision in a Pastoral Context

**PJ Sexton** (DCU)

Bumpus defines supervision as "a conversation between peers that ultimately fosters the wellbeing of an absent other" (2005) and Creaner suggests that "supervision is primarily a dynamic relationship with the possibility and promise and vision of transformation inherent" (2011). This paper seeks to navigate the landscape of supervision in a pastoral context and to introduce a focused discussion on the benefits of supervision within this setting. To date the benefits of supervision, tend to be based on a review of relevant literature rather than on the experience of those engaged in the process. The literature highlights the benefits of supervision in a number of professional contexts but the literature does not always

offer the empirical evidence to support the claims made in regard to these benefits. This paper will present the findings in an attempt to address a vacuum in the literature with regard to the benefits of supervision in a pastoral context.

The research question that drives this study seeks to identify the benefits of supervision in a pastoral context by considering the data that emerged from participants in focus groups who are engaged in supervision. The study pays particular attention to the benefits identified by the research participants and considers these benefits within the wider landscape of the research and literature. It gives voice to the benefits of supervision in a pastoral context from the perspective of the participants themselves in the light of their experience.

**PJ Sexton:** *PJ Sexton is a Lecturer in the School of Policy and Practice at the DCU Institute of Education and is currently the Director of CREATE21 (Centre for Collaborative Research Across Teacher Education for the 21st Century).*

## [P2] Access to ITE

### [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 further education entrants.

**Nigel Quirke-Bolt** (MIC St. Patrick's Campus, Thurles), **Rebecca Purcell** (MIC St. Patrick's Campus, Thurles), **Karina Ryan** (MIC Limerick)

In recent times, Ireland's post-primary schools have accommodated, and addressed considerable social, cultural, economic and technological change. As a result, newly qualified teachers are entering an increasingly diverse, and rapidly changing work environment. Studies indicate a diversity gap between the profile of pupils, and that of teachers in post-primary schools; whereby a homogenous population of teachers, teaches a heterogeneous population of students. Consequently, MIC St Patrick's Campus, Thurles has undertaken research to better understand the diversity, and profile, of those entering the post-primary teaching profession.

Previous studies have investigated the profile, and diversity, of entrants to consecutive (post-primary) ITE, while less is known about the profile and diversity of entrants to concurrent (post-primary) ITE. Data from the Higher Education Authority (HEA) was used to compile a profile of entrants to concurrent (post-primary) ITE in Ireland from 2009 to 2016. The results indicate that these entrants have a more diverse profile than entrants to concurrent (primary) and consecutive (post-primary) ITE. Overall however, the level of diversity of entrants to post-primary ITE courses remains lower than entrants to higher education more generally. This calls for the design and implementation of projects aimed at tackling diversity, and creating opportunities for non-traditional entrants to ITE. In recent years a national policy response to the homogenous nature of those entering ITE programmes has emerged. In 2016 the Department of Education and Skills, and the HEA, provided funding of €2.7 million, to improve access to teacher education, over a three-year period, under the Programme for Access to Higher Education Strand 1 (PATH 1). Initiatives under the PATH 1 umbrella are currently being led by higher education institutions throughout Ireland. One of the access target groups for the PATH 1 funding are entrants from further education and it is this particular entrance mechanism, to post-primary ITE, which is the focus of this paper.

This paper addresses two aspects of tackling diversity and creating opportunities in concurrent (post-primary) ITE. Firstly, an investigation of the profile of entrants to concurrent (post-primary) initial teacher education courses (ITE) in Ireland 2009 to 2016 evidences for the first time the diversity profile of entrants. Secondly, the findings from a pilot project, based in MIC Thurles, designed to attract Post Leaving Certificate (PLC) students from a Further Education (FE) access route onto six concurrent (post-primary) ITE courses are presented.

**Nigel Quirke-Bolt:** *Education Lecturer with varied research interests, including: Creative approaches to learning and teaching that adopt pupil focussed methodologies and emerging technologies; promotion of collaborative and inclusive practices, focusing in particular on social justice and development education; holistic feedback practices, incorporating peer assessment and student reflection.*

**Rebecca Purcell:** *Business Lecturer with varied research interests, including: Entrepreneurial education; subject specialist teacher educators, and knowledge management*

**Karina Ryan:** *NISE PATH 1 Programme Manager.*

### [P2.2] Opening ITE: the first-year experiences of underrepresented students in initial teacher education.

**Andrea Lynch** (Marino Institute of Education), **Miriam Colum** (Marino Institute of Education)

While the Department of Education has defined widening participation to Higher Education (HE) as a "national priority", research confirms that certain groups within Irish society continue to be under-represented in HE institutions throughout the country. This same lack of diversity is also evident within certain professions and courses of study, including Initial Teacher Education (ITE), which continues to attract a largely "traditional" and "homogenous" group of entrants.

Previous research on teacher diversity has been largely limited to ethnic minorities, which has resulted in a paucity of Irish research on the ITE experiences of non-traditional students, such as those with disabilities, mature students, Travellers, and entrants from disadvantaged socio-economic backgrounds.

This proposal extends current understanding of teacher diversity and experiences in ITE by presenting emerging findings from three ongoing research projects which support targeted groups into ITE programmes in Ireland. All three projects are presently funded by the Higher Education Authority's (HEA) Programme for Access to Higher Education (PATH) Fund: Strand 1—Equity of Access to Initial Teacher Education.

This presentation will focus on thematic insights gained from in-depth qualitative interviews which explored participants' first-year ITE experiences, and unveils the psychological, socioeconomic, academic, and professional encounters they shared.

Key findings suggest the trend of disadvantage can follow participants into Higher Education and impact upon their academic and social potential. During their first year of ITE (primary), participants were met with the exorbitant cost of teacher training, and within this context, experienced the negative impact of lacking financial support and resources. Participants were often forced to undertake part-time work, and yet, perceived a lack of understanding from staff, while also sensing that work negatively impacted their peer relationships and academic engagement. Additionally, numerous participants reported a lack of familial support and understanding for their academic and career pursuits.

This work advances our understanding beyond the point of merely attracting non-traditional entrants to teaching as a career, and begins the work of understanding how to retain them in HE and foster their success as future educators. This project strongly links with the overall theme of this year's conference as it directly examines the process of opening HE and ITE to non-traditional entrants, while transparently examining the obstacles and barriers they face as they progress through ITE and into teaching as a life-long career.

**Andrea Lynch:** *Dr. Andrea Lynch is a lecturer at Marino Institute of Education in Dublin, teaching in the areas of special education, educational psychology, adolescent development & learning, and research methods. Her research interests include diversity in initial teacher education, social disadvantage in second level and higher education, and gender in the context of students with special educational needs.*

**Miriam Colum:** *Miriam Colum is a lecturer in education/social inclusion at Marino Institute of Education. She sits on the consultative forum for the National Council for Special Education (NCSE), and is currently project officer for the TOBAR Project, aimed at enabling access for Travelers to ITE. She's currently undertaking doctoral studies in the area of leadership and inclusion at NUI Galway.*

## [P2.3] The Interview as a Selection Mechanism for Entry into Initial Teacher Education: A Review of the Literature and Recommendations for Practice

**Paula Lehane** (Centre for Assessment Research, Policy and Practice in Education (CARPE), Dublin City University), **Zita Lysaght** (Institute of Education, Dublin City University), **Michael O'Leary** (Centre for Assessment Research, Policy and Practice in Education (CARPE), Dublin City University)

Educational research has consistently shown that teachers have a considerable effect on students' academic progress as well as their social and emotional well-being (e.g. Slater et al., 2009). Therefore, Initial Teacher Education (ITE) in Ireland strives to develop teachers with adaptive cognitive and affective expertise that enables them to teach successfully in primary and post-primary schools. To achieve this, the admissions procedures for ITE programmes have a responsibility to select those applicants who are most suited to the profession and most likely to succeed in the required preparatory courses. Furthermore, entrants to the teaching profession should also reflect what diversity is present in society in terms of race, gender, disability, socio-economic status etc., (Heinz & Keane, 2018). Many countries, including Ireland, now consider a range of admission criteria and selection tools to achieve these aims when screening applicants for entry to both concurrent and consecutive ITE programmes. Within the Irish context, different admission criteria exist for each method of entry. Both use some measurement of applicants' prior academic achievement but entry requirements for consecutive programmes (e.g. Professional Masters in Education) have additional 'qualitative criteria' such as relevant work experience or letters of reference, with most institutions using applicant performance on an interview as their qualitative measure (Darmody & Smyth, 2016). However, many districts and countries have concerns whether interviews are a sufficiently transparent selection tool that can support the development of a more diverse population of teaching professionals (Holden & Kitchen, 2017).

This presentation will examine the available literature regarding the efficacy (or otherwise) of interviews as a fair and appropriate selection mechanism for university-based postgraduate programmes of ITE. To provide some necessary context, the quality, consistency and equity of existing access procedures to ITE courses in Ireland and other countries (e.g. Canada) will first be discussed. The value of interviews as a measurement instrument will then be outlined alongside some key findings on the efficacy of interviews as a selection tool. Alternative selection tools for prospective teachers will also be discussed (e.g. Klassen et al., 2019; 2017). The presentation will conclude with a brief set of recommendations that relevant stakeholders involved with the selection of entrants into ITE should consider.

**Paula Lehane:** *Paula Lehane is a PhD candidate working in the Centre for Assessment Research Policy and Practice in Education (CARPE) at the Institute of Education, DCU.*

**Zita Lysaght:** *Dr. Zita Lysaght is a member of the School of Policy and Practice at the Institute of Education, DCU. She lectures in assessment and research methodology on undergraduate, masters and doctoral programmes.*

**Michael O'Leary:** *Prof. Michael O'Leary holds the Prometric Chair in Assessment and is Director of the Centre for Assessment Research Policy and Practice at the Institute of Education (CARPE), DCU.*

## [P3] Literacy

### [P3.1] Effects of fluency oriented reading instruction on motivation for reading among struggling readers

**Gene Mehigan** (Marino Institute of Education)

#### Background

Research in underachievement in literacy has indicated that if struggling readers repeatedly experience failure in acquiring even the basic reading skills, they become poorly motivated to read (Aunola, Leskinen, Onatsu-Arvilommi, & Nurmi, 2002; Chapman, Tunmer, & Prochnow, 2000). The extent to which they are motivated by their early reading instruction has a significant impact on the likelihood of them succeeding in reading, which in turn can impact on their school experiences in later years (Poskiparta, Niemi, Lepola, Ahtola, & Laine, 2003). Consequently, finding ways to motivate young children to read is identified as a priority in reading research (Cabral-Marquez, 2015).

#### Description of study

This paper presents the results of research into the effects of fluency oriented reading instruction (FORI) on motivation for reading among struggling readers. The study which was conducted in three disadvantaged primary schools in the Dublin Northside Partnership catchment area, focused on struggling readers in First Class who were identified as having poor motivation for reading.

#### Research Aims

The research carried out in the course of the intervention sought to investigate the following research questions:

- What are the effects of FORI on the reading self-efficacy of struggling readers?
- What are the effects of FORI on the reading orientation of struggling readers?
- What are the effects FORI on the perceived difficulty with reading of struggling readers?

#### Methods and Data Sources

The study draws on the theoretical perspective of multiple goals in motivation (Pintrich, 2000) and was conducted through a pragmatic lens with research questions framed to shed light on the underachievement in literacy of students in First Class from disadvantaged backgrounds. A mixed methods concurrent triangulation strategy was adopted for the study to gather data from teachers (both class teachers and learning support teachers), students and their parents. Children's motivation for reading was assessed using quantitative and qualitative measures.

#### Key Findings

This study found that there is a relationship between fluency oriented reading instruction and motivation for reading. Findings indicate that the FORI intervention had a positive impact on the motivation for reading of struggling readers in First Class. In particular the intervention was found to decrease students' perceived difficulty with reading and increase their reading self-efficacy and orientation towards reading. Findings also indicate that in order for struggling readers to succeed at an early juncture of their reading career that there needs to be a shift from a purely cognitive interpretation of reading instruction to a motivational and emotional co-determination of beginning reading skills.

**Gene Mehigan:** Dr Gene Mehigan is Vice President for Education and Strategic Development at Marino Institute of Education, Dublin. In his professional career to date Gene has been a primary school teacher, a literacy specialist, an educational consultant, a lecturer and a teacher educator. His research interests are in early literacy development (particularly among children living in disadvantaged settings), struggling readers and in teacher education.

### [P3.3] Prevention is better than cure: Phonemic awareness and early reading

**Jennifer O'Sullivan** (Marino Institute of Education)

In Ireland, national assessments of English reading (NAERM 2009, 2014) report that the reading levels of Irish children attending designated-disadvantaged schools are far below those of their peers attending more affluent schools. At present, the focus in designated-disadvantaged schools is on remediating children's reading difficulties; however, early instruction in phonemic awareness skills has the potential to identify children who may present with reading difficulties before formal reading has even begun.

Phonemic awareness – 'the conscious awareness that spoken words are made up of individual speech sounds' (Walsh, 2009) – is an important prerequisite for children's later reading proficiency. Gray and McCutchen (2006) contend that children who are better at identifying sounds within spoken words can, more easily, map letters onto those sounds when introduced to print. Since the 1980s, there has been a strong interest in the role phonemic awareness plays in early reading development, with research repeatedly demonstrating a significant relationship between a child's phonemic awareness and their future reading success (Adams, 1990; Ball & Blachman, 1991; Carroll & Snowling, 2004; Carson, Gillon, & Boustead, 2011; Carson et al., 2013; Cunningham, 1990; Ehri et al., 2001; Gillon, 2004; Lonigan, 2003; Snow, Burns, & Griffin, 1998; Storch & Whitehurst, 2002).

However, there is evidence to suggest that a child's socioeconomic background can affect his/her level of phonemic awareness upon entering school (McIntosh, Crosbie, Holm, & Dodd, 2007; Nancollis, Lawrie, & Dodd, 2005). This current study sought to establish whether socioeconomic background had an impact on Irish children's level of phonemic awareness skills as they began their first year of primary school.

Adopting a design-based research approach, the researcher worked with four junior infant teachers to create and implement an explicit and systematic phonological awareness programme, focused at the crucial phoneme level, to junior infant children attending a designated-disadvantaged school (DEIS Band 1), in an attempt to improve their phonemic awareness skills. The programme was short-term in duration and ran for fourteen weeks. The children were assessed at three intervals during their first year in school. The findings of this study indicated that the children in the experimental group who were introduced to the phonological awareness programme, focused at the crucial phoneme level, did achieve higher scores, in some cases significantly higher scores, when compared to children from the control group. This study demonstrates the need to focus Irish policy and funding on preventing rather than remediating reading inequality.

**Jennifer O'Sullivan:** *Jennifer O'Sullivan lectures undergraduate and postgraduate students in literacy at Marino Institute of Education. Prior to joining the staff at Marino, Jennifer worked as a primary school teacher. She is currently the president-elect of the Literacy Association of Ireland.*

## [ECR1] Early Career Researcher Symposium 1

### [ECR1.1] Anti-racism education: problematising racialised identities in the primary classroom.

**Niamh McGuirk** (Institute of Education, DCU)

In contrast with the relative homogeneity of primary teachers, Irish schools and classrooms are becoming more ethnically diverse (Drudy, 2009). Research has detailed that racism is prevalent in Irish schools (Devine, 2005; 2008; McGorman & Sugrue, 2007; Tormey & Gleeson, 2012). Teachers have a role to play in educating the young citizens of Ireland about racism and anti-racism and to enable them to challenge and resist racism in Irish society.

Teachers' positionality, understandings and experiences can influence how lessons about racism and anti-racism are conceptualised, designed and delivered. My presentation will outline some preliminary findings from a qualitative doctoral study on primary school teachers' conceptualisations and practices of anti-racism education. The study is currently in the data analysis phase. The research entailed 18 one-to-one interviews and six classroom observations with a sample of practicing teachers working in Educate Together primary schools.

The study was underpinned by the theoretical discourses of critical multiculturalism and critical race theory.

Adding to the field of knowledge about racism and anti-racism in Irish educational contexts is particularly pertinent as schools adopt recommendations of national anti-bullying procedures (Department of Education and Skills, 2013) and as teachers and schools implement measures to prevent and tackle racism as a form of identity-based bullying. The findings of this research have the potential to inform future practice in schools, and in pre-service, in-service and postgraduate education programmes.

**Niamh McGuirk:** *I am an assistant professor in Ethical and Intercultural Education in the Institute of Education, DCU. My doctoral research addresses how teachers working in Educate Together primary schools conceptualise and practice anti-racism education. I am in the data analysis phase currently.*

### [ECR1.2] Voicing inclusion: Pursuing learner voice research with autistic learners in Irish mainstream education

**Finbar Horgan** (Dublin City University)

The aim of this presentation will be to explore the potential role of pursuing learner voice research with autistic children and young people in mainstream education provision in Ireland. This research is important given the significant changes in Irish education provision in recent years, with the adoption of an increasingly inclusive policy for provision within mainstream school coinciding with a dramatic increase in pupils diagnosed with autism being enrolled in the Irish education system. Research on the efficacy of inclusive education provision has largely been focused on the perspective of adult stakeholders. Relatively few studies have directly explored the education experiences of autistic children and young people and their experience of, and thoughts on inclusion. The existing research, albeit sparse, has highlighted that approaches to inclusive education within mainstream settings may provide significant challenges for many learners on the autism spectrum. Findings from research in this area have indicated that this group are at a much greater risk of social isolation, negative social interactions, bullying and absenteeism/exclusion when compared to their typically developing peers. Despite these barriers, the students themselves are often an overlooked resource for addressing such issues despite it being their right, as human beings, to have their views heard and given due weight. There is, however, substantial evidence internationally to suggest that learner voice research engagement has the potential to empower young people to participate meaningfully and collaborate in improving their educational experience. Indeed, existing research in Ireland has shown that learner voice approaches that elicited the perspectives of young people with complex needs encouraged them to engage in opportunities to transform their educational experience. Given the relative lack of research on how learner voice research might contribute to meeting the needs of students with autism, this presentation will explore potential approaches to including the voices of such learners in order to open doors for this group and to overcome some of the perceived barriers and obstacles.



**Finbar Horgan:** *Finbar Horgan is a PhD researcher in the school of inclusive and special education at Dublin City University. Finbar is a registered nurse (intellectual disability) who has experience working with autistic children and adults in a variety of settings. Finbar's research interests are autism, learner voice and inclusion.*

## [ECR1.3] The Irish-medium Education Sector in Northern Ireland Through a Bourdieusian Lens

**Orla McGurk** (*Queen's University Belfast*)

In this paper, I will discuss my current doctoral research based on the reproduction of inequality particularly for students with additional educational needs in the Irish-medium education sector in Northern Ireland. I argue that the Irish language and speakers of the language, and first language users and learners, experience ongoing inequality and marginalisation (Nic Craith, 2010) by their monolingual and other bilingual counterparts in Northern Ireland and the rest of the United Kingdom. This is largely a consequence of inadequate linguistic legislation, credibility, provision and the still politically contentious nature of the language in Northern Irish society.

Despite being a relatively young education sector in Northern Ireland, Irish-medium has had a surge of interest with Comhairle na Gaelscolaíochta (2019) reporting increased enrolment figures of between 5-7% per annum over the past 3 years. This is remarkable as during the period of civil unrest in the 1970s, the language was verging on extinction until a group of Irish language activists established a 'Gaeltach t' (Irish language speaking area) on the Shaw's Road, a working class area of West Belfast. This community gave a new life to the language by establishing a primary school still known today as 'Bunscoil Phobal Feirste'.

I will examine the extent to which children in the Irish-medium education sector of Northern Ireland, particularly those with additional needs, are included and equally treated in the education system, and the means by which this can be achieved. Using Pierre Bourdieu's and Jean Passeron's (1977) Theory of Reproduction I will discuss and analyse the reasons for inequality towards Irish speakers which continue to persist in various social spheres in Northern Irish society. Reproduction offers a powerful theoretical framework which explains the reasoning behind the perpetuation of middle class values, social and linguistic capital which are apparent features of the selective education system of Northern Ireland. I will use Participatory Action Research methods to collect my data. I have chosen to use this method of data collection so that it empowers the marginalised voices of Irish-language users, particularly students in the process of Irish-medium Education in Northern Ireland.

**Orla McGurk:** *Orla is a second year PhD student at Queen's University, Belfast. Orla's is an avid Irish language speaker with interests also in education, equity, additional needs education and social constructs surrounding educational access and attainment. Her current research inspired the submission of this paper which looks at Inequality in the Irish-medium Education Sector in Northern Ireland using a Bourdieusian Framework of Reproduction.*

## [S1 Symposium] Professional Identity within an evolving FET sector: Opening up practitioner perspectives, possibilities and problems

**Peter Tiernan** (FET HEI Forum / Dublin City University), **Carol O'Byrne** (HEI FET Forum / Waterford Institute of Technology), **Michael Kenny** (HEI FET Forum / NUI Maynooth), **Nuala Hunt** (HEI FET Forum / National College of Art & Design), **HEI FET Forum / National College of Ireland** (HEI FET Forum / National College of Ireland), **Jane O'Kelly** (HEI FET Forum / Dublin City University), **Yvonne Emmett** (HEI FET Forum / National College of Ireland), **Mary Fenton**, (HEI FET Forum / Waterford Institute of Technology)

This symposium, presented by members of the HEI FET Forum, investigates the impact of the introduction of teaching council accredited qualifications for the FET sector (2013) on professional identity within an evolving FET sector. Following significant changes to the structures and governance of FET nationally, Solas was established to lead strategic change across a diverse sector encompassing; ETBs, Community training workshops, PLC colleges, Youthreach, Prison education, and apprenticeship.

Notwithstanding significant and on-going changes across the sector with a clear directive toward providing programmes linked to employment opportunities, the importance of FET in offering accessible learning opportunities to a diverse student population at various levels of the NQF remains a core activity. FET provides access to basic adult and literacy education, upskilling opportunities, as well as a bridge to HE. Arguably FET has a strong adult, community and vocational education ethos and tradition.

The establishment of professional identity for FET teachers or educators has not been straightforward. There is complexity and challenge bound up with an emergent professional identity as there is uncertainty, and lack of security associated with employment opportunities. Three papers presented by members of the HEI FET Forum examine important aspects of identity formation for professionals and future Further Education educators as innovators and reflective practitioners in a changing FE context.

Paper one 'Enterprise Education: Trainee Further Education Teachers Impressions and Aspirations' examines the impact of enterprise education (EE) on future educators' attitudes towards entrepreneurship, and their willingness to integrate it into their future teaching practice. Findings indicate that exposure to EE increased trainee FET teachers' understanding of the importance of entrepreneurship and highlighted the benefits of incorporating EE into their teaching and indeed the wider FET curricula.

Paper two 'Opening Up the Past: Educational autobiography and professional identity formation among pre-service Further Education teachers' reflects on the experiences of pre-service Further Education teachers with respect to educational autobiography writing. Drawing on past

meaningful educational experiences can reveal students' deep-rooted educational values, beliefs and motivations and provides an important opportunity to build a sense of professional purpose and identity among Further Education teachers.

Paper three 'Professionalisation of FET Teachers: Recent Graduates' Views' reports on the professional identity perceptions of the newest Route 3 graduates in the field. The graduation of Teaching Council accredited Further Education and Training teachers is now 5 years old. They are graduating as professional teachers into a sector that is still young, precarious and riven with challenges.

**Peter Tiernan:** Peter Tiernan is a lecturer in the School of STEM Education, Innovation and Global Studies in the Institute of Education, DCU. He works across a range of Initial Teacher Education programmes. His research focuses on Technology Enhanced Learning, and Entrepreneurship Education.

**Carol O'Byrne:** Carol is a lecturer in Waterford Institute of Technology. She is programme leader on the WIT Postgraduate Diploma in Teaching in Further Education. Her research interests include professional identities and working experiences in education, and the interaction of structure and agency (policy and practice) in academic working contexts

**Michael Kenny:** Michael is a lecturer in Adult and Community Education at NUI Maynooth. He is the course director of the post-graduate Higher Diploma in Further Education. His research interests include E-Learning, Adult Learning, and Community Education

**Nuala Hunt:** Nuala is Head of the Department of Continuing Education at NCAD. She lectures across a wide range of strands associated with Adult Education. Her research interests include flexible and part-time learning in Higher Education, participatory arts practice, and adult education

**Sheena Hyland:** Sheena is Programme Director of the Postgraduate Diploma in Learning and Teaching/Master of Arts in Learning and Teaching. She lectures across a range of strands associated with Adult Education. Her research interest include: Philosophy of Education, Educational Assessment, and Equity and Diversity in Further and Higher Education

**Jane O'Kelly:** Jane is Chair of the BSc in Education and Training at DCU. She lectures in Creative Instructional Design, Research methodologies and approaches, Work-based reflective practice and professional practice in education. Her research interests include learning communities, further education and training, blended learning and peer and self-directed learning.

**Yvonne Emmett:** Yvonne is Programme Director of the Certificate in Technology-Enhanced Learning. She lectures across a range of strands associated with Technology Enhanced Learning. Her research interest include: Teaching with digital technologies, digital capability, and academic development.

**Mary Fenton:** Mary is Head of the Department of Education at WIT. She is responsible for the development and management of undergraduate and postgraduate programmes for education professionals working across the spectrum of education. Her research interest include entrepreneurship and the role of education in nurturing and fostering entrepreneurship amongst students and educators.

## [S1.1] Enterprise Education: Trainee Further Education Teachers Impressions and Aspirations

*Peter Tiernan, Jane O'Kelly, Mary Fenton*

This paper examines the impact of enterprise education (EE) on future educators' attitudes towards entrepreneurship, and their willingness to integrate it into their future teaching practice. This paper builds on current literature by introducing trainee Further Education and Training (FET) teachers to the theory and practice of entrepreneurship and EE, with a particular focus on team learning and leadership. Qualitative research was undertaken to evaluate trainee FET teachers' understanding of entrepreneurship and EE and their perspectives on the opportunities for and limitations of EE within their future teaching practice. The findings indicate that exposure to EE greatly increased trainee FET teachers' understanding of the importance of entrepreneurship whilst also highlighting the benefits of incorporating EE into their future classrooms and indeed the wider FET curricula. Whilst literature on the value of EE outside of traditional Business contexts is widespread, there is a lacuna of research to examine the impact of EE interventions in initial teacher education for FET teachers. This paper provides a unique look at the implementation of such an EE module and its impact on trainee FET teachers' willingness to incorporate EE into their future teaching practice.

## [S1.2] Opening Up the Past: Educational autobiography and professional identity formation among pre-service Further Education teachers

*Sheena Hyland, Yvonne Emmet*

In this paper we - two teacher educators - address the practice of educational autobiography writing in the context of a Further Education initial teacher education programme. This practice, common in ITE programmes, is intended to support student teachers' awareness of the influence of their personal histories on their educational values, beliefs and motivations and to enhance personal and professional awareness of how the past can play out in the present. For the teacher educator, these exercises can enhance awareness of the contexts from which one's students come and the various pre-understandings students bring to teaching and learning. For the student teacher, educational autobiography writing involves confronting one's educational history which, while sometimes painful, can also shed light on the origin of one's educational beliefs and values, as well as one's tacit motivations for wishing to become a Further Education teacher. We reflect on our experience as teacher educators, as well as on the experiences of our student teachers, with respect to educational autobiography writing. This programme, a Level 9 initial teacher education programme, caters to those training to become teachers in an FET setting. Our typical student is a mid-career professional seeking to make a career transition to working with adult learners. Returning to education, often after several decades building careers in industry or the civil service or after having raised a family, is a significant life decision that is not without personal and professional risk. In these educational autobiographies, our students describe meaningful educational experiences that recognise the importance of the affective dimensions of learning and teaching, and contain understandings of 'good teaching' that go far beyond technical know-how. Drawing on these past meaningful educational experiences can be an invaluable exercise insofar as they can reveal students' deep-rooted educational values, beliefs and motivations and can provide an important opportunity to build a sense of professional purpose and identity among pre-service Further Education teachers.

## [S1.3] Professionalisation of FET Teachers: Recent Graduates' Views

Michael Kenny, Carol O'Byrne, Nuala Hunt

The graduation of Route 3 accredited teachers is now 5 years old. In that time over 700 further education and training (FET) teachers have graduated. However, they are graduating into a sector that is still young, emerging, poorly structured, precarious and riven with challenges. A 2018 survey of FET teacher graduates conducted by the HEI FET Forum shows that teachers choose to teach in FET because of their commitment to FET students, because of their vision for a more inclusive adult FET model, and to open up pathways to those who may not have progressed in education as far as they would want to up to this time. New FET teachers have graduated into a precarious educational landscape where they are advised to view themselves as professionals. However, even teachers registered under Route 1 (Primary teachers) and Route 2 (Secondary teachers) grapple with their sense of professional identity in "post" austerity Ireland. The first SOLAS strategy (2014-2019) was a strategy for formation and change. The new SOLAS FET Strategy 2020-2025 may offer some direction for the FET teacher profession, but many of the issues newly graduated FET teachers face are structurally inherited and pose a challenge to their sense of professional standing.

This presentation will report the challenges faced by newly graduated Route 3 FET teachers in the field. Drawing on published literature, recent studies, and interviews with recently graduated teachers the presentation will highlight their challenges and discuss what professionalisation means for the newest Route 3 graduates. The authors of this paper will draw on literature on professionalism in education and will interview a number of recent FET teacher graduates. Arising the authors will report on recent graduates' views on their sense of being professional teachers.

## Parallel Sessions 2 (Friday, 11.25-12.10)

### [P4] Historical Perspectives

#### [P4.1] Hidden Figures: The Efforts of the Loreto Sisters to Establish Women's Access to Higher Education in 19th Century Ireland

**Elaine McDonald** (Dublin City University Institute of Education)

In the late 1800s the traditional belief that women's education should not exceed the requirements of their station in life, namely wife and mother, challenged and obscured the notion of women's equal access to education. Within the Irish context the strict cultural and religious parameters that confined and defined women's role in society, meant that the obstacles that had to be overcome in terms of women's education at post primary level were even greater when it came to higher education. While some form of Intermediate, or second level education, for women was seen as a useful advantage, the view was held that women did not need higher level education. The prejudice against women's presence in higher level education was compounded by the fear, articulated by Parkes and Harford, that the "presence of young women in male colleges would be a serious distraction, and worse still, a danger to morals".

This prejudice did little to halt the pioneering efforts of women reformers; the first step towards higher level education was secured when women were admitted to examinations in Trinity College Dublin in 1869. Despite this apparent success Irish women were still on the margins of higher education. The prohibition on their presence within universities meant that they could not fully avail of the facilities, (libraries, laboratories etc.), offered to their male counterparts. Between the years 1901 and 1908 women continued to advocate for the full participation of women at higher level.

Within this intensive period of activism, lobbying and negotiation to secure women's equal access to higher education a number of important figures emerge. The immense contribution of figures such as Hannah Sheehy-Skeffington is well documented but other "hidden" figures also emerge; most notably these figures emerged from Catholic female religious congregations. These women are in danger of being "hidden" from the history of women's education since not only were they confined by societal expectations vis-à-vis the role of women they were also confronted by an additional layer of patriarchy: the expectation that they should conform to the authority of the hierarchy.

Using archival sources it will document the efforts of the Loreto Sisters to establish women's access to higher education. It will focus in particular on the submissions made by the Loreto Sisters the National University of Ireland and the correspondence between the Loreto Sisters and the Archbishop of Dublin William Walsh. These archival sources provide a fascinating insight into the difficulties the Sisters faced from the Catholic Hierarchy but from other women advocates who rejected the Sisters efforts because of what they considered too limited and narrowing an understanding of equal access.

**Elaine McDonald:** Head of School, Policy and Practice DCU, IOE. Research interests include gender in education, history of education, educational disadvantage, teacher professional identity and role assumption.

## [P4.2] 'Nobody's ideal' - the Irish Universities Act, 1908: a historical perspective

**John Walsh** (Trinity College Dublin)

The modern shape of university education in Ireland during the twentieth century was determined by universities legislation passed through the imperial parliament at Westminster in 1908. This legislation established the National University of Ireland (NUI) and the Queen's University, Belfast (QUB), effectively defining the structural context for university education on the island of Ireland for most of the twentieth century – both explicitly in creating the statutory framework for the two reconstituted universities and implicitly by excluding Trinity College Dublin from the scope of the new university settlement in accordance with the favoured policy of its academic elite. The seminal character of this legislation has been widely acknowledged in the scholarly literature. Yet relatively little is known about the process through this legislation was formulated, debated by the Parliament at Westminster and enacted with a remarkable degree of political consensus.

This paper explores the cultural and religious context for the Irish 'university question' (Moody, 1958), which defied various attempts at resolution in the late 1800s and underlines the extent to which the recasting of university education in Ireland was intertwined with wider religious, political and cultural divisions. The legislation emerged from complex negotiations between Catholic bishops, British politicians and unionist and nationalist university leaders in Ireland. This study suggests that while other political and religious forces were certainly engaged in the process of legislative reform, the universities settlement enshrined in the legislation was the product of a historic compromise between the Catholic bishops and the British political elite, incorporating both its liberal and conservative strands. The legislation was memorably described by the independent nationalist MP, Timothy Healy, as 'nobody's ideal', but almost certainly for this reason proved both successful and enduring. The universities settlement agreed in 1908-09 was the solution which least divided the conflicting political and religious forces both in Ireland and the UK Parliament.

**John Walsh:** Dr John Walsh is Ussher Lecturer in Higher Education and Director of the Cultures, Academic Values and Education Research Centre in the School of Education, Trinity College Dublin. Dr Walsh's research interests are history of education in Ireland; contemporary Irish history and higher education policy and practice. John Walsh lectures in Irish history, history of education and contemporary educational policy.

## [P4.3] Narratives of the nation among Irish student primary teachers

**Peter Whelan** (Dublin City University), **Caitríona Ni Cassaithe** (Dublin City University), **Maria Barry** (Dublin City University)

The island of Ireland is currently mid-way through the 'Decade of Centenaries' which marks significant events leading up to the independence of the Irish Free State and the establishment of Northern Ireland in the decade 1912 - 1922. This provides a rich context in which to interrogate ideas of nation, national identity and national histories. This paper reports on the findings of a study which examines how pre-service teachers in the Republic of Ireland construct their narratives of Irish history. Similar to a range of studies conducted elsewhere, (e.g. Olofsson et al. 2017; Angier, 2017; Havere et al. 2017), student teachers in the Republic of Ireland were asked to write their account of the history of Ireland.

A hybrid approach to thematic analysis, modelled after the inductive-deductive method described by Fereday and Muir-Cochrane (2006) was selected for the analysis of the student narratives. This approach combines both a data-driven inductive approach (Boyatzis, 1998) and a deductive a priori approach (Crabtree and Miller, 1999).

The narratives which emerged were multi-faceted and demonstrated the continuity of old narratives but also the emergence of new ones. Echoing the findings of McCully and Waldron (2014), these included some counter-narratives challenging the legitimacy of the dominant narrative of independent Ireland. The narratives also reveal something of how student teachers construct national identity and a continuation of binarised ideas on what it means to be Irish. This paper draws on a number of key ideas from this research and their implications for classroom practice.

**Peter Whelan:** Peter is an assistant professor in history education at DCU. His research interests are in history education, gender studies, and teacher pedagogy. He is currently completing an Ed.D on teachers' understanding of primary history.

**Caitríona Ni Cassaithe:** Caitríona is an assistant professor in history education at DCU. Her research interests are in history education and pedagogy, and she has a particular interest in children's thinking, historical thinking, and historical consciousness. Her recent research looked at developing an intervention to challenge primary children's epistemic beliefs about history.

**Maria Barry:** Maria is an assistant professor in history and citizenship education. Maria's research interests are in history education, citizenship, and development education. She also has an interest in pedagogy relating to sustainability and climate change.

## [P5] Teacher Education

### [P5.1] Collaboration during school placement: a realistic endeavour or a flight of fancy?

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

Teacher collaboration entails working (e.g. planning, teaching, researching) and reflecting together, for a common purpose, with a view to improving practice and learning. Collaboration is endorsed by many, due to its large volume of positive outcomes, namely; improvements in the quality of teaching and learning, heightened moral support, permitting teachers to respond and overcome challenges and insecurities, as well as gain new ideas and innovations for professional practice. The visibility of teacher work and the potential reduction in workload and burden are also heralded. However, existing research documenting collaboration from the perspective of the student teacher (ST) is scarce. Are the same outcomes

evident? Thus, the present study centres on the collaborative practices of the ST during school placement (SP)? What is the nature of STs collaboration? What perceived barriers and opportunities for collaboration do STs experience? How could collaborative experiences be furthered during SP and future professional practice? Data were collected using a self-completion questionnaire, comprising of open and closed items. A purposive sample made up of undergraduate STs (N=38, 18-26 year old), studying a post-primary BA PME programme, in one third level ITE institution, in the Republic of Ireland, was employed. Our analysis indicated STs collaborated with others on a daily basis (n=32, 91.4%), often between classes (n=29, 82.9%) and during lunchtime (n=25, 71.4%). A range of personnel were collaborated with; cooperating teacher (n=34, 91.9%), other teacher (n=25, 67.6%), student teacher (n=23, 62.2%), SNA (n=17, 45.9%), and school principal (n=13, 35.1%). The most frequent collaborations orientated around; preparing for a practical class (n=34, 97.1%), setting up the classroom (n=30, 85.7%), supporting behaviour management (n=29, 82.9%), and developing student profiles (n=23, 65.7%). Yet, findings also suggested STs placed the onus on others to initiate and sustain these collaborative practices, rather than assuming mutual responsibility for this joint pursuit. Furthermore, STs recognised their future collaborations could be improved upon, largely citing the efforts of others, "enforcement" of collaboration in a top-down manner and finding time, as possible solutions. Consequently, whilst STs do collaborate daily, their understanding of their role and the nature of collaboration is limited. Based on these findings, the researchers discuss some of the subsequent challenges and implications for STs. The paper concludes with future research suggestions and recommendations to improve STs knowledge and practice put forward.

## [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.

**Bernadette Ní Áingléis** (Dublin City University Institute of Education)

Nationally and internationally, there has been an increasingly central importance afforded to enhancing the quality of school placement in initial teacher education (ITE) through heightened engagement with stakeholders. In the case of Ireland, various strategies to promote and sustain stakeholder involvement in school placement have emerged through initiatives under the auspices of for example, the Teaching Council. Yet, at an operational and strategic level, there is limited research relating to how ITE providers are responding to the increasingly changing requirements and complex demands of school placement through stakeholder approaches. Critically, there is a dearth of research in the area of stakeholder voices in placement policy formulation and implementation at ITE provider level and its potential to enhance quality in ITE.

To fill the lacuna of research in this area and drawing on the insights of Bronfenbrenner's ecological systems theory, the purpose of this paper is to report on a placement initiative that was developed at DCU Institute of Education to engage key stakeholders in school placement policy formulation, implementation and review.

The research design that was used in this initiative consisted of two distinct phases. Phase one of the design consisted of a systematic review of school placement strategies among ITE providers in Europe and elsewhere. This was followed by the establishment of an Advisory Board comprising teachers, principals, practitioners and managers in early years and further education and training settings, critical friends and Directors of placement at DCU Institute of Education.

Lessons to be learned: Evidence derived from this research initiative suggests that although the alignment of external requirements for placement are central to the strategic direction of ITE providers, at an operational level, there also needs to be a closer iterative alignment between placement policy and the realities of practice on the other. The potential of stakeholders to contribute to meaningful policy directions and practice orientations in placement promotes quality and accountability in ITE. Critically, the active participation of stakeholders in ITE enhances the quality of student teacher learning experiences on placement and builds effective and sustainable partnerships.

**Bernadette Ní Áingléis:** Dr Bernadette Ní Áingléis is Associate Professor at DCU Institute of Education. Her research interests and areas of teaching include school-university partnerships in initial teacher education, teacher professionalism, and the interface between law and education.

## [P5.3] Student Teachers as Researchers: An International Comparison of Practitioner Research in Initial Teacher Education

**Fiona Giblin** (Dublin City University), **PJ Sexton** (Dublin City University), **Georgina Merchant** (University College London), **Simone White** (Queensland University of Technology)

The need for teachers to be research literate and have opportunities for engagement in and with research is internationally acclaimed. The argument for teachers as research producers to foster and sustain knowledge mobilisation and generation, rather than subjects or consumers of research, continues to be prevalent in teacher education discourse. In light of this, this paper explores the research-based/research-informed debate in an effort to conceptualise the role of practitioner research in initial teacher education programmes as a means of promoting enquiry and reflection throughout the teachers' professional careers. By analysing policy and literature, this paper will present a case study of the varying traditions of practitioner research in primary and post-primary initial teacher education degree programmes in Ireland, England and Australia. The role of the higher education institution in developing and supporting student teachers' research competencies is foregrounded, while the complexity of integrating policy, practice and research within and across the education system is also debated. While the manifestation of practitioner research differs in the three initial teacher education contexts, the student teacher as a practitioner researching their practice is the defining principle in promoting engagement with the teacher-research movement and whereby establishing a learner community, leading the way for future research and scholarship.



**Fiona Giblin:** Fiona Giblin is a Lecturer in Early Childhood Education at DCU Institute of Education and contributes to undergraduate and postgraduate initial teacher education programmes, as well as masters of education programmes. Fiona's teaching and research focuses on pedagogy across the early childhood to further education continuum.

**PJ Sexton:** PJ Sexton is a Lecturer in the School of Policy and Practice at the DCU Institute of Education and is currently the Director of CREATE21 (Centre for Collaborative Research Across Teacher Education for the 21st Century). He is Chair of the Bachelor of Religious Education and History/English/Music Programmes and contributes to two MA (Chaplaincy Studies and Pastoral Work, Religion and Education Post Primary) and to the Doctorate of Education Programmes.

**Georgina Merchant:** Georgina Merchant is a Lecturer in Initial Teacher Education (ITE), specialising in primary school teaching, literacy and the pedagogy of ITE.

**Simone White:** Simone White is Professor and Assistant Dean (International and Engagement) in the Faculty of Education at Queensland University of Technology (QUT). Simone is also the Immediate Past President of the Australian Teacher Education Association. Simone's publications, research and teaching are focused on the key question of how to best prepare teachers and leaders for diverse communities.

## [P6] Social Issues

### [P6.1] Blurred Lives Project – a cross-national, co-participatory exploration of cyberbullying, young people and socio-economic disadvantage: initial findings

**Noel Purdy** (Stranmillis University College, Belfast)

This paper presents an overview and some initial findings from the Blurred Lives Project - a cross-national, co-participatory exploration of cyberbullying, young people and socio-economic disadvantage. The project focuses on the online experiences of 14-16 year olds in schools in disadvantaged urban areas in Northern Ireland, England, Germany, Italy and the Netherlands. The project is funded by Erasmus+ under KA2 Strategic Partnerships for School Education. In the first phase of the project an online survey was completed by a minimum of 500 pupils in schools in each partner region, and explored pupils' online access and experiences, with a particular focus on cyberbullying. The second phase aimed to provide accessible, up-to-date resources for teachers, pupils and parent/carers, and make important recommendations to Social Networking Providers. In each country, two schools were selected out of the five schools that participated in the survey. Two procedures were then used to enable pupil voice: Sequential Focus Groups (SFGs) and Quality Circles (QCs). The SFG sessions were carried out at three separate points; (1) before QCs, reflecting on the survey findings, and (2) and (3) after the QCs, reflecting on what the latter had produced. The QC sessions involved one class from each of the 2 schools, meeting for 7 sessions. The task for the QCs was to design resources for pupils, what would be helpful for parents to know, how teachers could better equip pupils for using the internet, and recommendations for social network providers. Results from the survey will be discussed and highlight high levels of access to online devices and a range of experiences of negative online behaviours. The challenges and opportunities of implementing a co-participatory methodology in the Quality Circles and Sequential Focus Groups with pupils from socioeconomically disadvantaged backgrounds will also be discussed. Conclusions will be drawn on two levels: first, in terms of the insights gained into the online behaviours of disadvantaged 14-16 year old pupils; and, second, in terms of the importance and associated challenges of engaging in co-participatory work around cyberbullying in disadvantaged school settings.

**Noel Purdy:** Dr Noel Purdy is Director of Research and Scholarship and Head of Education Studies at Stranmillis University College, where he leads the Centre for Research in Educational Underachievement. He is northern co-chair for SCOTENS. His research ranges widely within the study of pastoral care, focusing particularly on responding to bullying and better provision for special educational needs.

### [P6.2] Children Human Rights Defenders and the Digital Environment

**Gabriela Martinez Sainz** (University College Dublin)

While children and young people have been visibly at the forefront of campaigns, demonstrations and actions to promote and protect human rights until recently they were not fully recognised as human rights defenders. It was only in 2018, the Committee of the Rights of the Child acknowledged their work focusing its Day of General Discussion on the protection and empowerment of Children Human Rights Defenders (CHRDs). Despite the importance of this recognition, more information is needed to better understand their experiences, motivations, organising strategies and practices, as well as the actual impact of their actions. In particular, a better understanding of the impact of the digital environment for the work of CHRDs is needed to develop adequate policies, structures and mechanisms to ensure safe, sustainable and meaningful child and youth involvement in the protection and promotion of human rights. Better support of CHRDs will not only reinforce their capacity and decision-making as citizens but will also strengthen local, national, regional and international mechanisms for the promotion and protection of rights.

The overall aims of the project are:

1. To develop a better understanding of the processes, structures and mechanisms that enable, hinder or foster the work of CHRDs in the digital environment.
2. To identify the experiences of rights (provision, protection, participation) -or their breaches by CHRDs in the digital environment.
3. To give an account of CHRDs' learning trajectories of rights and citizenship within or mediated by the digital environment.

The project collected data using open-ended methods to capture different perspectives of their experiences and learning trajectories including individual online semi-structured interviews with CHRDs and digital content analysis. Whereas the interviews focused on the lived experiences of the participants the digital content analysis was used to gain access to first-hand evidence of their learning experiences and trajectories in the digital environment.

Despite the latest recognition to the work of CHRDs, there is insufficient evidence on the specific challenges they face to inform policies and practices that better protect and empower them. The findings of the study fill this gap presenting the experiences of rights of CHRDs and their learning trajectories in the digital environment to understand the significance of these digital spaces for human rights education.

**Gabriela Martinez Sainz:** *Gabriela Martinez Sainz is an Ad Astra Fellow and Assistant Professor at UCD School of Education teaching and researching on Children's Rights, Global Citizenship and Education for Sustainable Development. She holds a PhD in Education and a Master's Degree in Educational Research from the University of Cambridge and, as a researcher, has been affiliated to the Centre for Human Rights and Citizenship Education of Dublin City University, the Brazilian Centre for Analysis and Planning CEBRAP, the Centre for Governance and Human Rights of the University of Cambridge, and also the Centre for Socio-legal Studies of the University of Oxford. Gabriela is an intersectional feminist, an advocate of children and young people's rights and supporter of a radical education.*

## [P6.3] Educational Underachievement in Northern Ireland: an Evidence Summary

**Jonathan Harris** (Stranmillis University College), **Leanne Henderson** (Queen's University Belfast), **Noel Purdy** (Stranmillis University College), **Glenda Walsh** (Stranmillis College)

Persistent educational underachievement, among segments of the population already at a comparative socio-economic disadvantage, is a significant and complex challenge in Northern Ireland (ETI, 2018; Perry 2016). Seeking to build a robust evidence base in order to inform effective responses to the issue, this evidence summary, carried out by the Centre for Research in Educational Underachievement at Stranmillis University College, provides an overview of current knowledge related to educational underachievement in Northern Ireland. Using a rapid-review methodology, the summary identified forty-eight peer-reviewed studies published since 2000 that shed light on the relationship between underachievement, social disadvantage and the myriad in-school and out-of-school factors which are associated with student achievement. Studies in this area are often only tangentially relevant, so this summary triangulates them with other similar work to make useful inferences and draw comparisons. For example, a broad range of studies were concerned with mainstay issues in education such as; curriculum innovation and continuity, inclusion and exclusion, and methods of assessment. Taken together, they could respond to the summary's main aim: to establish what is currently known about underachievement and its implications for children and young people in Northern Ireland, and make recommendations for future research. A secondary aim was to arrive at a clearer, better contextualised definition of underachievement as a concept.

The evidence summary found that research on educational underachievement in Northern Ireland since 2000 has not been comprehensive, with only one substantial research project (Leitch et al., 2017) fully focused on this issue, despite policymakers' repeated calls for progress in this area. Many of the included studies shared a concern with empowering learners, for example through inclusion interventions based on a children's rights imperative or widening pupils' curricular choices and post-compulsory education options. Whilst significant attention has been given to the role of schools and communities in both maintaining and mitigating social inequality, through analyses of policies such as Shared Education and Extended Schools (Borooah & Knox, 2017), the effects of ongoing policy supporting academic selection remain understudied. Finally, whilst the international literature has a contribution to make, research is also needed in the specific context of Northern Ireland in order for local solutions to be developed and proposed which can address the range of needs that underlie the persistent phenomenon of educational underachievement.

**Jonathan Harris:** *Jonathan is a Research Fellow at the Centre for Research in Educational Underachievement (CREU) at Stranmillis University College. He completed a PhD in Geography at Cambridge University on North African diaspora geopolitics and French civil society, and trained as a Geography teacher at the IOE in London. His research interests include education and language policy, geographical inequality, and indigenous knowledge.*

**Leanne Henderson:** *Leanne is currently a Research Fellow on the Language Policy Project attached to the AHRC Modern Languages Leadership Fellowship. Her interests are in young people's educational experiences with a focus on curriculum and assessment arrangements in relation to policy and practice. She holds a PhD in Education from Queen's University Belfast and has worked as a French teacher and Head of Modern Languages at post-primary level in Northern Ireland.*

**Noel Purdy:** *Noel is Director of Research and Scholarship at Stranmillis University College, where he leads the Centre for Research in Educational Underachievement (CREU). He is also northern co-chair for SCoTENS. His research ranges widely within the study of pastoral care, focusing particularly on responding to bullying and better provision for special educational needs.*

**Glenda Walsh:** *Glenda is Head of Early Years Education at Stranmillis University College and a founding member of the Centre for Research in Educational Underachievement. Her work on play-based learning informed the development and implementation of a reformed Foundational Stage Curriculum in Northern Ireland.*

## [P7] SEN

### [P7.1] Special Education Reform in Ireland: Changing systems, changing schools.

**Selina McCoy** (The Economic and Social Research Institute), **Neil Kenny** (Dublin City University), **Georgiana Mihut** (The Economic and Social Research Institute)



Ireland has a distinct, and complex, history regarding the education of persons with special educational needs (SEN) and in its approach to inclusion. Special and general education largely developed in parallel and separate. As recently as the 1990s, legal actions by parents seeking educational rights for their children with severe disabilities prompted appropriate provision for these students, and a shift towards inclusive schools more generally. The EPSEN Act set out important changes—although not all implemented—followed by a series of changes in resource allocation, culminating in the removal of the requirement for students to be diagnosed in order to access supports. International evidence suggests that resource allocation based on learners' profile and SEN diagnosis have been linked to the over-identification of SEN students. Ability to pay for private assessments has also been shown to exacerbate inequality in Ireland and beyond. We examine how Ireland's policy changes are impacting on schools and students, drawing on emerging evidence. We consider concerns over the adequacy of teacher professional development, the intended and potentially unintended consequences from a process of 'domestication' at the school level and ultimately whether the changes are accompanied by sufficient accountability measures.

**Selina McCoy:** *Dr Selina McCoy is an Associate Research professor at the Economic and Social Research Institute. Selina has nearly twenty-five years' applied research experience, publishing in excess of 130 articles and books, addressing key education policy issues in Ireland and from a comparative perspective.*

**Neil Kenny:** *Dr. Neil Kenny is an Assistant Professor at Dublin City University. He has over ten years of applied experience in special education settings, working directly with families and children with complex learning needs. Dr. Kenny has an active research agenda and has published his research across a range of international peer-reviewed journals.*

**Georgiana Mihut:** *Georgiana Mihut is a Postdoctoral Research Fellow at the Economic and Social Research Institute. Georgiana held appointments with multiple organizations, including the Boston College Centre for International Higher Education, the World Bank, and the American Council on Education.*

## [P7.2] Using role-play to elicit child voice for children and young people with Autism Spectrum Disorder: Two Case Studies

**Elaine Clotworthy** (Marino Institute of Education), **Carmel O'Sullivan** (Trinity College Dublin)

While there are many social skills interventions for children and young people with an Autism Spectrum Disorder (ASD), very few explore generalising these social skills from the intervention space to the natural environment. This study examined if the social skills demonstrated during a process drama-based social skills intervention over a period of several years, in the form of O'Sullivan's Social Drama Model, were being generalised to environments outside of the drama room. Adopting an ethnographic mixed methods approach, this presentation focuses on one innovative aspect from the study: eliciting voice of young people with ASD using drama-based methods to gain their perspectives on social skill demonstration and the factors that enhance and impede this. The presentation will report on the use of role play and embodiment to elicit child voice, based on real life experiences of the child in the drama space and their natural environment including home, school and extracurricular activities.

Findings demonstrate that the use of role-play and embodied learning enabled the eliciting of child voice, and the use of fictional character and role eased the transition into interview mode. The importance of rapport, the use of the participants' natural environment, and the benefits of involving others in the interview process, particularly siblings is discussed. Tone of voice and body posture also emerged as significant factors in enabling child voice.

**Elaine Clotworthy:** *Elaine Clotworthy is a lecturer in Drama in Education at Marino Institute of Education. Elaine has a Master's degree in Drama in Education from Trinity College and is currently studying for a Ph.D. Elaine is secretary of the Association for Drama in Education in Ireland (ADEI), and a member of the Arts Education Research Group (AERG) in Trinity College.*

**Carmel O'Sullivan:** *Carmel O'Sullivan 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, currently in the areas of Autism Spectrum Disorder (ASD), early childhood education, arts education, and creative interventions for young unemployed adults living in disadvantaged areas.*

## [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'.

**Claire Griffin** (Mary Immaculate College, Limerick)

Recent years have witnessed a strong national and international commitment to the participation of children and young people in decision-making that affects their lives. In more recent years, this focus has been extended to include the voices of seldom-heard and vulnerable children and young people, including those with disabilities or Special Educational Needs (SEN). This paper seeks to focus on the position of the voice of the child with SEN in Irish educational policy and practice, with particular focus on the individual education planning (IEP) process. Key policy documents in this domain will be reviewed and critiqued, including the Education for Persons with Special Educational Needs Act, the Guidelines on the Individual Education Plan Process, Circular 30/2014 and the Guidelines for Primary Schools: Supporting Pupils with SEN in Mainstream Schools. Thereafter, a range of applied national research will be reviewed, highlighting the breadth of schools that are currently engaging in the IEP process. In contrast, the position of the voice of the child in the IEP process will be highlighted, with due regard for positive, negative and emerging practices within educational settings. Based on such findings, the rationale for including the voice of the child in the IEP process will be explored through the lens of 'empowerment'. Particular focus will be placed on the 'Empowerment Process Model' (Bennett Cattaneo & Chapman, 2010), with due regard also for Laura Lundy's Model of Participation (2007). Stemming from such theoretical models, emphasis will be placed on the positive intrapersonal,

interpersonal and behavioural implications of empowering the child with SEN, taking cognisance of both child internal factors and the social context. Finally, implications for educational practices will be forwarded, with the overall aim of empowering the child with SEN and increasing his/her voice in individualised educational planning.

**Claire Griffin:** Educational Psychologist working as a lecturer in Educational and Developmental Psychology at Mary Immaculate College, Limerick. Programme leader on the B.Ed in Education and Psychology Programme. Placement supervisor on the Doctorate in Educational and Child Psychology Programme.

## [S2 Symposium] PISA in Ireland: national and international comparisons in a world of opportunity and challenges

**Sharon M. Nelis** (Educational Research Centre), **Lorraine Gilleece** (Educational Research Centre), **Caitriona Fitzgerald** (Educational Research Centre), **Gerry Shiel** (Educational Research Centre), **Caroline McKeown** (Educational Research Centre), **Sylvia Denner** (Educational Research Centre)

The Programme for International Student Assessment (PISA) is a study of the Organisation for Economic Cooperation and Development (OECD). It assesses the preparedness of 15-year-olds to meet the challenges they may encounter in their future lives. As a triennial assessment of reading literacy, mathematics and science, the 2018 cycle of PISA was the seventh administration of the project in Ireland. PISA is not a curriculum-based assessment like PIRLS or TIMSS. Rather, the emphasis is on the skills and competencies of students, focusing less on what students can show they know, but what they can do with what they know, taking content knowledge and applying it to the real-life situations. PISA also facilitates the analysis of trends over time, highlighting strengths and weaknesses in student performance and contributing to national policy development.

PISA provides rich achievement and contextual data about the educational system in Ireland. PISA 2018 was the second full administration on a computer-based platform. Following on from the mode and design changes in 2015, several changes were incorporated into the design and administration of PISA 2018, along with revisions to the reading literacy framework.

With PISA, it is possible to examine student performance within a cycle, across cycles, and to explore the variation in student performance by subgroups and by considering relationships with home, school and individual characteristics. It is also possible to make comparisons with 79 participating countries and to the average across OECD countries. This symposium seeks to explore data from multiple cycles of PISA, exploring trends within the Irish context in relation to three areas: the performance of students from DEIS schools in PISA; test-taking behaviour of students in PISA 2015 and 2018; and, the reading habits and strategies of students in Ireland PISA 2000-2018.

Previous research has found that students from disadvantaged backgrounds have lower performance across a range of educational outcomes, including achievement. This paper explores differences in achievement between students in DEIS and non-DEIS schools in Ireland across multiple cycles of PISA and across the three domains of reading literacy, mathematics and science.

Reading literacy was the main domain of assessment in PISA 2018. The second paper considers variation in student reading habits and reading strategies and how these relate to student reading achievement. The stability of these associations across PISA cycles is examined (notwithstanding the changes to the PISA reading literacy framework and test content in 2018).

The final paper investigates test-taking behaviour of students in Ireland on PISA 2015 and 2018, coinciding with the transition to computer-based assessment. Self-reported interest, engagement and test-taking strategies and their relationship with student performance in both cycles are outlined.

**Sharon M. Nelis:** Sharon M. Nelis is a Research Associate at the ERC and is working on the evaluation of DEIS (Delivering Equality of Opportunity in Schools). She is currently working with the National Assessments for 2020 and PISA 2018. She has a background in cohort and observational research in ageing and dementia.

**Lorraine Gilleece:** Lorraine Gilleece is a Research Fellow at the ERC with responsibility for the evaluation of the DEIS (Delivering Equality of Opportunity in Schools) programme. She has worked on various large-scale national and international assessments, including the 2016 Progress in International Reading Literacy Study (PIRLS), the International Civic and Citizenship Education Study (ICCS, 2009) and the OECD's Teaching and Learning International Survey (TALIS, 2009).

**Caitriona Fitzgerald:** Caitriona is a Research Assistant at the ERC and is currently assisting the evaluation of DEIS (Delivering Equality of Opportunity in Schools). In 2016, Caitriona was awarded The John and Pat Hume Scholarship to complete a Ph.D. in Sociology, Maynooth University. Caitriona's other research interests include educational disadvantage, citizenship education, children's peer cultures and research methodologies.

**Gerry Shiel:** Dr Gerry Shiel is a Research Fellow at the Educational Research Centre, and has been a member of staff since March 1993. He has also been involved in PISA since the first cycle in 2000, having held the roles of PISA Governing Board representative and National Project Manager. He holds a B. Ed. (NUI St Patrick's College), an M. S. Ed. in Reading (Western Illinois University), and a Ph.D. in Curriculum and Instruction/Literacy (University of Texas at Austin).

**Caroline McKeown:** Caroline McKeown is a Research Associate at the Educational Research Centre, and has been a member of staff since November 2012. She is the National Project Manager for PISA 2018. She holds a B.A. in Sociology and Social Policy and a M.Sc. in Applied Social Research from Trinity College Dublin (TCD). Caroline is a PhD candidate in School of Education TCD, exploring student processes in the transition to computer-based assessment in PISA 2015.

**Sylvia Denner:** *Sylvia Denner joined the ERC in 2013 and is currently working on PISA (Programme of International Student Assessment) as National Data Manager and coordinated the feasibility study for autumn testing. She has received an M.Soc.Sc from University College Dublin and a Higher Diploma in Statistics from Trinity College Dublin. Sylvia is currently a PhD candidate at DCU Institute of Education, examining the impact on student performance in reading, mathematics and science in PISA when students in age-based samples are tested at different times of the year (i.e. autumn and spring).*

## [S2.1] What does PISA 2018 tell us about achievement outcomes in DEIS schools?

*Lorraine Gilleece, Sharon M. Nelis, Caitriona Fitzgerald*

Previous research has found that students from disadvantaged backgrounds have lower performance across various educational outcomes, including achievement. PISA allows detailed examination of achievement differences between students in DEIS and non-DEIS schools in Ireland. While internationally, PISA is an important influence on educational policy, in Ireland, it has informed national targets for literacy and numeracy.

This paper examines reading literacy, mathematics and science achievement in DEIS schools and considers how the percentages of very low achievers and very high achievers compare to the DEIS plan targets. We present an analysis of trends across PISA cycles for DEIS schools and outline gender differences in achievement in DEIS schools.

In Ireland, 5,577 students participated in PISA 2018, with 24% of the sample in DEIS schools. Descriptive analyses are conducted on the PISA 2018 data using the IDB Analyzer.

Despite overall positive PISA findings for achievement in Ireland, there are significant achievement gaps between students in DEIS and non-DEIS schools. PISA findings will be discussed in relation to the DEIS Action Plan. Some limitations are noted in the use of PISA for setting national targets.

## [S2.2] Reading habits and strategies of students in Ireland and across the OECD, PISA 2000-2018

*Gerry Shiel, Caroline McKeown*

This paper considers trends over time from PISA 2000-2018 on the reading habits and strategies of students in Ireland compared to the average across OECD countries. The percentage of students who never read for enjoyment increased from 33 % in 2000, to 42% in 2009, to 48% in 2018. In 2018, students who did not read for enjoyment had a reading score that was lower, by 87 points, than the mean score of students who read for enjoyment for more than 1 hour per day. Furthermore, in 2018, significantly more males (56%) than females (39%) reported they did not read for enjoyment. These patterns are related to findings from PISA 2000 and PISA 2009 in Ireland.

Student application of effective reading strategies are also explored. Students in Ireland were significantly more likely to employ effective strategies than on average across OECD countries. Consideration is also given to the new developments in reading literacy, with the importance of reading in digital and traditional formats, as part of the expansion

## [S2.3] The test-taking behaviour of students in Ireland participating in PISA in 2015 and 2018

*Caroline McKeown, Sylvia Denner*

This paper examines test-taking behaviour of students in Ireland participating in PISA in 2015 and 2018. Since 2012, students in Ireland participating in PISA have been asked to fill in a test-taking behaviour questionnaire directly after the cognitive assessment. The nationally developed test-taking behaviour questionnaire focussed on the student experience of taking the test, how interested they were, and how they perceived the tasks presented.

The findings underline Irish students' relatively low familiarity with computer-based assessment. In 2018, 54 percent of students had never taken a test on computer before, compared to 57 percent in 2015. The analyses highlight strong levels of self-reported interest, engagement and task perseverance during PISA tests. Students in Ireland also reported differential interest and ease of responding to the three core domains, with greater interest and ease reported for reading literacy items. Interactive science items were perceived by Irish students to be less difficult than non-interactive items in 2018. The relationship between different test-taking behaviours and student performance in PISA 2015 and 2018 is also outlined.

# Parallel Sessions 3 (Friday, 12.25-13.10)

## [P8] Social Analysis

### [P8.1] Applying Bourdieu's concepts to explore young people's social practices in school

**Kevin Stelfox** (University of Aberdeen)

In this paper Bourdieu's theoretical framework and conceptual tools are utilised to explore how social practices within the classroom play a key role in reproducing economic, cultural and social inequalities (Bourdieu, 1998). A range of authors have highlighted the role of education in reinforcing inequalities within society by providing educational advantages to the middle and elite classes (Ball 2003; Reay, David and Ball 2005; Thrupp, 2007; Reay 2017; Willis 1977/2017). Whilst recognising structural and cultural dimensions, the starting point of this research was on social practices of young people in the (re-)production of inequalities.

Using a sequential mixed methods approach, data was collected from the pupils' own perspectives of their social relationships through classroom activities, network analysis and interviews. A case study approach was employed with two school sites located within different socio-economic contexts. From the two schools a total of forty-four young people participated in classroom research activities and seventeen also participated in interviews.

The research provided glimpses into how education produced and reproduced inequalities at both sites as well as subtle differences between the sites. The research exposed the process of the normalisation of hierarchy based on specific privileged knowledge within the school setting. By being aware of how social practices of young people reflect and reproduce inequalities at a systemic level may lead to the possibility of change. Otherwise the teaching profession and policy makers will continue with interventions that do no more than have a minor impact on disadvantage until the systemic nature of inequalities is addressed by wider society (Smyth and Wrigley, 2013).

Indeed, the question might not be how do we reduce inequalities but how do we change a system built on inequalities in the first place?

**Kevin Stelfox:** *After a varied career in community and social work, Kevin moved into the field of educational research. Kevin is interested in the (re-)production of social inequality from a Bourdieusian theoretical perspective.*

## [P8.2] The Educational Needs of Children Experiencing Homelessness in the Republic of Ireland

**Geraldine Scanlon** (Dublin City University), **Grainne McKenna** (Dublin City University)

International research on homeless children spanning the last thirty years has consistently identified homelessness as a serious risk to children's educational participation and success. Risks include; academic underperformance, reduced school attendance, poor health and nutrition, difficulty in completing homework and challenges in building and maintaining relationships with teachers and peers, and poor mental health (Buckner, 2008; Keogh, Halpenny, & Gilligan, 2006). Children experiencing homelessness also share additional risk factors that negatively impact educational access and participation, including; multiple school transitions, loss of community and friendships, persistent poverty, and the social stigma of being homeless (Masten et al., 1997). In Ireland, in 2019, children are the largest and fastest-growing group living in emergency and temporary accommodation. The 'official' number of children experiencing homelessness has increased, from 880 children in December 2014 to an unprecedented 3,873 children in October, 2019. This current phenomenon has resulted in schools attempting to meet the needs of children experiencing homelessness in the absence of formal policies. The study sought to understand the effects and potential impact of homelessness on the everyday lives of children and was conceived within a conceptual framework aligned with Maslow's (1943) hierarchy of needs (e.g. physiological, safety, love, and esteem) and growth needs (self-actualization). The specific aims were therefore to (1) explore the impact of homelessness on a child's ability to access and participate in education and (2) examine how schools in the Dublin region were responding in this regard. A mixed methods approach was employed and comprised of a survey to schools (n=46), 1-1 interviews with key educational professionals (n=5) and the development of a set of Key Indicators of education-related needs; Basic Physiological Needs; Security, Routine and Predictability; Friendship Trust and Belonging and Pupils Academic Self-Worth and Educational Aspirations. The results indicated that deprivation across the domains were found to negatively impact on children's educational experiences and outcomes. The study concluded that these children cannot access, engage and participate in education in a meaningful way if their fundamental needs are not realised. Critically the findings highlight how the function of school changes for these children in light of their experiences with examples of innovative practices and differentiated supports that respond to the educational needs of children experiencing homelessness.

**Geraldine Scanlon:** *Dr. Ger Scanlon lectures in the Institute of Education in DCU.*

## [P8.3] Mapping the Integration of Migrant and Refugee Children: Co-creating Indicators of Integration

**Reana Maier** (University College Cork), **Deirdre Horgan** (University College Cork), **Jacqui O'Riordan** (University College Cork), **Shirley Martin** (University College Cork)

This paper explores research in Ireland investigating the socio-educational integration of refugee and migrant children in their new schools. This work was undertaken as part of the larger ongoing EU Horizon2020 study 'Integration Mapping of Refugee and Migrant Children' (IMMERSE). Using participatory and co-creation methodologies, we formed a Children's Research Advisory Group to advise on data collection, interpretation, and validation and conducted focus groups and interviews with three levels of stakeholders: micro level which included refugee and migrant children and their parents; meso level which included school principals, teachers, and staff from migrant and refugee associations; and macro level which included policy-makers and experts in the fields of education, migration, and integration in Ireland. The aim was to identify key indicators of integration in order to build a socio-educational integration measurement tool for the IMMERSE project. Our findings revealed the following key research themes emerged across all three levels of stakeholders: friendships and peer interactions; bullying, racism, and intolerance; relationships with teachers; curriculum, school environment and education system; language, both English acquisition and retention of home language; cultural

differences; and housing and direct provision. We conclude with the implications of these findings for the IMMERSE integration survey and our recommendations for relevant indicators.

**Reana Maier:** Dr. Maier is a postdoctoral researcher in the Institute of Social Sciences in the 21st Century at University College Cork. She is currently working on the EU-funded Horizon 2020 IMMERSE project, which examines the socio-educational integration of refugee and migrant children. Other research interests include equity in education, particularly in relation to race and class, education policy, citizenship and global citizenship, and mixed methods design.

**Deirdre Horgan:** Dr. Deirdre Horgan is a Senior lecturer in Social Policy in the School of Applied Social Studies and is Deputy Director of the BA (Early Years and Childhood) at University College Cork. Her research and teaching interests include childhood, child welfare and protection, children's rights and citizenship, policy and practice responses to child migration. She has led a number of research projects reporting on consultations with children for the Department of Children and Youth Affairs (DCYA) and the Departments of Health and Education.

**Jacqui O'Riordan:** Dr. O'Riordan is a Lecturer in the School of Applied Social Studies at University College Cork. Her research interests embody the activist and academic and focus on a range of issues concerning gender, equality and diversity in local and global contexts. She has a particular interest in examining intersections between lives and livelihoods, women's studies and gender, a critical analysis of care drawing on the feminist ethics of care, and, more recently, child migration and the analysis of different experiences of children globally.

**Shirley Martin:** Dr. Martin is a Lecturer in the School of Applied Social Studies at University College Cork. Her main research interest is in the well-being of children, and the focus of my research relates to key areas in children's lives such as early years care and education, educational disadvantage and partnership with parents in educational settings. Her research work has contributed to the body of work informing the National Strategy for Children and Young People's Participation in Decision making 2015-2020, and she has worked closely with the Citizen Participation Unit of the Department of Children and Youth Affairs since 2011 on a range of projects including national consultations with children and young people to formulate specific government policies.

## [P9] Maths / Maths Education

### [P9.1] "You're better off dropping to ordinary maths!" Using life story method to elicit student experiences of doing mathematics at second level

**Maria Ryan** (Mary Immaculate College)

A variety of challenges face students engaging with mathematics at secondary school, including a new curriculum, abstract concepts, streaming, and preparation for state examinations (Boaler, 2000; Ní Shúilleabháin, 2014; Smyth, 2017). In Senior Cycle, there is considerable emphasis on the Leaving Certificate examination and dependence on mathematics as a gatekeeper subject to go further in work or education circles. For students who progress to higher education programmes, they are frequently faced with one or more service mathematics components. The experiences of mathematics at second level can impact how students perceive and approach service mathematics (Ryan et al., 2018). In order to gain a better understanding of the students' experiences with mathematics to-date, first year undergraduate students were asked to write their mathematics life stories spanning the time from their earliest memories of using numbers to the present. The focus of this paper is on the students' second level experiences. The findings show that the mathematics teacher has a significant influence on the development of attitudes about mathematics among students at second level, and the teacher's attitude towards mathematics is pivotal in shaping the students' experiences with mathematics (Morton, 2018; Park et al., 2014). In this regard, the challenges of Senior Cycle higher level mathematics were sometimes met with a perceived lack of teacher support for students who might have had to work harder at higher level mathematics, resulting in the student taking ordinary level mathematics instead, and thereby limiting opportunities in higher education.

**Maria Ryan:** Maria D. Ryan is a lecturer in Business at Mary Immaculate College, School of Post Primary Education. Maria's research interests include mathematics anxiety among students studying service mathematics, as well as the use of the life story method to elicit mathematics life stories.

### [P9.2] Working with pre-service primary teachers to open up opportunities for peer leadership in mathematics

**Lorraine Harbison** (School of STEM Education Innovation & Global Studies, Dublin City University), **Maurice O'Reilly** (School of STEM Education Innovation & Global Studies, Dublin City University), **Paul Grimes** (School of STEM Education Innovation & Global Studies, Dublin City University)

For too many students, mathematics as a school subject is associated more with constraints than with options. Yet, for mathematicians, progress in the subject is characterized by overcoming obstacles. A significant challenge in initial teacher education is to give students a sense of the 'freedom' that mathematics offers rather than the burden of teaching/learning procedures with little or no understanding.

Funding (through DCU Teaching & Learning) was made available to promote inquiry and project-based learning for final year BEd degree students who had chosen mathematics as their Major Specialism. This stimulated re-conceptualizing assessment for a module in Subject Leadership (Mathematics). The main focus required the 23 students to work in groups of two or three on a collaborative project modelling peer leadership. Each group was required to organize an event with volunteer participants (from the remaining 376 final year BEd students) and gather data from the event. The project, event, data, findings and recommendations that arose were all summarized and presented in poster form, initially in a seminar setting and then in an exhibition space.



It was anticipated that the students' work would (i) promote inquiry and project-based learning, (ii) build their competence and confidence in the creative teaching of mathematics, (iii) foster appreciation and enjoyment in doing mathematics, (iv) support communication of rich mathematical experiences and (v) encourage them to be active leaders in the subject. A research project known as PRiME (Project in Rich Mathematical Exploration) was set up to gather and analyze data arising from the students' work and to ascertain the extent to which these five aims were achieved.

The data examined in PRiME comprised the students' postings to an online forum during the course of the module, the posters themselves, an individual contribution (where students could choose to submit a conference abstract of their poster or a paragraph for their CV highlighting their project work) and students' (anonymous) evaluation of the module.

This paper presents evidence of how the students' engagement in the module provided them with opportunities to (i) bridge theory and practice in a creative and innovative manner, (ii) see the benefit of project work for their leadership in STEM education, (iii) build capacity and self-confidence in teaching mathematics, (iv) experience challenging yet satisfying work in mathematics, (v) take a mathematics project in a direction of their own choosing and (vi) enjoy knowledge sharing and collaborative work promoting peer leadership.

**Lorraine Harbison:** *Lorraine Harbison has had a portfolio career beginning teaching initially in primary schools both in Ireland and the UK and then as an Education Officer with the NCCA. In 2011, she began lecturing in the Church of Ireland College of Education and moved to DCU with incorporation in 2016. Her research interests include student teacher efficacy and teaching and learning methodologies that support mathematical understanding.*

**Maurice O'Reilly:** *After lecturing in mathematics for a decade in Ireland, Maurice O'Reilly spent three years at the University of Dar es Salaam, Tanzania (1991-4) where he developed a keen interest in aspects of mathematics education. He was head of the Mathematics Department at St Patrick's College Drumcondra, Dublin from 2007 until the incorporation of that institution in Dublin City University in 2016 when he joined the School of STEM Education, Innovation and Global Studies in DCU. His research interests include mathematical identity and the use of history of mathematics in teaching the subject.*

**Paul Grimes:** *Paul Grimes is a qualified Mathematics and Physics teacher. His PhD research used design based research to investigate pre-service teachers' professional vision of inquiry based learning. He now lectures in mathematics education at DCU. Current research interests include the use of design based research in education, discourse and sense-making in mathematics and physics, and research in initial teacher education in mathematics and science. Work in progress includes an Erasmus+ project Three Dimensions of Inquiry in Physics Education, with a particular emphasis on developing and evaluating an educational design research framework for the project.*

## [P9.3] Optimising learning for all: Examining dispositions and mathematics achievement among young learners

**Breed Murphy** (Marino Institute of Education), **Ann Marie Gurhy** (Marino Institute of Education)

The early years of a child's life are important for mathematics development. Across the globe, policies have been developed which highlight key mathematical ideas in early years education. As we begin a new decade, it seems opportune to reflect on the following key policy documents: Literacy and Numeracy for Learning and Life: The National Strategy to Improve Literacy and Numeracy among Children and Young People 2011-2020 (LNS) (DES, 2011) and Aistear: The Early Childhood Curriculum Framework (NCCA, 2009). 2020 marks the conclusion of the implementation of the LNS and the 10th anniversary of Aistear. By the end of the year, the new Primary Mathematics Curriculum (PMC) should be near completion, and so, viewing 2020 as a watershed, we consider one topical concept, the relationship between attitudes and achievement in mathematics, particularly focusing on obstacles and opportunities in the early years.

The importance of developing positive dispositions to enhance learning is widely recognised (e.g. NCCA, 2014). Aistear (NCCA, 2009) identifies the need for young children to develop "the dispositions, skills, knowledge, and understanding, attitudes, and values that will help them to grow as confident and competent learners" (p.10), since they impact on students' later learning experiences and outcomes (DES, 2011; NCCA, 2014). The overarching aim of the draft specification for the new PMC (NCCA, 2016) is the development of mathematical proficiency which incorporates productive disposition. Researchers emphasise that students' attitudes, motivation and self-confidence regarding mathematics (e.g. Lim & Chapman, 2013) and having a growth mindset (Dweck, 2010; Boaler, 2015) can directly influence mathematical achievement. Therefore, it seems worthwhile to investigate the relationship, if any, between children's general dispositions and mathematical outcomes in the early years in the Irish context.

This research explores the relationship between children's mathematical outcomes at age 5 and their teachers' perceptions of their general dispositions. While this research does not aim to establish a cause and effect relationship, it does aim to examine associations between numeracy outcomes and attitudes.

Using the data of 9001 five-year-old children from the Growing Up in Ireland study, we analyse teachers' ratings of children's mathematical skills and also explore children's attitudes using descriptive and inferential statistics.

The teachers' ratings of mathematical achievement indicated that girls' scores were higher than boys' scores on both the attitude scale and the numeracy achievement scale.

Positive general learning dispositions were displayed among students who teachers rated as having the highest level of mathematical skills. Initial findings indicate a moderate correlation between learning dispositions and mathematics skills.

**Breed Murphy:** *Breed is a mathematics educator in Marino Institute of Education, Dublin. Her research interests include mathematics education, teacher education and multigrade settings.*



**Ann Marie Gurhy:** Ann Marie Gurhy lectures in the area of numeracy at Marino Institute of Education. Her role as a teacher educator and her research interests are informed by her teaching experience in primary schools at all class levels. Key research interests include mathematics, assessment, lesson study, ICT, differentiation and challenge.

## [P10] Wellbeing

### [P10.1] Ability Grouping and Children's Psychosocial Wellbeing - A Matter of Children's Rights?

**Deirdre McGillicuddy** (School of Education, University College Dublin)

Increasing attention on wellbeing within education places the onus on schools to support the positive psychosocial development of pupils (Department of Education and Skills, 2018). Schools are the predominant sites of the social and emotional work of learning, and how children 'do' and 'feel' learning in the classroom evokes a psychosocial response shaping not only their identities as learners, but how they see themselves and others as social beings in the classroom. Children's wellbeing in school cannot be considered in isolation from how they 'do' and 'feel' learning as shaped by the pedagogical practices employed by teachers (McGillicuddy & Devine, 2019). Funnelling and filtering children into differentiated ability groups is a particularly 'symbolically violent act' (McGillicuddy & Devine, 2018) defining boundaries of difference within a classroom through an 'invisible hand' while shaping how children navigate and feel about their social worlds. The main aim of this study was to explore, capture and report children's experiences of schooling shaped by the practice of ability grouping in the primary school classroom, particularly in relation to how they interact with school, self and the social world. This paper draws on data from a mixed methodological study encompassing a national survey (n=685) conducted with teachers working in DEIS schools and intensive case studies (n=3 DEIS schools) with 100 children, 9 teachers and 3 principals. Analysis of the data indicated the deeply affective impact pedagogical practices have on how children 'do' and 'feel' learning in the classroom. Particularly evident was that the 'invisible hand' of pedagogy impacts on all aspects of children's lived experiences in school, including how they see themselves (and others) as learners in the classroom, how they engage in their social world through interactions and friendships and most strikingly, their psychosocial wellbeing. This paper argues that to impact children's psychosocial wellbeing in this manner is to contravene their right to the development of their "personality, talents and mental and physical ability to their fullest potential" (UNCRC, Article 29.1(a)) As educators we have a responsibility to consider how pedagogical practices in schools can not only have a deeply affective impact on children, but also whether children's rights can be used as a transformative tool for a more equitable approach to pedagogy and as a means for promoting positive wellbeing among pupils in our classrooms.

**Deirdre McGillicuddy:** Deirdre is Assistant Professor of Education with particular interest in education and children's rights and schooling. She is particularly passionate about addressing inequity within the education system which stems from her time working as a primary school teacher in a DEIS school. She places particular emphasis on the necessity to place children's voice(s) at the heart of the work we do in education.

### [P10.2] Wellbeing in the Irish Junior Cycle: Can there be a role for Religious Education?

**Amalee Meehan** (Dublin City University)

Wellbeing is central to the new Junior Cycle in Ireland as a principle and curricular area. This paper argues that Religious Education as a Junior Cycle subject can make a real and positive contribution to wellbeing.

In recent years wellbeing both as concept and lived reality has gained increasing prominence in international education literature (O'Brien, 2008) and in Irish education policy. For instance, in the Wellbeing Policy Statement and Framework for Practice 2018–2023 of the Department of Education and Skills sets out to ensure that by 2023 the promotion of wellbeing will be at the core of every school (Department of Education and Skills (DES), 2018a). It is a concern taken seriously by that Department in its current formulation of a new Junior Cycle (DES, 2015).

The objectives of the paper are:

- a) To set the context for the paradigm shift towards wellbeing in education, with reference to a recent report from one global leader in the field of educational change;
- b) To demonstrate the strong positive correlation between religion and wellbeing, with some recent dominant conceptions of religion and of wellbeing prevalent in recent research explored.
- c) To highlight the potential of Religious Education (RE) in helping schools to fulfil the Junior Cycle wellbeing requirements. Religious Education in Junior Cycle includes both 'the religious and non-religious response to human experience' (NCCA, 2019, 4). As a critical encounter between religion and education (NCCA, 2017b), Religious Education allows room for students to engage with the adverse influences of religions and how religion can be colonised and politicised as a force for harm as well as good.

The Framework for Junior Cycle (DES, 2015) makes provision for wellbeing both as a principle and a curricular subject. According to the Guidelines for Wellbeing (NCCA, 2017a), which accompany the Framework, the curricular areas of Civic, Social and Political Education (CSPE), Physical Education (PE), Social, Personal and Health Education (SPHE), and guidance-related learning, are the 'main pillars' for building a wellbeing programme, with the possibility of including elements of subjects, including Religious Education (RE) (NCCA, 2017a, 50). This paper finds, with due regard to the rights of parents and students, that Religious Education can be central to wellbeing in Junior Cycle education.

## [P10.3] Teachers' wellbeing matters: Exploring quality of life, secondary traumatic stress and levels of self-compassion amongst teachers in Ireland

**Mira Dobutowitsch** (Maynooth University), **Catriona O'Toole** (Maynooth University)

**Background/context:** In recent years there has been an increased emphasis on student wellbeing and mental health; but teacher wellbeing and the emotional costs of teachers' care work is often under-acknowledged (Holmes, 2019). Research both in Ireland and internationally indicates that teacher stress is common and on the increase (e.g., Education Support, 2019; Fitzgerald, 2008; Foley & Murphy, 2015; Montgomery & Rupp, 2005). Furthermore, with greater awareness of the prevalence and impact of childhood adversity and trauma, teachers are now assuming a more active role in responding to student distress. It is well recognised that frontline professionals working with children who have experienced adversity tend to report high levels of occupational stress (variously known as secondary traumatic stress, vicarious trauma, and compassion fatigue; Baker et al, 2016). Compassion has been identified as a promising construct for frontline professionals in terms of its ability to promote psychological wellbeing, as well as increase sensitivity to detect, tolerate and respond to distress in others (Gilbert et al., 2011). However, research on the potential benefits of self-compassion in teachers is limited.

**Research objectives:** This study will explore relationships between teachers' professional quality of life, experience of secondary traumatic stress and levels of self-compassion. It will investigate whether self-compassion mediates the experience of secondary traumatic stress, and if it contributes to a willingness to respond to student distress as would be required by trauma-informed approaches.

**Methods:** Primary and second-level teachers (n≈200) will complete an online survey, incorporating three validated questionnaires: the Attitudes Related to Trauma-Informed Care Scale (ARTIC; Baker., et al., 2016); the Professional Quality of Life Scale (Pro QOL, 2012); and the Self-Compassion Scale (SCS; Neff, 2016). Data will be gathered in January 2020 and statistical analyses will be conducted in February.

**Key findings/takeaway points:** Findings will be discussed in terms of the interdependence of teacher and student wellbeing and the systemic changes needed to create school environments that support the wellbeing of teachers and students alike.

**Mira Dobutowitsch:** Mira is a post-doctoral researcher at Maynooth University Department of Education.

**Catriona O'Toole:** I am assistant professor in psychology of education at Maynooth University Department of Education.

## [ECR2] Early Career Researcher Symposium 2

### [ECR2.1] Exploring the Lived Experiences of Team Teaching among Student Teachers and Cooperating Teachers during School Placement

**Michaela Hayes** (University of Limerick)

**Context:** Hall et al (2018) acknowledged that one of the most significant changes in recent years has been the role of the cooperating teacher in the development of the student teacher. There is an onus on Higher Education Institutions (HEI's) to support the role of the cooperating teacher through strong school-university partnerships and the clarification of roles and responsibilities. The Guidelines on School Placement (Teaching Council 2013) outlines the roles and responsibilities of all School Placement stakeholders and clearly articulated that there should be opportunities for student teachers to observe teaching and to co-plan and co-teach with their assigned cooperating teachers (Hall et al 2018). Team teaching has been identified as a positive approach for improving placement experiences for student teachers as they have the opportunity to share ideas with their cooperating teacher, give and receive feedback and learn from each other's knowledge and skills (Galleo-Fox and Scandlebury 2016; Simons and Baeten 2016). Although it was reported that student teachers value this opportunity to team teach with their cooperating teacher, this experience is dependent on their cooperating teacher and can vary significantly from student to student and was highlighted as an issue worth addressing (Hall et al 2018).

**Aim:** To explore the lived experiences of post primary student teachers and cooperating teachers where they had the opportunity to team teach during an initial School Placement experience.

**Methods and Data Sources:** This study adopted a qualitative approach where both undergraduate and Professional Master of Education (PME) post primary student teachers, engaging in their first School Placement experience, were invited to participate in focus group interviews prior to and upon completion of School Placement. (n=10). A survey was also circulated to both cohorts following their first School Placement (n=140).

**Key Findings:** The findings highlight that team teaching had a positive influence on the stakeholders' experience of School Placement. Students teachers felt team teaching built their confidence, they learned from the good practice modelled by their cooperating teacher and the experience helped them transition into the profession. While cooperating teachers felt the student teacher was a source of support throughout the experience, especially during the completion of Classroom Based Assessments (CBAs) and they also valued the reciprocal learning that took place between them and the student teacher. However, it was outlined that the experience was dependent on a number of factors such as the relationship with the cooperating teacher, the planning process and the level of structure involved.

## [ECR2.2] Exploring the Professional Development needs of Middle Leaders in ETB schools

**Siobhan Kavanagh (DCU), PJ Sexton (DCU), Sabrina Fitzsimons (DCU)**

The researcher believes that Professional Development (PD) is a key element in ensuring that teachers are effective and that they can change and adapt their classroom practice to respond to change in society, curricula and student needs. The interest in PD has been growing worldwide for the past 20-25 years (Anglin-Lawlor 2014) and is a topic of interest and discussion in many educational policies (Banks and Smyth 2011). Discussions on school improvement invariably include high quality PD as an essential component (Mitchell and Sackney 2011). However, achieving high quality PD which simultaneously meets the needs of the teacher and the school community is a complex matter.

Teachers and school leaders face many challenges as they cater for students with various needs. School leavers are expected to have more complex and analytical skills, to be prepared for the workforce of the 21st century. In order to meet these challenges, the researcher believes that Professional Development (PD) is essential for all teachers and particularly for mid-stage career teachers. They need to invest in themselves professionally and be invested in by the school and the education system to ensure that they are motivated and effective. More specifically, the mid-career stage is when teachers often take on more responsibility in the school. This responsibility can take the form of informal leadership roles or formal, appointed roles which are part of the management structure of the school. Formal middle leadership roles in second level schools are appointed at Assistant Principal 1 (AP1) and Assistant Principal 11 (AP2) level.

This paper will explore the PD needs of teachers in ETB schools, who have a post of responsibility at AP1 level. This post has a greater salary reward and a reduction in class contact time (depending on sector), therefore AP1 post holders / Middle Leaders have a greater responsibility in their role. AP1 post holders are part of the leadership structure in second level schools and “occupy positions of strategic importance in the leadership, management and administration of the school” (DES 2018). In line with their important role, the researcher believes they should have PD opportunities that support their management and leadership position. This is particularly important in Education and Training Boards (ETB’s) where the AP1 position comes with 4 hours reduction in timetabled class contact hours as the researcher posits that the level of responsibility should reflect the time investment.

The Mixed Methods approach involved conducting semi-structured interviews with AP1 post holders in ETB schools to ascertain their PD needs. This informed the questions for an online survey (of all post holders across the country) to quantify the needs identified in the interviews. 122 post holders answered the survey. Follow up interviews were held with 10 post holders to verify the results and ascertain if any areas were not identified.

**Siobhan Kavanagh:** I am currently a Doctoral student and Director of Kildare Education Centre following a 23 year teaching career as a second level Home Economics and Religion Teacher.

## [ECR2.3] Inter-Rater Reliability in Objective Structured Clinical Examinations

**Conor Scully (Dublin City University)**

Objective Structured Clinical Examinations (OSCEs) are an assessment format in medicine and related disciplines. OSCEs involve students moving around a series of stations, at which they have a set amount of time to complete a standardised task, such as taking a patient history (Khan et al., 2013). Students are normally observed by either one or two examiners, who award them marks based on a “checklist” style rubric, a holistic global score, or a mixture of the two. OSCEs are common in summative assessment in Irish medical schools, with students usually required to pass at least one OSCE to advance to the next year of study (Muldoon et al., 2014). Video OSCEs, in which students film themselves performing a task and submit it to be remotely scored, have proliferated in recent years (Framp et al., 2015).

Psychometrically, OSCEs are considered a valid and reliable assessment approach. Numerous studies have been done demonstrating the reproducibility of OSCE scores. In spite of this, inter-rater reliability remains a key area of research (Yeates et al., 2015). In classical test theory (CTT), it is assumed that any performance on an assessment should be awarded the same mark regardless of who is correcting it. Thus, two examiners awarding different marks to the same OSCE performance is cause for concern.

The objective of this presentation is to examine the issue of inter-rater reliability from a non-CTT standpoint. Recent work has argued that, rather than being measurement error, divergent marking is a source of information as to the cognitive processes examiners go through when deciding an OSCE grade (van der Vleuten et al., 2010; Gingerich et al., 2011). This project will take the form of a literature review in which new perspectives on inter-rater reliability are presented and critically assessed. Underpinning research on inter-rater reliability is fairness – it is crucial to determine if certain groups, such as non-white students, are systematically awarded lower grades. This is relevant to the Irish context, considering recent policy recommendations calling for the diversification of the pool of teachers (Keane & Heinz, 2015) - researchers like Klassen et al. (2019) are currently exploring the use of approaches like OSCEs in the field of teacher selection. Validity and reliability are of paramount importance in assessment and will remain so. Thus, the issues examined here will continue to be relevant in education well into the future.

**Conor Scully:** I am first-year PhD candidate at the Institute of Education in DCU. My doctoral work will focus on the reliability of OSCEs as an assessment method for medical students.

## [S3 Symposium] Performativity and Teacher Educator Praxis in the PUCA; opening up possibilities for pause and reflective praxis

**Maeve O'Brien** (DCU), **Rory Mc Daid** (Marino Institute of education), **David Gibson** (DCU), **Andrew O'Shea** (DCU), **Cora O'Farrell** (DCU), **Paul King** (DCU), **Gareth Burns** (Maynooth University)

In awareness of the personal, socio political and cultural challenges experienced by teacher educators today (O'Shea and O'Brien, 2011) including the precariousness of postmodern life (Beck 2001, Bauman 2003), this builds on last year's ESAI symposium and the development of our research. To date, we have explored possibilities for resistance and transformative praxis in what we name as the PUCA. The PUCA is a playful take on the military acronym VUCA (volatility, uncertainty, complexity and ambiguity) replacing 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'. The word PUCA in the Irish language means spook or spirit.

On this occasion and out of solidarity with teacher educators across other institutional contexts, we substitute the 'P' of 'precarity' with the 'P' of 'performativity' to open up the conversation around the intensification of various performativity discourses and practices and their consequences on teacher educators and students. Building on interdisciplinary fields of philosophy and sociology and Freirean critique of banking education and oppressive structures (Freire, 1968) this symposium dialogically explores real challenges experienced by teacher/university educators and the possibilities for pause and reflective praxis.

The key focus of this symposium is to address the context and the question around possibilities for 'pause on performativity and the opening up of a more reflective space that supports deeper engagement with issues of identity and praxis' within teacher education. To that end we include perspectives across institutions and disciplinary boundaries to develop a dialogue that is real and meaningful. The advocacy of managerialism, performativity culture and individualism (Brady, 2014) 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 new contemplative approaches to pedagogy that marry inner and outer disciplinary practices have real potential (Ergas, 2017).

Learnings from last year's ESAI and BERA symposiums have informed the development of this exploration towards an improved praxis and methodological integration. This symposium actively opens up and creates a generative non-traditional academic space for collaborative inquiry into reflective praxis and pedagogy as teacher/university educators across institutions. The dialogical process is anchored in contemplative pedagogy - Deep Talk - is a stimulus, chosen for its ability to create conditions for pause and reflection and fosters a shared and inclusive community language among participants. (Valkonen, 2015). The core elements of a Deep Talk session are narrative, reflection, stillness, dialogue and participation. The intention for this space is to engage responsively with the challenge of relentless performativity in education and in particular teacher education (Kelchtermans 2018).

In the spirit of Freirean pedagogy, there will be full engagement across all author/ participants for the overall symposium process rather than discrete papers. However, each member of the team will focus on a particular issue or method in our presentation.

**Maeve O'Brien:** Professor of Human development and Sociology with research interests in exploring inequalities in education and the wider society particularly in relation to class, gender and affective life

**Rory Mc Daid:** Rory has interests in research on diversity in teacher education and the challenges and inequalities experienced by teachers from outside the Irish system.

**David Gibson:** Assist. Prof teaching and researching in the areas of identity, solidarity and vulnerability.

**Andrew O'Shea:** Assist. Professor, Philosophy of Education, co-ordinator of the Human Development programme in the School of Human Development

**Cora O'Farrell:** Assist. Professor, Religious Education, and national leader on Deep Talk.

**Paul King:** Assist. Professor, Teacher Education and Guidance and Chair of the NCGE - the National Centre for Guidance.

**Gareth Burns:** Director of HEA PATH project - teacher education access programme at Maynooth University.

## Parallel Sessions 4 (Friday, 14.00-14.45)

### [P11] Teacher Education

#### [P11.1] Initial Teacher Education for Inclusion (ITE4I): The Teacher Educator Perspective

**Kevin Cahill** (University College Cork), **Kathy Hall** (University College Cork), **Finn Ó Murchú** (Mary Immaculate College), **Peter Hick** (Manchester Metropolitan University), **Yvette Solomon** (Manchester Metropolitan University), **Joseph Mintz** (University College London), **Katerina Matziari** (Manchester Metropolitan University), **Catriona Curtin** (University College Cork)

This paper will explore the findings from initial teacher education staff data generated throughout phases 1 & 2 of the ITE4I project. As with all areas of the wider ITE4I project, this paper will draw on the European Agency for Special Needs and Inclusive Education (EASNIE) Profile of Inclusive Teachers as an analytical tool to explore the data generated through ITE staff and documentary data throughout the opening phases of the project.

It will focus on findings from documentary analysis of a sample of accreditation documents from ITE programmes across the primary and post-primary sectors, and explore themes relating to discrete and permeated approaches to inclusive education programme content and coverage of the EASNIE profile's core values and areas of competence within programmes. We will then proceed to present findings from the ITE programme leader survey (n=21), which represents views from across the spectrum of ITE providers in Ireland. Finally, we will report on data generated through staff interviews (n=11) emanating from five representative case study sites. Overall, this paper hopes to position the staff data from this project in the overall longitudinal context of the ITE4I project. It is intended that this paper will open up the area of inclusive education within initial teacher education for deeper analysis and discussion.

The paper will conclude with a short presentation of findings and recommendations for initial teacher educators in terms of programme design and the development of content and experiences targeted at developing inclusive practice amongst future teachers.

**Kevin Cahill:** *Kevin Cahill is a lecturer in the School of Education, University College Cork. He teaches across teacher education programmes, whilst researching, writing, and supervising in inclusive education and cognate areas.*

## [P11.2] Turning obstacles into opportunities: research paving the path to good teaching.

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

By the very nature of their work, teachers are researchers. They engage in a continual cycle of planning, acting, observing, reflecting, evaluating and refining their practice. Engaging in this type of research is as much a process of looking inward as it is looking outward (Conway and Clark, 2003). Opening up pre-service student teachers to the value of research-led teaching is a challenge shared by all who work in Initial Teacher Education (Collin et al., 2012; Beauchamp, 2006; Fendler, 2003; Richardson, 1990). It is an area awash with options, obstacles and opportunities. This paper reflects on the findings of a longitudinal mixed methods study exploring the value of research projects on the practicum grades achieved by pre-service teachers on one Post-Primary concurrent programme of Initial Teacher Education (ITE). This paper will present an analysis of the research theses completed by final-year (4th Year) pre-service teachers (N=398) over a five-year period. Popular topics included assessment for learning, classroom management and teacher communication. Anecdotal evidence suggested that student selection of their research topics was related to those areas of teaching, learning and assessment that had been recommended as areas of improvement during their previous practicums. As a result, the current study sought to determine if engagement in the research process positively influenced students' 4th year practicum grades in comparison with their 3rd year grades. Results of this analysis will be presented and the implications for policy-makers and teacher-educators will be discussed.

**Sabrina Fitzsimons:** *Lecturer in the School of Policy and Practice at the DCU Institute of Education.*

**PJ Sexton:** *Lecturer in the School of Policy and Practice at the DCU Institute of Education.*

**Elaine McDonald:** *Head of School of Policy and Practice at the DCU Institute of Education.*

**Enda Donlon:** *Lecturer in the school of STEM Education, Innovation and Global Studies at the DCU Institute of Education.*

## [P11.3] A Deep Dive into Teacher Induction Programmes- A systematic literature review

**Melanie Ní Dhuinn** (Trinity College Dublin), **Julie Uí Choistealbha** (Marino Institute of Education)

Background/Context:

This paper is grounded in the DEEPEN (Droichead: Exploring and Eliciting Perspectives, Experiences and Narratives) research project.

The research design includes a systematic literature review, an online questionnaire to all Droichead schools, focus groups and visual data collection. The social constructs central to the DEEPEN project are; newly qualified teacher (NQT), mentor, mentoring and induction and the research is framed in both the Irish context of Droichead and the international context of teacher induction programmes. This paper focuses specifically on the discussion of findings from the first phase of the research project; the Systematic Literature Review.

Research aims/objectives:

The overall DEEPEN research project is a case study with mixed method approaches. The primary research question of the SLR was;

What is the impact of induction programmes on the induction/ professional learning/development and practice of newly-qualified teachers and other school personnel?

and the sub research-questions included;

(a) What are the documented features of effective teacher induction programmes?

(b) What are the documented issues/tensions/dilemmas/contestations/challenges of teacher induction programmes?

Methods:

The researchers opted to adapt the Siddaway (2014) framework to formulate this review. Siddaway (2014) proposes the following key stages in conducting a systematic review;

1. Scoping
2. Planning
3. Identification (Searching)
4. Screening
5. Eligibility

The researchers coded data from the review using a Braun and Clarke framework (2006) and using an interpretive approach identified themes which were mapped onto initial thematic maps and further developed to final thematic maps.

Findings:

The main findings of this review indicate that there are many documented features of effective teacher induction programmes globally, while there are some commonalities cross-jurisdictions, there are also discernible differences in implementation.

The findings from this review indicate that in a formal induction programme where the mentor, as an experienced and approachable colleague (Bartell, 2005) provides both the instructional and psychological support needed at this stage of development (Gold 1996, in Richter et al 2013) and where the NQT engages and interacts with the support that there are both positive short and long-term outcomes for the NQT, the Mentor and the teaching profession. In short, the impact of formal Induction programmes in the teaching profession is affirmative, constructive and progressive. There is also evidence within the findings that there are issues, tensions, contestations and challenges within the implementation of Induction programmes resulting in both short and long-term outcomes with consequent impact on NQTS, Mentor teachers and the teaching profession.

**Melanie Ní Dhuinn:** Dr. Melanie Ní Dhuinn is the post primary lead in the DEEPEN research project. She is Assistant Professor of Teacher Education in the School of Education, Trinity College, Dublin. Melanie works across Teacher Education (B.Mus Ed and PME), Master of Education (M.Ed) and Doctorate (D.Ed and PhD) courses in the School of Education.

**Julie Uí Choistealbha:** Dr Julie Uí Choistealbha is the primary lead in the DEEPEN research project. She is the Dean of Education: Policy, Practice, and Society in Marino Institute of Education, Dublin. Julie teaches on the Advanced Professional Studies module for B.Ed. and PME students, the *Staidéir Ghairmiúla* module on the *Baitsiléir san Oideachas Trí Mheán na Gaeilge* (Bunmhuínteoireacht) and the Second Language Teaching and Learning module on the B.Sc. in Education Studies.

## [P12] Reflection in Education

### [P12.1] Reflective Thinking on Reflective Practice

**Leo Casey** (National College of Ireland)

In the spirit of the 'opening up education' theme, this paper is intended to introduce new thinking on reflective practice. Reflective practice is frequently advocated as the bedrock pedagogy of professional formation programmes such as teacher education. Yet much of the scholarship is presented with limited and fragile theoretical underpinnings. In many cases the interconnection with learning from experience is bypassed as 'reflection' is regarded as a kind of mysterious afterwork that conveys value on recalled events. Tasked with so many reflective writing assignments the paucity of theory leaves students perplexed. Works by Dewey, Schön and Brookfield are much cited and have established a baseline but there are few fresh ideas. This paper attempts to address this and presents a new scheme of understanding for reflective practice. Building on Bateson's concept of deuterio-learning, reflective thinking is characterised by the cognitive shift of stepping out and looking in. Bateson identified the mathematical principles for logical types as useful in theorising 'learning about learning'. The paradoxical statement: "All Greeks are liars - said the Greek" is an example of a breach of logical typing. Only those outside the set (in this case the set comprising 'all Greeks') can make valid claims about the entirety of the set. In the same way the learning task of reflecting on practice requires analysis from an 'outsiders' perspective (as in Brookfield's lenses). Two further examples of cognitive shift are introduced and discussed in relation to reflective practice: Buber's distinction between the world of things, as I-It and the world of human relations, as I-Thou and Engeström's activity theory model as a representation of the contradictions and cultural historical aspects of practice. These schemes provide new ways of looking at reflection and ultimately may reduce the conceptual barriers faced by students as they grapple to become reflective practitioners.

**Leo Casey:** Dr Leo Casey is Director of Learning & Teaching and Education Programmes at NCI. His research interests relate to innovative pedagogies, learning theory, and intersection of the digital world and education. He is active in teacher education for the HE and FET sectors, adult and workforce education and early childhood education.



## [P12.2] Reflexive practice with teachers of religious education – towards a theoretical frame

**Sandra Cullen** (Dublin City University)

As understood by the social sciences, reflexivity refers to examining social practices and modifying them in the light of the incoming information about them. In its application to religious education, reflexivity may be understood as reflection on the experience of faith and the encounter with religion that is focussed on both praxis and praxis. Reflexivity differs from reflection in terms of its capacity to be bi-directional. It is a reflective capacity that is simultaneously directed back on itself as well as being future oriented. The concern of this paper is how this can be facilitated with teachers of religious education.

Adopting a contextual constructivist conception of learning this paper argues that the learning environment that the religious education teacher creates becomes the space within which they develop and practice their own reflexive capacity as learner. This paper will then reflect on (i) David Jonassen's proposal that learning environments should provide sites for active, intentional, complex, contextualized, reflective, conversational, collaborative, and constructive learning; and (ii) Marcy Driscoll's proposal of a number of constructivist principles for designing learning. Extrapolating from Jonassen's and Driscoll's proposals the paper then suggests six features of an appropriate learning environment that promotes a reflexive practice with teachers of religious education. These six features will be illustrated by reference to examples from practice with teachers.

**Sandra Cullen:** Sandra Cullen is Assistant Professor of Religious Education specialising in the area of second-level religious education. She is Director of the ICRE (Irish Centre for Religious Education), and Country Representative on the Executive of EFTRE (European Forum for Teachers of Religious Education).

## [P12.3] Coteaching as a Means for Developing Reflection as a Higher Psychological Function (HPF)

**Colette Murphy** (Trinity College Dublin), **Marita Kerin** (Trinity College Dublin)

There has been increasing recognition that teachers' everyday work with children and students should be at the centre of reform efforts and professional development activities. Pre-service and in-service teacher education programmes have faced the need to educate teachers to be critical reflectors on their practice. Reflection is a systematic, rigorous process of inquiry-based thinking with action, which benefits from collaboration. Its development can be onerous, complex and, at times, uncomfortable. Reflection, as a higher psychological function (HPF) is socially acquired, mediated by social meanings, voluntarily controlled and exists as a link in a broad system of functions rather than as an individual unit. Coteaching provides a mediational means whereby both in-service and pre-service teachers can expand opportunities for learning and reflection. Within the reflection process, coteachers in this study also reflected on the development of their own reflection, using tools such as Larrivee's (2008) levels of reflection, an adaptation of Lampert-Shepel's (1999) model of reflection based on the work of Dewey and Vygotsky, and cogenerated dialogue (Tobin, 2006).

### Methodology

Pre-service teachers (PSTs) partnered with teachers from local primary schools. There were three distinct phases of activity: coplanning and preparation; copractice and coreflection, PSTs attended reflection workshops, using tools to support the development of deep reflection. A dissemination seminar was held for coteachers to share experiences and exchange ideas. Data collection methods were co-constructed by participants and researchers, and included questionnaires, reflection templates, interviews and documentation, such as coplans, coevaluations, classroom observations, and PST reflective essays.

### Findings

The initial emphasis on reflection as a higher psychological function (HPF) and use of meditational means to develop reflection skills led to evidence of deep reflection, for example:

"Through coteaching I have developed my reflective practice ...in a variety of ways, through reflection in action and reflection on action... It is evident that whilst coteaching has developed my reflective practice, the road to becoming a competent 'reflective practitioner' will be long. Reflection is ... a process, not a method, but a process which must be developed throughout a teaching career. ...it will be interesting to chart the progress and effectiveness of my reflections throughout my teaching career."

### Discussion

Guided use of mediational means, focusing on levels and depth of reflection, enabled the pre-service teachers to develop the psychological tools required in order to utilise the higher psychological function of reflection to develop their current and future practice as creative teachers.

**Colette Murphy:** Professor Colette Murphy is Director of STEM Education Research and Communication Trinity College Dublin. Her research centres on science learning and teaching at all levels and she is widely published in this area. Most specifically, she is a world leader on coteaching, and is currently revising her book: *Vygotsky and Science Education*, to be published by Springer.

**Marita Kerin:** Dr Marita Kerin is assistant professor of music education at Trinity College Dublin. She is committed to inquiry into the conditions that create, promote and sustain quality teaching and learning situations particularly in music education. Her current research interests include fostering forms of professional collaboration through coteaching, which enhance opportunities for professional development.

## [P13] Online & Digital

### [P13.1] Navigating the open sea: how do I become an open scholar?

**Orna Farrell** (DCU)

This paper examines the relationship between scholarship, technology and openness in higher education. Digital networked scholarship or an online academic identity has become part of mainstream academic practice. Closely aligned to the concept of the digital scholar is the notion of openness in higher education (Weller, 2018; Veletsianos, Kimmons, 2012).

Open education is a philosophy that believes “everyone should have the freedom to use, customize, improve and redistribute educational resources without constraint” (Cape Town Open Education Declaration, 2012). Fundamental to the open philosophy is that higher education is a public good, therefore the knowledge produced by universities should be freely accessible and openly available to everyone (Weller, 2014). However, a large amount of research is locked behind paywalls. Open access scholarship has a much wider-reaching impact. Barrier free access engages a broader readership amongst educators, teachers, students, and policy makers (Costello, Huijser, Marshall, 2019). Engaging with openness in higher education directly links to the UN Sustainable Development goal 4 - Quality Education, as open education can democratize and increase access to education and knowledge (UNESCO, 2019).

As a digital scholar immersed in the discipline of online education, the philosophy of openness resonates strongly with me. However the practicalities of becoming an open scholar and walking the walk are more challenging. As such, this paper documents the practical challenges I faced on my journey to becoming an open scholar, and reflects on the practical challenges faced by scholars navigating the open sea through consideration the following critical questions:

- What is open scholarship?
- What are my options for open access publishing?
- How do I find open access journals that meet my universities ranking requirements?
- How do use Creative Commons Licensing?
- How do I find quality open educational resources to use in my practice?
- How do I develop open education resources?

### [P13.2] Paving the Way to Online Teaching

**Margaret Farren** (Dublin City University), **Yvonne Crotty** (Dublin City University), **Madeleine Murray** (Professional Development Service for Teachers (PDST) Technology in Education), **Anne Phelan** (Professional Development Service for Teachers (PDST) Technology in Education (TiE))

#### Background and Context

The Introduction to e-Tutoring (online moderation) course was a joint collaboration between the International Centre for Innovation and Workplace Learning (ICIWL) at Dublin City University (DCU), the Professional Development Service for Teachers (PDST) Technology in Education (TiE) unit and the Inspectorate at the Department of Education and Skills (DES). The e-Tutoring course was intended for PDST TiE e-tutors, as part of a blended learning programme, and also to be provided on behalf of the DES to all external providers of online summer courses for primary teachers. The course was re-designed in 2016 to cater for a wide range of educational providers.

The teacher in an online environment has been referred to in various ways; tutor (Gerrard, 2002), e-moderator (Salmon, 2004), e-tutor (Denis et al., 2004), online tutor (McPherson and Nunes, 2004), online teacher (Bennett and Lockyer, 2004), online instructor, (O’Neil, 2006), e-instructor (Ryan, Scott, and Walsh, 2010). We use Denis et al.’s definition of the e-tutor as someone “who interacts directly with learners to support their learning process when they are separated from the tutor in time and place for some or all of these direct interactions” (2004, p.3).

The e-Tutoring course is broken down into 5 modules, comprising presentations of course content, including interactive online assessments, as well as discussion activities.

- Module 1: Introduction to online learning.
- Module 2: Introduction to e-Tutoring.
- Module 3: e-Tutoring.
- Module 4: Managing online learners.
- Module 5: An effective e-Tutor.

The course content provided guidance and helpful strategies for e-tutors in the following areas: leading learning, guiding participants in their achievement of course learning outcomes, maximising learner engagement, assessment and providing effective and timely feedback to participants, facilitating valid participation, monitoring participants' learning, providing opportunities for participants to reflect on their practice and prepare to implement the content in their own classrooms, facilitating completion and submission of assignments by participants.

An evaluation was carried out on 2 separate cohorts of e-Tutors - 34 PDST TiE e-Tutors who completed the module content only, and 134 e-Tutors from external CPD providers, who completed the course on two platforms.

#### Research aim/objectives

The aim of this research study was to evaluate the e-Tutoring course in terms of participants' experiences in relation to the most positive aspect of the course, as well as to provide suggestions of what could be improved for future learners.

#### Objectives:

- Conduct research on good practice in e-learning and approaches to e-Tutoring.
- Evaluate the e-Tutoring course using an online questionnaire.
- Use closed questions for statistics and open-ended questions for more qualitative data with regard to individual participant experiences and insights about the course.

#### Data Collection Methods

The e-Tutoring course was evaluated using an online questionnaire and making use of closed and open-ended questions. There were 10 questions: 6 closed questions, and 4 open-ended. The purpose of the questionnaire was to evaluate the course and to provide constructive feedback on how to improve the quality of the course for enhancing participants' learning in the future.

In order to analyse the data from the qualitative feedback a coding approach was used.

#### Key Findings

The key themes that emerged in relation to the most positive aspect of the course included:

(i) practical content, and (ii) course structure and interactivity. Participants stated that the inclusion of practical and relevant examples was the most positive aspect of the course. The structure of the course and level of interactivity was also highlighted as positive aspects of the course. Participants made very constructive points for improving the course stating that more videos, animations, or audio files could be added to the course as well as aspects of the quiz.

**Margaret Farren:** Dr. Margaret Farren is an Associate Professor in the School of STEM Education, Innovation and Global Studies in the Institute of Education, Dublin City University. Margaret supervises Master's degree and PhD students who are using research approaches that contribute to personal knowledge and knowledge in the field of practice. Margaret is a founding member of the International Journal for Transformative Research, an open access, peer-reviewed journal.

**Yvonne Crotty:** Dr. Yvonne Crotty is an Associate Professor in the School of STEM Education, Innovation and Global Studies at Dublin City University. At undergraduate level, she coordinates and teaches on the Teaching Methodologies module for the Initial Teacher Educator programme in Science, Maths, PE and Biology. At postgraduate level Yvonne coordinates and teaches on the Masters in Education and Training Management (eLearning) programme and supervise Masters and PhD research students particularly in the creation of multimedia artefacts and online resources for use in a range of workplace contexts.

**Madeleine Murray:** Madeleine Murray is the National Coordinator for Continuing Professional Development: Design & Development at the Professional Development Service for Teachers (PDST) Technology in Education Unit. TiE provides policy advice on the integration of ICT in learning and teaching to the national department of Education & Science. It also promotes and supports the use and integration of ICT in primary and post-primary schools.

**Anne Phelan:** Anne Phelan is the National Coordinator - Continuing Professional Development: Delivery at the Professional Development Service for Teachers (PDST) Technology in Education Unit. TiE provide policy advice on the integration of ICT in learning and teaching to the national department of Education & Science. It also promotes and supports the use and integration of ICT in primary and post-primary schools.

## [P13.3] Programming in mathematics education

**Odd Tore Kaufmann** (Høgskolen i Østfold)

In this study, we aim at getting a better understanding of how pre-service teachers view programming as a topic in mathematics education, by analysing their answers to a digital survey concerning their view on integrating programming in mathematics education. Four hundred and forty-five pre-service teachers from three Norwegian Universities responded to this digital survey. The research question guiding this paper is:

What is the relationship between pre-service teachers' own experience with programming and their view of programming in mathematics education?

The motivation for this study is a clear tendency in the European education sector, including Norway, to integrate programming with other subjects, particularly mathematics (Balanskat & Engelhardt, 2015). Norway will integrate programming in mathematics in the curriculum in 2020, with the rationale that it fosters problem solving and logical thinking skills and motivates students to learn mathematics. While there have been many different suggestions as to where programming might fit, there has been little consensus on how to include programming in school curricula (Grover & Pea, 2013). Furthermore, a need exists for a discussion of the type of pedagogical solutions that are effective by considering concrete implementations of programming using a variety of tools and assessments (Forsström & Kaufmann, 2018). As teacher educators, we are now facing a situation of educating teachers who will soon be integrating programming in their mathematics lessons. How will we as teacher educators prepare these teachers?

The TPACK model is helpful for us as teacher educationalists to illuminate what teachers need to know about technology, pedagogy, and content, and their interrelationships (Koehler & Mishra, 2009). In other words relative to our project; how programming as a technological device can be integrated in mathematics education. We aim at getting a better understanding of how the student teachers view programming as a topic in mathematics education, and how their own experience affects their views. The results show a significant difference in how the student teachers rank the usefulness of programming in mathematics education between those who are positive to the inclusion of programming in mathematics curricula versus those who are negative to its inclusion. The results show no significant difference in how they rank the usefulness relating to their experience with programming in their spare time. These results are important for teacher educators as it underlines the need to emphasise how to use programming in different mathematical subjects to prepare teachers for working with the new curriculum.

**Odd Tore Kaufmann:** Works as a mathematics teacher at Ostfold University College. PhD in mathematics education.

## [P14] Religion & Culture

### [P14.1] Opening up adult religious education: The AREFD project

**Gareth Byrne** (Mater Dei Centre for Catholic Education, Dublin City University), **Bernadette Sweetman** (Mater Dei Centre for Catholic Education, Dublin City University)

Research on religion education in Ireland has largely focused on the school context and on young people, leaving adult religious education somewhat neglected. Share the Good News: The National Directory for Catechesis in Ireland, published by the Irish Bishops' Conference, affirms the education of adults in religion as 'one of the urgent religious needs in Ireland in our time. An educated world needs an educated faith.' (SGN, 70).

This paper focuses on a research project at the Mater Dei Centre for Catholic Education in Dublin City University: The Adult Religious Education and Faith Development project (AREFD). The principal investigator is Dr. Gareth Byrne and Dr. Bernadette Sweetman is the post-doctoral researcher.

In Ireland, groups and communities are involved in different types of formal and informal activities that are aimed at helping adults achieve a greater self-understanding, make sense of their lives and find joy. Some may have an explicit religious focus and belong within a denominational expression. Others may be more broadly spiritual. No doubt however, across Ireland, there are adults in search of such opportunities for development but they might not know where to look or how to get started. The AREFD project seeks to open up a contemporary reflection on adult religious education in Ireland.

The first phase of the research project, scoping the opportunities for religious education and faith development for adults in Ireland, was conducted through a literature review and an extensive online survey which was available to adults aged 18 and over in May – June 2018. A total of 738 respondents participated from all age groups and counties, both in the Republic of Ireland and Northern Ireland. Data analysis is ongoing and is conducted in SPSS with the main focus on frequencies, correlations, factor analysis and multiple regression models. The project is now in its second phase which features a number of case studies involving different existing initiatives in adult religious education. The groups have been engaging in reflective praxis with the aim of providing a toolkit for public use by other adult religious education-based endeavours as well as identifying models of best practice in the field.

This paper provides the opportunity to share some findings of the survey as well as insights into the emerging case studies. Reference will also be made to the final phase of the AREFD project, whereby pilot projects nationwide will be assisted by the research team in creating new opportunities for adult religious education in a range of contexts.

**Gareth Byrne:** Dr. Gareth Byrne is the Director of the Mater Dei Centre for Catholic Education at Dublin City University. The focus of his research is on religious education and Catholic education. He is a leading researcher in RE and Catholic education in Ireland, is widely published in these areas and is frequently invited to speak on his research at conferences and other events.

**Bernadette Sweetman:** Dr. Bernadette Sweetman is a post-doctoral researcher on adult religious education and faith development at the Mater Dei Centre for Catholic Education, DCU. She has developed a profile in research around religion and education, and has a particular interest in developing quantitative research in RE.

### [P14.2] The Synod of Thurles (1850), a Watershed in Denominational Education

**Molly Daly** (Mary Immaculate College, St. Patrick's Campus, Thurles, Co. Tipperary)

The Synod of Thurles (1850) was the first to be held in Ireland since the Middle Ages. Decisions taken at the Synod continue to reverberate through Irish education today as the system now struggles to accommodate the religious diversity of contemporary Ireland. The Synod was presided over by the then Archbishop Paul Cullen, who subsequently became Ireland's first Cardinal. The ultramontanist Cullen's objective was to streamline the Irish Catholic Church and bring it into line with the Roman ideal. The Synod has been described by Prof John Coolahan (1980) as a watershed moment in denominational education as Cullen intended the Synod to shape the nature of education for Irish Catholics at primary, secondary and tertiary level, for example, placing the stewardship of primary education in the hands of Bishops and establishing a Catholic University. In modern day Ireland, the divestment of schools has become a focal point for debate around the purpose of education and the relationship between Church and State. Using content analysis of a range of primary sources such as the contemporaneous reports and newspaper articles, this paper will place the Synod of Thurles in its historical context, illustrating how its outcomes were influenced by the religious and political philosophy of the time, and will analyse how the nature of contemporary Irish education continues to be influenced by this seminal moment in history.

**Molly Daly:** *I am a lecturer in Education in Mary Immaculate College, St. Patrick's Campus in Thurles. My research interests include history and sociology of education and inclusive education; of particular interest is 19th century life and education and their influence on contemporary life and education.*

## [P14.3] Culturally Responsive School Leadership

**Denise Burns (DCU), Martin Brown (DCU), Gerry McNamara (DCU), Joe O'Hara (DCU),**

This presentation reports on a systematic literature review on culturally responsive school leadership. For the purpose of this project, culturally responsive school leadership is defined as school leadership that engages students, staff, parents and communities in ways that positively impact learning by honouring the diverse cultural heritage of students. This review is a first step in a project, funded by Erasmus+, with partners in universities in Austria, Ireland, Russia and Spain. The project aims to investigate best practice in culturally responsive school leadership at second level and at system level in order to promote and extend best practice. The purpose of the systematic literature review is to address the research question: What are the key issues in policy and practice being addressed in international literature on culturally responsive school leadership? To the extent that school leaders experience cultural diversity of student enrolment, this issue is urgent and significant. The paper provides details of the methodology and maps the field of literature from North America, United Kingdom, Ireland, Australia and New Zealand. The main focus of the presentation is the key findings which are presented in a narrative style, commencing with: What is culturally responsive school leadership. This finding presents the significance of culture for educational leadership and builds on the model of successful school leadership proposed by the International Successful School Principalship Project to distil the features of culturally responsive leadership. The second part of the narrative describes the characteristics of schools where the practice of culturally responsive school leadership is absent and the barriers and challenges for the development of culturally responsive leadership. The paper then presents the requirements for extending the practice of culturally responsive leadership and concludes with the suggestions in the literature for further research that would support culturally responsive educational leadership.

**Denise Burns:** *Denise is a researcher in the Centre for Evaluation, Quality and Inspection in DCU. Having researched culturally responsive assessment because of the cultural diversity based on immigration, Denise is now researching culturally responsive school leadership. Denise is a former principal at second level and is very engaged with issues related to second level education and assessment.*

**Martin Brown:** *Martin is a specialist in evaluation and has wide experience both nationally and internationally in school inspection and evaluation. Martin is a DEd lecturer in several areas, particularly related to IT and statistics in education. Martin has wide experience in managing Erasmus+ projects and has broad experience in, inter alia, ePortfolios, inspection, evaluation and distributed leadership.*

**Gerry McNamara:** *Gerry is Professor of Education in Evaluation and is a former Head of the School of Education Studies in DCU. Gerry has wide experience in evaluation at national and international level. Gerry is the current Co-Ordinator of the DEd programme in DCU.*

**Joe O'Hara:** *Formerly Head of the School of Education Studies in DCU, Joe is the Director of the EQI Research Centre in DCU. Current president of EERA, Joe has a significant international profile for his work in education, particularly in inspection and evaluation.*

## [S4 Symposium] Children's School Lives: a longitudinal mixed methods cohort study of primary schools in Ireland

**Dympna Devine (University College Dublin), Jennifer Symonds (University College Dublin), Seaneen Sloan (UCD), Abbie Cahoon (UCD), Margaret Crean (UCD), Emma Farrell (UCD), Liz Tobin (UCD), William Kinsella (UCD)**

Schools are a key site of intervention by adults in children's lives. Given the amount of time children spend in education, it has profound implications for the experience of their childhoods, their rights and their well-being. In Ireland, primary schools have always been central to the vitality of local communities, the focal point for marrying the love and care for children with national goals for economic and social development. International studies of comparative performance suggest our primary school system is working well. Yet in spite of the progressive move to more child centred approaches from the 1970's, wider social change is having a profound impact on the pressures and challenges experienced within schools generally. As educational levels rise, expectations for progression of children through higher levels become the norm. Conversely not to progress is a key signifier of educational and ultimately societal exclusion. Our successes in international rankings at primary level mask underlying inequalities in participation and outcomes among groups of children in our primary schools. Yet we know very little about how these dynamics are viewed through children's eyes.

In October 2018, the NCCA commissioned UCD School of Education to conduct a nationally representative longitudinal cohort study of children's primary school lives. A mixed methods study, involving the collection of national level data in 200 schools, as well as more intensive analysis in a sub sample of 13 primary schools over 5 years, it foregrounds children's voice and experience, in addition to the key perspectives of adults (parents, teachers, principals, and grandparents) who love, care for and work with children in their families, schools and communities. Two cohorts of children are participating in the longitudinal study: those aged 4/5 in 2019 (Cohort A: Junior Infants), and those aged 8/9 in 2019 (Cohort B: 2nd Class).

The overall aim of Children's School Lives is to explore children's everyday lives in school, capturing the intersection of influences across family, school and community as children transfer from pre-school into primary school, carry out their primary school journey, until transfer into their first year of post-primary school. This symposium presents an overview of the study, detailing the conceptualisation underpinning the design, as well as the three dimensions of our work related to a) the pre-school study b) the national cohort study c) the case studies.

**Dympna Devine:** *Dympna Devine is Full Professor of Education in UCD. Her specialist field is Sociology with an interest in the social studies of childhood/children's rights and inequalities across home and school. She has also conducted research on pedagogies, educational effectiveness and school leadership. Dympna's work is informed by a critical social justice perspective and a commitment to education as a key site in the re/production of children's social and learner identities. She is Principal Investigator of the Children's School Lives study.*

**Jennifer Symonds:** *Jennifer Symonds is Associate Professor of Education in UCD. Her research focuses on how people engage with their learning during childhood, adolescence and young adulthood. This includes momentary engagement in learning as a dynamic system, in addition to longitudinal analyses of how engagement and disaffection develop within educational contexts and across educational transitions. Jennifer is Co-Principal investigator of Children's School Lives.*

**Seaneen Sloan:** *Seaneen Sloan is Assistant Professor of Education in UCD. Her research focuses on child development, social and emotional wellbeing, and mental health, especially within the context of schooling and educational attainment. She has completed numerous evaluations of school-based programmes, including randomised controlled trials (and associated process evaluations) in school settings. Seaneen is Co-investigator of Children's School Lives*

**Abbie Cahoon:** *Abbie Cahoon is a post-doctoral research fellow with Children's School Lives. Her research interest is mathematical cognition focusing on how children develop numerical skills over time and the home numeracy environment.*

**Margaret Crean:** *Mags Crean is a post-doctoral research fellow with Children's School Lives. Taking a critical social justice perspective, her work explores both subjective and structural accounts of social class and gender inequalities in education and care.*

**Emma Farrell:** *Emma Farrell is a post-doctoral research fellow with Children's School Lives. a founding member of Jigsaw, she has a particular interest in researching mental health and wellbeing of children and young people.*

**Liz Tobin:** *Elizabeth Tobin is a PhD fellow of Children's School Lives, studying for her PhD in Children and Youth Studies at UCD School of Education. Her research focuses on the pre-school to primary school transition.*

**William Kinsella:** *Head of School of Education, UCD.*

## [S4.1] Conceptual underpinnings of Children's School Lives

*Dympna Devine, Jennifer Symonds, Seaneen Sloan*

Conceptually Children's School Lives draws on inter-disciplinary perspectives embedded in sociological and psychological approaches to children's 'being' and 'doing' in schools. Drawing on national and international literature, it traces their trajectories of development, transition, dispositions and engagement, acknowledging that their experiences are embedded in wider dynamics that are inter-generational, socio-cultural and structurally influenced by the environmental contexts in which they live. This paper presents outlines the core underpinnings of our approach to the study and how this is reflected in the study design.

## [S4.2] Children's School Lives Preschool to Primary school Transitions Study

*Seaneen Sloan, Liz Tobin, Jennifer Symonds, Dympna Devine, Abbie Cahoon, Mags Crean, Emma Farrell*

In the context of children's journeys through the education system, the move from preschool to primary school constitutes a significant milestone, as children and their families negotiate new environments, expectations and relationships. The preschool phase of Children's School Lives involved qualitative interviews with children, parents and educators in 5 pre-school settings, focused on their views of and expectations for starting primary school. Online surveys were also administered with a wider sample of parents and preschool educators, to collect information on the preschool and home learning environment, use of transitions practices, and beliefs in terms of school readiness.

## [S4.3] Children's School Lives National Longitudinal Study

*Jennifer Symonds, Dympna Devine, Seaneen Sloan, Abbie Cahoon, Mags Crean, Emma Farrell, William Kinsella, Gavin Murphy, Joyce Senior, Ciaran Sugrue*

In Children's School Lives, around 200 primary schools are involved in the National Study, which is a longitudinal quantitative study of children, their class teachers, school principals, and parents. In half the schools we are working with children who transferred into junior infants' (4/5-years old) in September 2019, and in the other half we are working with children who were in 2nd Class (8/9-years old) in September 2018. This allows for two different aged cohorts of children to be followed (A) into primary school until 2nd class, and (B) from 2nd class through to their first year of post-primary school. The presentation will outline the sampling and recruitment of participants, online questionnaires with principals, teachers and parents, and the developmentally appropriate 'child workshops' used to capture the voices of both cohorts of children



## [S4.4] Children's School Lives Longitudinal Case Studies

*Dympna Devine, Jennifer Symonds, Seaneen Sloan, Mags Crean, Emma Farrell, Abbie Cahoon, William Kinsella, Joyce Senior, Gavin Murphy, Ciaran Sugrue*

A core element of Children's School Lives is the mixed methods involving in-depth investigation of the everyday lives of a sub sample of children across family, community and school. Our intention is to capture the rich flavor and diversity of children's experiences through family and school case studies. A central focus is capturing children's voices, recognizing their role as co-researchers in the process. Over the life-time of the study we intend to build capacity among the children themselves in articulating their concerns, voice and participation. In addition we seek to highlight the voices and perspectives of key adults in children's lives, and the encounters and experiences that influence their engagement in/with, and experience of primary schooling. This paper outlines the focus of the case study design and methods, including the CSL School and family studies.

# Parallel Sessions 5 (Friday, 15.00-15.45)

## [P15] Gender

### [P15.1] The Safe Learning Model: Integrating Transformative Gender Approaches to Strengthen Inclusive Pedagogies and Practice

**Dympna Devine** (University College Dublin), **Ciaran Sugrue** (University College Dublin), **Seaneen Sloan** (University College Dublin), **Jennifer Symonds** (University College Dublin), **Elena Samonova** (University College Dublin), **Daniel Capistrano** (University College Dublin), **Amy Folan** (Concern Worldwide)

Sierra Leone has an adult Literacy rate of 32% with a Gender Parity Index (GPI) in adult Literacy of 0.60 (UNESCO. 2018; Global Education Monitoring Report 2019). Since the civil war ended in 2002, great strides have been made to improve access to Primary Education, with a current Gross Enrolment Rate of 121%. However, School Related Gender Based Violence (SRGBV) and inequality remain major barriers to the education of marginalized children in Sierra Leone. Education actors are subject to strong negative gender norms and prejudices that result in significant challenges to the effective education of girls and boys. Children, especially girls, are exposed to significant violence within schools, families and communities. Moving through the education system, gender disparity widens in terms of retention and learning outcomes, with a GPI of lower secondary completion of just 0.66 making girls less likely to complete school and gain functional literacy skills.

Concern Worldwide have developed the Safe Learning Model by integrating their literacy interventions with their school-level and community-level interventions to prevent school-related gender-based violence. Based on the hypothesis that education programmes systematically addressing SRGBV will achieve better, more equitable learning outcomes for boys and girls, The Safe Learning Model utilises a socio-ecological model that holistically engages children, schools, families and communities in an integrated programme addressing safety, wellbeing and learning.

UCD School of Education are conducting a mixed methods study of the Safe Learning Model. Using a cluster-randomised controlled trial design, the impact of the model will be tested in 100 communities, randomly assigned to a control arm and three intervention arms. Outcomes (including literacy, wellbeing, exposure to violence and school participation) will be measured annually for a three year period (2018-2021). In addition, in-depth qualitative data is being collected using ethnographic and participatory research methods to capture the daily lives of children and their families within four case study communities. This presentation will provide an overview of the Safe Learning Model, a description of the research design and methods, findings from the pilot study and preliminary experiences in the field.

**Dympna Devine:** Dympna Devine is Full Professor of Education at University College Dublin. Her specialist field is sociology, with an interest in the social study of childhoods/ children's rights and identities, equalities and social justice across home and school.

**Ciaran Sugrue:** Ciaran Sugrue is Full Professor and Chair of Education, UCD where he is director of the Masters in Educational Leadership Programme, while his research interests focus on leadership, continuing professional development and teacher education reform with a policy focus.

**Seaneen Sloan:** Seaneen Sloan is an Assistant Professor in the UCD School of Education. Her research interests include early child development and education, social and emotional learning, and use of randomised controlled trials in education contexts.

**Jennifer Symonds:** Jennifer Symonds is Associate Professor of education at University College Dublin. Her research focuses on how people engage with their learning during childhood, adolescence and young adulthood.

**Elena Samonova:** Elena Samonova received her PhD from the University of Helsinki, Finland. Her research interests lie in the area of children's rights and participation, child labour and gender inequality. She is currently a postdoctoral fellow at the University College Dublin.

**Daniel Capistrano:** Daniel Capistrano is a post-doctoral researcher at the UCD School of Education. Previously, he worked in the administration of the European Social Survey in Ireland and served as the coordinator for international statistics at the National Institute for Educational Research and Studies in Brazil.

**Amy Folan:** Amy Folan is Senior Education Advisor with Concern Worldwide.

## [P15.2] Gender Equality Matters: The opportunities, obstacles and challenges of tackling gender stereotyping, gender-based bullying and GBV in Irish primary schools

**Seline Keating** (DCU Institute of Education)

The overall aim of GEM is to raise awareness, educate and challenge attitudes and behaviours towards gender stereotyping, gender-based bullying and GBV. The project objectives are to

- empower children, teachers, school heads, and parents to challenge gender stereotypes and roles, and to promote respect for others;
- deepen understanding amongst target groups of the pivotal role played by bystanders in gender-based bullying and GBV incidents;
- facilitate an exchange of ideas in relation to addressing gender-based bullying and GBV amongst school-aged children across the partner countries/organisations;
- strengthen societal recognition of gender-based bullying and GBV as human rights and equality issues;
- ground all initiatives in this project in best practice in Child Protection and Anti-Bullying Policies to conform with national law (e.g. Children First Act 2015) and EU guidelines (Keeping Children Safe: Child Safeguarding Standards and How to Implement Them [2014]).

GEM draws on Bronfenbrenner's (1979) ecological systems theory as the theoretical framework of the project. The project is also embedded in a children's rights framework addressing the 10 principles for integrated child protection systems. The approach to project activities such as the classroom materials and training modules (teachers; parents; trainers) are transformative, participatory, experiential and reflective, thereby maximising the prospect of changing attitudes and also behaviours.

School-aged children, parents, teachers and school heads/leaders are the target groups of this project since together they have the potential. Downes & Cefai's (2016) overview of research in this area highlights that "top-down, information-based approaches" (p. 66) are not effective in parent education. There is a need for a more participatory, bottom-up approach which will actively engage parents in their own learning and skills development. To change attitudes, values and behaviours across school systems, something in which GEM focusses on.

GEM adopts a mixed methods research approach drawing on quantitative (questionnaires) and qualitative techniques (focus groups; interviews). Pre and post-pilot questionnaires are used with target groups to measure their current knowledge and skill-set and to assess what knowledge and skills have been acquired post lesson and training delivery. Focus groups and interviews with the target groups affords participants the opportunity to delve deeper into the topic of gender stereotyping, gender-based bullying and GBV.

The key outputs of this project are:- primary and post-primary classroom materials; training modules (parents; teachers; trainers), workshops, project website, train the trainer workshops and, a Capstone conference in June 2020 to disseminate the GEM project to the public and key stakeholders.

**Seline Keating:** Dr Seline Keating lectures in Social Personal and Health Education (SPHE) and Wellbeing in DCU IoE. She is the Chairperson of the SPHE Network. Seline is the PI on two research projects namely Gender Equality Matters and Nuts and Bolts: an anti-bullying policy audit tool.

## [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

**Eóin MacMaoilíir** (Cabinteely Area School Completion Programme), **Deirdre McGillicuddy** (University College Dublin)

In considering Paulo Freire's conceptualisation of education as "the practice of freedom", this paper presents findings from an intervention, the Female Empowerment Group, which adopted a critical pedagogical approach to re/engaging at-risk female students in school. Conscientization, realised through the liberation of pedagogy, empowers those oppressed within society to understand their world in order to change it (Freire, 1967). Students who are particularly oppressed or marginalised within the education system are considered to be at risk from poor attendance, early school leaving, underperformance, low self-confidence and self-esteem and from social exclusion from peers (Smyth, 2019, Heeran Flynn, 2017). Females are considered to be especially at-risk, with unstable friendships and low self-confidence profoundly impacting on their more passive dis/engagement from school (Burns et al., 2019). The Female Empowerment Group sought to create a space for the at-risk female students to re/engage and explore complex contemporary issues shaping the intersectionality of their identities as marginalised, feminised and politicised citizens in/outside school. The main aim of the research was to explore whether a critical pedagogical approach enhanced the engagement of at-risk students in a DEIS post-primary school. Of particular concern was whether the female students believed their voice, power and relationships with peers and teachers were enhanced and whether they believed they had greater power and control over the nature of their re/engagement with knowledge and whether this approach contributed to more positive engagement with school.

This paper draws on findings from a mixed methods sequential explanatory design (Creswell et al., 2003) encompassing quantitative (surveys with 22 students), qualitative (interviews with 9 students, 7 teachers, 2 parents) and creative (Ketso with 9 students) approaches. Student voice(s) were at the core of the research. Thematic analysis identified key themes emergent from the data, with initial analysis of the survey data informing the questions explored in the interviews and Ketso groups. Key findings indicate the power of critical pedagogy for empowering at-risk students and

re/engaging them in school. Students expressed greater confidence in their own ideas, felt they understood the world better, were more interested in issues impacting on their lives and indicated increased motivation and voice in school. The critical pedagogical approach adopted with at-risk students in the Female Empowerment Group was reported by all research participants to have contributed to more positive relationships with adults and peers, increased re/engagement in the classroom and greater belonging and affinity with school.

**Eóin MacMaoilir:** *Eóin has been coordinator of the Cabinteely Area School Completion Programme since 2004 and recently completed his MSc in Children and Youth Studies in UCD. His primary interests are critical pedagogy, identity, wilderness therapy and gender*

**Deirdre McGillicuddy:** *Deirdre is Assistant Professor of Education with particular interest in education and children's rights and schooling. She is particularly passionate about addressing inequity within the education system which stems from her time working as a primary school teacher in a DEIS school. She places particular emphasis on the necessity to place children's voice(s) at the heart of the work we do in education.*

## [P16] Professional Practice

### [P16.1] Professionalisation of FET Teachers: Recent Graduates' Views

**Michael Kenny** (Department of Adult & Community Education, Maynooth University, and the HEI FET Forum)

The graduation of Route 3 accredited teachers is now 5 years old. In that time over 700 further education and training (FET) teachers have graduated. However, they are graduating into a sector that is still young, emerging, poorly structured, precarious and riven with challenges. A 2018 survey of FET teacher graduates conducted by the HEI FET Forum (A network of the eight higher education institutions (HEIs) delivering Teaching Council of Ireland accredited initial teacher education programmes for FET teachers) shows that teachers choose to teach in FET because of their commitment to FET learners, because of their vision for a more inclusive adult FET model, and to open up pathways to those who may not have progressed in education as far as they would want to up to this time.

New FET teachers have graduated into a precarious educational landscape where they are advised to view themselves as professionals. However, even teachers registered under Route 1 (Primary teachers) and Route 2 (Secondary teachers) grapple with their sense of professional identity in “post” austerity Ireland. The first SOLAS strategy (2014-2019) was a strategy for formation and change. The new SOLAS FET Strategy, 2020-2015, may offer some direction for the FET teacher profession, but many of the issues newly graduated FET teachers face are structurally inherited and pose a challenge to their sense of professional standing.

This presentation will report the challenges faced by newly graduated Route 3 FET teachers in the field. Drawing on published literature, recent studies, and interviews with recently graduated teachers the presentation will highlight their challenges and discuss what professionalisation means for the newest Route 3 graduates. The authors of this paper will draw on literature on professionalism in education and will interview a number of recent FET teacher graduates. Arising the authors will report on recent graduates’ views on their sense of professional identity.

**Michael Kenny:** *Lecturer and course director of the Post-Graduate Higher Diploma in Further Education (HDFE, <https://goo.gl/bZGjiI>) in the Department of Adult & Community Education, Maynooth University. Also course director of the Postgraduate Certificate in Programme Design & Validation - Further Education & Training.*

### [P16.2] Experienced nurse perception of new graduate nurse practice readiness

**Paul Mahon** (Beaumont Hospital and School of STEM Education, Innovation and Global Studies, Dublin City University), **Yvonne Crotty** (Dublin City University)

Background:

The aim of any undergraduate nurse education programme is to prepare the student for professional practice as a Registered Nurse. On registration, new graduate nurses (NGNs) are expected to be clinically competent, safe and effective life-long learners that contribute to the interdisciplinary care of individuals and families across myriad settings. However, a large body of international evidence points to the under-preparedness of NGNs for the dynamic setting that is modern healthcare. NGNs often describe their initial year of professional practice in terms of feeling insecure, overwhelmed, and stressed; and lacking in acceptance, respect, and sensitivity from their more senior colleagues. Indeed, as a profession that is characterised for ‘eating its’ young’, it is unsurprising that almost 53 percent of NGNs express an intention to leave while up to 27 percent actually do. Although the concept of transition shock is well documented in terms of the experiences of and supports offered to NGNs, less well documented are potential causes and optimal solutions. One area that the literature is lacking in, from an international and an Irish context, is the area of experienced nurse perceptions of NGN practice readiness.

Aim

This integrative review sought to add to the body of knowledge by synthesising what is known about experienced nurses’ perceptions of NGN practice readiness. The knowledge gained from this review will inform subsequent primary research, which will in turn inform the development of a pedagogically sound, constructively aligned bespoke transition support programme for NGNs in an Irish academic teaching hospital.

Method

Integrative thematic analysis of the literature.

## Findings

It has been suggested that neither patients nor public fully understand the nursing role or the complexity and impact of nurses' work. The same, so it would seem, can be said for nurses themselves. Raising more questions than it answers, results of this review demonstrate that experienced nurses differ greatly in their perception of NGN practice readiness across generations, clinical settings, method of training, and experienced nurse role amongst others. The term 'practice ready' is also so poorly understood and divisive that we must either finally dispense with the term in its entirety, or redefine it in a more unexpurgated and empathetic manner that also reflects the reciprocal need for clinical areas to be 'new graduate ready'. If we fail to do so, it is likely that as a profession, we will continue to eat our young, and continue to lament the aftertaste.

**Paul Mahon:** Paul Mahon is the Senior Education Coordinator in the Centre of Nurse Education, Beaumont Hospital. He is also a first year PhD track student in the School of STEM Education, Innovation and Global Studies, Dublin City University.

**Yvonne Crotty:** Dr Crotty is an Associate Professor in the School of STEM Education, Innovation and Global Studies, Dublin City University. She also coordinates the Masters in Education and Training Management (eLearning) programme.

## [P16.3] The rise of Intrapreneurship in Education

**Jane O'Kelly** (DCU Institute of Education), **Martin Brown** (DCU Institute of Education), **Peter Tiernan** (DCU Institute of Education), **Joe O'Hara** (DCU Institute of Education), **Gerry McNamara** (DCU Institute of Education), **Craig Skerrett** (Dublin City University)

Intrapreneurship, a term that is often used interchangeably with entrepreneurship, is increasingly being termed as a valuable skill-set for employees across various public and private sector organisations including teacher education. Yet, for those not directly associated with the field of business education, there is still confusion relating to the meaning and place of intrapreneurship in education. This paper aims to explore intrapreneurship and its current importance as an approach, skill, mind-set and methodology through the literature on entrepreneurship, intrapreneurship, their applications in business, and education and training settings and how such concepts and competences are taught through enterprise education. Intrapreneurial education remains a largely unexplored field (Cillo et al. 2015), particularly among public organisations such as universities (Boon et al. 2013), while at second-level entrepreneurship is only included in the national curricula of a small minority of European countries (Lifelong Learning Programme 2011). However, the task educational institutions are faced with to promote intrapreneurship is two-fold: on one hand they need to be intrapreneurial because students need to be intrapreneurial in their future professions, but on the other hand educational institutions themselves need to be intrapreneurial because like other organisations in other industries, they too have been opened up to the market via increased privatisation, de-regulation, and globalisation. The review of the literature was carried out through the keyword searching and examination of journal articles, policy, curriculum materials, business and corporate publications and conference presentations. The paper explores the conditions necessary to encourage intrapreneurship in education and examines how enterprise education is presented and integrated into initial teacher education.

**Jane O'Kelly:** Dr. Jane O'Kelly is an Assistant Professor in the DCU Institute of Education. She lectures in Creative Instructional Design, Research methodologies and approaches, Work-based reflective practice and professional practice in education. She is the Chair of the BSc in Education and Training.

**Martin Brown:** Martin Brown, School of Policy and Practice, the Centre for Evaluation, Quality and Inspection (EQI) DCU Institute of Education and elected member of the Centre for Culturally Responsive Evaluation and Assessment at the University of Illinois at Urbana Champaign is a specialist in educational evaluation and assessment and has planned and led evaluations in Ireland, Northern Ireland, Europe and the Middle East; working for, among others, the Dept. of Education and Skills, the National Learning Network and the United Arab Emirates government.

**Peter Tiernan:** Peter Tiernan is an Assistant Professor at the School of STEM Education, Innovation and Global Studies. He lectures in the areas of digital media, personal development, entrepreneurship education, instructional design and teaching/training skills.

**Joe O'Hara:** Prof Joe O'Hara holds the Chair of Education and is 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. Joe O'Hara is a Past President of the Educational Studies Association of Ireland was a member of the The Teaching Council of Ireland from 2012-2016.

**Gerry McNamara:** Dr. Gerry McNamara is Professor of Educational Evaluation at the School of Policy and Practice, DCU Institute of Education. He is Director of the University Designated Research Centre, EQI, the Centre for the study of Quality, Evaluation and Inspection in Education and a member of the Centre for Culturally Responsive Evaluation and Assessment at the University of Illinois at Urbana Champaign. From 1997-2007 he was Head of the School of Education Studies, DCU. He founded and was course director of the Doctorate in Education, a taught doctoral programme in the field of educational leadership and evaluation.

**Craig Skerrett:** Craig Skerrett is a researcher at the Centre for Evaluation, Quality and Inspection, Dublin City University. He is currently involved in an Erasmus+ project exploring the possibility of developing distributed evaluation processes in schools, and he lectures on the topic of school evaluation on undergraduate and postgraduate initial teacher education programmes.

## [P17] Languages

### [P17.1] Language learning in the north: openness and constraint viewed through the lens of children's education rights

**Leanne Henderson** (Queen's University Belfast)

Uptake of languages qualifications in Northern Ireland has been in perpetual decline over the past two decades. Similar patterns are evidenced across many international contexts where English is the main first language. At first glance it may appear that the Republic of Ireland is a victim of similarly negative patterns, particularly given the significant policy focus on diversifying the languages offer in the education system and to increasing languages uptake. However, current uptake patterns in the Republic could be interpreted as aspirational goals by their near-neighbours.

Comparisons across the former three-country GCSE and A-Level market (England, Wales and NI) illustrate a common crisis in language learning. The most positive trend is the strength of Welsh uptake in Wales and this is supported by strength in policy provision. Despite having the weakest provision in policy, it is Northern Ireland which has the strongest uptake in modern 'foreign' languages but our research shows that this headline data conceals worrying features in the landscape of language learning.

This paper presents research into the policy and practice of language learning in the north. Drawing on a range of secondary data sources and original research with a cross-sectional sample of language learners at post-primary level, we show how system- and school-level policies operate as a constraint on young people's language learning experiences. Serious inequities are evidenced in how language learning is provided at the school level with differences in the number and diversity of languages on offer, and the curriculum time dedicated to their delivery. Similarly, eventual uptake patterns at both GCSE and A-Level vary by school type and school socio-economic profile.

The fields of language policy, language education and language rights are deeply intertwined, particularly in the context of minority indigenous and immigrant languages. This research engages with this tradition but by examining the extent to which children's rights to, in and through education are safeguarded within the current language learning environment in Northern Ireland's post-primary sector. The discussion focuses on how policy approaches have the potential to improve language learning opportunities for all our young people.

**Leanne Henderson:** *Leanne is currently a Research Fellow on the Language Policy Project attached to the AHRC Modern Languages Leadership Fellowship. Her interests are in young people's educational experiences with a focus on curriculum and assessment arrangements in relation to policy and practice. She holds a PhD in Education from Queen's University Belfast and has worked as a French teacher and Head of Modern Languages at post-primary level in NI.*

### [P17.2] Opening-Up Modern Languages Education in Irish Post-Primary Schools

**Céline Healy** (Maynooth University)

Languages Connect, Ireland's Strategy for Foreign Languages in Education 2017-2026, sets out, as one of its four overarching goals, to improve language proficiency through the creation of more engaging learning environments. To support this goal, one of the actions proposed in the implementation plan, is to explore the potential for greater use of Content and Language Integrated Learning (CLIL) in Irish post-primary schools.

CLIL involves the teaching and learning of another subject area through the target language with a dual focus on both language and non-language content (Coyle, 2017). It has been developed as a means of offering learners increased opportunities for exposure to the target language. Although CLIL is commonly employed across the education sectors in Europe, it is not yet widely used in Irish post-primary schools.

In response to the Languages Connect actions on CLIL a national CLIL pilot-project has been initiated by Post-Primary Languages Ireland. In the first term of the academic year 2019-20 twelve teachers piloted the use of CLIL in their Transition Year (TY) classes for the teaching and learning of Social Justice Education and Well-Being through Spanish or French. These teachers were from a range of post-primary schools from across the country.

The aim of this research project, which runs in tandem with pilot-project, is to develop, by teachers for teachers, guidelines on planning and implementing a CLIL approach in Irish post-primary classrooms. A mixed-methods research approach is employed. This paper will focus on the insights offered by the twelve teacher participants on initiating the use of a CLIL approach in their TY classes, their approaches to planning and resourcing their CLIL lessons, and on their professional learning needs in the area of CLIL.

Preliminary findings indicate that teachers find on-going CLIL professional learning workshops and the establishment of a virtual and face-to-face CLIL community of practice very supportive in helping them to develop their confidence and competence in initiating, planning and implementing a CLIL approach.

**Céline Healy:** *Dr Céline Healy works at Maynooth University Department of Education where she teaches and researches in the areas of 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.*



## [P17.3] Fostering sociolinguistic awareness and leadership through the Transition Year Programme

**Laoise Ní Thuairisg** (Institute of Education, DCU), **Pádraig Ó Duibhir** (Institute of Education DCU)

The Transition Year Programme is recognised as the first formal year of the Senior Cycle of post-primary education and is generally viewed as a 'year out' from formal schooling (Clerkin, 2013). A key feature of the current TYP is 'subject sampling' and work experience where the school community has a certain autonomy to introduce topics and themes relevant to their local context and to the life experiences of their pupils. This can be done without the pressure of a prescribed curriculum and in an environment free from a high stakes examination culture.

This research investigates the opportunities within the TYP in post-primary Gaeltacht schools for the development and introduction of modules aimed at fostering linguistic, social and cultural awareness among pupils as well as developing their skills in leadership, collaboration and community development.

The data presented in this paper are based on the opinions and experiences of pupils who completed an online questionnaire (n=113) and a subset of these (=32) who took part in focus groups. The opinions of parents (n=10) were gathered in focus groups while the views of various stakeholders in TY, Gaeltacht education as well as language planning initiatives were collected using face-to-face interviews.

Current reviews of the Senior Cycle look to the TYP in the hopes that some of the more successful and innovative elements may be adopted. However, this begs the question what impact this will have on the current TYP. We report on pupils' experiences of the TY programme as well as their parents' expectations and reactions to the programme. We describe the challenges associated with the effective delivery of a TY programme from the point of view of TY coordinators and school principals and we investigate ways in which these challenges can be addressed, particularly in communities whose local needs and requirements are not being adequately addressed in a centralised education system.

**Laoise Ní Thuairisg:** Laoise Ní Thuairisg is an assistant professor in the DCU Institute of Education. Her research focuses on immersion education, language planning in education and professional development for teachers in bilingual education. She is currently the chair of the BEd (post-primary) in Gaeilge, and French or German or Spanish, a concurrent post-primary initial teacher education programme in DCU.

**Pádraig Ó Duibhir:** 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.

## [ECR3] Early Career Researcher Symposium 3

### [ECR3.1] Exploring the nature and niche of TeachMeet in an open professional learning landscape

**Mags Amond** (Trinity College Dublin), **Keith Johnston** (School of Education, TCD), **Richard Millwood** (School of Computer Science and Statistics, TCD)

TeachMeet is an unconference event arranged by teachers in which peers meet in order to share classroom practice ideas and resources in a semi-formal convivial atmosphere. This non-hierarchical movement has evolved from the original instance in Scotland (2006) to its current status as worldwide open networked community. This paper presentation reports early results of a mixed methods study exploring the nature and niche of TeachMeet in a professional learning landscape. The research questions seek to establish the characteristics of TeachMeet and the motivations and perspectives of TeachMeet participants.

The research schedule is a combination of field work generating primary data (via observation visits, open survey, and semi-structured interviews) with a Critical Sensemaking audit trail through the extensive body of secondary data which exists online, leading to a report which is both descriptive and interpretive. Initial analysis of the substantial informal data from internet sources suggested that participants viewed TeachMeet as having, for them, many elements described in the literature pertaining to Continuing Professional Development (CPD), Personal Learning Network (PLN), Community of Practice (CoP). This provided a framework with which to scaffold the research design.

The principles of the strengths-based Appreciative Inquiry cycle (focussing on the first two stages: Define, Discovery) are used as guidelines in the invitation for participants to offer their perspective on the situation and value of their lived TeachMeet experience. To reflect the positionality of the researcher as informed insider, the 'double hermeneutic' of Interpretive Phenomenological Analysis is being applied to analyse these reported experiences. This presentation aims to report a summary of findings from an initial analysis of the earliest returns in an ongoing study of the TeachMeet phenomenon.

**Mags Amond:** Mags is a retired teacher currently pursuing a PhD at TCD. Her life in education always involved volunteering in professional and personal teacher networks and activities, including recent extensive experience in the evolving world of TeachMeet. Areas of interest include cooperative learning, open space technology, and the growing intersection between art & craft knowledge and computer science.

**Keith Johnston:** Keith is Director of Postgraduate Teaching and Learning at the School of Education in Trinity College Dublin. Research interests include development and implementation of ICT policy in education, and in the use of ICTs to support teaching and learning. Recent research foci include the Bridge21 model of learning in the context of proposed Junior Cycle reforms, and mobile learning via smartphone applications, social networking and the use of personal response systems in educational contexts.



**Richard Millwood:** Richard is a Research Assistant in the School of Computer Science and Statistics at Trinity College Dublin. He is also computing lead for EEDI - a formative assessment personalisation software for children. Recent projects include developing CESI•CS - a Community of Practice for computing educators in Ireland; advising the NCCA on Computational Thinking in Primary level and developing parents' capacity to learn coding together with their children in the OurKidsCode project.

## [ECR3.2] A Matter of Civic Education: Lifelong Learning and Leadership from the Active Volunteer Perspective

**Shelli Ann Garland** (Trinity College Dublin)

Non-profit and charitable organizations rely heavily on the responsibility and stability of the volunteer. Responsible and experienced individuals help an organization with the key skills and knowledge that the learner carries with them through life experiences. Evidence suggests that organizations that use volunteers place a particularly high value on higher educated learners for the specific skills, knowledge, and civic enthusiasm that they can offer (Weston, Guardini, Minnion, & Kwiatkowska, 2013).

There is valuable learning that occurs through volunteering and community engagement to address immediate needs and desires of the volunteer to engage and address needs of another person or organization, but are there some deeper influences that encourage volunteer longevity? Is there a process of learning from and through past-experiences that creates a personal transformation or an enduring impact on the volunteer and motivates sustained volunteerism? These questions and variations of inquiry related to identity, formative education, and informal learning through life experiences are part of what inspired this study. While there has been diverse research on the impacts of volunteering (Healy, Rowan, & McIlrath, 2014), there has been scant research on how identity combined with experiences of formal and informal learning impact an Active Volunteer over the life course, and if life experiences and learning through volunteering enhance the longevity and sustainability of an Active Volunteer.

Through in-depth interviews and reflective journals with 24 adult participants living in Ireland, this research project investigated volunteer identity, and participant perceptions of learning through volunteering. I examined how Active Volunteers are influenced by their earliest memories of volunteering; how the environment in which they were raised and their experiences of formal education affected them; how they define themselves in their role as Active Volunteers; and if they recognize their volunteer participation as a form of learning. Through life story narratives of learning across the volunteer experience, I analysed common experiences and learning themes among volunteers from the volunteer lived experience. Such an approach is qualitative, holistic, and aims to understand and explain the personal ways individuals relate volunteering with their identity, learning as part of their volunteer experience, and understanding identity through learning.

The research findings uncovered four distinct Active Volunteer Dispositions (AVDs) as leader dispositions that will be discussed in terms of a clearer understanding of volunteer identity and civic learning through volunteering and larger personal, social, and societal impacts.

**Shelli Ann Garland:** Shelli Ann has just completed her PhD research at Trinity College Dublin in the School of Education. Her thesis entitled "Finding Volunesia: An exploration of how volunteer identity, and volunteer learning through the life course, transforms participants and develops enduring leaders" was successfully completed in three years. Shelli's research interests include: Volunteer identity, learning, leadership. Lifelong, adult and community-based education.

## [P18] Primary ITE

### [P18.1] Exposing the 'messiness' of action research: 'Cycling' towards change with primary pre-service teachers enacting assessment for learning in physical education

**Suzy Macken** (Marino Institute of Education)

Background: Much criticism remains surrounding the impact of teacher education programmes on pre-service teacher (PST) preparation for the reality and complexities of the classroom (Darling-Hammond, 2006). Assessment for learning (AfL) has been widely researched and defended within policy documents and literature, yet such recognition of the effectiveness of using assessment strategies does not guarantee that a transfer of theory into PST's school placement will occur (Lorente-Catalán & Kirk, 2016). With a lack of research on primary PST's assessment literacy in enacting AfL in primary physical education, both internationally and nationally in the Irish context, the presenter sought to engage in action research to establish the impact of her current practice on PST's enactment of AfL, and explore how to improve the effectiveness of her practice (Stringer, 2014).

Research aim: The aim of this presentation is to expose the challenges, complexities, and benefits of action research in line with the impact on the research study and the presenter's practice as a teacher educator in primary physical education.

Methods: This presentation draws on the presenter's experiences as a teacher educator engaging in action research with primary PSTs on a two-year professional masters of education. This study employed a seven-phase longitudinal action research approach. The data discussed in this presentation will draw from the presenter's reflective diary maintained throughout her doctoral research, field notes based on participant observation by the presenter, and semi-structured interviews conducted with the PSTs.

Findings and Implications: The findings of this study present the ‘messiness’ that was experienced by the presenter through sustained engagement in the overall cycle of action research, and the multiple micro cycles of action research throughout her doctoral studies. This presentation provides an insight into the complexities of action research when playing the dual role of a teacher educator and a researcher, the implications of accessibility to PST’s teaching primary physical education, and the rationale for, and outcome of decisions made as part of the action research cycles. Furthermore, the presenter will share how the knowledge gained from this doctoral research has impacted on her own practice in her initial teacher education programmes. Action research as a methodology can lead to more informed change in one’s own practice, however, embracing and acknowledging the chaos and messiness of the process is what can ultimately lead to change. This study raises questions for how teacher educators can effectively prepare assessment literate PSTs.

**Suzy Macken:** *Suzy Macken is a lecturer in Marino Institute of Education. Her research interests involve primary physical education, assessment, and pre-service teachers.*

## [P18.2] Exploring Pedagogy and Practice: Meaningful Physical Education (MPE) in Primary Initial Teacher Education

**Maura Coulter** (Institute of Education, Dublin City University), **Richard Bowles** (Mary Immaculate College), **Tony Sweeney** (Froebel Department, Maynooth University)

### (a) Background/ Context

This paper presents how three physical education teacher educators (PETE), working in different universities in Ireland, adopted a Meaningful Physical Education (MPE) approach over the duration of one 12 week semester. Guided by the principles of collaborative self-study (Richards and Ressler 2016) and informed by research on communities of practice (e.g. Patton and Parker 2017), we explore our use of the MPE approach with student primary teachers.

### (b) Research Objective

Building on previous work focused on learning about meaningful PE (LAMPE) (Ní Chróinín et al. 2017) our central research question was: how does our engagement with the principles of MPE impact our pedagogical approaches?

### (c) Methods and Data Sources

This research project adopted a collaborative self-study framework. Self-study is an increasingly popular approach used to explore learning experiences in teaching (e.g. Samaras 2011) and teacher education (e.g. Fletcher 2016) contexts. Moreover, collaborative self-study has been proposed as a useful lens to examine teacher educators’ learning through reflection and critical friendship (O Dwyer et al. 2019).

Fortnightly reflections and regular skype conversations were undertaken using an agreed reflective template. We acted as critical friends for each other (Schuck and Russell 2005). Each participant also completed a final personal meta-reflection. These reflections (n=17), and the commentary from the critical friends, were the data sources for this project, along with the transcribed Skype conversations (n=3).

### (d) Key Findings

#### Challenges of Embedding Innovation

Using the MPE approach presented each of us with challenges. The recognition of significant pressure to deliver prescribed course content was evident throughout the data. Each of us identified that we had a clear focus on the what and how of teaching PE – but finding time to explore the why was a significant dilemma for us.

#### Value of the Community of Practice

Engagement with critical friends provided effective support and challenge throughout this project. The findings illustrate how the pedagogical principles of the MPE approach provided an overall guiding framework that influenced pedagogical decision-making including specific decisions and actions of teaching within individual learning activities as well as within module content, design, and organisation.

Martin and Dismuke (2015, p. 5) suggest that collaboration enables “individuals to work across boundaries of their own knowledge, skills, and dispositions in dealing with the complexities and challenges of teaching”. Our research supports this view, while we focused on the implementation of a specific pedagogical innovation.

**Maura Coulter:** *Dr. Maura Coulter is a lecturer in primary physical education in the School of Arts Education and Movement, Institute of Education at DCU, St Patrick’s Campus and Assistant Dean of Research. Her scholarly interests include professional development, mentoring, outdoor learning, digital technology in PE, meaningful experiences in PE and self-study of teacher education practices.*

**Richard Bowles:** *Dr. Richard Bowles is a lecturer in the Arts & Physical Education Department in Mary Immaculate College, Limerick. His research interests include Students’ previous experiences of PE, the teaching of games in PE, and the impact of external personnel on the teaching of PE.*

**Tony Sweeney:** *Tony Sweeney is an assistant professor with the Froebel Department of Primary and Early Childhood Education at Maynooth University. He co-ordinates the Curriculum, Methodology and Assessment modules and lectures in Primary Physical Education and Digital Learning.*

## [P18.3] Ignite the canon! Opening and broadening the primary school visual art canon at preservice level

**Michael Flannery** (*Marino Institute of Education*)

Taking on board theme of openness in education, a key weakness remains within primary school visual arts education that concerns the narrow canon of artworks explored through the curriculum strand unit “looking and responding” (NCCA, 1999). There is a pressing need to both open and broaden the primary school visual arts canon addressed in the classroom so it (i) reflects the ever-increasing diversity of visual arts and visual artist within the world(s) of visual arts and (ii) relates to the increasing cultural diversity within a contemporary Irish primary classroom. The narrowness of the canon can be attributed to a number of variables including a teachers’ low creative self-efficacy, expressionistic epistemological teaching positions, overly restrictive cross-curricular integration practices and a relatively dated visual arts primary school curriculum (NCCA, 1999).

Consequently, this practitioner research explores the effectiveness of a self-directed visual arts-based research project with pre-service teachers in relation to addressing this deficit. Informed by intercultural arts, self-efficacy theory and arts-based research, participants created a visual piece using drawing, paint and print effects informed by visual research undertaken about visual arts from another culture. Methods include inductive qualitative analysis of participants’ artwork and written reflective responses. Findings indicate that the arts-based research experience is both an effective and affective mode for intercultural understanding and aesthetic appreciation. Participants’ written reflections indicate an openness to opening their future classroom practice to embrace intercultural arts and extend the school art canon to reflect a richer, relevant and interdisciplinary looking and responding experience.

**Michael Flannery:** *Michael is a Senior Lecturer in Education at Marino Institute of Education, an associated college of the Trinity College Dublin. He works as Head of Department of Arts, Maths, PE and Early Childhood. He teaches visual arts education at undergraduate and postgraduate levels. He did his PhD in Education and Higher Diploma in Community Arts Education at the NCAD. He completed a MSc in Technology and Learning at TCD and MA in English Language Education at Canterbury Christ Church University.*

## Parallel Sessions 6 (Friday, 16.10-16.40)

### [P19] Professional Development in Higher Education

#### [P19.1] Exploring conceptions of flexibility and openness to support professional development for Higher Education academic practice

**Laura Costelloe** (*Mary Immaculate College*), **Mary Fitzpatrick** (*University of Limerick*), **Martin Fitzgerald** (*Limerick Institute of Technology*), **Gwen Moore** (*Mary Immaculate College*), **Anne Ryan** (*Mary Immaculate College*), **Sarah O’Toole** (*Limerick Institute of Technology*)

This discussion paper is based on research undertaken as part of a project funded by the National Forum for the Enhancement of Teaching and Learning in Higher Education entitled ‘Professional Development Capacity Building in Higher Education: extending provision for national impact through a flexible pathways approach’, or FLEXIpath. FLEXIpath aims to develop flexible pathways for those who teach in Higher Education, providing opportunities to gain credits or recognition for formal and informal learning undertaken to enhance academic practice.

Strong calls for flexibility and accessibility in the provision of professional development (PD) emerge from the literature (Botham, 2018, Teräs, 2016) and both new and experienced HE faculty cite time constraints as a significant barrier to engaging in PD (e.g. Brownell and Tanner, 2012). The project thus responds to strong calls in the literature and from academics locally for greater flexibility in both the provision and recognition of professional learning, both formal and informal. It seeks to design flexible learning pathways for all staff who teach, taking account of the distinct contexts and needs of a diverse range of disciplines. In order to further explore these themes, 28 staff (both academic and professional services) were interviewed from across three institutions which are representative of the Irish HE sector, i.e. University, Institute of Technology and College of Education. The interviews were analysed thematically (following Braun and Clarke, 2006) and this paper will present an overview of the key themes, including an exploration of the motivators and enablers of professional development. What emerges strongly from the interviews is a strong commitment to be a better educator, alongside a clear call for greater flexibility and openness in the context of the formal and informal learning undertaken to enhance academic practice. The paper will consider the implications of these themes, both with regard to the FLEXIpath project, but also the broader implications for the support of the professional learning of those who teach in Higher Education.

**Laura Costelloe:** *Dr Laura Costelloe is an Academic Developer at Mary Immaculate College, Limerick.*

**Mary Fitzpatrick:** *Dr Mary Fitzpatrick is the Head of the Centre for Transformative Learning at the University of Limerick.*

**Martin Fitzgerald:** *Dr Martin Fitzgerald is a Lecturer in Education and Human Development in the Department of Applied Social Sciences at Limerick Institute of Technology.*

**Gwen Moore:** *Dr Gwen Moore is the Director of Teaching and Learning at Mary Immaculate College and a Senior Lecturer in Music Education.*

**Anne Ryan:** *Anne Ryan is an Academic Developer at Mary Immaculate College, Limerick.*

**Sarah O’Toole:** *Sarah O’Toole is an Educational Technologist at Limerick Institute of Technology.*

## [P19.2] What Works? Professional Development Planning for Those who Teach in Higher Education

**Éilís Flanagan** (Letterkenny Institute of Technology), **Lynn Ramsey** (Letterkenny Institute of Technology)

Considering the increased emphasis for those who teach in higher education (HE) to engage in research and on championing innovative teaching and learning strategies, there is a growing need to support the professional growth of educators through learning, reflection and collaboration. Within the context of international trends, this study examines the landscape of professional development in Ireland's HE sector and in particular explores how educators in HE can create sustainable collaborative networks to develop their professional learning and implement educational change over time. This paper reports on initial findings from the research study PROGRESS: Professional Growth for Equity, Sustainability and Success, to create an evidence-based framework to support professional development (PD) planning for staff in Letterkenny Institute of Technology (LYIT). The primary objectives of the PROGRESS study are aligned with the strategic priorities of the institution and the frameworks of the National Forum for the Enhancement of Teaching and Learning in Higher Education. The research reported in this paper is underpinned by constructivism, social constructivism and Social Learning Theory (Bandura, 1977). Further, Hargreaves' (1994 & 2018) concept of collaborative professionalism is used as a lens for exploring the evidence-base of 'what works' in terms of how we develop focused professional relationships between educators and educators/students to enhance the teaching and learning experiences for both. This paper presents the design of an evidence-based model (PROGRESS framework) to support progression in both the discipline-specific and career-specific priorities of those who teach in HE in a manner that promotes mutual trust, care and a genuine sharing of expertise among teaching staff and students. The PROGRESS framework is informed by evidence from staff, students, research literature and policy. A Mixed Methods approach was adopted and methods include an institution-wide survey of all staff in the HEI, group interviews, a Teaching and Learning Case Study and a bespoke Partnership Mentoring initiative. Initial findings suggest the need to collaborate with students to enhance teaching practices, career growth and student engagement. Emphasis was placed on the time and resources necessary to implement educational change and the significant cultural shift that this requires. Further, a key challenge to encouraging, supporting and maintaining enthusiasm for engaging in professional development among those who teach in HE is knowing how to build sustainable and equitable professional networks within the institution.

**Éilís Flanagan:** Dr Éilís Flanagan is an educational researcher in LYIT whose current projects focus on professional learning and development as well as widening access and participation in Higher Education. Her research has been funded by the Irish Research Council, EU COST, the National Forum and the Higher Education Authority. Her research interests include Teacher Professional Practice, Student Engagement, Technology-enhanced Learning, Practitioner Research, Design-Based Research and Video Methods.

**Lynn Ramsey:** Dr Lynn Ramsey is Director of Equality, Diversity and Inclusion, Head of Teaching and Learning at LYIT, Programme Manager for the West/North West Higher Education Cluster, and Board member of the Higher Education Authority. She is Chair of the National Forum for the Enhancement of Teaching and Learning in Higher Education. Lynn's work focuses on the strategic development of teaching and learning and co-ordination of national policy across higher education institutions and her research interests include Higher Education Policy, Student Engagement, Leadership and Equality.

## [P20] Legal & Legislative

### [P20.1] Educating Teachers for Protecting Children: Need to Re-focus

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

#### Background

Child abuse and protecting children from harm are key societal and educational priorities both internationally and in Ireland particularly for the past two decades. Recent policy and legislative changes in Ireland place additional responsibilities on teachers including mandated reporting and assisting. This research aimed to determine the experience of these DLPs as they implement the Child Protection Procedures 2017.

#### Method

The research outlined in this paper was conducted with 387 DLPs—typically primary school principals in March 2018. This was a mixed methods study in which an online survey constituting closed and open questions was emailed to all primary schools in Ireland (approximately 3,248). 387 DLPs responded to the survey reflecting a response rate of 12.01%.

#### Findings

The findings indicate low satisfaction rates amongst DLPs in relation to child protection training, an over-reliance on online child protection training for Irish primary school teachers, poor participation rates of school Boards of Management in child protection training, and calls for expanded child protection training that would include all school staff and be provided on a regular and ongoing basis. Furthermore, the findings suggest a compliance culture in which schools are striving to comply with procedures and requirements.

#### Conclusions

Child protection training and supports provided to teachers need to be redesigned to include avenues for progression, in addition to more face-to-face engagement. An increased emphasis on teacher change is required where less tangible factors such as teacher beliefs and conceptions can be challenged and explored in order to change teacher practice.

**Mia Treacy:** Lecturer in Educational Policy and Research. Former primary school principal. Worked for 11 years on secondment to the teacher support services of the Department of Education and Skills.

**Margaret Nohilly:** Lecturer in Social, Personal, and Health Education. Worked for 9 years on secondment to the teacher support services of the Department of Education and Skills.

## [P20.2] Opening up stakeholders' understanding of the challenges presenting in the interface between education and the law and the opportunities within.

**Marie Conroy Johnson** (Dublin City University), **Bernadette Ní Áingléis** (Dublin City University)

### Background Context and Research Aim

Education settings in Ireland operate in a legally complex and litigious milieu. Schools “face growing legal challenges ...from a variety of sources ...[and] ...severe pressures in addressing the plethora of diverse laws and legal instruments/regulation affecting [them]” (Parry et al., 2015, p.2). International research identifies legal issues impacting education (Bain, 2009; Rosenblith, 2017) with child safeguarding, health and safety, special educational needs, and liability predominating. Militello et al (2009) report that the majority of school principals (n=493) responding to a US survey were uninformed or misinformed about education law. There is a dearth of empirical research in Ireland on contemporary legal issues impacting schools and the extent of legal literacy in the teaching profession.

This research is specifically focused on the edu-legal context for child protection/safeguarding in Ireland. It aims to explore the challenges and opportunities presenting for key stakeholders where law meets education in a child safeguarding context. The perspectives of principal teachers, the legal profession, the Inspectorate, Tusla and teacher educators are explored in this case study.

### Methodology

The overarching conceptual frame for this research is grounded in a community-of-practice approach (Wenger, 1998) conducive to a learning orientation that is founded on ‘partnership-with-stakeholders’ (Hall et al, 2018).

The research draws on case study methodology (Stake, 1995; Yin, 2014) and on the dynamics of cultural-historical activity theory (Engeström, 2001; 2015). Data collection methods consist of narrative presentations at a Child Protection conference, podcast recordings of the event and print versions of conference papers (DCU, 2019). Seven semi-structured interviews with conference presenters were conducted by way of follow-up. Force-field analysis (Lewin, 1951) was used to elucidate the unique challenges and opportunities for the stakeholders involved and the inter-stakeholder commonalities in practices around child protection.

### Key Findings

Challenges emerging for stakeholders include the complexities of inter-agency involvement in child protection, the negotiation of roles and role boundaries and unique expectations of sectors, managing the cross-over in child-safeguarding inspection approaches by different organisations, and ensuring high levels of compliance with legislation and procedural Circulars.

Providing opportunities for stakeholders to meet, share and create a common language around child protection opens up new thinking and practices and enables stakeholders to assimilate different perspectives. Developing stakeholders' understanding would seem to be best undertaken in a neutral space in order to allow the edu-legal complexities to be debated in a frank dialogue underpinned by integrity and openness.

**Marie Conroy Johnson:** Ms Marie Conroy Johnson is Assistant Lecturer at DCU Institute of Education and a Director of School Placement. Her research interests include education and the law, initial and continuing teacher education, professional learning communities and networks, and leadership and management in education.

**Bernadette Ní Áingléis:** Dr Bernadette Ní Áingléis is Associate Professor at DCU Institute of Education. Her research interests include education and the law, school-university partnerships, and teacher professionalism.

## [P21] Transitions & Pathways

### [P21.1] Supporting Students in the Transition to Higher Education

**Aiveen Mullally** (Marino Institute of Education), **Marian Fitzmaurice** (Marino Institute of Education)

In 2011, the Irish government published the ‘National Strategy for Higher Education to 2030’ which recommended that ‘Higher education institutions should prepare first-year students better for their learning experience, so they can engage with it more successfully’. It is clear from the literature that the transition from post primary to Higher Education is a challenging undertaking for students who can find it difficult to navigate this new terrain and manage the level of autonomy which comes as part of the higher education environment and develop the necessary skills for success (McGhie, 2017; Coertjens et al, 2017; Trautwein & Bosse, 2017; Taylor & Harris Evans, 2018).

To this end a module was developed in 2018 by the researchers (Dr Aiveen Mullally and Dr Marian Fitzmaurice) for First Year BSc in Education Studies students in Marino Institute of Education and it is delivered in the first semester for students. This module was developed above and

beyond the one-week induction programme which has an inherent value but does not offer ongoing support to students as they manage their journey of transition. The module seeks to guide students towards effective management of their own learning and development and introduced students to skills required for success in their new academic journey and beyond.

In September 2019 the researchers undertook a qualitative study with the students. Through distributing a questionnaire at the beginning of the module and conducting focus groups at the end of the module, the research sought to investigate the impact of the module on student experience in terms of the management of their own learning and the development of skills necessary for higher level education. Findings have yielded some interesting insights into the student's experience of culture shock during transition to higher education, the challenges of being a learner in a higher education context, their preference for group work and activity-based learning and the importance of the student-lecturer relationship.

**Aiveen Mullally:** *Aiveen is a lecturer at Marino Institute of Education in the Department of Inclusion, Religious Education and Student Life. She teaches across various programmes in the Institute and was previously the coordinator of the BSc in Education Studies.*

**Marian Fitzmaurice:** *Marian is a lecturer in Research Methods at Marino Institute of Education. She has worked for a number of institutions as a lecturer and has a long standing interest in teaching and learning in higher education and academic writing and has accrued a wealth of knowledge over many years to help novice and experienced writers with practical suggestions based on up-to-date research. She completed a project in Trinity College on academic writing and plagiarism and developed on-line resources for students.*

## [P21.2] Pathways to post-secondary settings for students with intellectual disabilities: What do we know?

**Des Aston** (Trinity Centre for People with Intellectual Disabilities), **Joanne Banks** (Trinity College Dublin), **Michael Shevlin** (Trinity Centre for People with Intellectual Disabilities)

### Background/context:

Intellectual disability (ID) is one of the disability categories most vulnerable for poor post-school outcomes. International research has consistently shown that young people with ID are less likely to participate in education, employment, and lead independent lives compared to their peers. In Ireland, students with an intellectual disability were traditionally expected to proceed to specially designated day services on completing school. Over the last two decades however, increased numbers of students with ID are attending mainstream schools. Despite these changes, there is little evidence that career guidance and transition planning, intended to prepare students for life after school, have changed.

### Research aim/objectives:

The aim of this paper is to explore the nature and quality of career guidance for students with intellectual disabilities in Irish second level schools. Using national level data on the prevalence and distribution of students with ID across schools and the type of guidance provided, the paper explores the extent to which students with ID are academically and socially prepared for life after school.

### Methods and data sources:

This study adopts a mixed methods approach combining survey data on second level schools as well as in-depth interviews with school principals and guidance counsellors to provide a holistic perspective into guidance provision for students with ID.

Using data from the National Survey of School Principals (2019) carried out by the Trinity Centre for People with Intellectual Disabilities (TCPID), the paper examines the types of career guidance available to students with ID as they navigate the difficult transition from school into further or higher education, training or employment and adult life more generally.

In addition, data from in-depth qualitative interviews with 20 school principals and guidance counsellors are used to gain a deeper insight into the factors shaping guidance provision for young people with ID.

### Key findings/takeaway points

Findings show wide variation in the prevalence of ID and provision of guidance counselling across different school contexts. The study highlights the need for a national policy of guidance provision that is reflective of increased diversity in the student population and the changing options for young people as they complete school. The paper also highlights the need for guidance provision in the special school sector.

**Des Aston:** *Des Aston is the National and Schools Coordinator located in Trinity Centre for People with Intellectual Disabilities [TCPID], School of Education, Trinity College Dublin. Des is the current chairperson of the Inclusive National Higher Education Forum [INHEF] which is a national interest group comprised of representatives of higher education providers and diverse stakeholders interested in supporting access routes and inclusive education initiatives to students with intellectual disabilities in Ireland.*

**Joanne Banks:** *Dr Joanne Banks is an Assistant Professor in Inclusive Education at the School of Education, Trinity College Dublin. Her research focuses mainly on disability, inclusive education and educational inequality in the Irish education system.*

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



## [P22] SEN

### [P22.1] Mapping Pathological Demand Avoidance in an Irish Context

**Neil Kenny** (School of Inclusive and Special Education, Dublin City University.), **Alison Doyle** (Caerus Education)

**Background:** Pathological Demand Avoidance (PDA) (Newson, 1990, 1996, 1999) is increasingly recognised as a particular profile within the Autism Spectrum (Christie, Duncan, Fidler & Healy, 2011; National Autistic Society, 2017). Individuals with a PDA profile exhibit extreme and pervasive anxiety in response to the demands and expectations of everyday life, manifested in excessive levels of avoidance to maintain absolute control. This can have a deep impact on the levels of persistence and engagement with school or health services for both children and adults.

**Aims and objectives:** This study of PDA captures the lived experience of individuals with PDA, parents / carers, and practitioners who support them, with the intent of: i) cataloguing impact and outcomes on family life and school attendance, ii) examining strategies and interventions in school settings, and iii) contribute to wider awareness and understanding. A bioecological framework of autism was adopted to illustrate how the relationship between systems can and does impact in a holistic manner on the lives of individuals with PDA and their families.

**Method and theoretical framework:** This mixed method study was conducted in Ireland between November 2018 and March 2019 using a purposive sample of self-selecting participants (n = 343.) Quantitative data was extracted from an online survey capturing demographics, diagnostic pathways, PDA traits, school attendance, educational and clinical intervention, and family impacts. Qualitative data was extracted from individual interviews, focus groups, and open-ended responses from survey data, which were thematically coded and analysed.

**Key findings:** testimony from adults living with PDA (n = 14), parents of CYP (n = 268), and education and health professionals (n = 54) indicate more than 50% of parents state difficulties with school attendance, challenging behaviour, social isolation, self-esteem and severe anxiety. Younger children were significantly more likely to experience sensory issues (89%), need for control (88%), and demonstrate challenging behaviours (85%). Barriers to support include lack of understanding (82%), and suggestions of poor parenting (45%). Almost 50% of parents report children struggle with school attendance regularly or all of the time, with almost 20% out of education for between 6 months and 2 years (13% reporting school exclusion). Significant impacts on mental and physical health, and family dynamics, are reported.

**Recommendations** include guidelines for the management and support of PDA in primary, post-primary, FE and HE settings, and alternative education pathways. Future research should explore child viewpoints on the challenges of attending school.

**Neil Kenny:** Dr. Neil Kenny has a range of qualifications in Education and Psychology, including a B.A. (psych) from U.C.D. (2000) and a PhD. from Maynooth University (2010). In addition, he has over ten years applied experience in special education settings, working directly with families and children with complex learning needs. This experience involved utilizing a range of psychological assessments to design, supervise and deliver evidence-based education programs to individuals ranging in age from early intervention services for young children to adult residential services. Additionally, Neil has experience in teaching and research across a number of higher education institutions in the domains of Education and Psychology. He has previously held lecturing positions at the Institute of Technology, Blanchardstown (2011-2012), the University of Limerick (2012-2015) and Limerick Institute of Technology. He has a number of qualifications in teaching and learning in higher education, including Dublin Institute of Technology (2011), Waterford Institute of Technology (2012) and a Specialist Diploma from the University of Limerick (2014).

**Alison Doyle:** Alison is an independent educational psychologist with more than 35 years of experience in special and inclusive education, as a teacher, school principal, and disability officer. Alison designs and delivers bespoke pre-entry transition programmes and regularly provides seminars and workshops to parents and institutions. Alison teaches to postgraduate programmes in Dublin City University and Trinity College Dublin. Her research work includes transition from school to further education, higher education and training for students with disabilities, inclusive supported employment for people with intellectual disabilities, and pre-entry transition programmes for students with ASD.

### [P22.2] Inclusion or Exclusion? The spectrum of inclusive practice for pupils with autism

**Colin McElroy** (Trinity College Dublin)

Following the publication of the Salamanca Report (UNESCO, 1994), many countries around the world were committed to the principles underpinning inclusive education. It was envisaged that schools should enable pupils with additional learning needs (ALN) to develop within an environment where individual difference was celebrated and supported appropriately. However, the international drive towards the successful implementation of inclusive educational policies has been fraught with many challenges. In the intervening period, the trend of inclusive school practices has resulted in the proliferation of pupils with autism attending mainstream schools in Ireland. Despite many publications and legislative advances, inclusive school practices have remained inconsistent across mainstream primary and post-primary schools hitherto.

Eliciting the voices of key stakeholders was central to carrying out the research aims and objectives. This doctoral research describes stakeholders' experiences of inclusive practices across eight mainstream primary schools in Leinster with access to a special class for pupils with autism. Communication of interest to engage in the research process was received from 134 participants. An overview of stakeholders' experiences of transition and transfer were also examined. Moreover, this research established stakeholders' perspectives on their ideal school for pupils with autism.

Methods used in this research included questionnaires, interviews, documentation and visual stimuli. Thematic analysis was undertaken to establish the varying experiences of inclusion for pupils with autism within each school. The experiences of stakeholders were elicited through: seventy-two self-administered questionnaires; forty interviews; three focus groups and eighty-one visual documents. Questionnaires were adapted

to suit the needs of pupils participating in this study. The layout and design of the questionnaires incorporated the use of colour, pictures and graphics to make it more attractive for pupils to complete. Triangulation was used in this research to enhance the credibility of research findings.

The major themes in this research related to policy, provision, experiences and outcomes. Findings from this study suggest that schools are working within a policy vacuum that is negatively impacting on the learning and social experiences for pupils with autism. This paper will provide a brief summary of the obstacles and positive practices that pupils with autism encounter within Irish primary schools. It will be argued that the creative methodologies used within this research—to elicit the experiences of children with autism—present an opportunity for educators to incorporate these tools into their future teaching and academic strategies.

**Colin McElroy:** *Colin McElroy is a qualified primary and secondary school teacher, currently working as a primary school teacher in Dublin. He is an Associate Research Fellow and a member of the Inclusion in Education and Society in the School of Education, Trinity College Dublin (TCD). Colin has served on the Executive Committee of IATSE since 2009 and completed his Ph.D. in Education in TCD in 2018 on autism and inclusion.*

## [P23] Classroom Management

### [P23.1] Sustained CPD as an Effective Approach in the Delivery of the Incredible Years Teacher Classroom Management Programme

**Nicole Davey** (Mary Immaculate College, Limerick), **Margaret Egan** (Mary Immaculate College, Limerick)

The Incredible Years Teacher Classroom Management (IYTCM) programme (Webster-Stratton, 2000, 2001) aims to equip teachers with the key strategies and skills necessary to promote socio-emotional child development. In Ireland, educational psychologists (EPs) are involved in the delivery of the IYTCM programme to primary school teachers. This study sought to ascertain teachers' and EPs' experiences of working collaboratively during IYTCM programme dissemination and implementation. A qualitative research design was adopted within a constructivist paradigm. Semi-structured interviews with two EPs and twelve teachers served as the primary method of data collection, and the data was thematically analysed (Braun & Clarke, 2006). The study found that EPs joined the teacher cohort, as co-constructors of knowledge-based practice, in the IYTCM workshops and communities of practice to meet the needs of an increasingly diverse student population in Irish primary schools. The collaborative engagements between the EP and teacher were found to result in appropriate adaptation of programme delivery, the formulation of behaviour plans, the development of a shared language and enhanced inter-professional relationships. The findings indicate that the sustained, collaborative approach adopted by the EP, as IYTCM facilitator, during programme dissemination presents as a desirable and effective form of educational psychology service delivery to support teachers' professional learning and development, and this has several implications in the Irish educational context.

**Nicole Davey:** *Nicole Davey is currently working with the National Educational Psychological Service (NEPS) where she practices as an educational psychologist. She has completed the B. Ed and Psychology (MIC) & MAEP (MIC). Nicole's research interests are in the areas of teacher professional learning, wellbeing, social and emotional Learning for all, and inclusive and special education provision.*

**Margaret Egan:** *Dr Margaret Egan is a lecturer & research supervisor in the Department of Educational Psychology, Inclusive & Special Education in Mary Immaculate College, Limerick. She has completed an M Ed (UL) & PHD (UCC). Margaret's research interests are in Inclusion Policy and Practice; Language and Literacy for students with additional needs; Social and Emotional Learning, for all students, including those with Autistic Spectrum Difference (ASD).*

### [P23.2] Exploring the impact of classroom management training on primary teacher psychological outcomes.

**Yvonne Kennedy** (NEPS), **Niamh Flynn** (NUI Galway), **Eadaoin O'Brien** (NEPS), **Gabrielle Greene** (NEPS)

Opening up education to ensure that wellbeing is at the core of the ethos of all schools has been a noteworthy development in Irish education, as guided by the "Well-Being and Policy Statement and Framework for Practice, 2018-2023". However, research evidence indicates that an essential prerequisite for promoting student socio-emotional development and positive mental health is teacher wellbeing, which is impacted by numerous stressors at various levels of the school ecology. One of the factors that is posited to moderate the deleterious effects of classroom-level stressors such as student challenging behaviour is self-efficacy, which has been a focus of research involving teachers for over 40 years. Despite recent cross-sectional exploration of the complex (potentially reciprocal) interactions among student challenging behaviour, teacher self-efficacy and teacher wellbeing, surprisingly limited research attention has been applied to the potential impact of classroom management training on teacher as opposed to student psychological outcomes.

The current study used a pragmatic, single-group pre-post design to explore whether a 6-month Incredible Years Teacher Classroom Management (IY TCM) Programme would be associated with improvements in self-reported levels of self-efficacy, wellbeing and burnout among 368 Irish primary teachers. The study was conducted in the context of an ongoing national roll-out of IY TCM training in Irish primary schools by the National Educational Psychological Services, which necessarily precluded the use of quasi-experimental or randomised controlled trial approaches. Findings indicated significant decreases in emotional exhaustion and distress, and a significant increase in personal accomplishment from baseline to post-intervention periods. In addition, significant increases (of medium or above effect size) were found for all indicators of teacher self-efficacy. Sub-group analyses revealed that teachers in non-DEIS schools particularly benefitted from group-based training in classroom management skills. These results must be considered in the light of possible counterfactuals (history, maturation, sensitisation etc.) that cannot be unequivocally rejected

due to the applied design. However, it is arguable that the current study contributes to the small body of existing research suggesting that psychological benefits for teachers may accrue from the provision of evidence-based classroom management training.

**Yvonne Kennedy:** Dr. Yvonne Kennedy is a senior psychologist with the National Educational Psychological Service. Her research interests centre on the effectiveness of universal school-based prevention programmes.

**Niamh Flynn:** Dr Niamh Flynn is an Educational Psychologist and lecturer above the bar in Educational Psychology at the School of Education, NUI Galway, where she is Director of the Masters in Education (Special and Inclusive Education).

**Eadaoin O'Brien:** Eadaoin O'Brien is an educational psychologist working with the National Educational Psychological Service. She is the national co-ordinator for the implementation of the Incredible Years Teacher Classroom Management Programme in Ireland.

**Gabrielle Greene:** Gabrielle Greene is the regional director of the National Educational Psychological Service, Western Region.

## Parallel Sessions 7 (Saturday, 09.30-10.15)

### [P24] Educating for Inclusion

#### [P24.1] Open education and disability - does inclusion need to be everyone's business?

**Patricia McCarthy** (School of Education, Trinity College Dublin), **Mary Quirke** (School of Education, Trinity College Dublin), **Conor Mc Guckin** (School of Education, Trinity College Dublin)

"Be Open Minded, But Not So Open Minded That Your Brains Fall Out..." Groucho Marx

Universal Design for Learning (UDL) is recognised as an educational framework that benefits a diverse population of learners as it seeks to 'include' from the very beginning. The theories and practices of UDL originated and developed from architecture, design, pedagogy and neuroscience thinking and required not just an open mind but a shift in thinking.

As our educational environments become more diverse the need for UDL to be embedded at all levels of the education system becomes increasingly relevant. As a practice it is exciting, positive, innovative and many professionals in the classroom on reflection can identify with the principles easily. However, while UDL strives to eliminate barriers from the learning environment it never set out to be a 'one size fits all' approach. It must be recognised that it does not negate the need for group/individual supports in particular circumstances, nor does it rescind the need for disability specialist expertise.

This presentation will draw on a national project in Ireland – that of the development of a role document for the disability officer on the higher education campus. The challenge for Disability Officers on a UDL campus is that while they are part of the learning environment, they - similar to other non-teaching professionals - can find it challenging to position themselves within the current UDL framework. Yet as a cornerstone on a UDL campus as their role evolves, we need to reconsider whom UDL is for and not be afraid to challenge any assumptions we have with respect to our image of not just UDL but the very thinking about its cornerstone, that of inclusion. As the 'inclusion' discourse develops apace, it is time to consider what it means not just for the learner with a need for accommodation or additional supports, but also for all professionals who are more often excluded from conversations and developments surrounding the inclusion agenda.

**Patricia McCarthy:** Dr Patricia McCarthy is a published expert in the area of disability in relation to student/learner experiences of participation in education and society. As a registered blind person, Patricia is an active advocate for people with disabilities, advising various governmental and civic society organisations. Patricia graduated with a PhD from Trinity College Dublin in 2014. Her thesis focused on the educational experiences and transition opportunities of vision impaired/blind young people. Patricia is a Visiting Research Fellow in the School of Education, Trinity College Dublin where she is an active member of the research community.

**Mary Quirke:** Mary Quirke worked until recently for the Association of Higher Education Access and Disability (AHEAD) as an Assistant Director. She is currently a PhD candidate in the School of Education at Trinity College Dublin. Mary's primary research interests include UDL, career guidance/professional practice development and inclusive practices. Mary is an active member of the research community in the School of Education, Trinity College Dublin and has co-authored a number of articles which have a particular focus on various aspects of UDL.

**Conor Mc Guckin:** Dr Conor McGuckin, an Assistant Professor in Educational Psychology in the School of Education, Trinity College Dublin. Conor's research interests are wide ranging and include Bully/Victim Problems: Links to Educational Attainment and Health and Well-being; psychology Applied to Education; Educational Guidance and Counselling; Special Educational Needs / Disability; Rare Disease: 22q11.2 Deletion Syndrome and Experiences of Bereavement, Separation, and Divorce. Conor has a long track record of involvement in, and management of, collaborative research projects.

#### [P24.2] Adverse Childhood Experiences (ACEs) and trauma-informed practice in schools: Seeking attunement with educational theory and research

**Catriona O'Toole** (Maynooth University)

Background/Context: Childhood adversities - whether resulting from social inequalities, poverty, discrimination or traumas like abuse and violence - are common and the effects can be devastating. An extremely robust body of evidence highlights powerful, wide-ranging effects on mental and physical health, educational outcomes and future life chances (e.g., Felitti, et al., 1998). In response, there has been a surge in initiatives (internationally) to help schools become trauma-informed. Trauma-informed practice is a strengths-based approach that integrates an understanding of the pervasive biological, psychological, and social sequelae of ACEs and trauma with the ultimate aim of ameliorating, rather than exacerbating, their effects (Harris & Fallot, 2001; Jennings, 2007). The core principles of trauma-informed practice are safety, trust, choice, collaboration, empowerment and respect for diversity. However, whilst literature in the area of trauma-informed schools is on the increase, this is largely disconnected from educational theory and research (Thomas, Crosby & Vanderhaar, 2019). In addition, there is a notable dearth of literature on trauma-informed education from within the Irish context.

Research Objectives: This paper will:

1. Review current research and policy in relation to trauma-informed education within the Irish context.
2. Review international literature on trauma-informed schooling and explore in relation to educational theory and pedagogical approaches.

Methods: Using systematic review principles, this paper reviews research and policy on trauma-informed approaches applied to schools. It explores these with reference to educational research and theory; particularly in relation to the values, goals and purposes of education (Biesta, 2002, in press, O'Toole & Simovska, under submission), different pedagogical approaches and school wellbeing and health promoting frameworks (WHO, 1998).

Key findings/takeaway points: Existing approaches for introducing trauma-informed practice into schools are not well attuned with educational theory and practice. This presents considerable problems, not least because trauma-informed practices can be viewed as an add-on, or yet another issue/problem for schools to resolve. Trauma-informed practices in schools need to be explicitly linked to existing frameworks for wellbeing and health promotion, and connected to teacher's everyday pedagogical practice. In addition, there is a pressing need for research on trauma-informed education within the Irish context.

**Catriona O'Toole:** *I am assistant professor in educational psychology at Maynooth University Department of Education.*

## [P24.3] Queering pedagogy: Moving beyond victimhood and representation in educating for social justice

**Seán Henry** (Maynooth University)

The purpose of this paper is to reflect on what it means to 'queer' pedagogies for social justice in the context of education. I begin by exploring how schools and teacher education often take up the task of LGBTQ+ inclusion: first, by raising awareness around the wrongs of homophobic or transphobic bullying; and second, by representing LGBTQ+ people in curricular content and resource materials. While acknowledging the important and necessary merits of both strategies, I question whether this is all that we can do. I argue that 'queering' pedagogy can more fundamentally involve creating spaces for students to encounter disruptive forms of knowledge that offer the chance to 'disidentify' from current political and social structures, i.e. queer pedagogies challenge homophobia and transphobia when they resist the tendency to position LGBTQ+ people in easily identifiable or 'representable' terms. From here, I offer some reflections on the possibilities this view 'opens up' for classroom practice more generally, and teacher education specifically. I emphasise that the 'disidentifying' quality to queer pedagogies calls on teachers and teachers educators to: 1) resist fixed narratives of what it means to 'be' queer, beyond the narrowness of victim narratives alone; 2) be sensitive to the 'untold' and otherwise 'unidentifiable' in how we re-present the stories of minoritised groups; and 3) engage with texts, images, sounds, and bodily/sensual experiences that trouble how we feel, sense, and think about sex, gender, and, indeed, 'identity' more generally.

**Seán Henry:** *Dr Seán Henry is an Assistant Lecturer in Philosophy of Education at the Department of Education, Maynooth University. He is interested in questions of queer and trans pedagogies in education, religion in education, and the relationship between queer and feminist theologies and education. Funded by the Irish Research Council, his recently completed doctoral thesis was entitled 'Queering religious schooling: Teachings, values, rituals', which sought to offer a queer theory of Jewish, Christian, and Muslim schooling.*

## [P25] Post-Primary/Secondary

### [P25.1] Dressing to impress? A Foucauldian analysis of secondary school uniform policies

**Rachel Shanks** (University of Aberdeen), **Jasper Friedrich** (University of Aberdeen)

In Scotland it is generally accepted that school pupils will wear a prescribed uniform for the purposes of attainment, discipline, and ethos. Other justifications include the prevention or reduction of bullying, theft, and differences due to varying socio-economic backgrounds. However, school uniform policies and dress codes are increasingly controversial in relation to the binaries they set up between genders, races and socio-economic classes (Edwards and Marshall, 2018).

This study explored the reasons that schools provide for requiring a uniform and how uniform policies position young people. While beginning from a rights-based approach, the theoretical framework uses the work of Foucault (1975) to understand how school uniform policies control and impose self-surveillance on pupils.

Two research questions will be addressed in the paper:

1. What reasons do schools in Scotland provide for having a school uniform?
2. What control and surveillance are exerted through school uniform policies?

The research was conducted with 12 students who learnt how to use the qualitative data analysis software, NVivo, while undertaking the data collection and analysis with an experienced researcher and NVivo tutor. The school uniform policy document was downloaded from the website of all state secondary schools and then imported into NVivo. Each document was put in a folder for the relevant school and education authority with attributes assigned, for example the level of deprivation in the catchment area, so that differences could be explored through coding queries (Bazeley and Jackson, 2019). Content analysis of the uploaded documents was performed through inductive and deductive coding. Coding comparison was undertaken to ensure that there was reliability in the coding (>90%).

Analysis has provided insights into how school uniforms are justified. The primary conclusion to be drawn from this stage of the study is that school leaders are unaware of the control and gendered discourse their school uniform policies espouse. While other jurisdictions, outside Scotland and Ireland, may not have such strict uniform policies, the frameworks of control and gender will be of interest as school dress codes can also enact the discourses of surveillance and patriarchy.

**Rachel Shanks:** Originally from Lisburn, Co. Antrim/Down, Rachel is a Senior Lecturer at the University of Aberdeen. She has a legal and community work background and currently researches children's rights in education and teacher induction.

**Jasper Friedrich:** Jasper is a final year undergraduate student at the University of Aberdeen who grew up in Germany and Denmark. His current degree is in International Relations and Linguistics, but his research focus is on discourse analysis and social and political theories of power and control.

## [P25.2] Student participation in school self-evaluation: comparing two approaches

**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)

The introduction of school self-evaluation (SSE) in Ireland, has provided a real opportunity for student voice to inform developments at a whole school level. The SSE process as outlined by the Department of Education and Skills Inspectorate (2016), involves a six-step approach. It includes gathering evidence which generally involves consultation with members of the school community, including students, in order to make evaluative judgements with a view to bringing about improvements in students' learning.

But how has student participation in SSE been implemented in schools? The term 'participation', can mean many different things in practice, reflecting various positions along Hart's (1992) ladder of participation. This study compares the approaches used in 13 Irish post-primary schools, to involve students in SSE with an example of one school that attempted to significantly increase the level of student participation in an SSE process by including seven students as co-researchers and members of the SSE Team.

The study found that in the majority of schools, students participated at Level 6 of Hart's ladder of participation and were involved in two steps of the six-step SSE process. Generally, student perception data was gathered to inform both the evaluation of practice at the start of the SSE process and again, but to a lesser degree, at the point where the school was measuring the impact of improvement plans. In the majority of cases, students' views were gathered via questionnaires (O'Brien et al 2019).

Student participation significantly increased to Level 7 in the school where students formed members of the SSE Team. Working together with teachers, students were actively involved in four of the six steps including gathering and analysing data, made evaluative judgments, and deciding on actions for improvement. While it is clear that the small number of students involved participated at a high level in the process, the cost to the school in terms of staff resources was great. The findings prompt a number of questions regarding student participation. Is it feasible for schools to support student participation in SSE at the higher level and who are the beneficiaries of such an approach?

**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 schools in SSE over the years.

**Martin Brown:** Martin Brown is based in the DCU School of Policy and Practice, the Centre for Evaluation, Quality and Inspection (EQI) DCU Institute of Education and elected member of the Centre for Culturally Responsive Evaluation and Assessment at the University of Illinois at Urbana Champaign. He is a specialist in educational evaluation and assessment and has planned and led evaluations in various jurisdictions.

**Gerry McNamara:** Dr. Gerry McNamara is Professor of Educational Evaluation at the School of Policy and Practice, DCU Institute of Education. He is Director of the University Designated Research Centre, EQI, the Centre for the study of Quality, Evaluation and Inspection in Education and a member of the Centre for Culturally Responsive Evaluation and Assessment at the University of Illinois at Urbana Champaign.

**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)



## [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

**Margaret Flood** (*National Council for Curriculum and Assessment*)

The Level 2 Learning Programmes (L2LPs) aim to provide a broad, balanced, relevant, and meaningful education for junior cycle students with General Learning Disabilities (GLD) in the low-mild to high-moderate range of ability. In mainstream post-primary schools it is envisioned that the majority of L2LPs learning outcomes can be included in mainstream subject lessons thus promoting the inclusion of students with GLD. For the effective enactment of L2LPs in mainstream classrooms teachers require continuous professional development (CPD). Research indicates that the current system of transmissive CPD in Ireland, particularly the cascading model used for L2LPs has little effect on enactment of policy initiatives, inclusive or otherwise. This study was concerned with exploring the impact of a collaborative whole-school CPD programme for the enactment of L2LPs in a mainstream post-primary school. Considerations for the CPD model included: contextual factors, relevance to job performance and student outcomes, active participation, meaningful collaboration, continuity and building capacity.

The research took a predominantly case-study approach beginning with an illuminative evaluation of the school's prior engagement with L2LPs to establish a baseline from which to develop the CPD programme. The research focused on teacher CPD. However, an important aspect was the voice of students, parents and Special Needs Assistants (SNAs) when determining the effectiveness of the CPD. The methods of data collection included pre and post-intervention attitudinal scales, interviews, participant observations and document analysis. After an initial face-to face session the CPD was conducted via Facetimeing with teachers staying in school and the facilitator linking in from another location.

The findings evidence improved teacher engagement with L2LPs resulting in enhanced student outcomes. The CPD had a positive impact on teachers' knowledge, practice and beliefs, and inclusive education practices in general. There was evidence of increased collaboration and the development of a whole-school approach to L2LPs. It also highlighted the importance of context in policy enactment and teacher learning. Furthermore, there was evidence of improved student-teacher relationships as the CPD progressed. This research can be used to inform structures to support L2LPs enactment at school and national level. Recommendations are made for CPD design, L2LPs messaging and the inclusion of students, parents and SNAs in the L2LPs planning and review process.

**Margaret Flood:** Recent graduate of DCU, Doctor of Education. 19 years working in area of inclusion and SEN. Areas of interest: policy and curriculum design and enactment, CPD, inclusive practices and UDL.

## [P26] Irish Language

### [P26.1] The Linguistic Advantages and Challenges of Post-Primary Irish-Medium Students on Transfer to Third Level Education

**Pádraig Ó Duibhir** (*DCU Institute of Education*), **Laoise Ní Thuairisg** (*DCU Institute of Education*)

The transition from post-primary to third level education has been identified as challenging for many students. Among the areas students experience as challenging are; time-management, written assignment completion, critical thinking and financial difficulties (McCoy, Smyth, Warson & Darmody, 2014). Many students from Irish-medium school backgrounds face the additional challenge of encountering new content and terminology through the medium of English when their prior knowledge is encoded in Irish (Ní Ríordáin, 2011). This linguistic challenge can even influence parents of Irish-medium students at primary level. Some parents in this sector choose an English-medium school because they fear that their children will struggle with terminology at third level (Ní Thuairisg & Ó Duibhir, 2016).

The research question we investigated was the perceptions of former post-primary Irish-medium students in relation to the linguistic advantages and challenges they faced on transfer to third level.

The data presented in this paper are based on the opinions of third level students (n=75) who completed an online questionnaire and a further 22 students who participated in four focus group interviews, three in the Republic of Ireland and one in Northern Ireland.

We report on the challenges faced by students at both second and third levels in relation to studying terminology through a minority language that is not encountered outside of the education context. This manifested itself in expected and unexpected ways. In many cases the translingual experience of students at post-primary level prepared them for the types of linguistic challenges they faced at third level. There are implications for third level student support services in how they scaffold these students in adapting to studying through a different language, albeit on that they are fluent in but may lack some of the academic terminology.

**Pádraig Ó Duibhir:** 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.

**Laoise Ní Thuairisg:** Laoise Ní Thuairisg is an assistant professor in the DCU Institute of Education. Her research focuses on immersion education, language planning in education and professional development for teachers in bilingual education. She is currently the chair of the BEd (post-primary) in Gaeilge, and French or German or Spanish, a concurrent post-primary initial teacher education programme in DCU.



## [P26.2] Memories of first-language speakers of Irish on their schooling in Irish-speaking districts, 1922-1965

**Teresa O'Doherty** (Marino Institute of Education), **Tom O'Donoghue** (University of Western Australia)

### Background:

There was a time when Irish was the language most commonly used throughout all of Ireland. By 1891, the number of native speakers of the language had declined to just over 700,000. Within another decade, those areas in which native speakers of Irish were still located contracted to such an extent that language activists constructed them as being a collective, with the title of An Gaeltacht. In 1904, 18 years before national independence, the authorities introduced a bilingual programme of instruction for schools in the Gaeltacht. This was a radical departure from the policy and practices adopted in relation to the Irish language during the history of the *longue durée*. In contrast, no differentiation was made in the early years of independent Ireland between the curriculum and teaching approaches prescribed for schools where students spoke Irish as a first language and for those where students spoke English as a first language.

### Aim of the Study:

The aim of the study to be reported was part of a larger study of the fact that those who spoke Irish as their first language were disadvantaged because of the independent State's curriculum policy when they had to move to English-speaking districts in Ireland or overseas to work. The nature and extent of this disadvantage is greatly under-researched and greatly in need of investigation, including through oral history projects.

### Research Approach:

Content analysis and discourse were used to analyse over 20 autobiographical works in which memories of growing up in the Gaeltacht, including in relation to one's schooling there, and primarily for the period from national independence to the mid-1960s, are related.

### Take Away Points:

The study is one of a number of case studies conducted by the authors to illustrate the proposition that since national independence the population of the Gaeltacht have been simultaneously eulogised and marginalised by official discourse, policy and action.

**Teresa O'Doherty:** Dr. Teresa O'Doherty is President of Marino Institute of Education. She is a member of the Board of the Centre for Cross Border Studies (2018-) and is on the steering committee of SCoTENS (the Standing Conference of Teacher Educators North and South). Dr. O'Doherty is the incoming President of the Education Studies Association of Ireland (ESAI) in 2020.

**Tom O'Donoghue:** 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).

## [P26.3] Opening up the curriculum: Irish language and inclusivity

**Niamh Flynn** (NUI Galway), **Cliona Murray** (NUI Galway), **Andrea Lynch** (Marino Institute of Education), **Emer Davitt** (NUI Galway)

Curriculum has long been recognised as a site of contestation in education. In particular, questions arise as to how curricular design can balance inclusion and cohesion in educational contexts serving diverse communities. As Ireland has become increasingly diverse in recent decades, these questions have emerged here. A curriculum designed with nation building in mind and arguably privileging a white, Catholic perception of 'Irishness' no longer serves the heterogeneous population attending the country's schools. The core status of the Irish language at primary and post-primary level has emerged as one of the most contested aspects of the national curriculum and is positioned by some as one of the barriers to the emergence of a more open and inclusive educational environment.

This paper takes the core status of Irish in the curriculum as a lens through which to explore the relationship between identity and language. Informed by work in the field of language ideology, the paper aims to unpack the discourses shaping perceptions of the Irish language and its position in the curriculum. The paper builds on the responses to a public consultation on exemptions from the study of Irish, which took the form of an online survey and a call for written submissions. Over 11,000 survey responses were returned, along with 149 written submissions. This paper draws on the written submissions, which were analysed using a qualitative approach involving three-step thematic analysis.

The emergent themes extended beyond the scope of the original consultation and offered insights into some of the key points of tension within the context of Irish language curriculum policy. The entrenched polarisation of opinion with regard to the Irish language's position in contemporary Ireland emerged as the dominant theme from the analysis. However, the analysis also offered a number of more nuanced perspectives as to how the language might be positioned in a more inclusive curriculum. The paper will discuss these perspectives and then offer some concluding remarks on how the conversation around Irish language might move beyond polarisation and towards a more open appraisal of its role in a diverse Ireland.

**Niamh Flynn:** Dr Niamh Flynn is a lecturer in Educational Psychology at the School of Education and is also Director of the M.Ed. (Special and Inclusive Education) Programme. Her research and practitioner interests centre on inclusive education, special educational needs (SEN) provision, socio-emotional learning and well-being.

**Cliona Murray:** Dr. Cliona Murray is a lecturer at the School of Education, NUI Galway, where she teaches sociology of education, sociolinguistics, and research methods. Her research interests include education policy studies, teacher professionalism, social inclusion, and feminist theory.

**Andrea Lynch:** Dr. Andrea Lynch is a lecturer at Marino Institute of Education in Dublin, teaching in the areas of special education, educational psychology, adolescent development & learning, and research methods. Her research interests include diversity in initial teacher education, social disadvantage in second level and higher education, and gender in the context of students with special educational needs.

**Emer Davitt:** Emer Davitt is a lecturer on the Máistir Gairmiúil san Oideachas at the School of Education at NUI Galway. Her research interests lie in the areas of curriculum and assessment, content and language integrated learning (CLIL), and language education policy.

## [ECR4] Early Career Researcher Symposium 4

### [ECR4.1] Active or passive learning? iPads in early years settings.

**Fiona Byrne** (University of East London)

This research project concentrates on how practitioners support 3-5-year olds active learning with tablet computers in U.K. early years settings. This is timely as 19% of 3-year-olds in the U.K. have their own tablet and this number rises annually. A review of the literature revealed that the majority of research that exists on tablet use in early years settings focuses on the development of children's literacy and mathematics ability. Literature also indicated that early years teachers have problems integrating technology into early years settings, displaying numerous anxieties about children's potential passive interaction with technology.

This paper outlines a research project completed with early years practitioners concerning the active use of tablets in early years settings. Qualitative data was collected over the period of an academic year as practitioners were interviewed and children were observed using tablets within two separate nursery settings. Research questions focused on investigating how practitioners use tablet computers with EYFS (Early Years Foundation Stage) settings and whether active learning was supported on these devices. This paper analyses practitioners' understandings and beliefs around the uses of tablets, focusing specifically on how practitioners support children's active and creative usage of tablet computers.

The key findings from this project were: that practitioners were initially wary and even judgemental of technology use by very young children; that with the help of an external expert they were willing to integrate tablets and develop effective pedagogies; and that when supported in pedagogically sound ways by teachers and external experts, children were capable of advanced media production such as filmmaking, photography and drawing. This project further revealed that collaborating with children during creative processes while using tablets develops pre-school children's problem solving, critical thinking, digital-literacy, communication and collaborative skills. These findings suggest that practitioners need more training and guidance to support children's active and creative engagement with tablets.

**Fiona Byrne:** Senior Lecturer in Early Childhood Studies at the University of East London. ESRC funded PhD student at UCL Knowledge Lab, Institute of Education.

### [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

**Simon Brennan** (Trinity College Dublin),

Since its launch in 2010, the iPad has become ubiquitous in Irish education. The IT company Wriggle alone manages over fifty thousand devices in schools nationwide (Wriggle, 2019). The iPad is heralded as a powerful teaching and learning tool (Henderson & Yeow, 2012; Hu, 2011) with its efficacy in supporting school inclusion, as well as learning in core subjects being well documented (Moffett et al. 2017). The iPad has also proven to be popular with musicians who avail of the many music applications (apps) accessible to its users (Harvell, 2011; Newton-Rex, 2015). Yet, where these two worlds collide in the realm of music education, there is a dearth of research pertaining to the implementation of the iPad as a medium for musical teaching and learning, especially in a primary school setting.

The Irish primary music curriculum has three strands: Listening and Responding, Performing and Composing. The researcher assessed how the iPad could be used to promote learning in each of these areas. In doing so, it was important to investigate whether the iPad could be utilised by primary teachers lacking a musical background, as a pedagogical instrument to deliver the curriculum's learning objectives. The researcher also sought to determine whether the iPad—a device so prevalent in primary education—could be used to facilitate students' engagement in music-making, particularly in schools where access to musical instruments is otherwise limited.

The study adopted a mixed methods approach and engaged 29 students from a 4th/5th class located in a rural Irish setting. The author operated in a teacher/researcher role. Students used the iPad in a number of ways: as a performing instrument, as a tool for musical composition and experimentation and as a listening device to appraise music. Questionnaires bookended the study to give the researcher some broad insights into the student attitudes regarding: the music curriculum and the use of technology for musical purposes. Audio recordings of the students' compositions and performances were also made to evaluate their output against the curriculum's learning objectives. Focus group interviews provided a forum for the students to listen to and discuss their own music, the music of other composers and various musical soundscapes.

The research study, which forms part of a dissertation in Music Education, commenced in January 2020 with preliminary findings emerging in April.

**Simon Brennan:** I am a qualified primary school teacher with a background in philosophy, music and education. I am interested in the relationship between technology, music and aesthetics and how all three influence our experiences as human beings.

# Parallel Sessions 8 (Saturday, 10.30-11.15)

## [P27] Large Scale Assessment

### [P27.1] Are we meeting the needs of high achievers? A closer look at PISA, TIMSS and PIRLS data for Ireland

**Vasiliki Pitsia** (Dublin City University), **Zita Lysaght** (Dublin City University), **Gerry Shiel** (Educational Research Centre), **Michael O'Leary** (Dublin City University)

In early December 2019, data from the latest cycle of the Programme for International Student Assessment (PISA) were released, confirming the existing performance patterns for Ireland. Results from international assessments (i.e. PISA, Trends in International Mathematics and Science Study (TIMSS) and Progress in International Reading Literacy Study (PIRLS)) show that Irish students consistently excel in reading, with considerable proportions of them performing at the highest levels of achievement. On the other hand, and in spite of policymakers' heightened interest in STEM, results from these international assessments suggest that students in Ireland may not be reaching their potential in mathematics and science. Specifically, even though students have often performed well on international assessments of mathematics and science, on average, there is a notable absence of higher-achieving students in these two subjects, reflecting the lack of research, policy and practice attention to this group of students. Laying emphasis on high achievers, this study undertakes an in-depth investigation of high achievement in reading, mathematics and science in Ireland at both primary and post-primary levels. Irish data are juxtaposed with those of countries that performed similarly to Ireland, on average, in PISA, TIMSS and PIRLS since 2000. This longitudinal and comparative investigation of assessment data indicated that there is a twofold issue with high achievement in mathematics and science in Ireland, whereby (i) there are significantly lower percentages of high achievers compared to countries that perform similarly on average and (ii) students at the national 90th percentile of achievement tend to have lower scores compared to their counterparts in countries with similar average performance; even though it would be expected that similarly-achieving countries have similar distributions of students across the performance continuum. The data also revealed that this issue holds more for mathematics and the post-primary level. Results suggest that while Ireland seems to be meeting the needs of low achievers in mathematics and science, which may well be linked with the continuous research, policy and practice attention to low achievers, the same is not true for high achievers. Given the range of information that international assessments provide, a natural progression of this work is to investigate the particularities of these performance patterns by looking at predictors of high achievement in mathematics and science. Such research is intended to inform relevant policy and practice in Ireland and thus, afford students at the upper edge of the performance distribution more opportunities to achieve their potential.

### [P27.2] School social mix and junior cycle performance: are there cumulative effects?

**Emer Smyth** (Economic and Social Research Institute (ESRI))

There has been a good deal of debate about whether the social composition of a school has effects on student outcomes, over and above the influence of individual social background. However, existing research has tended to focus on effects at primary or secondary school level rather than examining whether there is a cumulative effect of social composition across the school career.

This paper uses cross-classified multilevel modelling to unpack the effects of school social mix at primary and second-level on Junior Certificate exam grades, drawing on Growing Up in Ireland data collected at 9, 13 and 17 years of age. At school level, the analyses distinguish between schools provided with additional support under the DEIS programme because of their disadvantaged profile, fee-paying schools and other non-DEIS schools to examine the cumulative effect of school social mix.

A substantial performance gap is evident between those in DEIS and non-DEIS schools, even taking account of detailed information on family background, including social class, parental education, household income and family structure. A performance gap is evident, but not as substantial, for young people who attended a DEIS primary school and then moved to a non-DEIS second-level school. The analyses explore whether these patterns relate to attitudes to school, educational expectations and/or access to, and take-up of, higher level subjects.

The paper provides new insights into the dynamics of school social segregation and its impact on educational outcomes.

**Emer Smyth:** Emer Smyth is a Research Professor at the ESRI and co-Principal Investigator of the Growing Up in Ireland study.

### [P27.3] Opening up to the realities of standardised testing in Irish primary schools

**Zita Lysaght** (Dublin City University), **Michael O'Leary** (Centre for Assessment Research, Policy and Practice in Education, DCU)

In May 2017, 1,564 primary teachers in the Republic of Ireland (RoI) responded to a survey asking them about their uses of, beliefs about, and attitudes towards, standardised testing (ST) in English reading and mathematics. The research, conducted jointly by the Centre for Assessment

Research, Policy and Policy in Education (CARPE), at Dublin City University (DCU), and the Irish National Teachers' Organisation (INTO) was timely in light of the dearth of such research in an Irish context and significant changes in assessment policy at primary level since 2011.

As reported (O'Leary, Lysaght, Nic Craith & Scully, 2019), quantitative and qualitative analyses of the data provided rich insights inter alia into the amount of time teachers dedicate to various test preparation activities, the extent and sources of perceived pressure to improve pupil performance on ST and the nature of, and influences on, changes in performance at school level since mandatory ST was introduced. As such, the research captures an important 'moment in time' in primary education in Ireland, de-privatising and opening up not just classroom teaching, learning and assessment practices but, perhaps more importantly, teachers' thinking and feelings about ST and how it impacts on their professional practice and on their pupils' learning.

Arguably, one of the most important and, to-date, under-reported findings of this research study relates to teachers' professional development needs. Hence, this paper focuses on data collected in response to one of the survey research: What are the professional development needs of teachers with respect to standardised testing? In particular, it foregrounds the development of a collection of bespoke, web-based, resources designed to address teachers' professional needs (work supported by a grant from the Teaching Council through Round 3 of the John Coolahan Research Support Framework).

**Zita Lysaght:** *A member of the School of Policy and Practice at DCU, currently, Zita's teaching and research focuses primarily on assessment and research methodology.*

**Michael O'Leary:** *Michael is Director of the Centre for Assessment Research, Policy and Practice in Education (CARPE) at DCU.*

## [P28] Policy Analysis

### [P28.1] An Examination of the Teacher Allocation Model to Support Inclusion (Department of Education and Skills (DES) Circular 0013/2017)

**Louise Curtin** (Mary Immaculate College), **Margaret Egan** (Mary Immaculate College)

This paper examines the perspectives of teachers in Irish Primary Schools, regarding the Teacher Allocation Model to Support Inclusion (Department of Education and Skills (DES) 2017), which is timely, given the recent policy advice from the National Council of Special Education (NCSE) to the Minister of Education and Skills. Research indicated a need for change within the previous model of support in Ireland (NCSE 2013; NCSE 2014; DES 2016), which mirrors the movement towards full inclusion and away from labelling within international practices (European Agency for Development in Special Needs Education (EADSNE) 2009) and reflects the view that such labelling can lead to stigmatisation of students (Norwich 2008; Sheffield and Morgan 2017). The objective of this study is to give a voice to teachers, the key stakeholders in the implementation of government policy in schools, to understand how they perceive and apply this revised, needs-based model in the Context of Practice (Bowe et al. 1992). In doing so, it may contribute to a greater openness in education.

As this study is concerned with policy analysis, Policy as Cycle (Bowe et al. 1992; Ball 1994; Lall 2012; Cochran-Smith et al. 2013; Egan 2013) was chosen as the theoretical framework for this study, with a primary focus on the Context of Practice; which recognises that policies are interpreted and can be remade by those in charge of implementation on the ground (Aubrey and Durmaz 2012).

Guided by a constructivist paradigm, a mixed-methods approach was adopted to gain an insight into the workings of the model, in the Context of Practice, according to teachers (Given 2008; Mertens 2015). The first phase of data collection involved a quantitative, online, national survey. Subsequently, qualitative, semi-structured interviews were conducted with principals, special educational needs coordinators, mainstream class teachers and special education teachers (n=17) in four types of schools (boys', girls', mixed and DEIS mixed).

Emerging findings include a variety of benefits for students under this revised model; such as greater autonomy and flexibility within schools to allocate support to students. Challenges have also been reported by the participants regarding increased administrative obligations and limited continuous professional development (CPD). Such findings may break down the barriers between the macro and micro levels of policy development and implementation in primary schools to inform key educational organisations of areas of success and potential areas for improvement within this model, as recognised by Irish teachers in the field.

**Louise Curtin:** *Louise Curtin is a President's Scholar. She was awarded the Peadar Cremin Fellowship for research at an undergraduate level and she was presented with the College Gold Medal 2017 for achieving first place in the Bachelor of Education (Primary Teaching) programme at Mary Immaculate College. She is currently engaged in PhD research, under the supervision of Margaret Egan, at MIC.*

**Margaret Egan:** *Margaret Egan (Dept. Educational Psychology, Inclusive and Special Education) is a Lecturer in Inclusive and Special Education at Mary Immaculate College. Her research interests are in Inclusion Policy and Practice; Language and Literacy for students with additional needs; Social, Communication and Language Skills for students with Autistic Spectrum Difference (ASD) and Social and Emotional Learning for students with additional needs in Attention and Behaviour.*

## [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.

**Nicola Broderick** (Dublin City University)

Irish education could be on the threshold of a new era of teacher professional learning. The Cosán framework for teachers' learning (Teaching Council of Ireland (TCI), 2016) represents a landmark development in Irish education. Echoing international patterns of educational policy, from 2020 teacher professional learning will be regulated by the TCI. This research discusses likely future developments of this new policy, Cosán (TCI, 2016), within the current international and national educational context. Cosán has the potential to positively impact the quality of teacher learning in Ireland, however several 'barriers' require urgent attention before enactment of this policy in 2020 (Broderick, 2019).

The principles of Stephen Ball's Policy Cycle (Bowe, Ball, & Gold, 1992) were used to analyse the Cosán policy (TCI, 2016). Ball's framework allowed for possible interpretations, enactments and constraints of the policy to be opened-up and examined.

Cosán has potential to enhance teacher professional learning for Irish teachers: It is considered a flexible framework which recognises teachers as autonomous professionals responsible for identifying and pursuing relevant learning opportunities. Within the framework a board range of learning processes are identified with reflection and teacher collaboration at its core. However, many constraining factors remain: Findings report a contestation between the policy as a mode of accreditation or a vehicle for public accountability. The necessity of evidence, identification of government priority areas, access to professional learning opportunities and allocation of funding are contentious factors that arise. Mirroring international trends, Cosán may have minimum impact on the quality of teacher and student learning unless key issues are addressed (Broderick, 2019).

**Nicola Broderick:** Nicola Broderick is an Assistant Professor in the School of STEM Education, Innovation and Global Studies, Institute of Education, DCU. She is in the final year of her Doctorate in Education.

## [P28.3] Wellbeing Policy Statement and Framework for Practice 2018-2023: Is it presenting more obstacles or opportunities for primary schools?

**Margaret Nohilly** (Mary Immaculate College), **Fionnuala Tynan** (Mary Immaculate College)

As curriculum review and redevelopment continues to evolve and preparations are underway by the National Council for Curriculum and Assessment for the publication a draft framework for a redeveloped primary school curriculum, undoubtedly the area of wellbeing will become a central focus, as it has in early childhood education and post-primary junior cycle education. While wellbeing is not an area of learning or a central theme currently in primary education, in 2018 the Department of Education published the 'Wellbeing Policy Statement and Framework for Practice' (Government of Ireland, 2018). It is recognised in the document that 'schools and centres for education play a vital role in the promotion of wellbeing through a range of activities and approaches to support the academic, physical, mental, emotional, social and spiritual development of all children and young people (ibid p.5)'. All schools are required to implement this policy using the 'Wellbeing Practice Framework' and the school self-evaluation cycle.

Research is currently underway with a number of whole-school staffs to identify best practice in the development and implementation of the Framework and to identify enablers and barriers in implementing this policy. Using a qualitative, case study approach, the researchers in this project are working with a number of whole school staffs to support implementation and professional reflection on the Wellbeing Policy Framework. The following approaches are being undertaken in each school:

- Interview with the Principal
- Focus group discussion with the whole staff
- Focus group discussion with the in-school management team (where appropriate)
- Questionnaire with whole-school staff
- Development of 'tool's to support the implementation of the framework in individual school contexts

The findings of the research completed to date are presented. The opportunities and obstacles faced by schools in using the policy framework to explore the area of wellbeing are considered. Reflections on how wellbeing may be situated in a revised primary school curriculum are proposed.

**Margaret Nohilly:** Margaret Nohilly lectures in SPHE and wellbeing at Mary Immaculate College Limerick. IN 2018 she co-authored 'Wellbeing in Schools Everyday: A whole-school approach to the practical implementation of wellbeing'. She is currently undertaking research in the area with primary schools.

**Fionnuala Tynan:** Fionnuala Tynan lectures in educational methodology in Mary Immaculate College. In 2018 she co-authored 'Wellbeing in Schools Everyday: A whole-school approach to the practical implementation of wellbeing'. Her research interests include inclusive and special education and wellbeing.

## [P29] Curriculum & Assessment

### [P29.1] Openness to alternative narratives: methodological considerations in research on reform resistance

**Cliona Murray** (NUI Galway)

Teachers' resistance to education reform can often be characterised as an aversion to change, a simplistic characterisation that is not helpful to either policymakers or to the teaching profession itself. However, a more nuanced interpretation of reform resistance can offer a useful lens through which to understand the complex relationship between teacher identity and education policy.

The study from which this paper is drawn took as its starting point a particular moment of policy reform, the 2015 introduction of the Junior Cycle Framework in Ireland. The study sought to explore teacher professional identity in the context of the policy narratives that led to, and beyond, that moment of reform. In order to provide this historically and culturally contextualised perspective on teacher identity, each of the teachers who participated in the study had over 20 years' experience in the profession.

The focus of this paper is on the methodological approach taken in the study, which was located in the field of narrative inquiry. The study's theoretical framework drew on Adriana Cavarero's work on the 'narratable self' (2000) to explore the teachers' identity narratives. The paper aims to illustrate the way in which a commitment to openness and voice in the data collection allowed for a rich complexity in the teacher identity narratives that emerged.

The usefulness of the interviewing method in researching questions of professional identity is discussed and the key role played by researcher reflexivity in this process is explored. The paper presents some of the study's findings that offer alternative explanations of reform resistance, rather than simple aversion to change, and argues that the methodology used was key to gaining these insights. For example, participants' approach to reform was often informed by experiences of unresolved vulnerability at key career stages. The concluding remarks offer some thoughts on the importance of researchers in education maintaining a commitment to openness as we aim to understand moments of tension and disagreement in rapidly changing educational contexts.

**Cliona Murray:** *Dr. Cliona Murray is a lecturer at the School of Education, NUI Galway, where she teaches sociology of education, sociolinguistics, and research methods. Her research interests include education policy studies, teacher professionalism, social inclusion, and feminist theory.*

### [P29.2] Assessment in the Junior Cycle through the lens of Deleuze and Guattari's concept of difference.

**Audrey Doyle** (Dublin City University)

#### Background and Context

The 'Framework for Junior Cycle' (NCCA, 2012) encouraged a revolutionary overhaul of the whole approach to curriculum in lower secondary education in Ireland. It proposed a framework that would disrupt not only the present practices of teaching, learning and assessment but the very purposes of education at lower secondary education. One of the main motivations for the previous Junior Certificate examination was as a practice run for the Leaving Certificate examination. Without exception, all actors in the study, desired a purpose that acknowledged the need for qualification but viewed lower secondary as a time for a different becoming – one which asserts the domains of socialization and subjectification (Biesta, 2013).

#### Research aim:

This paper argues that the dual approach to assessment, both summative and formative, proposed in the Junior Cycle curriculum opens up the threshold to a reimagining of how assessment can work for lower secondary education in Ireland. It draws on the theoretical concept of difference as offered by Deleuze and Guattari in their book "A Thousand Plateaus" (2003). They proposed that difference, how things change over time, precedes identity, a stance which contradicted previously held views in the philosophical world (May, 2003). They insist that identity does not come from comparing difference but difference is the foundation of identity. They offer two flows to understanding what difference is about - difference in degree and difference in kind.

#### Methodology

The paper draws also on a study carried out between 2015 and 2019 across all the actors of lower secondary education in Ireland:

- a. Twenty-one semi-structured interviews with policy stakeholders
- b. Ten semi-structured interviews with four principals and six teachers in four lower secondary schools.
- c. Six focus group interviews with 10 pupils in each of the 3 selected schools.

The data emerged from the middle/between these voices and the study proffers the richness of the sum of these voices together.

#### Key Findings



The dual approach to assessment in the Junior Cycle when viewed through the lens of difference in degree and kind, opens up a new landscape for teachers and students at lower secondary education. Difference in kind asks what virtual possibilities lie waiting for each student in Ireland not just the actual possibilities. Formative assessment opens up the potentialities for each student. The classroom based assessment may be viewed as having the potential to open up the emergence and becoming of a student as something new into the world. Both summative (difference in degree) and formative assessment (difference in Kind) together support learning. They offer the teacher a reimagined role to play in the arena of assessment.

**Audrey Doyle:** *I am an assistant professor in the Department of Education, School of Policy and Practice in DCU. I completed my PhD in July 2019; the thesis was entitled "Curriculum becoming in the assemblage of lower secondary education in Ireland". I was principal of a post-primary school for nine years.*

## [P29.3] What do we mean by STEM? Framing Concepts of Integrated STEM Education and Digital Assessment

**Eamon Costello** (Dublin City University), **Eilish McLoughlin** (Dublin City University), **Deirdre Butler** (Dublin City University), **Sinead Eccles** (Dublin City University), **Michael O'Leary** (Dublin City University), **Sila Kaya** (Dublin City University)

STEM is a central concern of educational policymakers across the world as it is considered essential for global economic positioning (e.g. Martin-Paez et. al. 2019). During the implementation of STEM education, countries across Europe are grappling with the challenges of teaching core STEM skills and competencies.

This report examines: (a) what is required to encourage students to pursue study of STEM subjects and take up STEM-related careers; (b) what transversal skills will citizens need in order to engage in societal responses to major issues that we face; (c) how the development of transversal skills can enable an integrated approach to the teaching of STEM subjects; and (d) what transversal skills will European citizens require to empower them to participate responsibly in public science conversations, debates and decision-making, and to enable them to actively engage in finding solutions to the big challenges facing humanity.

This paper reports on the initial stages of a major European research project aimed at enhancing digital assessment of transversal skills in STEM education. In advance of field trials in over 100 schools across Europe, the project team has conducted reviews of policy documents and academic literature to interrogate:

- The concept of STEM education
- STEM education practices in schools
- Digital Assessment of transversal skills in STEM
- Governmental responses to challenges of STEM education

As a result of the application of the review criteria, 79 articles targeting integrated STEM education were identified and analysed. The findings are summarised below:

STEM education is a contested term with many different definitions. Therefore, key characteristics of STEM education were identified rather than providing another contested definition.

The analysis results pointed to 8 core STEM skills and competences.

12 elements were suggested to utilise in developing the formative assessment for STEM education.

4 features that are expected from a digital assessment tool were determined.

In particular, we will focus on the development of a conceptual framework for the digital assessment of transversal skills in STEM Education derived from an in-depth review of the literature and its implications for educators and policy-makers.

## [ECR5] Early Career Researcher Symposium 5

### [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.

**Maria Dervan** (Mary Immaculate College), **Dr. Margaret Egan** (Mary Immaculate College, Limerick), **Professor Emer Ring** (Mary Immaculate College, Limerick)

This paper explores teachers' perspectives on effective strategies for teaching social, communication and language skills to children with Autism Spectrum Difference (ASD), in early years' classrooms. In the 2016 study on 'Education Provision For Children With Autism Spectrum [Difference] In Ireland' it states, that 'excellent practices, if appropriately documented, would provide a guide for new teachers and a support for those in the school new to working with students with ASD' (Daly et al. 2016, p.209). This research emerges from such a rationale and creates an opportunity for openness and dialogue in education, to encourage teachers to share the evidence-based practices they find most valuable, based on their professional experience. Social, communication and language skills (SCL) are acknowledged as priority learning needs for children with ASD, nationally and internationally.

The study seeks to ascertain the strategies that teachers, working with children with ASD, find effective in teaching SCL skills. A constructivist paradigm was embraced by the research and a mixed methods approach was adopted to investigate the current approaches that teachers deem effective. According to Teddlie and Tashakkori (2009), mixed methods provides a valuable approach to research when one attempts to navigate through questions from a complex educational context, such as special education. A thorough review of the research literature led to a systematic review of evidence-based practices for teaching SCL to young children with ASD. Subsequently, quantitative data were gathered through a national survey, which informed the qualitative approach to data collection. Semi-structured interviews will feature a purposive sample of teachers who teach children with ASD. Such an approach allows the study to generate knowledge from the lived experience of those active in the field of interest (Mertens 2015).

Emerging findings reveal several noteworthy themes, which are timely, in the current climate. This paper presents these initial warranted assertions.

**Maria Dervan:** *Maria Dervan is a special class teacher in St. Michael's Infant School in Limerick City. She has completed both a Graduate Diploma and Masters in Special Education Needs and is a PhD candidate under the supervision of Professor Emer Ring and Dr. Margaret Egan. She has a keen interest in the area of language and social skill development for children with autism spectrum difference.*

**Dr. Margaret Egan:** *Dr. Margaret Egan is a lecturer in the Department of Educational Psychology, Inclusive and Special Education in Mary Immaculate College. Margaret's research interests are in Inclusion Policy and Practice; Language and Literacy for students with additional needs; Social and Emotional Learning, for all students, including those with Autistic Spectrum Difference (ASD).*

**Professor Emer Ring:** *Professor Emer Ring is Dean of Education at Mary Immaculate College (MIC). Emer worked as a senior inspector with the Department of Education and Skills, a primary mainstream class teacher and a learning/support resource teacher, prior to joining MIC as Head of Department of Reflective Pedagogy and Early Childhood Studies in 2011. Emer lectures across early childhood and teacher education programmes and supervises research from undergraduate to doctorate levels.*

## [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.

**Ciara Concannon** (Mary Immaculate College), **Margaret Egan** (Mary Immaculate College)

The Department of Education have identified a need to foster collaborative practices to support student language acquisition in Irish primary schools. This research involves an exploration into collaborative practices to identify and meet the needs of students with speech, language and communication difficulties in Irish primary schools. It investigates teachers' experiences of implementing the new primary language curriculum (NCCA, 2015), focusing particularly on collaborative practices between the classroom teacher, the special education teacher (SET) and the speech and language therapist (SLT), to enable students with additional language needs to access, participate in and benefit from the curriculum.

The nature of this curriculum change will have implications for all stakeholders involved. It will have a major impact on the teaching and learning of language and literacy, with increased focus on transferable skills across both curricula, Irish and English. This integrated curriculum supports all learners regardless of ability and heavily promotes collaborative practice. For example, learning outcomes for the child with SEN can only be determined by collaboratively analysing the stage the child is at, identifying his or her strengths and needs to gather baseline data to inform effective teaching and learning in inclusive settings. This warrants effective communication at a whole school level and insists on working with therapy agents, in particular, the SLT for children with language difficulties.

The research is situated within the theoretical framework of Community of Practice (CoP) (Lave and Wenger, 1991) and a social constructivist paradigm was adopted for the investigation. As this research is predominantly qualitative research, the researcher utilised semi-structured interviews as her methodological tool. A number of interesting findings are emerging from early analysis of the data. This data may inform future collaborative practices in education, approaches to initial teacher education (ITE) and continued professional development (CPD) for teachers in Irish primary schools.

**Ciara Concannon:** *Ciara Concannon is a primary school teacher, currently teaching in St. Brigid's GNS in Killester, Dublin. She graduated from Mary Immaculate College, Limerick in 2016 with a First Class Honours degree, with a specialism in Special Education. Ciara is now pursuing a PhD with the Department of Educational Psychology, Inclusive and Special Education (EPISE) in MIC under the supervision of Dr. Margaret Egan. Her research involves an investigation into collaborative practices to identify and meet the needs of students with speech, language and communication difficulties in Irish primary school.*

**Margaret Egan:** *Margaret Egan (Dept. Educational Psychology, Inclusive and Special Education) is a Lecturer in Inclusive and Special Education at Mary Immaculate College. Her research interests are in Inclusion Policy and Practice; Language and Literacy for students with additional needs; Social, Communication and Language Skills for students with Autistic Spectrum Difference (ASD) and Social and Emotional Learning for students with additional needs in Attention and Behaviour.*

## [ECR5.3] Exploring the Possibilities and Challenges of Youth Participatory Action Research in an Irish Primary School

**Siobhán Marren** (*Mary Immaculate College of Education*)

This Youth Participatory Action Research (YPAR) was undertaken in an Irish urban primary school. Six 10-11 year old students (three boys and three girls) volunteered to work as co-researchers with an adult researcher/teacher to explore ways of improving play opportunities on their school playground during break-times and lunchtimes. They were referred to as the young researchers. The aim of this research was to explore the extent to which YPAR processes can be achieved within the constraints of an Irish primary school setting, where the researcher/teacher has limited resources and training to implement YPAR. Over two academic years the young researchers acquired research skills through recruiting child participants, conducting surveys, paired interviews, child-led tours and mapping exercises with their peers. Through adult-facilitated thematic data analysis they collectively developed awareness of problems on the school playground and constructed suggestions for change which were presented to school leaders. YPAR provided the young researchers with opportunities for new expressions of leadership. It gave the young researchers an identity and political position to act as agents of change which led to a temporary disruption of power dynamics. The second area of this research was to clarify the challenges of conducting YPAR in an Irish primary school. Data was constructed from thematic analysis of student research artefacts, transcripts of research meetings, interviews with the young researchers and the school principal and entries from the adult researcher's journal. The greatest challenge identified was lack of time. Curricular demands, competing extra-curricular activities, preparation for an official school opening and a whole school evaluation pushed back the implementation of this YPAR project, into the final weeks of term during cycle 1 and 2. This meant that sustained work on the YPAR project was restricted. Furthermore the adult researcher/teacher struggled with her role in the YPAR process, oscillating between the young researchers choosing research methods in cycle 1 and 2 and the adult taking full responsibility for the choice of research methods in cycle 3 when frustrated with being faced with implementing YPAR in fragmented chunks often separated by month-long gaps. While this YPAR project was supported by the school principal there were some instances of lack of staff buy in which interrupted data gathering on a number of occasions. Despite substantial challenges the young researchers participated in every aspect of the YPAR process and action-oriented changes were achieved.

**Siobhán Marren:** *Siobhán Marren is a PhD student at Mary Immaculate College of Education, Limerick. She is currently writing up her PhD thesis on conducting YPAR with primary school students. She is interested in YPAR, physical activity and health and teaching PE to primary school children.*

## [P30] International Perspectives

### [P30.1] High-stakes accountability in England: Irish teachers' experiences

**Craig Skerrett** (*Dublin City University*)

The English education system is widely regarded as one of the most target-driven, performative education systems in the world. With a severe teacher recruitment and retention issues in England, many teachers in Ireland have been recruited by schools in England in recent years, but aside from anecdotes very little has been known about how these teachers have experienced the English education system, and specifically their experiences of hyper-accountability. Through semi-structured interviews with Irish post-primary school teachers in England, this research reports on Irish migrant teachers' experiences and perceptions of autonomy and accountability in the English education system. The participants reported having overwhelmingly negative experiences and perceptions of the English education system. A very one-sided autonomy/accountability balance and unsustainable workloads were reported, and they consequently experienced a range of negative emotions due to the critical and unsupportive manner in which they were judged, scrutinised, and held accountable. With the Irish education system moving in a more neoliberal direction as accountability, albeit a softer form, slowly permeates the landscape, this qualitative data not only provides rich insights into how these teachers have experienced autonomy and accountability in the English education system, but also shed some light on how similar policies and mechanisms would be received in Ireland by Irish teachers.

**Craig Skerrett:** *Craig Skerrett is a researcher at Dublin City University. His work has recently been published in journals such as Research Papers in Education, Irish Educational Studies, and Improving Schools, and Journal of Educational Administration and History.*

### [P30.2] Opening up access to the teaching profession in France: options, opportunities and difficulties

**Imelda Elliott** (*Université du Littoral Côte d'Opale (ULCO), Boulogne-sur-Mer*), **Emeline Lecuit** (*INSPE Lille Haut de France & ULCO*)

From 1802 up to World War II, secondary education was aimed mainly at the middle and upper classes in lycées such as the one that Matthew Arnold referred to as a French Eton (Arnold, 1864). Becoming a permanent teacher was a highly selective process which has been organised nationally since the beginning of the 19th century. By 1887, there were 1,484 teachers in the schools who had passed the highly selective national competitive examination called the *agrégation*. The traditional mode of recruitment of permanent secondary school teachers was the national competitive examination called the *agrégation* which still exists as well as a new competitive examination called the CAPES after World War II. The number of examinations is very varied from 1 to 6 written papers (up to 7 hours) and from 1 to 4 oral examinations depending on the subjects and the type of competitive examination.

In 2013, out of 51,363 candidates, 10,903 passed one of the national competitive examinations and became trainee teachers. Only 87.7% of the available posts were awarded by the examination boards. In 2018, 61,305 candidates were present and 12,083 became trainee teachers via the competitive examinations. The Department of Finance has calculated that the average cost of organising the competitive examinations for secondary level teachers is €340 per candidate (Ministère du Budget, 2018).

In the 1980s, special competitive examinations (called “internal”) were set up to enable teachers on short-term contracts to become permanent. Since 2013, a special competitive examination (called “third/reserved”) competitive examination for people who have 5 years of experience working in private industry, without any requirements for a degree or a diploma, has been organised. In 2013, 20% (2,483 teachers) of the total number of permanent teaching positions that were open (12 435) and over 21% (2,332 teachers) of those recruited (10 903 teachers) with permanent posts as civil servants entered the profession via this “third/reserved” competitive examination.

The aim of the investigation is to analyse the opening up of the recruitment of second level teachers in France, to identify the opportunities this provides and the consequences for teacher education and teacher competence. To what extent has the recruitment of secondary teachers passed from an elite to a mass system and what is the effect on teacher preparation? The study uses the methodology of policy theory. Research methods involve interviews, description, analysis of documents and statistical data.

## [P30.3] Exploring e-learning opportunities as a form of professional learning for teachers in Croatia

**Orla Ni Bhroin** (DCU), **Aoife Brennan** (DCU), **Shivaun O'Brien** (DCU), **Caitríona Pennycook** (University of Rennes 2)

### Background/context

At a time of curricular reform in Croatia, e-learning courses were developed by the Education and Teacher Training Agency (ETTA) as a means of affording teachers the opportunity to engage in professional learning that would support them in developing and implementing changes to practice.

### Research aim/objectives

A study with three aims was conducted, the first of which was to evaluate the quality and relevance of seven e-learning courses with a view to identifying recommendations for improvement.

### Methods and data sources

Informed by the literature, an online survey was designed to elicit teachers' perceptions regarding their experiences of course participation, relevance of courses to meeting their needs, developments in practice arising from course participation, and teacher and student outcomes, and motivation for engagement with courses. The survey was posted on the ETTA website and was completed by 510 respondents, representing 11.17% of the 4,562 teachers who took part in ETTA e-learning courses from January 2014 to April 2019. Data were analysed using SPSS.

### Key findings/takeaway points

- Overall, the e-learning courses were favourably rated; the majority of respondents selected ‘excellent’ or ‘good’ when asked to rate different aspects of the courses. Many respondents valued the flexibility afforded by online learning.
- Personal growth and achievement and eagerness to improve educational practice emerged as key motivating factors in undertaking the courses.
- Participation in e-learning courses was particularly high among teachers working at elementary school level.
- For many respondents, completion of courses had many positive outcomes regarding changes in practice and sustaining of these changes over time.
- The cumulative learning from courses was more favourably rated by respondents who had been promoted.
- While some respondents indicated that they were supported to an extent in the implementation of new practices by colleagues and their institution, many respondents indicated that they had no support from either source. The fostering of a collaborative culture within schools is therefore important to support respondents in the implementation of new practice.
- While 55% of respondents for each course indicated that they led colleagues in implementing new practice, higher levels of support within schools for collegiality may enable the remaining 45% to lead in this way.
- As participation in a professional learning network can support teachers in developing their practice, possibilities for developing professional learning networks might be considered in future courses thereby increasing the number of respondents who experience professional learning networks.

**Orla Ni Bhroin:** Órla Ní Bhroin teaches at the School of Inclusive and Special Education, DCU Institute of Education. Órla has worked in teacher education across the continuum of professional development for the past seventeen years and has a particular research interest in the quality of professional preparation and development programmes for teachers.

**Aoife Brennan:** Aoife Brennan teaches at the School of Inclusive and Special Education, DCU Institute of Education. Aoife teaches across seven undergraduate and postgraduate teacher education programmes. One of Aoife's research interests is pedagogy for diversity and special and inclusive education and teacher professional learning.

**Shivaun O'Brien:** Shivaun O'Brien teaches at the School of Policy and Practice, DCU Institute of Education. Shivaun teaches on a range of programmes and is a senior researcher in the Centre for Evaluation, Quality and Inspection (EQI) with expertise in the areas of quality assurance, school self-evaluation, data use in schools and continuing professional development.

**Caitríona Pennycook:** Caitríona Pennycook is a research assistant at the School of Inclusive and Special Education, DCU Institute of Education. Caitríona has recently graduated with a master's degree in Educational Psychology from the University of Rennes 2.

## Parallel Sessions 9 (Saturday, 11.40-12.25)

### [P31] Parental & Familial Perspectives

#### [P31.1] Opinions, Obstacles, & Opportunities of Immersion Education for Children with Special Educational Needs: A Parents' Perspective

**Sinéad Andrews** (Dublin City University)

Parents of children with special educational needs (SEN) are often advised against bilingualism and immersion education for their child. This advice tends to come from educational professionals, such as, educational psychologists, occupational therapists, and speech and language therapists. These professionals suggest that bilingualism may place an added burden on the child, confuse them, and slow their first language development. However, the empirical evidence shows that children with autism spectrum disorder, specific speech and language disorders, and dyslexia can acquire a second language with no negative implications for their first language development.

Some parents have chosen to go against the advice of the educational professionals named above and have chosen to educate their child through Irish as a second language. Not surprisingly, these parents are often questioned about the suitability of this form of education for children with SEN by people they meet on a daily basis. Little research has been undertaken regarding the experiences of parents who have children with SEN enrolled in Irish-medium (IM) schools.

This presentation will investigate the experiences and opinions of parents of children with SEN currently enrolled in IM education (N=9) and parents who withdrew their child from IM education due to their learning difficulties (N=6). Semi-structured interviews were undertaken with these parents and the data gathered was analysed using thematic analysis. This presentation will provide an overview from both groups of parents in relation to: i) why they chose IM education for their child, ii) their opinions regarding the suitability of this form of education for their child, (ii) the obstacles that they and their child encounter in IM education, and (iii) the benefits of this form of education for their child. Also, the opinions given to parents by educational professionals regarding the suitability of immersion education for their child will be investigated.

**Sinéad Andrews:** Sinéad is an Assistant Professor in the School of Inclusive and Special Education, Institute of Education, Dublin City University. She has a keen interest in research on children with special educational needs learning through a second language, particularly those in Irish immersion education.

#### [P31.2] Openness – a key to unlocking how schools can support parents' involvement in their child's educational journey?

**Emma Zara O'Brien** (Marino Institute of Education), **Joan Kiely** (Marino Institute of Education), **Leah O'Toole** (Marino Institute of Education), **Maja Haals Brosnan** (Marino Institute of Education), **Cliona O'Keeffe** (St. Nicholas Montessori College)

When parents are involved in their children's education, children do better (Borgonovi and Montt, 2012; Desforjes and Aboucaar, 2003) highlighting the importance of environments that encourage such involvement. MIE conducted research on behalf of the NPC and supported by the NCCA to consider 'parental involvement, engagement and partnership in their children's learning during the primary school years'. Our findings (O'Toole et al., 2018; Kiely et al., 2019) demonstrate the centrality of 'openness' with different mechanisms from the relational, communication, access and physical spaces identified.

In keeping with the initial findings of the Interim Report, analysis supports parental involvement developing through both formal and informal approaches. Parent-teacher meetings are still seen as a key point of contact between home and school. The main role of schools as identified by participants has been to create the kinds of welcoming ethos where parents feel like a part of the school community and so are more likely to become engaged. Relationship building is seen as key to supporting parental involvement, engagement and partnership. The context in which this happens is also important and physical structures such as parents' rooms and permission for parents to come into the school at drop-off and pick-up were seen as important. School leadership is also seen as crucial in terms of creating the kinds of environments where parents feel welcome and so want to contribute to the life of the school.

Data and Methodology.

Part 1 of the commissioned research was a review of relevant national and international literature to examine parental involvement, engagement and partnership in their children's education in the primary years analysed through an ecological lens.

Part 2 (A) called for the development of case studies of parental engagement in five primary schools in Ireland. The perspectives of key stakeholders were sought, including parents, teachers, children and other relevant participants.

Part 2 (B) of the research called for further engagement with the five case-study schools around involving parents with the new primary language curriculum (2015), and particular attention was given to homework which supports children's oral language and teanga ó bhéal (NCCA, 2017, p.16).

Qualitative methodologies within a Process-Person-Context-Time (PPCT) (Bronfenbrenner and Morris, 2006) model were employed and included a 'case study approach' utilising focus groups, interviews and participatory methods such as children's drawings and, secondary data from the 'Growing Up in Ireland' study.

Opportunities and obstacles to schools supporting parental involvement are discussed in light of findings.

**Emma Zara O'Brien:** Emma Zara is a lecturer across ITE and ECE programs in the area of educational psychology, curriculum and pedagogy, health and well-being.

**Joan Kiely:** Dr. Joan Kiely is Dean of Education at Marino Institute of Education, Dublin where she is responsible for the management of the B.Ed programme and the B.Sc programme in Early Childhood Education and also leads the Masters in Early Childhood Education at Marino.

## [P31.3] Towards clarity on the perceived role of parent and student voice in School Evaluation - The case of Ireland

**Martin Brown** (EQI - The Centre for Evaluation Quality and Inspection - DCU Institute of Education), **Shivaun O'Brien** (EQI - The Centre for Evaluation Quality and Inspection - DCU Institute of Education), **Gerry McNamara** (EQI - The Centre for Evaluation Quality and Inspection - DCU Institute of Education), **Joe O'Hara** (EQI - The Centre for Evaluation Quality and Inspection - DCU Institute of Education), **Craig Skerrett** (EQI - The Centre for Evaluation Quality and Inspection - DCU Institute of Education)

As in most European countries where school evaluation operates, the Irish education system has been testing models of evaluation that allow other stakeholders such as parents and students to have a more central role in the evaluation process. Indeed, an increasingly important aspect of the theory and practice of school evaluation, revolves around the role of other actors, primarily, parents and students in the process.

Using literature review, documentary analysis and a survey on stakeholder involvement that was distributed to every post-primary school principal in Ireland, this paper firstly explores the research literature from many countries around the concerns of schools and teachers about giving a more powerful voice to parents and pupils.

Next, using Ireland as a case example, the paper attempts to clarify: the official policy concerning stakeholder voice in school evaluation and decision making; the efforts by schools to implement this policy and the response to date of school leaders and teachers to this increasing changing discourse of school evaluation.

Using Hart's ladder of participation, it is argued that policy mandated parental and student involvement has evolved significantly, schools have responded positively to parent and student voice in evaluation, and there is little evidence (as of yet), of teacher concern or resistance.

However, lessons to be learned from Ireland, in comparison to previous research that was carried out in other high stakes accountability environments, this response is explained by the low stakes improvement focused education environment; the controlled, structured and simplified nature of the self-evaluation process; and more generally, the lack of meaningful parental and student participation in decision making.

**Martin Brown:** Martin Brown is a researcher at EQI - The Centre for Evaluation Quality and Inspection

**Shivaun O'Brien:** Shivaun O'Brien is a researcher at EQI - The Centre for Evaluation Quality and Inspection

**Gerry McNamara:** Gerry McNamara is a researcher at EQI - The Centre for Evaluation Quality and Inspection

**Joe O'Hara:** Joe O'Hara is a researcher at EQI - The Centre for Evaluation Quality and Inspection

**Craig Skerrett:** Craig Skerrett is a researcher at The Centre for Evaluation Quality and Inspection and doctoral student at the School of Policy and Practice - DCU Institute of Education

## [P32] Identity

### [P32.1] Role Identity in Higher Education: Obstacles to Openness

**Terry Twomey** (Limerick Institute of Technology)

This paper explores evidence in the literature for the assertion that there are differing professional identity groups extant within higher education. The existence of these groups gives rise to different perceptions, tensions and obstacles within higher education. The paper sets out the previous research in relation to management, academic, administration and student services perceptions in higher education and the tensions that arise. The paper includes initial reflections on policy and practice in higher education as they relate to the role identity nexus. The importance of organisation culture for meaning and identity impact is considered.



The interplay of management control, autonomous academic culture, institutional administrative accountability and student services commitment to the student experience presents an increasingly complex organisational environment specific to higher education. A shared vision of quality higher education provision in this complex environment needs to be informed by research based understanding. Michael Lipsky's work on 'street level bureaucracy' provides a phenomenological insight that raises questions regarding the effectiveness of policy and implementation in higher education (Lipsky, 1980). Lipsky focused on the mediation of policy by frontline workers who interact directly with clients, students in this context. The levels of autonomy and discretion among staff in many higher education contexts supports the assertion that Lipsky's research is relevant if not compelling in the study of higher education institutions.

Concern for accountability in light of Lipsky's analysis was examined by Hudson (1989). Hudson details four main types of accountability to law, to the consumer, to the organisation and to professional norms. He concluded that "if we wish to understand policy implementation, we must understand the street level bureaucrat". By investigating the perceptions, tensions and obstacles extant at 'street level' in higher education, this paper sets out the basis to formulate a collaborative, integrated approach within higher education institutions. The paper focuses on the HEI observed through the lens of four higher education subcultures: management; academic; administration and student services.

This research used staff surveys and interviews to determine the views of different staff identity groups and to investigate the perceptions, tensions and obstacles that arise between these groups. As a mixed methods study both qualitative and quantitative data was analysed to determine the nature and extent of different views on a wide range of academic concerns. The detailed findings raise important questions about role group perceptions of identity difference and the reality of high levels of shared understanding and values.

**Terry Twomey:** Terry Twomey is Vice President of Academic Affairs and Registrar at Limerick Institute of Technology (LIT). His professional experience is of transitions in higher education from Regional Technical Colleges to Institutes of Technology and currently to Technological Universities. His research interest is in collaborative working as the basis of collegiate culture in higher education.

## [P32.2] The Transformative Influence of Teachers From Underrepresented Groups in Teaching

**Gareth Burns** (Department of Adult and Community Education, Maynooth University), **Niamh Bird** (Department of Adult and Community Education, Maynooth University), **Katriona O'Sullivan** (Department of Adult and Community Education, Maynooth University)

While research to date has shown the value of a more diverse teaching population, focused largely on the potential of teachers from underrepresented groups to act as positive 'role models' for students from various socio-demographic backgrounds; it has been limited to teacher diversity in terms of ethnic minorities. There is currently a paucity of Irish research on the value that teachers with disabilities, teachers from the Traveller community and teachers from socioeconomically disadvantaged backgrounds can bring to the profession (Keane and Heinz, 2019).

Focusing specifically on Irish primary and post-primary teachers from groups currently underrepresented in teaching and working in designated disadvantaged schools, this study explores these teachers' understandings of their professional role and responsibilities and how these understandings are articulated in their day-to-day practice. In light of their role as educators working in communities that are experiencing intense social challenge, the participants in this study bear witness on a daily basis to the deeply damaging effects of inequality on the students they teach. Explicit and tacit understandings of their felt responsibilities and realised practices took on particular significance within this social context.

This study adopted a narrative life history methodology grounded in phenomenology. Semi-structured, life-history interviews were conducted with 10 teachers drawn from underrepresented groups in teaching, which was very advantageous considering the emphasis the study placed on exploring teachers' habitus and its influence on idealised and realised teacher identities and practices.

The study's empirical findings are integrated with concepts drawn from critical educator and sociology discourses, equality perspectives, and teacher identity literatures. The majority of the cohort were strongly invested in a professional and moral identity of 'teacher as role model'. The strength of their adhesion to this culturally ascribed role and the powerful moral purpose that underpinned it generated largely positive practices reflective of the generative quality of their class and social habitus in terms of perceptions and practices. The findings from this study offers a window into the transformative influence a more diverse teaching population can have, while also having the capacity to further inform policy discourse and the way in which the desirability of a more diverse and representative teaching force is framed.

**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.

**Niamh Bird:** Niamh holds a masters degree in psychology and works as a researcher on the Turn to Teaching Project. Niamh is currently engaged in research projects that are exploring: (1) the impact of a foundation course for initial teacher education (ITE) upon students' capacity to participate in higher education and teaching professions, and (2) the impact and outcomes of a school outreach mentoring and aspiration building ITE programme.

**Katriona O'Sullivan:** Katriona is a lecturer in Maynooth University 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.

## [P32.3] Being a primary school teacher educator: the ethico-political identity of the primary school teacher educator

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

Framed within the context of the Continuum of Initial Teacher Education (2011) and what we believe to be the construction of a 'preferred' teacher identity, this study explores the (re)formation of primary school teacher educator identity through the narrative analysis of teacher educators' (n=8) stories of 'identity work' in primary initial teacher education. This study is, we believe, particularly timely given the potential extension of the Continuum of Teacher Education into the sphere of teacher educator education. This paper applies Clarke's (2009) four ethico-political axes of teacher identity (the substance of teacher identity, the authority-sources of teacher identity, the self-practices of teacher identity and teacher telos) as mechanisms for interrogating the position, values associated with, scope and dynamics of 'identity work' in initial teacher education. Adopting an interpretivist paradigm, the study involved unstructured/reflective interviewing (Roulston 2010), semi-structured interviews (Kvale and Brinkman 2009) and visual auto-biographical story-telling (Court, Merav & Ornan 2009; Nutbrown 2012; Altan & Lane 2018) to plot the identity (re)formation of teacher educators against their positioned 'identity work' in initial teacher education. The paper discusses the preliminary results in terms of the dialogue between policy and biographical constructions of teacher educator identity.

**Desmond Carswell:** Des Carswell is a Lecturer in the Faculty of Education, Mary Immaculate College, Limerick.

**Paul F. Conway:** Paul Conway is a professor in the School of Education, University of Limerick.

## [P33] Research on Development

### [P33.1] Supporting student teachers to develop critical thinking skills

**Brigid Golden** (Mary Immaculate College),

This research makes use of action research to explore the impact of teaching within initial teacher education on student teachers' ability to think critically within the context of global education. The project aims to develop and identify best practice to support student teachers in developing critical thinking skills.

This research emerged in response to an identified disparity between student's perceived levels of critical thinking and their demonstrated critical thinking skills observed in class or through assignments.

Action research is undertaken by practitioners who wish to examine and improve upon their practices by testing action hypothesis in their work to help them alleviate or illuminate practical difficulties such as this identified disparity (Corey 1954). Data collection in this action research project follows a multiple methods design. Mills (2011) categorises data collection techniques in action research under three headings: Experiencing, Enquiring and Examining. The data collection methods employed in this study can therefore be categorised as follows: Experiencing: Reflections and observations, records of class tasks;

Enquiring: Focus group interviews, most significant change stories, end of semester review surveys, exit slips from individual sessions, interviews with critical friends;

Examining: Records of module (documentation for it), tasks/assignments.

Data has been collected over three rounds and spanning three academic years. All data has been collected with second year B.Ed. students undertaking core social studies modules which includes a global education component. Due to the large numbers on the B.Ed. programme, within each round of data collection, a subset of students were chosen to be included in the project.

Analysis thus far has enabled the researcher to identify an approach which can support a wide variety of learning styles and students from diverse backgrounds to engage in critical thinking within the context being explored.

**Brigid Golden:** Brigid Golden has a B.Ed from Mary Immaculate College, University of Limerick and an M.Ed in International Studies in Education with International Development from the University of Birmingham and is currently undertaking her PhD with the University of Birmingham. Brigid is a member of the national Development and Intercultural Education (DICE) Project and lectures in global education at Mary Immaculate College, Limerick.

### [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

**Sinéad McCauley Lambe** (Marino Institute of Education)

(a) background/context

The focus of this paper is the interplay between sensorimotor development and the emergent handwriting skills of young children and the influence of sociocultural factors on motor development. The paper looks uniquely at the impact that a sensorimotor handwriting programme in

the infant classroom has on the emergent handwriting skills of young children and on the practice, knowledge and perceptions of teachers in relation to sensorimotor development. This paper is significant because it hopes to highlight the socio-cultural aspect of sensori-motor development and its influence on the development of emergent handwriting skills.

(b) research aim/objectives

The over-arching research question for this paper is: What are the links between the environment, motor skill development and the emergent handwriting skills of young children? This paper seeks to address the following questions:

1. What is the current practice of teachers and pre-school teachers in relation to the development of motor skills?
2. What are the current baseline measures of fine and gross motor skills of a sample of junior infant children in DEIS and non-DEIS schools?
3. What are the effects of a sensorimotor handwriting programme on the development of fine and gross motor skills and emergent handwriting skills of junior infant children?
4. Do sociocultural factors influence children's motor skill readiness in relation to emergent handwriting development in the infant classroom?

(c) methods and data sources, or equivalent for theoretical/conceptual papers

Phase one of this study sought to identify the current fine and gross motor skill competency of 200 children from DEIS and non-DEIS schools in Dublin using a standardised motor test -the Bruininks-Oseretsky Test of Motor Proficiency (BOT-2; Bruininks & Bruininks, 2005). The fine manual control and gross manual control composites of the BOT-2 (Bruininks & Bruininks, 2005) were employed to measure fine motor and gross motor skills.

A sequential mixed methods strategy was employed during phase one. Information was gathered through the use of focus groups with pre-school teachers. Surveys were used to gather the perceptions and practices of parents in relation to sensorimotor development during this initial phase also. The BOT-2 test results from this phase provided a rationale for the design and implementation of a sensorimotor handwriting programme in ten junior infant classrooms across the six participating schools.

In phase two of the study, data from Phase 1 was combined with the literature and the perceived needs of the subjects based on the standardised test results to design the sensorimotor handwriting programme that teachers implemented over a 16-week period (October 2018-March 2019). Post-implementation of the programme, children were retested using the standardised test and semi-structured interviews were employed with teachers to gather information relating to changes in perceptions, knowledge and practice in relation to motor development and emergent handwriting skills.

(d) key findings/takeaway points

1. Preliminary findings from phase one of this research show that over 50% of children in DEIS school scored below average on the BOT-2 test in comparison with 17% of children in non-DEIS schools
2. Preliminary findings indicate that all 10 teachers perceived the sensorimotor handwriting programme to improve the motor skills and emergent handwriting skills of the children in their classes
3. Preliminary findings indicate that the participating teachers will continue to embed sensorimotor strategies in their practice in relation to the teach

**Sinéad McCauley Lambe:** *The researcher of this study is a PhD candidate with the School of Inclusive Education in DCU and assistant lecturer in Early Childhood Education in Marino Institute of Education. She is an experienced primary school teacher who has taught in both mainstream and Special Educational Settings in a DEIS school for 11 years. Her academic qualifications include a B.Ed (DCU) and an M.Ed (DCU).*

## [P33.3] A Sociocultural Approach to Professional Development for Teachers in Practice

**Sylvaine Ní Aogáin (PDST), Pádraig Ó Duibhir (Dublin City University),**

The current paper reports on a 'scaffolded model of Professional Development (PD)', which was devised to support Irish Immersion Primary School teachers in implementing a pedagogical approach to Irish language teaching and learning. Despite the fundamental role of PD to enable teachers to "review, renew and extend" (Day, 1999, p. 4) their practice, much research suggests that traditional models of PD, which generally consist of one-off or "one-shot" (DeMonte, 2013, p. 4) events, continue to be somewhat ineffective (Bayer, 2014; Smith, 2015). Consensus appears to prevail in the literature that effective PD should strive to address the specific needs of the particular context in which the developed practice will be implemented. Nonetheless, much research agrees that certain key characteristics are necessary for effective PD (e.g. Darling-Hammond et al., 2017). Analysis of such literature led the researcher to establish a particular approach to PD, which is theoretically underpinned by a Vygotskian Sociocultural Framework (Vygotsky, 1978).

The aim of the current study was to explore immersion teachers' experiences of a scaffolded model of PD in supporting their practice to implement a new pedagogical approach to Irish language teaching and learning.

The researcher adopted a pragmatic paradigm and was theoretically guided by the sociocultural framework. The purposive sample included immersion primary school teachers (n=8) and fifth class immersion students (n=188) in eight primary schools in the Leinster region. Semi-structured interviews were conducted with the teacher participants. The researcher engaged in weekly observational routines in each of the eight classrooms.

Observational data were triangulated with the teachers' perspectives and further verified by students' perspectives, which were gathered during focus group interviews.

The findings presented in this paper will report on the teachers' perceptions of the success of the scaffolded model of PD in enhancing and changing their pedagogical practices. Students' views will also be presented as the student voice was a critical element in changing classroom practice. The extent to which learning outcomes were deemed to have improved will be reported drawing on both teacher interviews and student focus groups. The scaffolded model of PD, presented in the current paper, is timely. It could inform PD models in the context of the roll-out of the Primary Language Curriculum (NCCA 2019), changes recommended by the NCSE (2019), along with a number of other curricular changes at Second Level, which will need to consider PD for teachers in practice.

**An Dr. Sylvaine Ní Aogáin:** Sylvaine Ní Aogáin was a Michael Jordan Fellow in Dublin City University and she is currently working with the PDST. Her PhD and research interests lie in the area of second language acquisition, immersion education and professional development.

**An tOllamh Pádraig Ó Duibhir:** Pádraig Ó Duibhir is Deputy Dean of the DCU Institute of Education and Director of SEALBHÚ, the DCU Research Centre for the Learning and Teaching of Irish. His major research interests lie in second language acquisition and pedagogy. He is joint editor of the *Journal of Immersion and Content-Based Language Education*.

## [S6 Symposium] Embedding Universal Design for Learning (UDL) through Equality, Diversity and Inclusion (EDI) across the Island of Ireland: Opportunities for institutional joined up thinking

**Tracy Galvin** (Queen's University Belfast), **Jean Reale** (Mary Immaculate College), **Thomas O'Shaughnessy** (University of Limerick)

Post-secondary populations globally are facing multiple challenges, including increased learner variability and greater accountability concerning the student experience (Hénard and Roseveare 2012). Post-secondary education is now moving toward increasing numbers of under-represented groups, mature students, parents, international students, students registered with the Disability Office, in particular with mental health issues. While there are several advantages to having a diverse student cohort, unless there is institution-wide joined-up thinking, there can be numerous challenges and pressures put on student services, professional staff, teaching staff and the wider University community.

One-way to counteract staff pressurised workloads and a one size fits all approach in their institutions is to refocus policy and strategies on Equality, Diversity and Inclusion (EDI). The focus should be on embedding inclusive approaches in teaching, learning and assessment and doing this by implementing Universal Design for Learning (UDL) institutionally, in alignment with the effective use of technology and accessibility. Innovations such as accessible e-learning, distance and blended learning, multiple-format curricula resources and accessible digital technologies are all congruent with UDL principles (Everett, 2017). By using the UDL framework 'educators can accept learner variability as a strength to be leveraged, not a challenge to be overcome' (Rose & Meyer, 2002).

UDL grew out of the broader concept of Universal Design (UD) in Architecture, with a focus on Disability (Burgstahler, 2015). Today, internationally UDL crosses all educational sectors from Primary to Post-secondary education. There is a move away from a 'one size fits all and inflexible' approach to UDL. The ultimate goal of applying UDL to instruction is to help all learners to develop into expert learners where they can assess their own learning needs, monitor their own progress, and regulate and sustain their interests, effort, and persistence during learning tasks (CAST, 2012) regardless of educational background or culture.

All three papers in the symposium are interconnected in terms of implementing EDI institutionally in the broader context and in the curriculum through evidence-based pedagogy. UDL provides an inclusive educational framework that minimises barriers to learning and maximises learning for all. Having established that our institutions are experiencing similar challenges we are working together to develop a cohesive approach to implementing UDL and accessibility across all three campuses.

Practical takeaways:

How to embed EDI across an institution.

How to connect UDL, accessibility and technology.

How to develop accessible materials and build digital capacity into daily practice.

**Tracy Galvin:** Tracy has over 12 years working in higher education with a focus on teacher education and inclusive practice. Tracy is an Education Developer at Queen's University Belfast where her role is to support staff to embed (Equality, Diversity and Inclusion (EDI) in the curriculum through Universal Design for Learning (UDL), Internationalisation the Curriculum (IoC) and Accessibility into their practice. Additional research interests are Teacher Education, Social Justice, Education Disadvantage, Meaningful Engagement in Learning, Post-Primary Education and Inclusive Curriculum Design.

**Jean Reale:** Jean has over 20 years' experience as a teacher and educational technologist in both the public and private sector with a specific focus on creating inclusive learning environments through technology. Jean is a PhD candidate at Trinity College Dublin with a research focus on building digital capacity in Higher Education teachers to create UDL learning environments.

**Thomas O'Shaughnessy:** Thomas has over 12 years' experience working as Assistive Technology Officer at the University of Limerick. Thomas is a PhD student in Education at Mary Immaculate College with a research focus on Assistive Technology in Initial Teacher Education. Additional research interests include UDL

## [S6.1] Promoting Equality, Diversity and Inclusion (EDI) in the Curriculum institutionally by embedding Universal Design for Learning (UDL): A joined-up approach

Tracy Galvin

As the learner population, and indeed the wider post-secondary community across the Island of Ireland, has become increasingly diverse, it is no longer feasible to adopt a 'one size fits all' approach when it comes to the practice of teaching, learning and assessment, but to move towards 'flexible approaches that can be customised and adjusted for individual needs' (Bray and McClaskey 2013, p.18). One solution to address this issue is to adopt the Universal Design for Learning (UDL) and accessible inclusive educational framework across campus.

A critical attribute of UDL is that it provides scope to unify planning among differing strands of the student experience including student services, library services, information services, estates, information technologies and the wider academy (Bracken 2019). Martin (et al., 2019, p.22) promotes 'joined up thinking' across an institution to implement UDL, where 'academic and professional services staff consider ways in which they can work together effectively'.

This paper explores how institutionally EDI can be embedded through a joined-up approach in partnership with key stakeholders through a bottom up, middle out and top down approach using a variety of platforms and methods, with a focus on UDL and accessibility.

## [S6.2] Using the UDL Framework to harness the power of everyday digital capacity to promote equality, diversity and inclusion in online learning

Jean Reale

The Universal Design for Learning (UDL) framework focuses on creating expert learners. UDL can empower learners to reach their full potential by harnessing the power of everyday technology to support their learning. Due to the speed with which technology has developed and its infiltration of every aspect of our lives we have a generation of learners whose culture of learning is technology based. According to the CSI (2018) Smart phone ownership rises incrementally with age, starting at 34% of 8-year olds and rising to 92% of 13-year olds. Technology is affording a level of access and accessibility to learning that has never been achieved before.

To embrace the potential afforded by digital learning higher education needs to examine everyday technologies and the opportunities they provide for students. By using the UDL framework educators can accept learner variability as a strength to be leveraged, not a challenge to be overcome (Rose & Meyer, 2002).

This presentation will help guide practitioners in choosing key everyday technologies that can be used to embed the UDL principles of Multiple Means of Engagement, Multiple Means of Representation, and Multiple Means of Action and Expression into online and blended learning courses. Being able to identify and utilise appropriate everyday technology affords opportunities in higher education to expand access and create open flexible learning environments.

## [S6.3] UDL, Accessibility and the Disability Conundrum

Thomas O'Shaughnessy

The adoption of Universal Design for Learning (UDL) principles in Higher Education (HE) has the potential to harness more inclusive and accessible learning environments, including for Students with Disabilities (SwD). In Ireland, there has been a continuous growth in the numbers of SwD attending HE (AHEAD, 2018; HEA, 2018). Furthermore, Policy like the National Plan for Equity of Access to Higher Education 2015-2019 (HEA, 2015), the Disability Act 2005 and new European Legislation for Web Accessibility are pushing for a more holistic and accessible approach to supporting SwD in HE.

Jackson and Lapinski (2019) note the close relationship between accessibility, technology and UDL. However, to support these students, academics need to be familiar with accessible technologies (Perera-Rodríguez & Díez, 2019). Tobin and Behling (2018) support this but also state that for UDL, an approach should be taken to train both faculty and support staff.

This paper will explore practitioner examples on increasing accessibility using UDL guidelines to better support all students, not just SwD. It will argue that teaching staff need to take ownership of UDL, where they are learners on a journey with their students, a journey of personal growth and agency.