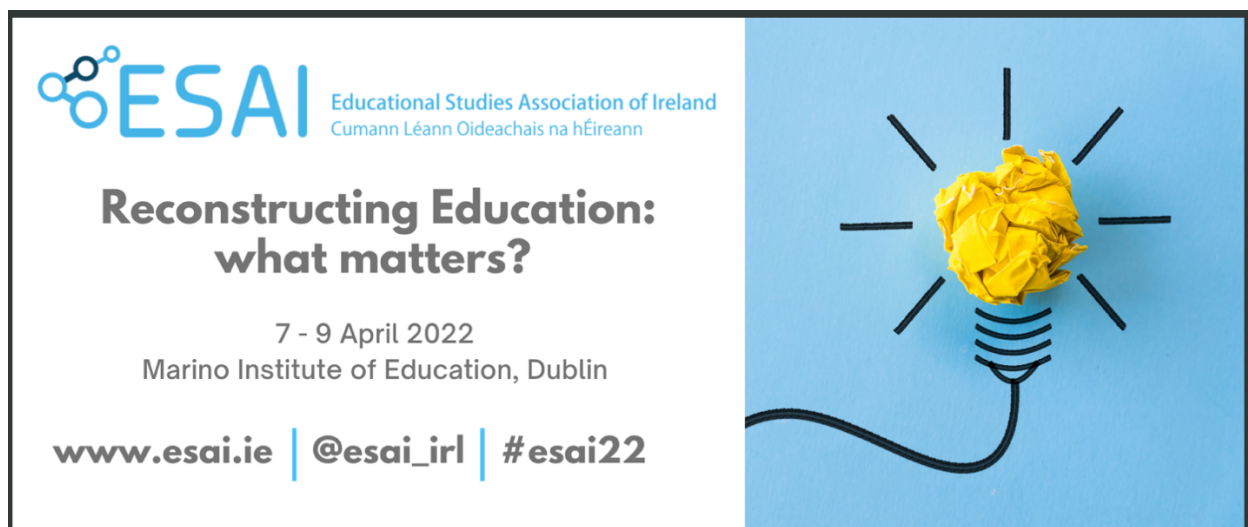# Educational Studies Association of Ireland (ESAI)

(Virtual) Conference 2022

7- 9 April 2022

Marino Institute of Education, Dublin (Virtual)

Conference Booklet 2022

Table of Contents

Welcome from President of ESAI

Dear friends and colleagues,

On behalf of the Educational Studies Association of Ireland, I wish to warmly welcome each of you to the ESAI Conference 2022- our third on-line conference. Although the COVID-19 restrictions were being lifted as we made our final decision in January on whether our conference would continue on-line or return to a face-to-face event, the ESAI Executive was unsure how and when academic life would return to a pre-pandemic normal. We were concerned whether participants would feel comfortable mingling at coffee breaks, attending crowded sessions, and in general engaging in the normal social activity which is an essential part of a conference gathering. Writing now in March 2022, it is clear that while some activities are back to normal, we know from our lecture halls and classrooms that illness due to COVID infection is still prevalent and planning attendance at any event is still a tentative activity. Working within such an uncertain terrain creates additional challenges when planning a conference, and hence the decision to remain on-line, while a difficult one to make, remains the most sensible one at this time.

The call for papers this year reflects very much the changing landscape in an emerging post-pandemic period. Titled 'Reconstructing Education: what matters?' this conference is providing an opportunity to critically reflect on what matters in education and what we wish to carry forward in rebuilding our education system. While it is recognised that the on-line engagement with learning that we experienced during the pandemic did not match the nature of the face-to-face encounter, embedding digital technology into teaching and learning is now an essential feature of education. As we reflect on the artistry of teaching, and the essence of the relational encounter, perennial questions remain: What now matters in education? What is educationally desirable here and now? Our vulnerability, which was underscored by the impact of the pandemic, is all the more acute now in light of the unprovoked and unjust use of military force by the Russian Government against the people of Ukraine. We the members of the ESAI express our profound sorrow at the tragic events in Ukraine and declare our solidarity with and support for our colleagues in Ukraine's universities, colleges, and schools. The concept of war in Europe in our time has been until now unthinkable. This war requires us to recommit ourselves to the promotion of a democratic education, and the questions facing democracy and education during the twenty-first century must reflect not only pedagogical approaches and the existential threats of global pandemics and climate change, but also address political instability and rising social and economic inequality.

This past year has been a very busy one for the ESAI; the Association has been registered as a limited company and we are now in the process of being registered as a Charity. These two steps will ensure the security and governance of the Association into the future.

Our educational journal, *Irish Educational Studies* has gone from strength to strength and in addition to the regular three issues per year, the Journal publishes on special issue per year – last spring the

special issue was titled *COVID-19 and education: Positioning the Pandemic, Facing the Future*, while this year the journal has already published a bumper 18-paper special issue on *Digital Education Futures: Design for doing Education Differently*. During the year, the editor of the IES, Dr Tony Hall, has presented to education departments research meetings/evenings to both promote the journal but also to give participants an insight into how to get papers published with the IES. Tony will be hosting an information session during the conference and please do come along.

At this year's conference we are introducing the inaugural Early Career Researcher (ECR) Award. Over a number of years we have structured the conference so that early career researchers are provided with a supportive environment and constructive feedback. Bringing new members into the academic community has always been a priority for the ESAI and this year, in recognition of the calibre of our ECRs, we wish to celebrate an outstanding conference paper and presentation by an early career researcher. The winner of the ECR award will be announced at the close of the conference.

Prof Dónal Mulcahy, a long-standing ESAI member of the Executive completes his term this year and we are delighted to continue the tradition of inviting one of the founding members of the ESAI to be co-opted to the executive. We thank Dónal for his generous contribution to the work of the ESAI and we welcome Prof Jim McKernan to the Committee.

As is the norm for the outgoing President, I have an opportunity to address the conference at 10.30am on the morning of Thursday 7 April. At this juncture we are also recognising the lifetime contribution to the ESAI of Elizabeth Oldham. Elizabeth has been a member of the ESAI for more than 40 years and was President of the ESAI from 2000 to 2002. Elizabeth has been a constant supporter of the ESAI and has mentored successive generations of researchers. We are delighted this year, to celebrate Elizabeth's unique contribution to the ESAI.

This year we have held our conference attendance fee at €20 and are donating proceeds from the conference to the Red Cross, to support its efforts in Ukraine. This donation on behalf of the members of the ESAI is a small gesture of our support for and solidarity with the people in Ukraine.

Our AGM is scheduled for 4pm on Thursday and we extend an invitation to all members to attend. I wish to thank Prof Patricia Mannix McNamara who has completed her term as Treasurer and is not seeking re-election to the Executive. There are a number of vacancies on the Executive and we are looking forward to electing new members at the AGM. We thank all the members who have put themselves forward for election /re-election.

As this is my second and final conference 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. Céline Healy, for her generous 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.

Prof. Teresa O'Doherty

ESAI President (2020-2022)

Reconstructing Education: What Matters?

During the COVID-19 pandemic, teachers and educators at all levels responded to the exceptional challenge of continuing education in new and creative ways. The quality of the student experience was the main driver of practice, and children and students continued to learn on-line, at home, on the street. Educators recognised the value of creating shared learning environments, and were innovative in seeking the means to "build human connection at a time of distancing and isolation" (Soskil, 2021, introduction). Nonetheless, when educational settings closed there was a sense of loss in our communities, in our families and in our lives. For schools and colleges are more than spaces for learning, they are places where teachers and pupils/students can connect fully and concretely with everyday experiences, they are places that enable encounter, places that are connected with and part of our communities.

The period of not being able to attend schools and campuses has very much awakened in us the value and purpose of education itself. Howard et al argue that "pedagogy is not merely an instructional strategy, but an embodied practice of being oriented to the life of the child and young person in a thoughtful sensitivity for what is in their best interest" (2021, p.2). It

is the sense of interconnectedness, the encounter between the teacher and the child or young person, which is the greatest purpose of education. When Gert Biesta (2017, p.1) argues "that teaching matters", he calls us to value and reassess the nature of teaching, the complexity of the role of the teacher, who provides opportunities for children and young people to 'be'. It is an appreciation of teachers as thinking, caring, acting, judging, and feeling professionals who can look with the 'eye of a teacher' and can see beyond the evident.

As we return to our schools and campuses, we have an opportunity to critically reflect on what matters in education and what we wish to carry forward in rebuilding our education system. While it is recognised that the on-line engagement with learning did not match the nature of the face-to-face encounter, embedding digital technology into teaching and learning is now an essential feature of education. As we reflect on the artistry of teaching (Stenhouse 1988), and the essence of the relational encounter, perennial questions remain: What now matters in education? What is educationally desirable here and now?

The Educational Studies Association of Ireland invites scholars, practitioners, policymakers, emerging researchers and interested others from Ireland and beyond to come together at our face-to-face (public health guidelines permitting) conference on 7-9 April 2022, and to reflect upon, debate and discuss the possibilities in education. The conference theme, '*Reconstructing Education: what matters?'* welcomes broad interpretation and interrogation, and we invite papers that consider the concept through a variety of lenses which include (but are not limited to) sociological, pedagogical, historical, religious, ethical, technological, philosophical, political and economic. Hosted by Marino Institute of Education, Dublin, the ESAI annual Conference 2022 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.

Reference List:
Biesta, G. J. J. (2017). *The rediscovery of teaching*. New York and London: Routledge.

Howard, P*.,* Saevi, T., Foran, A., & Biesta, G. J. J. (Eds). (2021). *Phenomenology and educational theory in conversation: Back to education itself.* London & New York*:* Routledge.

Soskil, M. (2021). *Flip the system: How teachers can transform education and save democracy*'. New York: Routledge.

Stenhouse, L. (1988). Artistry and teaching: The teacher as focus of research and development. *Journal of Curriculum and Supervision, 4*(1), 43-51

Keynote Speaker at ESAI Conference 2022

ESAI 2022 Keynote Address – Professor Kari Smith

Friday 8th April from 12.00-1.00pm

Department of Teacher Education, Norwegian University of Science and Technology (NTNU)

'Revisiting the art of teaching: asking old questions in new ways'.

– Prof. Kari Smith

Abstract

'Revisiting the art of teaching: asking old questions in new ways'

In this presentation I will revisit my role as a school teacher, school based mentor for student teachers, teacher educator, head of teacher educator programs, and researcher with a focus on collaboration between the practice field (schools) and the academy (teacher education institutions).

Questions I asked as a teacher have followed me throughout my career, and a key question is how to connect theory to practice and practice to theory. Examples of how I tried my best to handle this challenge in my various roles will be given, starting with how as a teacher I struggled applying the kind of assessment I was thought during my teacher education, how as a mentor of student teachers I felt I was left on my own without really knowing what to do. As a teacher educator I challenged myself relating my own practical experiences as a teacher to the many new concepts and theories I met in my reading. When I became the head of teacher education programmes, I prioritized establishing solid collaborations between the university and the practice field, and as a researcher and educator of a new generation of researchers, my interest lies in practice-oriented research, how to connect between research and practice.

It is my own narrative revisiting the old question- *Hod to make the theory practical and the practice theoretical*- I want to share with the audience.

Kari Smith is a Professor (Ph.D.) of Education at the Department of Teacher Education, Norwegian University of Science and Technology (NTNU). She has a long experience as a schoolteacher, teacher educator, and head of teacher education programmes. Her main research interests are teacher education on, professional development, mentoring and supervision, and assessment for and of learning. Currently she is the Head of the Norwegian National Research School in Teacher Education (NAFOL). She was one of the founders and the project leader of the International Forum for Teacher Educator Development (InFo-TED) from 2013-2019

Professor Smith's keynote address entitled '**Revisiting the art of teaching: asking old questions in new ways'** will take place at ESAI2022 on Friday 8th April from 12.00-1.00pm

ESAI Lifetime Achievement Award 2022

Elizabeth Oldham

The ESAI is delighted to present the Lifetime Achievement Award 2022 to Elizabeth Oldham for her contribution to the Association and the wider field of research in education.
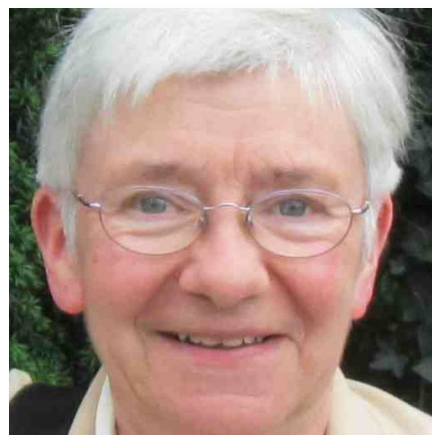
Elizabeth Oldham was brought up in England by Irish parents. After completing her A-Levels in Nottingham High School for Girls, she attended Trinity College Dublin and in 1965 completed her BA in Mathematics. Her next move was to the University of London, where she gained an MSc in Mathematics in 1967. She remained in London for two more years, working as a research student on mathematical logic and the foundations of mathematics, topics that enhanced her interest in mathematics curriculum and mathematics education. After returning to Trinity in 1969, she took her Higher Diploma in Education while teaching at Alexandra College Dublin. Her association with Trinity was continued; she completed an M.Ed. in 1974, by which time she had joined the staff of the School of Education. Her career was based there until her "retirement" – which she claims to have *failed* – in 2010. Since then, she has taught (and still teaches) on a part-time basis in the School of Mathematics, providing a module on Mathematics Education for mathematics undergraduates. Elizabeth also retains strong links with Alexandra College; she served on the school's Council for over thirty years.

Elizabeth's main work is in the field of mathematics education, and she has a long association with cross-national studies of curriculum and attainment. She was a member of the international Curriculum Analysis Group for the Second International Mathematics Study in the 1980s; she worked with the Educational Research Centre in Dublin with regard to curriculum aspects of the Third International Mathematics and Science Study in the 1990s; she was a member of the National Advisory Committee for the OECD's Programme for International Student Assessment (PISA), and remains on the National TIMSS (Trends in International Mathematics and Science Study) Post-Primary Advisory Group. She served as an Education Officer (Mathematics) for the Irish National Council for Curriculum and Assessment while the school mathematics courses were being revised in the 1990s. Much of her current research still focuses on curriculum. She also engages with aspects of teaching and learning mathematics, particularly with regard to teachers' and prospective teachers' philosophies of mathematics and mathematical identities and with prospective teachers' understanding of concepts.

Her other main field of interest is the use of ICTs in education. She served on the ICT Steering Committee of the National Council for Curriculum and Assessment, and benefits from working with colleagues in the Trinity College Centre for Research in IT in Education. With the revival of interest in computer programming in schools, she is again contributing to research in this area.

Elizabeth has been a member of the Educational Studies Association of Ireland since 1977 and was President of the Association from 2000 to 2002. Until recently she was co-chair of a Research and Development Community ("Science and Mathematics Education") of the Association for Teacher Education in Europe. She is currently Treasurer of the Dublin Branch of the Irish Mathematics Teachers' Association and has chaired the Dublin Branch of the Computers in Education Society of Ireland; she serves on the national executives of both bodies.

On a lighter note, Elizabeth' collegiality and good humour are legendary, and she is especially happy when Irish Rugby teams are winning Triple Crowns, Championships, and even the occasional Grand Slam!

Elizabeth's commitment to education and to her discipline over the last six decades is both impressive and inspiring. Elizabeth has always set the highest standards for herself and has generously mentored and supported colleagues and postgraduate students alike, enriching the lives of many generations of scholars.

Elizabeth's continued engagement with ESAI and other associations is testament to her enduring passion for all aspects of education. The ESAI is delighted to recognise and to honour Elizabeth's outstanding contribution to Irish education.

Prof Teresa O'Doherty (ESAI President 2020-2022)

A number of colleagues have shared their memories of Elizabeth:

"It is a privilege to write about Elizabeth Oldham and an even greater privilege to have known her as a dear colleague, friend and educator. It would be hard to measure Elizabeth's contribution to Irish (and international) education over many years. However, a number of areas stand out. She is and always has been an expert and advocate for mathematics education, computers in education and teacher education. She continues to publish and present papers in these three essential areas. Her involvement with the ESAI goes back to 1977. In the period 1998-2000 when I was President of ESAI she was a fantastic colleague as Vice-President and incoming President 2000-2002. She was wonderful and refreshing to work with and was indefatigable in her efforts to develop the ESAI. During her own time as President of the ESAI she continued to work in a collegial and dedicated manner. One of the most difficult times during that tenure was the outbreak of Foot and Mouth (FMD) in the U.K. As most of our colleagues will remember, the country practically closed down in order to protect agriculture. The result for the ESAI was that the Annual Conference had to be postponed from Spring to September, entailing significant logistical issues. However, as Elizabeth herself put it, she and the ESAI became FMD (Focused, Motivated and Determined) and a very

successful conference was held in the Autumn. Elizabeth remains dedicated to the ESAI – and to her other great love: Irish rugby"

Prof. Sheelagh Drudy, ESAI President 1998-2000

"Hearty congratulations Liz on being presented the lifetime achievement award. Your support for ESAI and its work has been ceaseless since its foundation, as has your encouragement of successive generations of graduate students in Maths education and in educational research more widely. Your admirable research record has done the country proud, both at home and abroad, and your continuing generosity in serving on consultative bodies offers a shining example of faithfulness to the best ideals of higher education."

Dr Pádraig Hogan ESAI President 1994-1996

"I am absolutely delighted to hear that ESAI has decided to honour Elizabeth Oldham with their prestigious 'lifetime achievement award'. Elizabeth embodies the best of ESAI. Scholarly, supportive, rigorous and committed she played a pivotal role in developing ESAI into the welcoming community of researchers that it now is. Above all Elizabeth helped create the culture of welcome that I think sets ESAI apart from many of its contemporaries. Recognising that a paper at ESAI can be the first experience many of us had of engaging with the wider academic community Elizabeth has always gone out her way to mentor, advise and support those taking their first, hesitant steps along this at times scary road. She also ensured that the structures and ways of thinking within ESAI were focused on creating community as well as ensuring academic excellence. In addition to her work in the development ESAI as a community of researchers, Elizabeth also modelled what it means to be an excellent scholar. Her own research work is widely recognised for its innovation and rigour and through her sharing of this at conferences and through the Journal, Elizabeth demonstrated to those of us lucky enough to engage with her work what it meant to be a proper educational researcher. Of course, it is impossible to pay tribute to Elizabeth without acknowledging what extraordinarily good company she is. The antithesis of the stuffy, pompous academic she is inclusive, funny, and a wonderful conversationalist. I have to admit that have learned nearly as much about the vagaries and intricacies of modern Irish rugby as I have about the educational research from these conversations and I know I am not the only one. I am genuinely thrilled that ESAI has decided to recognise the work of Elizabeth Oldham. The award is a timely recognition of a life of service and excellence in the field of educational research and I join with all my past Presidential colleagues in congratulating her on this wonderful achievement."

Prof Joe O'Hara, ESAI President 2010-2012

"I have often said that you can tell a great deal about a person's character by the way they treat those who may not appear to matter in the great scheme of things, those who may be seen as being of lesser value or status in a particular institution. It is easy (and politically sensible) to be pleasant to those we may see as significant. It is equally easy, especially when we are busy, to make less of an effort with those who may not appear to matter. In fairness to ESAI, it has always had an admirable culture of valuing all its members, but that culture only exists because the members themselves make the effort to include, to value and to get to know people. Elizabeth Oldham embodies the inclusivity that ESAI espouses. I remember the first conference where I got to know her. I am taking you quite a

long way back to the annual ESAI conference which was held in Stranmillis in Belfast in 1998, in the week prior to a very historic event on this island – the signing of the Good Friday / Belfast Agreement. Many of us delegates travelled to and from the conference by train, though this did include being bussed from Belfast Central via the Mourne Mountains across the border to meet the train in Dundalk on the way home. Not brilliant when some of us might have had minor hangovers! On that rather convoluted journey, Elizabeth sat with a bunch of us young researchers and post-graduate students. She was interested in everyone, personally and professionally. She listened to us all, she shared jokes. She offered advice and was genuinely interested in the work we were doing. She did not stand on ceremony as a highly respected academic of long-standing. She was simply herself with us, as she is with everyone. Anytime she met me and the rest of the young research contingent, she always had time for us and was consistently friendly and kind. She rejoiced with us as we got jobs in academia over the years. She supported us in our engagement with ESAI and was always keen to encourage new members on to the ESAI executive and other education committees.

It was my very particular pleasure to serve on the ESAI Executive when she served her two-year term as President. She brought with her a genuine friendliness and decency to that role. She continued to treat all equally and with great respect. But there is also a steely side to her – Elizabeth is no push-over but has that wonderful capacity to be determined and persuasive in the most gentle of ways. I suspect that is a skill long honed in the committees of her Church of Ireland parish and Alexandra College. This is one of the many, many gifts she has brought to ESAI, an organisation to which she remained loyal and committed long after she stepped off the Executive. We continue to be lucky to have her with us at ESAI each year, sharing expertise and friendliness in equal measure and long may she continue to do so."

Rev. Prof. Anne Lodge, ESAI President 2006-2008

"Congratulations to Elizabeth on being nominated for the ESAI lifetime achievement award. Elizabeth is assiduous, painstaking and capable in her work yet always retains her good humour. Her knowledge and scholarship are immense and she is very generous in sharing her learning with others."

Dr Kevin Williams, ESAI President 1996-1998

"I am delighted to congratulate Elizabeth as recipient of the 2022 ESAI Lifetime Achievement Award. I have known Elizabeth for most of my professional life, having first met her when I was an M.Sc student at Trinity College, Dublin, where she lectured on the course. I have also had the pleasure of working alongside Elizabeth on the National Executive of the Computers in Education Society of Ireland (CESI, where she still serves to this day). In the opening days of March 2020, before the rapidly escalating Covid19 situation had been declared a global pandemic by the World Health Organisation, ESAI found itself in the same uncertain position as other associations that had a large gathering planned for the near future - in our case this was the annual ESAI conference, scheduled for the end of the month. A reassuring email arrived from Elizabeth to myself as ESAI president, outlining that during her own presidency, the association had also faced a challenge whereby the annual conference had to be rescheduled, and providing helpful guidance and advice on how this had been approached. I offer this short account as I believe anyone who knows Elizabeth will recognise in it a number of the qualities that have always made her such a remarkable colleague and leader: her generosity in offering advice and guidance in a

supportive and constructive manner, her incredible institutional memory across the many various educational associations and groups that she has served, and her always calm and informed manner in addressing whatever challenges may arise. This Lifetime Achievement Award is a fitting recognition of her tireless service to Irish education in so many ways, and I offer my warmest congratulations to Elizabeth on this accolade".

Dr Enda Donlon, ESAI President 2018-2020

Reflections from Elizabeth on being nominated for the ESAI Lifetime Achievement Award

I joined ESAI over forty years ago, in its early days, and have been involved fairly continuously ever since. Membership and participation have brought great benefits, and great enjoyment, as I met and worked with remarkable people: people from whom I learnt so much. As a result, I have rarely been as startled as I was on being offered a lifetime achievement award; surely it is I who should be giving an award to the Association for all that it has offered!

So – what has ESAI been for me over the years? A community of educators; a powerhouse of research; a channel for initiating new members into the community and enabling them to contribute to that research; and of course, especially at the Annual Conferences, a gathering of friends. In what follows, I aim to offer some thoughts and vignettes about each of these characteristics.

As regards the community of educators, the visionaries who founded ESAI in 1976 had identified a gap. There was no structure that brought together people working in different educational disciplines, at different levels (primary, post-primary, tertiary, and so forth), and in both parts of the island of Ireland. I could expand on each aspect, but here I focus just on the cross-disciplinary one. Outside ESAI, I often met colleagues in my specialist academic fields of mathematics education and what we then called computers in education, and at Annual Conferences of course I attended – and I hope will continue to attend – papers in these areas. However, as I think of conference papers over the years, the first pictures in my mind's eye are of myself enjoying contributions from other disciplines: for example, history and religious education. ESAI offers a most enjoyable antidote to overmuch specialisation!

The powerhouse of research – a phrase that I always associate with Professor Val Rice, who was instrumental in starting many of us on our academic careers back in the day – is encapsulated especially in Irish Educational Studies. During the Covid lockdown, when reorganising old files, I found correspondence about the first papers that I submitted to IES. Oh, the thrill when the contributions were accepted! Those were the days in which IES provided selected conference proceedings; it was during my presidency that the decision was made to move to the current model of a more traditional journal. I can still "see" the Executive Committee members sitting round a table in Trinity's Arts Building and discussing the pros and cons of the change. Perhaps there were some initial losses with regard to rewarding work done at the conferences, but these have been more than compensated for by the journal's increasing success.

One can argue that any organisation should nurture its members, but, for a body dealing with education, the need is particularly compelling. I believe that ESAI has done well in this respect, especially in initiating new members into the community; I like to think that we have shown special concern for young (or even not-so-young) researchers giving their very first papers. The mental pictures here are of more experienced members encouraging the first-timers – making coffee, chairing

protectively (no, in general not necessary) – and then sharing celebrations of the excellent papers that the newcomers had given. If ESAI were to stop being a caring community, then I would no longer want to be part of it; but that will not happen.

And then there are gatherings of friends. I recall us being together in the evenings (and indeed into the wee small hours) after busy conference days; presentations over, people could relax, discuss informally, reminisce, and enjoy the general conversation. Sometimes in days gone by, there would be singing: ceol as well as craic. Times and traditions change, but who knows: maybe that tradition can be reinstated!

"In accepting the lifetime achievement award with gratitude, I offer my very best wishes to the Association for all its work in the future"

ESAI Executive 2021-2022

President
Prof. Teresa Doherty (Marino Institute of Education)

Vice-President
Dr Celine Healy (Maynooth University)

Secretary
Dr Máirín Glenn (NEARI)

Treasurer
Prof. Patricia Mannix McNamara (University of Limerick)

ESAI Executive Members
Dr Aimie Brennan (Marino Institute of Education)
Prof. Judith Harford (University College Dublin)
Dr Aideen Hunter (Ulster University)
Assoc. Prof. Conor Mc Guckin (Trinity College Dublin)
Prof. Donal Mulcahy (Central Connecticut State University)
Assoc. Prof. Máire Ní Ríordáin (University College Cork)
Assoc. Prof. Justin Rami (Dublin City University)

General Editor IES
Dr Tony Hall (NUI Galway)

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: Áine 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
2020-2022: Teresa O'Doherty
2022-   : Celine Healy

List of Conference Locations 1976-2022

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
2021 Online, hosted by Marino Institute of Education
2022 Online, hosted by Marino Institute of Education

Editors of *Irish Educational Studies*

1976		Conference Proceedings	John Marshall
1977		Conference Proceedings	Donal Mulcahy
1978		Conference Proceedings	James McKernan
1979		Conference Proceedings	Sean O'hEigeartaigh, John Coolahan, & Jim McKernan
1980		Conference Proceedings	John Coolahan
1981	Volume 1	Irish Educational Studies	John Coolahan
1982-84	Volume 2-4	Irish Educational Studies	Jim McKernan
1985	Volume 5	Irish Educational Studies	John Coolahan
1986-87	Volume 6-9	Irish Educational Studies	Jim McKernan
1991-94	Volume 10-13	Irish Educational Studies	Padraig Hogan
1995-96	Volume 14-15	Irish Educational Studies	Áine 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
2020	Volume 39	Irish Educational Studies	Tony Hall (General Editor) Delma Byrne, Audrey Bryan, Karl Kitching, Déirdre Ní Chróinín, Catriona O'Toole (Book Reviews and Social Media Editor)
2021	Volume 40	Irish Educational Studies	Tony Hall (General Editor) Delma Byrne, Audrey Bryan, Karl Kitching, Déirdre Ní Chróinín, Catriona O'Toole (Book Reviews and Social Media Editor)
2022	Volume 41	Irish Educational Studies	Tony Hall (General Editor) Delma Byrne, Audrey Bryan, Karl Kitching, Déirdre Ní Chróinín, Catriona O'Toole (Book Reviews and Social Media Editor)

ESAI Corporate Members 2022

The Educational Studies Association of Ireland expresses its gratitude to the following Corporate Members for their support of the Association during 2021.

ASTI (Association of Secondary Teachers Ireland)

St. Angela's College, Sligo
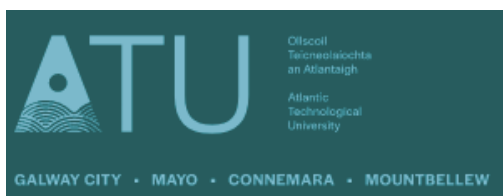
ATU, Connemara, GMIT (Galway-Mayo Institute of Technology)

Irish National Teachers' Organisation (INTO)

MIE (Marino Institute of Education)

Mary Immaculate College (MIC)

NCAD (National College of Art and Design)

NCI (National College of Ireland)

NCCA (National Council for Curriculum and Assessment)

PDST (Professional Development Service for Teachers)

TCD (Trinity College Dublin)

TUI (Teachers' Union of Ireland)

UL (University of Limerick)

NUIG (National University of Ireland Galway)

UCD (University College Dublin)
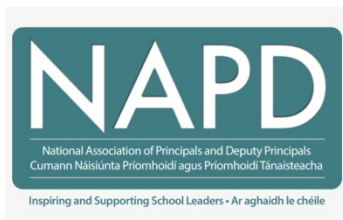
NAPD (National Association of Principals & Deputy Principals)

Maynooth University (MU)

LIT (Limerick Institute of Technology)

UCC (University College Cork)

UU (Ulster University)

 Teaching Council of Ireland

 JCT Support Services

 Institute of Education, DCU (Dublin City University)
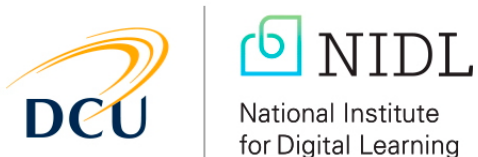
 National Institute for Digital learning, DCU

ESAI Annual General Meeting 2022

Educational Studies Association of Ireland - Cumann Léann Oideachais na hEireann

Annual General
Meeting 2022 -
**Thursday 7th April
4.00-4.30pm**

AGENDA

Thursday 7 April 2022 4.00pm Online

1. Minutes of previous AGM
2. Matters arising
3. Executive Reports

   a. President's Report
   b. Treasurer's Report
   c. Secretary's Report
   d. IES Report
   e. EERA Report

4. ESAI Executive 2022/25 – Election of new members
5. Special Interest Groups (SIGs)
6. Amendment to Article 4 of ESAI Constitution
7. Conference 2023
8. AOB

ESAI SIGs (Special Interest Groups)

Following a call for proposals in late 2019, ESAI was delighted to support some new Special Interest Groups (SIGs). These SIGs were established with a view to supporting current and future practitioners and researchers of education in Ireland. Their work was to embrace the underpinning principles of ESAI – namely to 'seek to ensure that public educational discourse in Ireland remains acquainted with educational research activity and enlightened by research perspectives'. They should also seek 'to provide a forum for a wide diversity of perspectives on educational questions, provided that the voicing of such perspectives observes the requirements and discipline of academic freedom' as outlined in the ESAI Constitution. The four SIGs are as follows:

Special Interest Group (SIG)
Curriculum Studies (click here for further details)
Inclusive Education (click here for further details)
Teacher Education: Critical Pedagogy and Praxis for Social Justice (click here for further details)
Values-based Practitioner Action Research - VPAR (click here for further details)

The selected SIGs have had a two-year lifetime from January 2020 to April 2022 and have received funding from ESAI to support their activities during this time. The SIGs are listed here in alphabetical order – and you can follow the links at www.esai.ie/sigs to read their reports and find out more about their activities.

SIG Presentations at ESAI 2022
Friday 8th April at 10.30 am

At ESAI Conference 2022, there will be a special ESAI SIG Session on Friday 8th April at 10.30 am, where each SIG will give an overview of its work. The SIGs encompass a broad range of projects and these are well worth exploring. The link to access this SIG Session can be found on the Conference Programme, and we encourage all attendees to join us for this exciting event at ESAI Conference 2022.

New SIGs Series (2023-6)

The current 2020-2 SIGs will draw to a close at the end of April 2022. When these projects have been completed, ESAI will issue a call for proposals for a new ESAI SIGs series (2023-6) via the ESAI website and Twitter.

Friday 8th April 10.30am-11.30am

Conference 2022 ABSTRACTS

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

Concise On-demand Presentations

Concise On-Demand Papers – Available from Thursday 7th April to 25th April 2022

Concise On-Demand Paper: Concise papers will be pre-recorded papers timed for 5-7 minutes. They will be recorded and submitted in .mp4 format and will be available on-demand.

Paper ID 104

An Analysis of School Websites and Digital Communications in Primary Schools in Ireland.

Angela Burke

Maynooth University, Ireland

The school website serves as a digital conduit for parental involvement, allowing families to work with schools to improve their children's educational experience. The Covid-19 pandemic created many challenges for teachers and families alike in how pupils and parents were supported, and the nature and tenor of these challenges were not universal. Previous forms of in-person communication were no longer available and for some parents, unmet (digital) literacy needs became a barrier to their children's engagement.
This study used a mixed-methods sequential explanatory design to assess whether primary school websites and conventional digital school communications such as enrolment forms and admissions policies are inclusive of the reading ability of the whole school community and whether the school website serves as an inclusive conduit for parental involvement.

The research was divided into two stages: stage one included the examination of school websites using W3C recommended website analysis tools, and stage two featured the use of a questionnaire to assess parent perceptions of school website accessibility as well as explore schools' digital communications.

The website analysis found that none of the primary school websites under consideration met the criteria for accessibility under international compliance guidelines, thus potentially excluding a proportion of the parent body. It also found that almost all of the documents analysed required a reading age greater than 16, thus potentially excluding 25% of the parent body, who have unmet literacy needs. This statistic is greater in those with additional digital needs. This study found that a lack of proficiency and confidence in using the instructional language of the school, regardless of the parent's social and economic status, created a barrier to subsequent engagement with schools. Through the analysis, an unintentional barrier placed by schools when communicating with parents was uncovered, and the potential of digital technology to bridge the gap between school and home settings to increase parental involvement is highlighted. It recommends immediate changes and encourages further a longer-term study based on the findings.

Paper ID 113

An Integrated STEM Education Framework Literature Review

Clodagh Cleary

Mary Immaculate College, Ireland

Educating pupils in the disciplines of science, technology, engineering and mathematics (STEM) is deemed vitally important by societies for maintaining economic growth and technological progress (DES, 2016). Therefore, as integrated STEM education becomes increasingly prevalent in primary and secondary education globally, there is a requirement for a more universal understanding of what exactly integrated STEM education entails and how it should be implemented in the classroom. Although there is a national STEM Implementation Plan (DES, 2017) and a Draft Curriculum framework of Science, Maths and Technology which recognises that

integrated STEM will soon become an expected part of primary school learning, there is currently no STEM Education curriculum in Ireland, or indeed any outline for educators of integrated STEM strategies. This is likely due to the variety of definitions that exist. However, the literature related to STEM education advocates several overlapping definitions, including: problem-solving design and approaches, interdisciplinary knowledge and connections across STEM disciplines, engineering design and practices, the appropriate use of technology, the use of real-world contexts to situate learning, the emphasis of pupil centred pedagogies and the development of 21st century skills and key competencies (Kelley and Knowles 2016; Shahali et al. 2016; Quigley et al. 2017; Thibaut et al. 2018; Blackley and Howell 2019; Tan et al. 2019; Butler et al. 2020; Yata et al. 2020; Jackson et al. 2021; Johnson et al. 2021; Simarro and Couso 2021). Teaching integrated STEM education has the potential to improve pupils' understanding of the connections between STEM disciplines and enhance pupil outcomes through engaging in authentic contexts. Given the rapid and increased adoption of STEM education internationally, there is a necessity for a framework that is designed specifically to guide the implementation of integrated STEM in primary classrooms in Ireland. This presentation is designed to inform members of the STEM Education community about the development of a STEM Education framework, which has been synthesised following an extensive review of STEM education literature and is one that can be used by both researchers and educators. Certain paradigms and characteristics that outline exemplar STEM tasks will also be presented.

clocleary85@gmail.com

Paper ID 208

Service-Learning in Higher Education: 'Imagining the New Normal?'

Keywords: Service-learning, pandemic, hybrid, online, pedagogy

Dermot William Burns

NUI Galway, Ireland

Service learning has proven to be abundantly and mutually beneficial to communities, students, and researchers (Eyler et al., 2001; Procario-Foley & Van Cleave, 2016; Strait et al., 2015). This pedagogy of facilitating students to apply their skills and knowledge to address expressed community needs has been somewhat de-stabilised, if not threatened, by the recent shift to online learning and associated restrictions pertaining to the Covid-19 pandemic, resulting in increased hesitancy, if not an explicit incapacity among practitioners and community partners to pursue it as an offering to third-level students. This paper reviews how we may reimagine community engagement opportunities during and after the Covid-19 pandemic by taking the NUI Galway English service learning undergraduate module, 'Literacy Lift-off' as a case study. It concludes that continued community engaged pedagogy, whether through in-person, virtual, or hybrid practice, remains both possible and desirable in a liberal education. It explores ways to reimagine service-learning course delivery with the intention of upholding the merits of higher education and developing civic engagement among students with the ultimate aspiration of developing them as self-actualized members of society.

The still evolving 'new normal' leaves us questioning how service-learning programmes might operate in an ongoing and post-pandemic world. Revisiting the pedagogy, methodologies, and models for implementing service-learning in the higher education curriculum, this paper then projects key learnings to reimagine this noteworthy teaching tool in order to suggest ways it may not only survive but flourish as a high-impact,

experiential approach to learning. Examining, in particular, Britt's (2012) 3 typologies of service-learning, and the spectrum ranging from traditional service learning to extreme e-service-learning proposed by Waldner et al. (2010), this paper considers how, at a time when we are being constantly warned to maintain social distance from one another, to wear face masks, and to consider anyone we meet as a potential threat in terms of infection, it is more pressing than ever to preserve and promote the human element of service-learning by reimagining our programmes. Using the afore-mentioned English service learning programme, which I have convened for the past 5 years, we will reflect on ways this challenge may be met and overcome.

dermot.burns@nuigalway.ie

Paper ID 210

Oracy: What is it and What Does it Mean for Post Primary Technical Education in Ireland?

Keywords: Oracy, Technical Education, Post Primary Education

Leanne Cosgrove

GMIT, Ireland

Following Ireland's poor ratings in previous years in the Programme for International Student Assessment, the Department of Education and Skills introduced its strategic framework document on numeracy and literacy in 2011. The implementation of the numeracy and literacy strategic framework has resulted in advances in literacy and numeracy in educational settings in Ireland, as well as an improvement in PISA scores. Literacy and numeracy are a broad category with several interconnected subsets, some of which receive less attention than others, not least oracy. Oracy is an important skill in all aspects of education and is central to Initial Teacher Education in the field of Technical Education, but little research on oracy in second level or third level technical education has been published in Ireland to date. As a result, the purpose of this study is to critically examine key literature pertaining to oracy in the field of technical education, with a particular emphasis on post primary teacher education. The main aim of this paper is to explain what oracy is and what it means for post primary technical education in Ireland. The objectives are to define oracy and to examine key post primary technical education documents related to oracy implementation in technology-based curricula. The methodology is a literature analysis study including a documentary analysis of educational documentation regarding the technical subjects: Wood Technology/ Materials Technology (Wood), Construction Studies, Graphics/ Technical Graphics, and Design and Communication Graphics. Whole School Reports, Subject Inspectorate Reports, and subject curricula are examined. Predominant findings from this paper include: 1) the limited extent to which oracy skill development is examined in the literature and 2) despite the mention of oracy in some of the technology-based curricula, the whole school and subject inspectorate reports that were chosen and investigated in this paper, revealed that oracy has not been documented as a necessary skill that should be implemented in technical education.

leanne.cosgrove@research.gmit.ie

Paper ID 221

Comparing school performance in Ireland and Spain: An analysis of factors emerging from PISA 2018

Cristina Frade-Martínez (1), Joe O'Hara (2), Susana Olmos-Miguel áñez (1), Adriana Gamazo (1), Martin Brown (2)

1: University of Salamanca, Spain; 2: Dublin City University, Ireland

International organisations such as the OECD have developed large-scale assessment tests in order to assess the attainment of pupils at a given level of education in different OECD member countries and to facilitate comparisons between education systems. One of these large-scale tests is PISA, which targets students aged 15-16 and has been conducted every three years since its first edition in 2000.

This paper presents a comparison of the factors associated with school performance in the three basic skills tested by PISA (science, maths and reading literacy) in Ireland and Spain. These factors have been analised by constructing a multilevel model for each of them, differentiating between school variables and student variables.

Our sample consisted of the schools of both countries with more than 20 students. In the case of Ireland 155 schools and 5551 students and in the case of Spain 976 schools and 34411 students.

The variables associated with the performance of Irish students were:
- In maths: socio-economic status of the students in the school, socio-economic status of each student, gender, duration in ECEC, repetition, age, language spoken at home and the number of school changes of the students.
- In reading literacy: socio-economic status of students at school level, socio-economic status of each student, gender, repetition, age, being a second-generation immigrant and students' number of school changes.
- In science: socio-economic status of students at school level, socio-economic status of each student, repetition, age and second-generation immigrant status.

The variables associated with the performance of Spanish students were:
- In maths: school size, shortness of teachers in the school, teachers with PhD studies, socio-economic status of each student, gender, repetition, grade and number of school changes.
- In Reading literacy: OTT2, school size, shortness of teachers, location of the school, socio-economic status of each student, gender, repetition, grade, age, language spoken at home and number of school changes.
- In science: OTT1, school size, shortness of teachers in the school, teachers with PhD studies, socio-economic status of each student, gender, repetition, grade, age, language spoken at home and number of school changes.

As we can see, these factors are diverse and we observe a number of similarities between the three competences in each country, but also between them. Each of the variables is related in a different way to achievement, influencing it positively or negatively.

cristina.frade@usal.es, joe.ohara@dcu.ie, solmos@usal.es, adrianagamazo@usal.es, martin.brown@dcu.ie

Dynamic E-Posters

Paper ID 112

Creating meaningful student-teacher relationships using student voice in a post-pandemic era

Keywords: *relationships, student voice, mathematics, engagement*

Galway

National University of Ireland Galway, Ireland

Relationships between students and teachers can influence academic success and emotional well-being (Košir & Tement, 2014). In 2020, Covid-19 sent shockwaves throughout education, propelling students and teachers into an unfamiliar territory of teaching and learning during a global pandemic. Home-schooling, virtual learning, and blended teaching resulted in many teachers feeling emotionally detached from their students (Dempsey, 2021).

Preliminary studies indicate learning was stagnant for many students during lockdowns, and for low-income students learning loss was especially evident (Engzell et al., 2021; Flynn et al., 2021). It is critical to identify potential strategies for addressing these adverse effects. A better understanding of strengthening student-teacher relationships in a post-pandemic era may play a crucial role in moving all students toward academic success.

This poster presentation identifies previous research conducted on the use of student voice. Literature suggests student voice can be a tool that leads to better understanding student perspectives, building relationships, and adjusting teaching practices to meet student needs. In addition, an in-progress research study will be discussed. This research aims to develop a viable intervention for increasing engagement in primary maths classrooms. Design-based research has been chosen as an appropriate methodology to identify current issues teachers face and develop solutions. The research aims to explore whether student voice can be utilized as a tool to positively influence student-teacher relationships and therefore increase engagement.

References

Dempsey, M. a. B., J. (achievement). Lessons Learned: The experience of teachers in Ireland during the 2020 pandemic.

Engzell, P., Frey, A., & Verhagen, M. D. (2021). Learning loss due to school closures during the COVID-19 pandemic. Proceedings of the National Academy of Sciences, 118(17), e2022376118. https://doi.org/10.1073/pnas.2022376118

Flynn, N., Keane, E., Davitt, E., McCauley, V., Heinz, M., & Mac Ruairc, G. (2021). 'Schooling at Home' in Ireland during COVID-19': Parents' and Students' Perspectives on Overall Impact, Continuity of Interest, and Impact on Learning. Irish educational studies, 40(2), 217-226. https://doi.org/10.1080/03323315.2021.1916558

Košir, K., & Tement, S. (2014). Teacher–student relationship and academic achievement: a cross-lagged longitudinal study on three different age groups. European Journal of Psychology of Education, 29(3), 409-428. https://doi.org/10.1007/s10212-013-0205-2

S.Porcenaluk1@nuigalway.ie, cornelia.connolly@nuigalway.ie

Paper ID 229

Exploring professionalism in Further Education and Training: a pilot module

(1) Jane O'Kelly (2) Stan McHugh (HEI-FET Forum), (3) Carol O'Byrne, Catherine Earle, (4) Leo Casey, Conor Mellon, (5) Cathal de Paor, (6) Nuala Hunt, (7) Andrea Uí Chianáin (8) Michael Kenny, (9) Paul Gormley, Brenda Gallagher, (10) Peter Tiernan, John Lalor and Justin Rami.

1: Ireland; 2: HEI-FET Forum, 3: WIT, 4: NCI, 5: MIC, 6: NCAD, 7: MIE, 8: MU, 9: NUIG, 10: DCU.

The HEIFET Forum received funding from the National Forum for the Enhancement of Teaching and Learning in Higher Education in 2021 to develop a blended learning module on professional identity for teaching in Further Education and Training (FET). This module will focus on the professional identity of teaching and learning practitioners across the diversity of FET settings. It will be informed by history, practice, standards, research, the perceptions of professional identity in teaching in FET and VET (nationally, EU wide and globally) underpinned by consultation with the sector. Participants who take part in the pilot of the module will explore aspects of professional identity in teaching practice in FET, higher education and compulsory settings but focus in on practice in the diverse settings and needs of learners at QQI levels 1 - 6. The module will be an opportunity for FET practitioners to engage with current theory and practice on professionalism and professional identity in education and training. The HEIFET Forum was established in 2012 as a national network focussed on the continued enhancement of teaching and learning in the Further Education and Training sector. It comprises of eight higher education institutions who deliver initial teacher education programmes for teachers in FET accredited by the Teaching Council. It aims to support teaching and learning in further education and training through collaborative working approaches and the development of communities of practice. The Forum believes that there is a need for a clear framework and statement of

professional identity for teaching and learning practitioners in FET that is informed by practitioner experience and need, underpinned by theory and research, and responsive to a changing and growing sector that is key to Ireland's economic and civic future. It has been pointed out that FET is 'not only marginal to the hierarchy of professions, but also lack[s] a well-bounded, unifying culture ...Moreover, issues of pedagogy and professional autonomy have been an "absent presence" in this sector' (Colley et al. 2007, p. 176). The module is currently in development and will be piloted in the second quarter of 2022. This presentation will explore the background, approach and design of this module in the context of FET, professionalism, teaching and lifelong learning in Ireland.

Jane.okelly@dcu.ie https://heifetforumireland.ie/,

Parallel Session 1 (Thursday 7th 12pm-1pm)

[P1a] Arts & Drama   Room 2

Paper ID: 179

How do we make music now? Embracing opportunities and mastering challenges of the COVID-19 pandemic

Keywords: *Music learning, performing, self-study, reflective practice, innovation*

Mary Nugent, Richard Coady

Marino Institute of Education, Ireland

Negotiating music making amid shifting guidelines and changing settings, while endeavouring that children continue to engage in the arts, is the context of this presentation. Music teaching and learning has been severely limited and challenged by restrictions, while vacillating between indoor and outdoor environments and online and face to face (F2F) contexts. Department of Education (DoE) guidelines recommend the use of technologies and outdoor learning environments to mitigate against the impact of the novel coronavirus (COVID-19). Focusing on music, Joseph and Lennox (2021) found the use of blended modes of delivery incorporating both home and school environments and opportunities to work with experts within the musical community particularly beneficial.

In this presentation, two Irish researcher-practitioners examine the ways in which their music teaching and learning practices have evolved as a result of COVID-19. Through their work and experience in a variety of settings, they document the realities of music making across several contexts: initial teacher education (ITE), primary school classrooms and school-community arts projects. A self-study research approach is adopted in this qualitative research (Berry, 2015; Pinnegar & Bullough, 2001), in which ITE and primary classroom teaching and learning experiences are systematically examined. This active research endeavours to enhance

teacher educator knowledge and practice, and consequently improve pre-service teacher and childrens' learning experiences.

Data consisted of researcher discourse via Zoom recorded conversations, researcher reflective journals and related literature. Using Gibbs' Reflective Cycle, discourse was structured around description, reflection, evaluation and analysis of changes in practice during the pandemic (Gibbs, 1988). Each meeting focused on how a particular strand of the music curriculum was taught in F2F, online and blended environments. Findings suggest that there are challenges in respect of the performing strand and opportunities to practise skills. It also emerges that the social element of group music making is severely compromised in the current COVID-19 context. However, creative and blended approaches, and novel use of digital technologies allow us to embrace active, social and enjoyable music making opportunities. The interconnectedness of school and community and the importance of empowering student agency emerge as vital tools in how we make music in the classroom and beyond.

Reference List:

Berry A. (2015) Self-Study of Teacher Education Practices (S-STEP). In: Gunstone R. (eds) Encyclopedia of Science Education. Springer, Dordrecht.

Joseph, D. & Lennox, L. (2021) Twists, turns and thrills during COVID-19:music teaching and practice in Australia, Music Education Research, 23:2, 241-255,

mairenuinseann@gmail.com, richard.coady@mie.ie

Paper ID: 163

Generalisability of 'Social Drama' for young people with Autism Spectrum Disorders to Natural Enviornments

Keywords: *Autism Spectrum Disorders (ASD), social drama, generalisability, ethnographic case study*

Elaine Clotworthy (1), Carmel O'Sullivan (2)

1: Marino Institute of Education; 2: Trinity College Dublin

Autism (ASD) is a neurodevelopmental difference, and core differences of ASD include impaired communication and social interaction (Vernon et al., 2012). While there are many social skills interventions for this population, using a variety of methods including drama and theatre (Lerner & Levine, 2007; Corbett et al., 2014), very few explore generalising these social skills from the intervention space to the natural environment, which literature highlights as a challenge for young people with ASD. This paper will outline the findings from doctoral research which assessed the generalisability of social skills demonstrated by participants in O'Sullivan's Social Drama (SD) model to natural environments. It will identify the factors that enhance and inhibit the demonstration of participants' social skills in all environments. This study employed an ethnographic case study approach, with two case studies. The data collection tools used were document analysis, questionnaires, observation and interviews and these were designed around the operationalisation of generalisability for this study, which focused on time, setting, individuals present and responses/behaviours of participants. Findings from both case studies show that social skills demonstrated in SD do not generalise to other environments, however, certain elements of the SD model generalised such as the use of imagination, fictional world and role to interact with peers without facilitation in multiple settings, which will be explored in this paper. Factors impacting the generalisability of social skills from the Social Drama Model such as of environments, teaching methodologies, levels of structure and formality will also be explored.

elaine.clotworthy@mie.ie, carmel.osullivan@tcd.ie

Paper ID: 222

Embodied Practice or Reactive Exercises: Holistic Re-Structuring of Early Intervention

Keywords: *Embodied practice, family-centered early intervention*

Carol-Ann O'Síoráin (1), Miriam Twomey (2), Conor Mc Guckin (2)

1: Hibernia College; 2: Trinity College

As we engage with and emerge from different levels of Covid 19 restrictions, we witness families and friends re-establish contact in the physical and embodied space. It has been challenging for families as they move through turbulent cycles of the Covid virus and the impact of 'self-isolation' and segregation. Families have experienced a heightened awareness of their own relationships, connections, and interactions in the context of the moment, strengthening their attention to needs and their intentions to each other. Research has evidenced that families have said that the prolonged 'working from home', and change in commute times has led to stronger family ties, and greater familial relationships (Power, 2020).
Research evidence from the United Nations (2020) demonstrates the existing and now compounded issues of the social, economic, educational and gender inequalities within society and families. This research also evidences increased family breakdown due to pre-existing stress related issues and varying degrees of social dislocation and isolation. However, this is not a new phenomenon. Prior to the Covid 19 pandemic families of children with additional needs have historically experienced family breakdown, social dislocation, and isolation (Currie & Szabo, 2020; McCafferty & McCutcheon, 2020; Voulgarakis et al., 2021).
This paper presents a focused approach to participant voice from our research projects not as data objects for analysis or discussion but as families needing to be heard so that change can happen. Through embodied practice we ask 'what can voices do? What can sensitive listening do?' In this paper we highlight the challenges families experience when a child within the family system is diagnosed with autism. We seek to disturb current early intervention practice and to build an embodied family-centred, early intervention and reflective platform to families, educators, and policy makers in re-imagining quality early interventions and addressing family needs across a family dynamic systems approach. Voices will articulate key issues that preceded the current challenges. Our discussion will seek to interpret approach when interpreted through a co-production and co-constructed lens.

caosiorain@hiberniacollege.net, miriam.twomey@gmail.com, conormcguckin@gmail.com

[P1b] Policy & Practice – International Perspectives   Room 3

Paper ID: 117

Reconstructing Education in 19th century France: what mattered?

Imelda Elliott, Emeline/Ewen Lecuit

Université du Littoral Côte d'Opale (ULCO) France, France

The aim of this research is to look at special education to see to what extent it influenced the value and purpose of education in 19th-century France. At that time about 1.2% of the population attended secondary schools which also provided primary education including Latin for the elite of the nation. Elementary school pupils and teachers had no access to the secondary school system. Education was divided along class lines. Special secondary education was set up as applied courses to train foremen for industry, business and agriculture with general and applied courses for all jobs in a sector rather than for one specific job. In order to train the teachers, a Normal School in special Education was set up in Cluny in 1866.

This paper addresses issues such as the value and nature of teaching and curriculum and desirable education and the complexity of the role of the teacher and of teacher training. It examines the point of view of the Minister, a former teacher and inspector, who introduced special education and also of those who took it up enthusiastically. The opposition mainly by the proponents of classical education, then reserved for a tiny proportion of the population, is explored. Special vocational education also included a sociological aspect with the possibility of enabling primary school teachers from the popular classes to access secondary education.

The study uses the methodology of policy theory and history of education. Research methods include rapid review methods: analysis of 19th century archival documents, contemporary accounts and statistical data on special education.

The training of teachers for special education was innovative at that time with its emphasis on teaching practice, applied courses, discipline based on cooperation and the pupil at the centre of learning.

The opponents of special education felt that those teachers were inferior because they had not studied Latin in secondary schools, did not have the baccalaureate and were of inferior social class. They were worried that this new special education would threaten the classics and their monopoly of secondary education. The graduates of the Superior Normal School and the proponents of the Classics initially won the day and the Normal School for Special Education was closed in 1891. However many of the elements that held sway in the train of special education teachers would not be out of place today. In a way it was ahead of its time.

Imelda.Elliott@univ-littoral.fr, emeline.lecuit@inspe-lille-hdf.fr

Paper ID: 138

Student voice and classroom practice in Irish post-primary schools

Craig Skerritt, Joe O'Hara, Martin Brown

Dublin City University, Ireland

Ireland is a country without a strong tradition or history of student voice and particularly in relation to teaching and learning matters and in this regard this research is the first of its kind. It specifically explores, for

the first time, how student voice, explicitly concerning classroom practice, is taking place in Irish post-primary schools and how it is likely to be enacted differently in different schools, taking account of both school patronage and school socio-economic context . No other piece of research in Ireland exists in this area and until now this has remained an unexplored aspect of Irish education.

This research provides a starting point for future research. It raises questions and sets out to provoke more critical thinking regarding how student voice plays out in Irish post-primary schools vis-à-vis classroom practice. It both develops and offers a novel heuristic device to aid future research and presents empirical evidence to be built upon.

The heuristic device is based upon scholarly literature and sociological thinking. Then, qualitative data generated through interviews with 101 school stakeholders is drawn upon: senior leaders, middle leaders, classroom teachers and students in seven post-primary schools. The main models of post-primary school in Ireland (voluntary secondary schools, ETB schools, and community/comprehensive schools) are included in this research, including schools in both disadvantaged and more privileged settings.

A distinction is drawn between different kinds of consultations that take place with students and the data presented will illustrate how students are now being consulted in relation to classroom practice in a variety of ways but that within the Irish school system these consultations are very much connected to school context with voice being used to different extents in different schools in different settings.

craig.skerritt2@mail.dcu.ie, joe.ohara@dcu.ie, martin.brown@dcu.ie

Paper ID: 205

Defining the British School Overseas as a legitimate actor among international schools.

Dr Mike O'Sullivan, Prof. Joe O'Hara, Dr Martin Stynes

Centre for Evaluation, Quality & Inspection (EQI), DCU, Ireland

The international schools' sector has grown dramatically in recent years. The range and type of schools that define themselves as 'international' is complicated by multifarious contexts. However, among the thousands of international schools across the globe that call themselves 'British', there are a limited number that are officially recognised by the Department for Education (DfE) in England under the British Schools Overseas (BSO) voluntary inspection scheme (DfE, 2016). A number of inspection providers, that are approved by the DfE, accredit qualifying British international schools and publish a report on their findings that makes these schools comparable to independent schools in England. The formal recognition of BSOs by the British government places these schools uniquely among the international schools' sector.

This paper is based on a socially constructed phenomenological inquiry that explores the evaluation experiences of a sample of BSO principals from six different countries. Themes and interpretations are drawn from data gathered in semi-structured interviews conducted directly with the principals. Survey responses, document analysis and extensive field notes as well as the views of a number of experts in the field are also used. The findings indicate that BSO principals are evaluated for a variety of reasons in a range of settings, where evaluation methods are influenced by how school ownership is structured, by competencies in evaluation ability and by how the results are handled. The findings also point out challenges to the overall BSO inspection scheme.

This exploration of the evaluation experiences of BSO principals also includes an attempt to provide a working definition for this unique segment of the international schools' sector that is a corresponding actor to schools that are recognised nationally in England. The research findings may prove helpful to the education research community in Ireland where the notion of formal principal evaluation has different perspectives.

micheal.osullivan92@mail.dcu.ie, joe.ohara@dcu.ie, mstynes62@gmail.com

[P1c] Developing Networks and Enhancing Relationships   Room 4

Paper ID: 173

We need to talk about our relationship! An exploration of how the DEEPEN research has informed our understanding of the complexities of teacher induction

Keywords: *Induction, Continuum, Relationships, Stakeholders, Global*

Julie Uí Choistealbha, Melanie Ní Dhuinn

Marino Institute of Education, Ireland

(a)   Background and context
This paper is grounded in the DEEPEN (Droichead: Exploring and Eliciting Perspectives, Experiences and Narratives) research project. The project, which focused on teachers' experience of the Droichead professional induction process, was funded by the Teaching Council and was led by the authors. The research findings speak to both the complexity of the role of the teacher, and the relational nature of the teaching profession. This paper focuses on the roles played by key stakeholders in the teacher induction process and how the complex yet relational nature of teacher induction shapes the lived experience of it for NQTs and mentors in particular.
(b) Research aim/objectives
This paper aims to bring together both national and international data from the DEEPEN research project in order to give an insight into the complexity of the teacher induction process.
The objectives of the paper are to:
Compare and contrast the roles of key stakeholders in teacher induction in Ireland and internationally.
Critically reflect on the personal and professional complexities of the NQT and Mentor relationship within the lived experience of teacher induction.
Discuss opportunities for greater collaboration across all stakeholder in teacher induction, with particular focus on how digital strategies can be utilised to maximise connections.
(c) Methods/ data sources
The DEEPEN research study used a case study approach. Due to COVID-19 restrictions the project had to be truncated to a two-phase project involving a systematic literature review of Internation research on teacher induction and an online survey to all primary and post primary schools in Ireland. Phase one of the research,

the systematic literature review was underpinned and scaffolded by a Siddaway (2014) five-stage framework. The SLR findings contextualised and informed the design of the Phase two online survey and were central to understanding the lived experience of the teachers in a global context.

(d) Key findings/takeaway points

This paper calls for reflection on how we as educators can ease and support the transition of teachers as they move from one phase of the teacher education continuum to the next, and how we can encourage an ethos of continuous teacher learning across the professional teaching/learning community. The paper explores how greater collaboration between HEIs, schools, mentors, NQTs and stakeholders in embedding and connecting the phases of the continuum of teacher education (initial teacher education, induction and CPD) could ensure a more connected and consistent discourse and practice between all stakeholders.

julie.uichoistealbha@mie.ie, melanie.nidhuinn@mie.ie
Paper ID: 187

Reconstructing education – Why networks of DEIS schools matter.

Keywords: *School networks, DEIS, teacher professional learning, educational inequality, wellbeing*

Ruth Bourke

Mary Immaculate College, Ireland

School networks hold significant potential for teacher professional learning and capacity building to support and sustain educational change and innovation at all levels of the education system from the micro-level of individual schools and teachers, to the meso-level of decentralised structures, to the macro-level of the restructuring of an education system. Laterally, networks can connect those at the same level to share knowledge and expertise, and vertically they can connect those at the 'top' in government departments with those at the 'bottom' on the ground in schools to improve communication between same (Hopkins 2003; Muijs et al. 2011; Díaz-Gibson et al. 2016; Rincón-Gallardo and Fullan 2016; Hargreaves and O' Connor 2018; Brown and Flood 2019; Chapman 2019; Fullan 2019; Azorín et al. 2020; Rincón-Gallardo 2020).

Drawing on PhD research, this paper considers the role that two networks of DEIS schools, which are facilitated by the TED Project, Mary Immaculate College, Limerick, play in supporting individual members and schools to respond to and advocate for children and families who in their daily lives experience the impact of social and economic inequality in many ways. An instrumental case study approach (Stake 1995) was adopted in the research which sought to understand how the networks developed, how they operate and build connections between members and other stakeholders and how knowledge creation and sharing occurs within and beyond the networks. Data collection involved focus groups, individual interviews, surveys to collect demographic information about members and schools and documentary analysis of minutes of meetings. Arising from the literature review and findings, a Conceptual Framework was developed to understand the policy, practice and theoretical underpinnings to the networks, as well as their challenges and limitations. This draws on relevant Irish education policy, the literature on school networks, social theory on the reproduction of inequality in education, social capital theory and the social learning theory of Communities of Practice. Essentially, the networks were found to support DEIS schools to respond to intractable social issues by building professional capital, supporting wellbeing, connecting network priorities to those of key stakeholders and building lateral capacity for systemic change. This paper considers the relevance of these findings for 'reconstructing education' and outlines why networks of DEIS schools matter now more than ever.

ruth.bourke@mic.ul.ie

Paper ID: 217

Network Leadership and the impact of professional learning Networks on School improvement Prior to during and after the Pandemic - The Case of Northern Ireland

Paddy Shevlin, Martin Brown, Gerry McNamara, Joe O'Hara

EQI The Centre for Evaluation Quality and Inspection, School of Policy and Practice, DCU Institute of Education Ireland

High-quality education is paramount to the future prosperity of almost all jurisdictions such as Northern Ireland. However, in almost every decade, crises such as the economic downturn in and more recently the Covid-19 Pandemic continue to abound resulting in various stakeholding groups trying to find novel ways to enhance education over time. One such solution is through the development of professional learning networks of schools that have a variety of functions such as sharing resources and putting in place plans for improvement. However, on the one hand, whilst attitudes and theoretical benefits of Professional learning Networks has been extensively written about, what is limited in the literature relates to the impact of these networks at the individual school level. (Brown et al. 2021). In light of this, a school-based research network was implemented over a three-year period in Northern Ireland in order to map out factors associated with the impact of shaped professional Learning Networks on school improvement.
Data was gathered from 30 school-based action research projects developed within the network of schools in Northern Ireland. The analysis of the data reveals that the schools and teachers involved in the network viewed the shaped professional network as a powerful and continuous process to improving the quality of teaching and learning in their schools. However, this was also dependent on the capacity of school leaders to translate and distribute the professional learning derived from the network to the level of the school.

paddy.shevlin@dcu.ie, martin.brown@dcu.ie, gerry.mcnamara@dcu.ie, joe.ohara@dcu.ie

[P1d] Higher Education   Room 5

Paper ID: 204

Social Engagement Matters to Disabled Students

Vivian Rath

Trinity College Dublin, Ireland

Engaging socially in college life allows students to develop social and cultural capital, graduate attributes, and a sense of belonging (van Gijn-Grosvenor & Huisman, 2020). Friendships result in a reduction in social isolation, creation of a sense of belonging, and a greater commitment to the institution (Thomas, 2012). Although many HEI have made progress towards creating accessible academic programmes and supports, co-curricular aspects of campus life have received significantly less attention (Quaye & Harper, 2014).

This presentation is based on doctoral research exploring the social engagement experiences of disabled students in HE in Ireland. The four research questions of this research were;

What are the barriers and/or enablers to the social engagement of disabled students in higher education?

Do disabled students feel like they belong within higher education?

How do national and/or institutional level policies foster/impede the social engagement of disabled students in higher education?

What, if any, institutional practices are being implemented to promote the social engagement of disabled students in higher education?

By adopting a framework which combined a transformative approach with the bioecological model it placed the student at the heart of the research. As a disabled person with a human rights perspective, the philosophical assumptions of the transformative paradigm offered the researcher a framework to directly engage disabled people, and through the bioecological model permitted the examination of the barriers and enablers to their engagement in the system around them.

The researcher developed a four-phased, sequential, and concurrent qualitative data collection research design. The sampling strategy brought together data from 65 participants, with representatives from 19 HEIs across Ireland.

The research findings demonstrated the value disabled students place on their social engagement and its contribution to their sense of belonging. The majority of disabled students considered themselves to be socially engaged and to have a positive student experience. However, almost all disabled students and graduates spoke of barriers to their social engagement. The research found that persistent barriers had a major impact on students' sense of value, ability to maintain friendships, develop a sense of belonging, including in class, and engagement with leadership opportunities.

The relevance of this research is particularly significant in an environment in which the delivery of HE has had to change, due to the Covid-19 pandemic. These changes, in the context of the ratified UNCRPD offer an opportunity to reimagine how we support and engage all students.

rathv@tcd.ie

Paper ID: 223

Recognition of prior learning as an educative experience

Keywords: *RPL, educative experience*

Cathal de Paor

Mary Immaculate College, Ireland

When preparing an application for the recognition of prior learning (RPL), candidates are invited to document their prior learning so that it can be assessed against the relevant learning outcomes. In the CEDEFOP (2015) guidelines on the validation of non-formal and informal learning, this occurs during the 'documentation' phase. However, rather than being a relatively straightforward evidencing exercise, it poses significant

challenges, due in large part to the required 'boundary crossing' between the disorganised amalgam of prior experiential knowledge and the formal codified knowledge of the qualification (Harris, 2014). This suggests that there is significant new learning required in order to best exploit the prior learning. Experiential learning theory (Kolb, 1984), which has guided the development of RPL over many decades also emphasises the construction of new knowledge through reflection on prior knowledge. This paper examines the extent to which RPL participation is an opportunity for new learning, not just a demonstration of learning that is prior. It draws on an evaluation (de Paor, 2021) of a cohort RPL project involving a consortium of Education and Training Boards (ETBs) in partnership with the Irish Defence Forces (DF) between 2018 to 2019, where participating soldiers used RPL to gain awards in Further Education and Training (FET). The paper draws on Dewey's principles of continuity and interaction to conceptualise RPL as an educative experience in its own right. According to Dewey (1938), an educative experience is one that involves continuity with what has gone before, leading to a process of self-discovery, self-analysis, resistance, and critique. It is growth that allows for further growth. The analysis draws attention to the opportunity for new learning that RPL participation offers and the consequent need for appropriate mentoring support. To borrow from the conference title, the paper proposes a reconstruction of RPL, emphasising the educative potential for all learners, including non-traditional learners, positioning RPL as a stop along a pathway of lifelong learning, rather than a destination.

cathal.depaor@mic.ul.ie

Paper ID: 176

NEART: New Educational Approaches to Reflective Teaching

Maja Haals Brosnan (1), Sinead McCauley Lambe (1), Meera Oke (2), Anna Barr (2), Noirin Hayes (3), Shelli Ann Garland (3), Carol-Ann O'Siorain (4)

1: Marino Institute of Education, Ireland; 2: National College of Ireland; 3: Trinity College Dublin; 4: Hibernia College

In late 2020, a subgroup of the Early childhood research SIG under the Children's Research Network established New Educational Approaches to Reflective Teaching (NEART), a collaboration of researchers with a focus on high quality placement practice in early childhood education and care (ECEC) higher education programmes. This project is focused on the teaching and learning opportunities associated with professional practice for ECEC undergraduates. The aim is to explore what constitutes high quality, rich learning experiences for students in supervised professional practice placements (SPPP) that will facilitate the development of high quality ECEC for children.

The following areas will be explored and documented:
-        Amendments made to the assessment process, teaching and learning delivery methods to support, inform and enhance student learning and the student experience
-        Creative approaches to documenting, assessing and supervising learning experiences on placement
-        The role of the placement provider in supporting rich and valuable learning experiences for students on placement
-     The critical nature of the relationship between the institute and the placement providers in providing rich and meaningful learning experiences for students on placement

NEART gathered data from partners in Irish third level institutions during 2021. Methods included Questionnaires and interviews exploring how programmes are currently responding to the COVID 19 pandemic, and impact of the pandemic on professional practice/ placement, as well as how programmes are responding to Professional Award Criteria and Guidelines for Initial Professional Education Degree Programmes in ECEC in Ireland.

The challenges faced by institutions include temporary suspension of placement experience for students, rescheduling placement and keeping pace with constant dynamic situations on the ground, sudden loss of learning through 'hands-on' experiences, limited use of resources/equipment, adjusting to digital modes of assessment, amended supervision of students in practice settings, loss of a personal mentorship approach, and re-adjustment of assessment process.

Alternative pedagogical approaches to supervision of Placement practice that addressed these challenges include provision of in-depth virtual workshops and preplacement training through tripartite (student, academic Supervisor and placement manager) arrangements for student learning, setting up of online community of practice, peer learning and role play, creating virtual opportunities for students to experience and observe live settings, employment of approximations of practice to enable students to apply practical skills in an authentic and meaningful scenario, use of frequent online communication for supervision and guidance through various platforms, and making adjustments to portfolio submissions for assessment.

maja.haalsbrosnan@mie.ie, meera.oke@ncirl.ie, anna.barr@ncirl.ie, NOHAYES@tcd.ie, garlands@tcd.ie, caosiorain@hiberniacollege.net

[P1e] Curriculum, Assessment & Accountability – Still learning

Room 6

Paper ID: 115

Reimagining Post Primary Work Experience

Keywords: *Work Experience, Access, Links with Industry*

Carol Guildea, Eimear McDonnell

NCGE, Ireland

Background/context:
During academic year 2020/2021, the National Centre for Guidance in Education (NCGE) coordinated a pilot to trial a contemporary approach to enhance pre-existing programmes of work experience in post primary schools.

The NCGE is an agency of the Department of Education with responsibility to develop and support quality guidance provision. While Covid-19 eventually became a factor in the evolution of this pilot, the original inspiration was unrelated to the pandemic, and developed because of a perceived need for change following a review of the literature. For example, the STEM Education Review Group (2016) advised that the digital technology has significant potential to effectively deliver more personalised education. Indeed, to enhance, personalise and renew existing work experience programmes in schools, NCGE partnered with 'Exit Entry' as an emerging platform in the sector.

This research outlines the approach taken by NCGE and Exit Entry as they coordinated collaboration between schools and industry partners through use of innovative technology to revitalise pre-existing structures within TY, LCA and LCVP.

Objectives:

To identify the needs of schools in relation to work experience programmes and to 'reimagine' provision of opportunities in line with identified need thereby enhancing opportunities for students with the support of the guidance counsellor.

To collaborate and unite fragmented work experience related supports/opportunities thereby improving accessibility and enhancing opportunities

To connect schools with businesses and promote understanding of the current roles and potential future roles (and skills required) in the 21st century workplace

Methods:

Initial investigation with Guidance Counsellors to ascertain the needs of schools in relation to work experience. Analysis of participation within the pilot by schools, students and Guidance Counsellors.

A final survey of Guidance Counsellors and students to understand the perspectives of all participants following the pilot experience.

Key findings: - In this paper, NCGE outlines: The identified needs of schools regarding current work experience programmes. The programme of events developed in the 'Reimagining post-primary work experience' pilot to respond to the identified needs. A descriptive account of participation within the pilot. As the academic year progressed, participation reduced. This will be reflected on and discussed in relation to the points made in the final survey of the pilot.

The final reflections of Guidance Counsellors and students of their experience of this pilot will be outlined as a conclusion to inform future 'reconstructing' of Guidance education and 'what matters.'

carol.guildea@ncge.ie, **eimearmd@gmail.com**

Paper ID: 120

Reconstructing Education: Does academic monitoring and grade forecasting matter?

Keywords: *Assessment, Accountability, Grade Forecasting, Stakeholder perspectives*

Carol Guildea

DCU, Ireland

This paper is written following doctoral research in 2019 which focused on post-primary assessment and perspectives of stakeholders prior to the Covid-19 pandemic.

This paper focuses on psychometric assessment data and the correlation of this data with local (school based) and national (state-managed) assessments. This paper will provide an overview of the perspectives of stakeholders (parents and students) with regard to academic monitoring and grade forecasting. It provides an insight into the meaning placed on quantitative assessment data, academic monitoring and grade forecasting prior to the evolution of the system and the calculated grade adjustments required as a result of Covid-19.

This paper will:

1. Provide an overview of events leading to the utilisation of quantitative assessment data for evaluation and accountability within the Irish education system.

2. Provide an analysis of standardised psychometric assessment data at a local level, focusing on one revelatory case study school. Psychometric assessment data will be correlated with local and national assessments.

3. Highlight the importance of a local assessment policy for all stakeholders to be aware of the purpose of assessment and the use of data.

4. Provide the perspectives of students and parents concerning academic monitoring and grade forecasting.

5. Summarise key points made in relation to reconstructing education: what matters?

This research was based within a co-educational community school as a revelatory case study. Assessment data for one year group of students (n=138) was analysed. Students (n=42) and parents (n=7) provided their views of assessment through focus groups.

In general, there was a low positive correlation between psychometric assessments and the student's assessment data. A broad range could be found within the correlations and inconsistencies between years and within subjects could be seen. In addition, the findings of this research were not consistent with that of the assessment provider who advertise stronger correlations. This raises implications about the reliability and validity of this use of data. Despite the lack of consistency, questions around reliability and validity of the data, and mis-understandings where the use of data is concerned, a large number of stakeholders report that grade forecasting and academic monitoring is desirable within the education system in Ireland.

carolguildea@gmail.com

Paper ID: 124

Irish Post-Primary Teachers Feelings and Beliefs about Assessment following the 2021 Accredited Grades Process

Keywords: *Teacher assessment Identity, Leaving Certificate Examination, Accredited Grades*

Michael O'Leary, Zita Lysaght, Audrey Doyle

Dublin City University, Ireland

Background
For Irish post-primary teachers and students, Covid-19 has meant a restructuring of something that really matters in Irish post-primary education – the Leaving Certificate Examination (LCE). Following accredited grades (AG) in 2020, a dual system of exams and accredited grades (AG) was implemented in 2021. AG and CG meant that for the first time in almost 100 years, Irish teachers were required to engage directly in the assessment of their students for certification purposes.
Aim
Findings with respect to a survey of teachers involved in the 2020 AG process were published in Irish Educational Studies in the Spring of 2021 This presentation is focused on one part of a follow-up study conducted on the 2021AG process and documents how teachers' assessment practices and professional identity as teacher assessors were impacted by the dual approach to assessment used in 2021.
Conceptual Framework and Methodology
This presentation is informed by on the work of Looney et al. 2020 which argues that teachers' identity as professionals, beliefs about assessment, disposition (feelings) towards enacting assessment, and perceptions of their role as assessors are all significant for their assessment work.

A questionnaire survey was completed by a volunteer sample of teachers in November/December 2021. While almost 400 responded, not all completed every section of the survey.
Preliminary Findings
Findings with respect to four of the 12 assessment identity questions asked in 2021 are presented here. Approximately one in three (n= c.200) agreed that, as a result of having been involved in the accredited grades process, (i) they felt more supportive of efforts being made to reform the LC and (ii) felt more positively disposed to being involved directly in assessing their students for certification purposes. A similar ratio indicated they believed that teachers' involvement in assessment for certification purposes would lead to (iii) fairer outcomes for the students in their classes and, (iv) fairer outcomes for students in their schools (than if the LCE only had taken place).
While about one in two teachers disagreed in each case, the findings are consistent with the outcomes from the 2020 AG study and suggest that the assessment identity of Irish post-primary teachers is complex and includes perceptions that envision a role for teachers in high stakes assessment. Further analyses will be used to enhance interpretations of the data and elaborate on their significance.

michael.oleary@dcu.ie, zita.lysaght@dcu.ie, audrey.doyle@dcu.ie

[P1f] Early Career Researchers (ECR) 1   Room 7

Paper ID: 105

Digital Learning Experiences: learning from the past to design better pedagogical and curricular futures

Keywords: *Post Primary/Secondary School, Digital Learning, Digital Environment, Curriculum, Teachers agency*

Ashley Elizabeth Bough, Gabriela Martinez Sainz

University College Dublin, Ireland

Over seventy years of technology development, transformation of educational policy and curriculum innovation in Ireland have resulted in the introduction of the Computer Science (CS) subject in Post-Primary Education. However, for the successful implementation of the CS subject, key challenges remain, from teachers' digital competencies (McGarr & McDonagh, 2021) their capacity to implement suitable strategies in the classroom (Scanlon & Connolly, 2021) learners' experiences of the CS curriculum (MQ & Hourigan & McCoy, 2019). CS has always been conceived digitally, within the digital environment, and the Digital Learning Experiences (DLE) offered, are interconnected to the affordances, opportunities and limitations offered by this space. Through a literature review of the educational policies and practices in Ireland's Educational System, this paper documents the digital evolution from the 1950s to present day that accounts for the development of the CS curriculum. The literature review identifies key themes in how DLE has been conceptualised, responding not only to learners' needs but also teachers' skills and competencies, while informed by emerging societal demands. The review provides evidence on the disparity that has prevailed between educational policy and practice for digital learning, highlighting that despite policy developments and significant investment, the use of digital technologies and the development of DLE have instead largely been constructed

independently of these reforms. The resulting timeline of this literature review shows how teachers have been inadequately trained for the incorporation of digital technologies consistently over the last decades directly impacting the design of meaningful DLE as well as in the development of appropriate assessment practices for this specific kind of DLE. While the CS subject has been developed with a focus on basic digital literacy skills, the timeline shows how the DLE offered remain two steps behind in proficiency and competence in relation to digital developments. Building upon the identified themes and timeline from the systematic review, this paper emphasises the importance for the design and implementation of DLE that benefit from the historical lessons learned to respond to the uncertainties of the digital future in education. The paper proposes a focus on the capacities of teachers (Biesta, Priestley & Robinson, 2017; Scanlon & Connolly, 2021) and learners (Manyukhina & Wyse, 2019; Mercer, 2012), on individual ownership and creative autonomy in the curriculum, to build digitally responsive and meaningful futures not only in pedagogical practices within the classroom but also in curricular policies at-large.

ashley.bough@ucdconnect.ie, gabriela.martinezsainz@ucd.ie

Exploring the development of digital skills of pre-service primary school teachers in the Republic of Ireland

Denis Moynihan

Dublin City University, Ireland

Arising from increasing interest in the development of 'digital skills' in initial teacher education (ITE) (European Commission, 2020; The Teaching Council, 2020), the proposed study will examine the digital skills of a group of pre-service teachers (PSTs) in an Higher Education Institution (HEI) in the Republic of Ireland.

The first aim of this study is to explore and synthesise research literature in this area as a multitude of 'digital skill' models and frameworks are in use in education (Crompton and International Society for Technology in Education, 2017; Redecker, 2017; UNESCO, 2018; McGarr and McDonagh, 2020). Arising from this, the second aim of this study is to examine the digital skills of PSTs in an HEI in the Republic of Ireland. This is intended to assist teacher educators in supporting the digital skills development of PSTs. A third aim of the study is to examine if there is a relationship between a PSTs digital skill, their year of study, and their intention to use digital technologies in their professional practice.

The proposed study will involve PSTs pursuing an undergraduate teaching degree, the Bachelor of Education (B.Ed). Data collection will be conducted at two stages of their program of ITE; the beginning (B.Ed1), and end (B.Ed4). The proposed study will follow a mixed methods research approach and will follow a sequential explanatory design. Quantitative data will be initially gathered and analysed, followed by the collection of qualitative data.

The expected impact of this study is as follows; it will provide a snapshot of the digital competence of PSTs in an Irish ITE context. It will examine whether or not there is a relationship between digital competence and a PST's intention to use digital technology in their professional practice. It will explore the experiences of PSTs in

developing digital skills while engaged in a programme of ITE. The findings of this study will be of relevance to providers of ITE, both in the Republic of Ireland and internationally as changes are made to programs of ITE in order to satisfy policy imperatives. It is anticipated that the findings of this proposed paper will be of relevance to education policy makers. Finally, the proposed study will provide PSTs with a voice during a period of 'digital skill' reform in Irish education policy.

denis.moynihan@dcu.ie

Paper ID: 175

Examining students' perceptions of digital burnout: an example from Khazar University

Keywords: *burnout, digital burnout, digitalization in education.*

Maryam Mammadli

Khazar University, Azerbaijan

The purpose of this study is to examine the perceptions of undergraduate students of Khazar University about digital burnout in 2020-2021 academic year. The research designed with quantitative research methods. Within the scope of the research, 417 students of Khazar University have been included via questionnaire forms was taken through random sample. "Digital Burnout Scale" with 24 items developed by Erten and Özdemir (2020) was used to collect quantitative data for the study. Data collected from students were analyzed by arithmetic mean, standard deviation, t-test, One Way Analysis of Variance (ANOVA), Pearson correlation. According to the research, the arithmetic mean of students' perceptions of digital burnout was average. At the same time, there was no statistically significant difference in students' perceptions of digital burnout according to homeland and the electronic device they used. In addition, the gender differences in students' perceptions of digital burnout were seen to be in favor of women, and the differences in terms of the type of internet they used were found to be in favor of mobile internet users.

mmammadli@khazar.org

Paper ID: 225

Reflecting on the China-Ireland Task-based Telecollaboration Project for Beginning level learners: a case study of adolescent learners of Chinese as a Second Language in Ireland

Keywords: *Telecollaboration Chinese as L2, DBR approach*

Mengdi Wang, Ann Devitt, Garreth Hodgins, Ciarán Bauer

Trinity College Dublin, Ireland

An increasing number of young people in Ireland have expressed a strong interest in learning Chinese language and Culture.

This doctoral research project takes a Design-Based Research (DBR) approach with 2 research cycles to develop a task-based telecollaborative initiative for adolescent learners of Chinese at a beginner level in the Irish post-primary school system. It aims to investigate how learners develop their language competency and intercultural awareness through telecollaborations with Chinese native speakers of the same age.

The first cycle includes: 1) An assessment of the current state of the art in Computer-Mediated Communication (CMC) and Task-Based Language Teaching (TBLT) for Chinese language learning in a systematic literature review; 2) A user needs analysis for Chinese learning with a partner school, the design of CMC, and the best method for the implementation of language tasks; 3) The roll out of a pilot program in a partner school; 4) A needs-based analysis of the pilot program.

The previous findings of the needs-based analysis (the second phase of Cycle 1 in DBR approach) shows that:

1. Meaningful communication with Chinese native speakers is Irish adolescent learners' key need.

2. Young Irish learners would like to explore Cross- cultural topics during their learning process that are relevant to them.

This paper will showcase a one-month telecollaboration project between two groups of students which was mediated through Zoom (the online meeting platform). One group of students was from China, the other from Ireland. This paper will present the intensive design phase of the project with the researchers and practitioner drawing on the learner needs analysis to co-design a relevant and viable task-based CMC classroom learning experience for Chinese Language and Culture.

wangm3@tcd.ie, devittan@tcd.ie, garryhodgins@outlook.ie, ciaran@bridge21.ie

[P1g] Symposium 1   Room 8

Paper ID: 233

A Matter of Presence in Higher Education Classrooms: Virtual and In Person

Keywords: *virtual learning, in-person learning, higher education*

Regina Murphy, Eileen Brennan, Michael Flannery, Hsiao-Ping Hsu, Andrea Cleary, Francis Ward, Una McCabe

DCU Institute of Education, Ireland

Building on theories and ideas that emerged from a cross-disciplinary, collaborative autoethnographic research group (CERG) at the DCU Institute of Education, Dublin City University in 2021, this symposium presents a critical discussion on the performativity of teaching in both virtual and in-person teaching spaces in

higher education. A philosophical framework for the discussion will be suggested at the outset. That philosophical framework is broadly phenomenological. It draws on the work of Maurice Merleau-Ponty and Richard Kearney, but also on that of Kieran Egan whose ideas on the transformative potential of engaging the imagination perhaps best articulates the findings of this collaborative research project. Using a range of approaches to interrogate data, including the artistic, multimodal, and phenomenological, this symposium focuses on a central theme arising from that shared endeavour: disruptions in the way we experience the world and the opportunities that those disruptions can generate and represent. The aim is to reimagine arts education, as well as wider dimensions of teacher education, for a post-pandemic era. Speakers will provide a broad understanding of the performativity of teaching, both in arts education and in digital learning. They will also outline some of the ways in which teaching and learning were disrupted during the past two years and the creative solutions that they were able to find not only in visual arts, drama, and music education, but also in digital learning. The symposium will draw to a close by opening up the discussion to members of the audience.

regina.murphy@dcu.ie, Eileen.Brennan@dcu.ie, Michael.Flannery@dcu.ie, Hsiao-Ping.Hsu@dcu.ie, Andrea.Cleary@dcu.ie, Francis.Ward@dcu.ie, Una.McCabe@dcu.ie

Parallel Session 2 (Thursday 7th 13.30-14.30)

[P2a] Digging to Find What Matters   Room 2

Paper ID: 155

Heritage Language Schools: An Irish Perspective

Keywords: *Heritage Languages, Culture, Education*

Colleen Horn (1), Agnieszka Pedrak (2)

1: Marino Institute of Education, Ireland; 2: Trinity College, Ireland

This study, which finds that the heritage language communities researched are on the margin of mainstream Irish society, investigates through the conceptual lens of Cummins' (1986, 2000, 2001) and Bourdieu (1977, 1984, 1990) the challenges encountered by heritage language learners and their families as they strive to establish heritage language schools within Ireland. Additionally, this study seeks to understand the internal and external barriers to heritage language maintenance within these three communities. We argue that this topic is couched in the ESAI 2022 conference theme, What now matters in education? As economic migration occurs does language or cultural learning have to be mitigated?
This study was conducted at three Heritage Language schools and one National School in Dublin, Ireland.The chosen methodology was a mixed method multiple case study with specifically targeted research questions (Yin, 1994). The initial finding revealed that there are barriers present for students when availing of HL schools, including the perceived internal and external barriers associated with HL maintenance. The internal barriers, which were asserted by the students across all three HL schools, related entirely to the pressures they felt. Social pressure and workloads together with learning styles were routinely discussed in the interviews.

Teachers and parents felt that external barriers associated with student HL school attendance were mainly the product of the greater Irish society, including the misrecognition of cultural capital (Valenzuela, 1999). The study conveys key insights about three different types of HL schools and describes what these specific schools value in terms of language and culture. This study further illustrates how certain themes, including types of capital, power, learner identity, multiculturalism, and heritage language development associated with HL schools, were developed.

colleen.horn@gmail.com, pedraka@tcd.ie

Valuing relationships as a practice that matters in alternative education settings and beyond

Clíona Murray

National University of Ireland Galway, Ireland

By the name alone, alternative education indicates that its approach differs from mainstream education. It is often less clear, however, what an 'alternative' approach looks like in practice. This is particularly so in the Irish context, where alternative education provision has tended to be ad-hoc, underresourced, and underresearched. This paper presents the findings of an in-depth study of an alternative education centre which was established in response to a gap in provision for 12 to 15 year olds whose mainstream school placement had broken down. In the absence of overarching national guidelines, the centre, a pilot programme, had to develop its own structures and practices on a continuing basis. The current study sought to evaluate the programme, develop a formal framework for practice, and assess the framework's scalability and replicability. Data collection involved individual interviews with students, parents, staff members, and stakeholders connected to the centre, along with analysis of documentation, policies, teaching and learning materials, and internal reviews.

Key findings from the study point to the centre's success in re-engaging young people in education, with the first cohort of young people all transitioning either back into mainstream school or onwards to another full-time education placement. Research participants also highlighted outcomes such as increased student agency and improved social skills as less tangible but nevertheless vital evidence of the centre's effectiveness. The framework for practice developed through the study illustrates how the centre's successful outcomes are contingent on a number of core actions, principles, and conditions, which will be discussed in the paper. Underpinning the entire framework is a commitment to constructive relationships, not just student-teacher relationships but also relationships with parents and communities, collegial relationships, and the students' own relationships to self and others.

In the context of a post-pandemic society, relationships will be key to re-establishing belonging and to addressing newly emerged or exacerbated sources of disengagement or marginalisation. In view of this, the discussion of the paper's findings will draw on philosophical theory around relationality to unpack the centre's approach to relationship building and to consider ways in which the lessons learned could help educators in both alternative and mainstream settings to support young people's engagement in education.

cliona.murray@nuigalway.ie

The gender of school uniform in post-primary schools in Ireland and Scotland

Rachel Katherine Shanks (1), Majella McSharry (2)

1: University of Aberdeen, Scotland; 2: Dublin City University

While not so common across the rest of northern Europe, school uniform not only persists but is widespread in Ireland and the UK. In most post-primary schools, school uniform is compulsory but not gender-neutral. A key theme in the literature on gender and school dress codes relates to the banning of what is deemed inappropriate or immodest, which has particular implications for the governing of female bodies (Pomerantz 2007, Raby 2008). In support of a schoolboy in Spain who wore a skirt to school, 4th November is now 'Wear a Skirt to School Day' to highlight that uniforms should be gender-neutral.

In this presentation, we compare the genderedness of school uniforms in Ireland and Scotland. We consider how modesty and decency are used to describe girls, but not boys' school uniforms in media representations and school policies. This comparison is centred on the research objective of understanding how girls are made responsible for how others see them.

From Ireland, we focus on how the 'uniform conversation' has been taken up and presented by various forms of media in recent times, and analyse this against the backdrop of socio-historical understandings of school-going bodies in the Irish context.

We include findings from an analysis of the school uniform policies and school handbooks of all state secondary schools in Scotland (n=357) to show how school uniform policies treat girls. The policies and handbooks were first analysed through content analysis to identify clothing that was banned (e.g., leggings) or detailed in a gendered way (e.g., skirts for girls). Further analysis then focused on discourse analysis of the policies for example in relation to modesty, decency and the length of skirts.

Schools may believe they are operating in a gender-neutral way and respecting pupils' rights but the analysis of media representations in Ireland and school uniform policies in Scotland show that girls are more regulated than boys and somehow have to anticipate how others will view them when deciding on how to dress for school. We ask why do girls' bodies and how girls dress for school matter so much?

References

Pomerantz, S. (2007). Cleavage in a Tank Top: Bodily Prohibition and the Discourses of School Dress Codes. The Alberta Journal of Educational Research, 53(4), pp.371-386.

Raby, R. (2008). Polite, Well-dressed and on Time: Secondary School Conduct Codes and the Production of Docile Citizens. Canadian Review of Sociology/Revue canadienne de sociologie, 42(1), pp.71-91.

r.k.shanks@abdn.ac.uk, majella.mc

[P2b] The FET (Further Education & Training) Educator   Room 3

Paper ID: 196

Further Education Teacher, Educators; An emerging professional identity?

Nuala Hunt

National College of Art and Design, Ireland

Since the banking crisis of 2008, reform of further and higher education sectors has preoccupied policymakers. Whilst the national strategy document provided a blue print for change within Higher Education, developments across Further Education and Training (FET) included legislative and structural reform. The amalgamation of Vocational Education Committees into Education Training Boards, the arrival of new bodies such as Solas, set about revisioning Further Education and Training provision at local and national level.
From the outset adult, community and vocational education traditions shaped FET in Ireland. However as lifelong learning orientated toward key competencies the emphasis on skills acquisition, employability and inclusion were prioritised within public policy. FET providers are well situated to offer learning opportunities for individuals to; access, transfer and progress within formal education.
Central to education reform is the role of the 'teacher' however within FET the professional identity of the teacher-educator, has become bound up with complex regulatory and structural developments. Established mainstream Initial Teacher Education (ITE) programmes and the 'newer' FET teacher education qualifications are validated by the Teaching Council however whilst both options lead to professional qualifications they do not have equitable status when it comes to accessing employment opportunities. At this time there is a structural bias favouring mainstream ITE graduates.
This paper examines students and practitioner's perspectives on the formation of a professional identity within FET. This qualitative study set out to explore students and practitioner's perspectives on professional identity and employment opportunities for newly qualified teachers within FET. Data was gathered using survey methods and semi-structured interviews. A thematic approach to data analysis was employed. Challenges remain for newly qualified FET teacher, educators in securing employment with limited opportunities available. On-going structural barriers hinder developments for providers and employers alike.

huntn@staff.ncad.ie

Paper ID: 227

Implications for the professional formation of the FET Teacher - Teaching in Further Education & Training in Ireland

Justin Rami, Jane O'Kelly

DCU, Ireland

This Paper aims to explore the professional formation of the FET teacher in the context of the new FET Strategy in Ireland. The FET practitioner needs support and an understanding of the psychological, sociological and philosophical influences and contexts of the learner's behaviour. There is a wealth of learning in the theory and competencies of initial teacher education that is fundamental to the ability of a teacher to take on the responsibility of guiding and supporting learners to reach their potential. This initial learning takes time to explore, to discuss and to transform and internalise. Initial teacher education takes the meta nature of teaching how to teach into consideration and incorporates the challenge of modelling that learning in the teaching. Who you are and how you teach is inextricably linked. 'Consciously, we teach what we know; unconsciously, we teach who we are' (Hamachek, 1999, p. 209). With this in mind, the issue of the future professional role of the FET practitioner now needs to be addressed and the 'staffing and structures need to evolve to deliver on the Future FET goals set out in this strategy and realise the full potential of the system' (SOLAS, 2020 p.56). The Teaching Council of ireland is providing a dedicated route into teaching in FET in "recognised schools" but it is unclear how this route is being seen within FET. Initial teacher education and training (ITET), which allows future teachers to obtain necessary teaching qualifications, is a vital element of teaching quality and career development for teachers (OECD, 2019, p.13). Designing appropriate ITET programmes for VET teachers is important to' ensure a good mix of pedagogical skills, vocational competence and industry knowledge' (Musset, Kuczera and Field, 2014, p.9). What does this mean for those who work in FET; those that call themselves FET teachers, lecturers, trainers, instructors, tutors, facilitators and educators? In order to achieve the vision of an FET College of the Future, the time is now right to turn our attention to the professional role of the FET teacher.

justin.rami@dcu.ie, Jane.okelly@dcu.ie

Paper ID: 232

Summer-Schools finding a niche in Further Education and Training (FET)

Michael Kenny, Margaret Nugent

Department of Adult and Community Education, Maynooth

The original concept of 'Summer-school' was to accommodate educational needs in US agrarian society. Summer schools are now a short period of educational interaction generally sponsored by a school, university, or private provider provided during summer period, though not always.
The pattern of Summer Schools in Europe is well established. Many universities identified Summer Schools as cost-effective and coherent way of utilizing university facilities during student off-time. Outside universities further education identified a similar opportunity and widened their offering. Private providers market their offering strongly attracting large student cohorts. International and cultural schools (such as Irish language schools) became 'coming of age events' until impacted severely by the pandemic and some will not recover.

So where to now for Summer Schools post-pandemic in the absence of a coordinating body, a unified format, and accreditation of learning policy?

The presentation will draw on a consultation with existing Summer and Seasonal Schools and with FET thought-leaders to vision a way forward for Summer School's contribution to the FET sector. The feedback will mirror FET educators view on how Seasonal Schools could widen access and encourage progression.

This presentation will explore Summer Schools in the context of Further Education and Training (FET). The presentation will reflect if the brief nature of Summer Schools can fit into the lifelong learning nature of FET. While the presentation will explore aspects of Summer Schools, including the term, need modernisation: with modernisation and a coordinating body, Summer Schools can make a valuable contribution to learning in the non-formal learning space. Summer Schools, or Seasonal Schools, will have to accommodate virtual delivery, process as well as product outcomes, micro-credentialisation, progression, and recognition of prior learning (RPL).

The presentation will draw on the outcomes of an ERASMUS project that is exploring the future expectation of Summer Schools in a changed landscape.

michael.kenny@mu.ie, margaret.nugent@mu.ie

[P2c] Blended, Online & Digital – Where are we and where are we going? Room 4

Paper ID: 142

Learning in on-line environments to teach face-to-face in schools: Exploring preservice teachers' learning and teaching effectiveness while on school placement

Keywords: *Digital learning, teacher education, professional knowledge.*

Antonio Calderón, Mary Masterson, Ebru Boynuegri

University of Limerick, Ireland

Background: We are witnessing a turning point in teacher education as on-line teaching and learning has rapidly become central or at times the only form of teacher-student interaction (Williamson, 2020). The number of research studies exploring on-line teaching and learning experiences in teacher education has increased (Carrillo & Flores, 2020; Pokhrel & Chhetri, 2021). Few studies report on the relationships between learning to teach in on-line-only environments and translating this into classroom teaching practice are rare (Kim, 2020).

Research aims: We explore preservice teachers' (PSTs) perception of learning (content knowledge and pedagogical content knowledge); the effectiveness of on-line teaching and learning; their reported and observed effectiveness in on-line and face-to-face school placement teaching.

Method and data sources: 55 randomly selected preservice teachers participated in this study. They were enrolled on a professional Masters' programme offering several subjects (business, languages, music, physical education, science, and technology). Their' lesson plans; units of learning; cooperating teacher observation forms; self-reflections on micro-teaching and their overall experience were collected and analysed using reflexive thematic analysis (Braun & Clarke, 2020).

Key findings: Drawing on Winch et al. (2015) and Furuhagen et al. (2019) conceptions of teaching and ideal teachers, three main themes were constructed: (i) highly plannable aspects of teaching are based on solid technical knowledge; (ii) reduced situated and craft knowledge that condition PSTs in class professional judgement; and (iii) metaknowledge that is represented by critical reflection informed by research literature. PSTs demonstrated strong planning and preparation skills illuminating their static academic knowledge. PSTs' critical reflections presented high levels of metaknowledge. On the other hand, our analysis revealed that PSTs needed to improve their situated or craft knowledge. PSTs were concerned with classroom management, especially when teaching face-to-face in schools.

Discussion and conclusions: PSTs in this study could be profiled as 'technical teachers', given that they showed a high content knowledge, pedagogical content knowledge and curriculum knowledge (Winch et al., 2015). This is what Sancar et al. (2021) identified as teachers focused on what to teach and how to teach. It seems that the (on-line) teacher education programme that the PSTs were experiencing had a strong focus on this conception of teaching (Furuhagen et al., 2019). Following Calderón and MacPhail (in press), we suggest rethinking the theoretical underpinnings of teacher education programmes (face to face, online or blended) and their potential blending, to shape PSTs' educational experience and their teaching effectiveness.

antonio.calderon@ul.ie, mary.masterson@ul.ie, ebru.boynuegri@ul.ie

Paper ID: 197

Digital Strategy for Schools (2015-2020) – Where to from here??

Keywords: *Digital, Strategy, policy, schools*

Deirdre Butler, Margaret Leahy

Dublin City University, Ireland

Over the past decades, digital transformations have continuously and rapidly reshaped society, the labour market and the future of work (EC, 2020). There is also increasing concern around issues such as unequal access to technology, disinformation, a growing culture of surveillance and the expropriation of the personal data we share on the internet. Within this global context, the use of digital technologies is increasingly pervasive in young people lives, for a multitude of activities both in and outside of schools (OECD, 2020). However, before considering the question "where to from here"? we need to stand back and examine the big picture. We need to carefully consider what was happening 'Before Covid', (BC) and 'During Covid' (DC) in order to prepare for 'After Covid' (AC). These are the realities that need to be taken into consideration if we are develop a robust, agile system as we emerge from the pandemic. so that the students in our schools continue to develop "transformative competencies to shape a better future working towards well-being for ourselves, for others and for our planet" (OECD, 2020, p.2).

Consequently, as we plan and prepare for the successor of the previous Digital Strategy for Schools (2015-2020), the need to reflect on the changes that are taking place within schools and in the world outside school raises questions about what a quality curriculum in a technological era should look like, and the equally challenging issues about how to achieve the necessary changes in schooling in order for such a curriculum to be realised (Twining et al. 2020).

Against this backdrop, there are two main parts to the paper. The first presents a review of the implementation and effectiveness of the Digital Strategy for Schools (2015-2021) drawing on a range of sources including (i) Department of Education (DE) Digital Strategy Actions Plans (2017-2019) and the draft Action Plan (2020), (ii) Department of Education's (DE) Inspectorate report, the Digital Learning Framework

longitudinal study and the extant literature documenting the experiences of schools in Ireland during the school closures brought about by the Covid-19 pandemic and (iii) findings from the public consultation carried out by the DE.

Using this review, the second part of the paper outline a range of issues and recommendations that need to be considered in the next iteration of the Digital Strategy for Irish schools.

deirdre.butler@dcu.ie, margaret.leahy@dcu.ie

Paper ID: 201

Repurposing Education Through Blended Learning in European Schools

Roger Austin (1), Martin Brown (2), Anthony Kilcoyne (3), Charoula Angeli (4), Antoine Gambin (5), Paddy Shevlin (2), Craig Skerritt (2), Stephen Rouston (1), Samuel Taggart (1)

1: Ulster Unviersity; 2: EQI-The Centre for Evaluation Quality and Inspection, School of Policy and Practice, DCU Institute of Education; 3: PDST Technology in Education VismedNet - Cyprus; 4: University of Cyprus; 5: VismedNet

This research paper, as part of a European Commission funded project titled "Repurposing Education through Blended Learning" (REBEL), provides an overview of the challenges and opportunities for blended learning as experienced by school principals, teachers, parents, and students in twenty secondary schools in Ireland, Malta, Northern Ireland and Cyprus. More specifically, the research sought to answer the following questions
- What practices for Blended Learning are currently being implemented in schools?
- What Policies presently exist to support enhance Blended Learning?
- What are the perceived benefits of Blended Learning?
- What are the challenges for Blended Learning across countries?
- What supports are available to enhance Blended Learning?
- What do schools perceive as being the future of Blended Learning?

Within this, a number of themes from the qualitative data are presented. The paper begins with a review of existing literature on blended learning and pandemic education in the case study countries. This is followed by a description of the Methodology used in the study. Leading on from this, an analysis of the qualitative data derived from the case studies is presented. Finally, the paper concludes with a discussion of the research findings and signposts ways and means in which various stakeholding groups such as policymakers can harness the potential of blended learning in schools into the future.

rsp.austin@ulster.ac.uk, martin.brown@dcu.ie, anthonykilcoyne@pdst.ie, cangeli@ucy.ac.cy, youth@vismednet.net, paddy.shevlin@icloud.com, craig.skerritt2@mail.dcu.ie, s.roulston@ulster.ac.uk, s.taggart@ulster.ac.uk

[P2d] Policy Issues in Schooling in Ireland   Room 5

Paper ID: 141

Student voice rhetoric in the Irish post-primary school

Craig Skerritt, Joe O'Hara, Martin Brown, Gerry McNamara

Dublin City University

Student voice is relatively new in the Irish context. Recent studies indicate that student voice is not yet optimal and a key concern of this study is that, despite signals in the literature that student voice is being welcomed by school leaders in Ireland, this does not often appear to be the case throughout the schools they lead.
This presentation illustrates the discrepancy that can exist between senior leadership teams and teachers in terms of how they embrace, enact, and experience student voice. As student voice remains considerably underdeveloped in Irish post-primary schools despite Irish education and most Irish schools becoming replete with student-centred discourses, this study provides one possible way of making sense of the current state of play. More broadly, it points to how different actors work on and with student voice in different ways.
We draw on data collected in one Irish post-primary school, herein referred to as Highfield Vocational School. Highfield Vocational School is a co-educational post-primary school publicly managed by an Education and Training Board in an affluent area. While we could have chosen a range of schools to illustrate how school leaders' strong commitment to student voice at the whole-school level does not necessarily equate to a strong commitment on the part of teachers, we have intentionally chosen Highfield as a case study on the grounds that it is relatively well known for its tradition of student voice. We draw on data collected through interviews with nine staff members in this school: the principal, three deputy principals, one middle leader, and four classroom teachers.
This research shows how the commitment of senior leadership teams to student voice is not necessarily shared by teachers and how different staff members work on and with student voice in different ways. Student voice customs can be rhetorical, perhaps even exaggerated by some, and peripheral to others. Of course, in some schools there will be certain middle leaders and classroom teachers positively embracing, enacting, and experiencing student voice, and buying into the vision of senior leaders but in many cases a significant discrepancy can exist between senior leadership teams and those outside of these teams, and in some ways between middle leaders and classroom teachers too.

craig.skerritt2@mail.dcu.ie, joe.ohara@dcu.ie, martin.brown@dcu.ie, gerry.mcnamara@dcu.ie

Paper ID: 122

Reconstructing Special Classes in Inclusive Schools

Joe Travers

Dublin City University, Ireland

Introduction

Ireland's ratification of the United Nations Convention on the Rights of People with Disabilities raises questions about the future role of special schools and classes in the country (NCSE, 2019). Internationally, Ireland has a relatively low number of students in separate educational provision at just over 2% of the student population (NCSE, 2019). However, there has been a large increase in special class provision in mainstream schools that warrants critique. This presentation analyses the history of special class provision in Ireland, the recent growth and possible factors driving this. The issues raised in the light of Ireland's ratification of the United Nations Convention on the Rights of People with Disabilities are then discussed and how provision might be reconceptualised in a more inclusive framework.

Context and approach

One of the criticisms of inclusive education is the lack of a clear definition and the fact that inclusion operates at different levels so can mean different things. Researchers and policy makers refer to inclusive society, systems, schools and classes and the interpretations of inclusion at these various levels can be ambiguous. In the UNCRPD General Comment No. 4 there is an attempt to address this and distinguish between the concepts of exclusion, segregation, integration and inclusion. The Convention also recognises the principle of 'progressive realisation', allowing States time to outline a roadmap of how they will fulfil their obligations under the treaty. The ratification by Ireland of the UNCRPD has heavily influenced advice from the National Council for Special Education in relation to the future role of special schools and classes in the system (NCSE, 2019). Banks and McCoy (2017) question the growth of special classes in an era of inclusion and Shevlin and Banks (2021, p.1) write of 'dismantling Ireland's system of special education.'

A number of questions arise from these developments. If special classes, as currently constituted, are interpreted as segregated provision and discriminatory what are their future role in the Irish system? In what ways could they be repurposed? How should interim and transitional arrangements be managed? How can mainstream schools increase their capacity to realise the vision of the Convention? To address these questions in the Irish context, it is argued that it is necessary to take the historical development of special classes into account in formulating possible paths forward.

joe.travers@dcu.ie

Paper ID: 138

Student voice and classroom practice in Irish post-primary schools

Keywords: *student voice; consultations; context; policy enactment*

Craig Skerritt, Joe O'Hara, Martin Brown

Dublin City University, Ireland

Ireland is a country without a strong tradition or history of student voice and particularly in relation to teaching and learning matters and in this regard this research is the first of its kind. It specifically explores, for the first time, how student voice, explicitly concerning classroom practice, is taking place in Irish post-primary schools and how it is likely to be enacted differently in different schools, taking account of both school

patronage and school socio-economic context . No other piece of research in Ireland exists in this area and until now this has remained an unexplored aspect of Irish education.

This research provides a starting point for future research. It raises questions and sets out to provoke more critical thinking regarding how student voice plays out in Irish post-primary schools vis-à-vis classroom practice. It both develops and offers a novel heuristic device to aid future research and presents empirical evidence to be built upon.

The heuristic device is based upon scholarly literature and sociological thinking. Then, qualitative data generated through interviews with 101 school stakeholders is drawn upon: senior leaders, middle leaders, classroom teachers and students in seven post-primary schools. The main models of post-primary school in Ireland (voluntary secondary schools, ETB schools, and community/comprehensive schools) are included in this research, including schools in both disadvantaged and more privileged settings.

A distinction is drawn between different kinds of consultations that take place with students and the data presented will illustrate how students are now being consulted in relation to classroom practice in a variety of ways but that within the Irish school system these consultations are very much connected to school context with voice being used to different extents in different schools in different settings.

craig.skerritt2@mail.dcu.ie, joe.ohara@dcu.ie, martin.brown@dcu.ie

[P2e] Early Career Researchers (ECR) 2   Room 6

Paper ID: 149

A Qualitative study of Principal leadership practices when leading mainstream primary schools with ASD classes attached in Ireland.

Keywords: *Autism, Principals, Leadership, Inclusion*

Linda Dennehy

University College Cork, Ireland

This study aims to investigate current Irish Primary School Principal practices and experiences when leading schools with autism special classes attached to the school. The study uses the interview method to gather data through a hermeneutic phenomenological approach. There will be two phases of semi-structured interviews in this study. Participants will take part in an initial interview in Autumn 2021 using carefully constructed questions based on current literature. Following initial interviews, data will be analysed using a constant comparative approach. A follow-on interview will be conducted to discuss individual and general findings and explore any emerging themes further. It is hoped that good practice, challenges and barriers will be highlighted through the study in order to develop a support framework for future good practices in leadership. Current policy and practices will be reviewed and recommendations for improvements will be suggested.

119226432@umail.ucc.ie

Paper ID: 188

Primary Teachers' Experiences and Perspectives Regarding the Promotion of Religious Tolerance in Catholic Schools in Ireland and South Korea

Jinmin Cho

National University of Galway, Ireland, Ireland

Ireland has become increasingly diverse and secular (CSO 2017). As a result, religious education (RE) is going through a process of change in Irish society. This study will compare teachers' experiences and perspectives regarding children's spiritual development, the development of inter-religious dialogue and the promotion of religious tolerance in Catholic primary schools in Ireland and (South) Korea. The study also aims to explore and compare challenges faced by teachers in Catholic primary schools in both countries.

This presentation will provide an overview of a PhD research study conducted on the topic of RE, religious diversity and the promotion of religious tolerance in Ireland and Korea. It presents the planned design of the research project as well as initial findings from the first interviews conducted with primary teachers in Ireland and Korea. The religious landscapes of both countries and RE pedagogies will be discussed, followed by an analysis of the Catholic schools' situation in both jurisdictions. The study focuses on primary teachers' experiences, perspectives and practices relating to religious diversity and the promotion of interreligious dialogue and tolerance in Catholic schools.

While Ireland and Korea present vastly different cultural and social contexts, the researcher is interested in exploring both the uniqueness and commonality that might be found in both contexts. A case study approach is employed in this study and semi-structured interviews are conducted with teachers, both in Korea and Ireland, in different parts of the country. Grounded in the participants' own experience and perceptions, the initial findings indicate that teachers value engagement in activities of a religious nature as part of their RE curriculum and offer unique perspectives from an Irish and Korean context. In addition, they highlight the voices of children and the connection between national, cultural and religious identity. Identification of and respect for religious diversity and religious tolerance was evident in interviews, but teachers seemed to lack knowledge regarding the content of different religious beliefs and traditions.

jinmin812@gmail.com

Paper ID: 193

We Need to Talk About Teacher Vulnerability – An Exploratory Study into the Dual Phenomenon and it's Potential to Disrupt or Strengthen Connections in Teaching

Ann-Marie Ireland

DCU Dublin City University, Ireland

Primary teachers have experiences every day in their teaching life that can be both positive and negative. These experiences have a direct effect on motivation, commitment and efficacy (Morgan, Ludlow, Kitching, O'Leary, M.& Clarke, 2008). Within these experiences exist every day vulnerabilities that the teacher may not always be aware of or consider; and yet 'vulnerability is the way in which teachers live in their job situation' (Kelchtermans, 1996, pg. 307). Sources of such vulnerabilities include being an object of critical review, education/administration policy and limits to teacher efficacy. Experiencing vulnerability can lead to negative responses in the form of self-protection strategies by the teacher (Blasé & Pajak, 1986). Practicing vulnerability can create trusting learning environments and promote connection (Lasky, 2005).

The aims of this research are: to explore the lived experience of the primary teacher's vulnerabilities, to highlight the duality of this phenomenon as it is examined qualitatively through a framework that includes self-understanding and subjective educational theory, and to explore if such a phenomenon has the potential to impact upon motivation, commitment and efficacy. The responses to this phenomenon are being explored through a qualitative study with an interpretative phenomenological approach. Methods including interviews with an ABR (Arts Based Research) approach have, and continue to be, applied in order to elicit a richer data set. ABR methods carry many advantages, including the capacity to provide an opening into what may otherwise be inaccessible in terms of connection (Weber & Mitchell, 1999).

A study of this nature is significant in that it intends to explore the teacher's negative strategic protectionist responses to existing vulnerabilities such as acquiescence, conformity, ingratiation, passive-aggressiveness and confrontation (Blasé, 1986) which can potentially disrupt connection and result in the teacher moving from the 'scholarship of teaching' towards 'the stagnation of teaching' (Bullough, 2005, pg.. 32). Conversely, Lasky (2005) describes vulnerability, within an educational context, as 'an experience of openness and trust which is necessary for learning and relationship building' (Lasky, 2005, pg. 901). Therefore, the duality of the phenomenon also highlights the possibility that vulnerability as a purposeful, positive practice could potentially enhance classroom culture and strengthen connection. This paper will offer an overview of the aims and methods, along with a justification of why a discussion on teacher vulnerability is most appropriate right now during these challenging times in education that has moved us towards reflecting upon and reassessing the very nature of teaching.

annmarie.ireland2@mail.dcu.ie

New School Principals' Perspective of Wellbeing

David Cashman, Dr. Wesley O'Brien, Dr. Fiona Chambers

University College Cork, Ireland

Purpose – The term 'wellbeing' is challenging to define, let alone spell (Dodge et al., 2012). Ereaut and Whitling (2008) suggest that the unstable spelling of wellbeing is one clue that the 'wellbeing' terrain represents unstable, shifting ground (p.7). A definition of wellbeing is complicated further due to its use in various disciplines including medicine, economics, education, social sciences and politics. This research, uses Spratt's (2016) discourses of wellbeing by identifying five discursive themes including; the discourse of physical health promotion , the psychological discourse of social and emotional literacy, the discourse of care, the philosophical discourse of flourishing and the emergent discourse of sustainability. Spratt's (2016) 5 discursive themes of wellbeing was then used to explore developing (new) school principals' perspectives of wellbeing, taking into account their own wellbeing and the wellbeing of their students, school staff and wider school communities.

Aims – This research aims to understand new school principals perspective of wellbeing to decipher if there are any commonly accepted interpretations of wellbeing within education. The research in particular aims to gain an insight into the wellbeing practices within new schools, and to establish if there are any links between wellbeing and the ingrained structures within the education system.

Methods and data sources – A series of nine focus group interviews and three semi-structured interviews, lasting approximately 45 minutes, were conducted in November and December 2021, with developing (new) school principals (n=12) online via Microsoft Teams. Participating school principals worked across a diverse range of communities in Ireland, and also had a varied amount of leadership experiences as a school principal. Qualitative data from interviews were transcribed and emergent themes were identified through a hybrid process of inductive thematic analysis (Braun and Clark, 2006), alongside with the resources of Actor Network Theory (ANT).

Findings – The interviews highlighted the central role that the structures and cultures of a school have on the overall wellbeing of the school community. Principals highlighted how positive relationships and positive cultures within the school have a powerful impact on wellbeing, when compared to externally based commercial wellbeing programmes. Many principals found themselves faced with significant challenges, when dealing with Special Education Allocation, alongside problems in having suitable buildings for the whole school community. There was consistent concern expressed by participants towards the lack of guidance for school leaders in establishing new schools.

101390180@umail.ucc.ie, wesley.obrien@ucc.ie, F.Chambers@ucc.ie

[P2f] Early Career Researchers (ECR) 3   Room 7

Paper ID: 151

Peer-mediated play-based intervention to reduce anxiety for children with concurrent anxiety and autism spectrum disorder - A systematic literature review

Stella Wai Wan Choy, Geraldine Fitzgerlad, Conor McGuckin, Miriam Twomey

Trinity College Dublin, Ireland

Background: During the COVID-19 pandemic, the quality of the student experience was the main driver of practice, especially the undeservedly neglected wellbeing of young children.

Globally, Centers for Disease Control and Prevention (CDC) cited Ghandour et al.'s (2019) study that 7.1% of 3-17-year-olds experience anxiety problems. Whilst anxiety disorders in children were found to have early onset, before the age of five (Dalrymple et al., 2007), with 19.6% diagnosed by the age of three (Dougherty et al. (2013), there is no available intervention to address young children's needs. The Health Service Executive (HSE) recommended talking to a general practitioner (GP) first, then seeking cognitive behavioural therapy (CBT) which is talking therapy for age 12 and above, finally medications. Moreover, parents, teachers, and doctors lack a comprehensive framework to help young children with anxiety, sometimes restricted to a medical model, resulting in a long waiting time in Ireland. For example, the national news RTE reported a seven-year-old girl who has autism and suffering from severe anxiety, who has to wait for more than five years for an appointment at HSE (O Kelly, 2021). Educators were innovative in seeking the means to "build human connection at a time of distancing and isolation" (Soskil, 2021, introduction).

The aim of this systematic literature review was to review current available non-pharmacological interventions to reduce anxiety for children in autism spectrum disorder (ASD).

Method: Covidence systematic review program was used. Systematic literature review in 6 databases: in the areas of Social Sciences, Education, Psychology, Medical, and multidisciplinary respectively, and dissertations and Theses. The following databases were searched on 13th April 2021: Academic Search Complete, ERIC, Psycinfo, Medline, and Web of Science (core collection). ProQuest Dissertations & Theses: A & I. Studies in English, during 1996-2021, for children aged 2-12 years were included.

Key findings: PRISMA showed that 7300 studies were found, duplicates removed resulting in 6697, yielded 81 full-text reviews. A total of 50 relevant full texts were found: CBT (41), this paper reported the results of 1 Lego-based therapy and 8 other approaches. Specifically, the effectiveness of Lego-based therapy in reducing anxiety was partially supported.

Future directions: Taking from the effective strategies in this systematic literature review, we will develop a school-based intervention to enhance understanding of anxiety and reduce anxiety for aged 4-6 year-old children with neurodiversity. This research makes a valuable contribution to knowledge in the area of early intervention and wellbeing studies.

choyw@tcd.ie, Geraldine.fitzgerald@tcd.ie, mcguckic@tcd.ie, twomeym6@tcd.ie

Paper ID: 164

Systematic literature review of evidence based practices used in school settings to support Autistic students with social communication competency.

Keywords: *SEN, evidence-based practices, Autism, teacher research*

Maria Dervan

Mary Immaculate College, Ireland

In education research there is a firm belief that reflecting on inclusive pedagogy is imperative for teachers, as effective inclusion means considering the childs' needs on all levels and adopting appropriate practices to meet these needs in schools (Lerner and Johns 2015). The appropriate practices recommended for teachers of autistic children should have a research base, with evidence of their effectiveness to show 'what works educationally for children with autism' (Conn 2014, p.129). Such practices are termed evidence-based practices (EBPs). In the field of education research and more specifically, special education, the importance of adopting EBPs is the cornerstone of education for autistic children (Goldstein et al. 2014; Egan et al. 2018). Since the turn of the century, there has been an upsurge in the volume of literature describing EBPs, interventions and strategies for teachers to draw upon when supporting autistic children (Parsons et al. 2013). In contrast, the 2016 Review of ASD Provision, commissioned by the National Council for Special Education (NCSE), has identified that in Ireland there are 'significant gaps in our knowledge of interventions for supporting children and young people with ASD at different ages and in different educational settings' (Bond et al. 2016, p.139). The researcher is concerned with exploring such EBPs, employed by teachers, to facilitate social communication competency, as this is of considerable significance to the profile of autistic children (Baron-Cohen 2002; Conn 2014; Daly et al. 2016; Egan 2018). The NCSE commissioned reports, Parsons et al. (2009), Bond et al. (2016), Daly et al. (2016) and DES (2020), all advocate that teachers adopt EBPs for autistic children. To ground the study in evidence the researcher adopted a systematic review process as part of the literature review. The objective of the systematic review was to analyse current and previous research on school-based interventions designed to increase social communication competency for autistic children, used by teachers. A systematic review was conducted of all published studies focused on social communication competency in early school-aged autistic children, based on an established rubric. Conducting a systematic literature review enables 'education professionals to identify effective interventions and assess trends in research and practice' (King et al. 2017, p.1). The findings of the review will be documented in this presentation.

maria.dervan@mic.ul.ie

Paper ID: 182

A Developmental Neuroscience Model of Early Learning and Care for Infant and Toddler Pedagogy in Ireland

Keywords: *Developmental Neuroscience, Infant/Toddler Pedagogy*

Catriona Anne Hodgers, Ke Ren, Conor McGuckin

Trinity College Dublin, Ireland

With regard to this year's conference theme, "Reconstructing Education: what matters?" this paper discusses in-depth analysis of developmental neuroscientific research of social and emotional development in infancy and toddlerhood. The topics of early stress and neglect, Infant Mental Health (IMH), animal behaviour research, and evidence regarding the importance of very young children's emotional attachment experiences are discussed, using a translational research framework model (Meltzoff, 2009).

From this review, we propose a developmental social neuroscience perspective to explain a model of infant-toddler pedagogy, defined by Dalli et al., (2011) as relational pedagogy. In particular, we argue that early childhood educators are important for the development of the child's social brain, and children's socioemotional skills, with attachment set as the starting point of socioemotional development. By reviewing behavioural and neuroscientific literature, this extends the concept of intersubjectivity between the adult and the child, regarded by many as the essential component of adult-child one-to-one interactions, which contribute to emotional development (Schore, 2016; Payne & Bachevalier, 2009; Chugani et al., 2001; Bowlby, 1965).

In addition, discussion of this translational research with early education policy is also undertaken from a critical literacy framework (Hyatt, 2015). Despite increased investment and recognition of Early Learning and Care (ELC), the Governments overarching national child care policy Strategy, First Five (Government of Ireland, 2019), and the new Workforce Development Plan (2022-2028) (Government of Ireland, 2021), still lack reference to a pedagogical curriculum for infant/toddler care.

Our analysis proceeds in five steps. Firstly, we present a neurobiological theory of Attachment. We discuss intersubjectivity and the neurobiology of attachment as representing a new phase in understanding children's social development. Secondly, we introduce Bronfenbrenner's bioecological framework by way of demonstrating the microsystem in which relational pedagogy operates, and the influence of meso, exo, and macro-systems on early educators' ability to provide one-to-one sensitive and reciprocal interactions with young children. Thirdly, we explain our measure of Modern Attachment theory, Bronfenbrenner's bioecological theory and IMH to offer a translational research framework in which to construct a theory of infant-toddler early learning and care.

Fourthly, and most importantly, we explain how we combined these theories to explore the implications of neuroscience for working with infants and toddlers in early childhood education and care settings (QQI, 2018).

Finally, we explain how this can further advance our knowledge in order to understand and better support the development of early educator curricula and training programmes in this area.

hodgersc@tcd.ie, renk@tcd.ie, conor.mcguckin@tcd.ie

Fathers/Dads Matter: Enhancing the Support for Father/Dads in the Education of Their Children with Special Educational Needs and/or Disabilities

Ke Ren, Conor Mc Guckin

Trinity College Dublin, Ireland

Conceptualizing the development of families and their children with special educational needs and/or disabilities (SEN/D) within the context of education, Bronfenbrenner (1979) highlights the significance of meso-systemic interactions between the child's family and everyday settings (e.g., early year's settings, school, community). As a system of services and support networks that is well-established both in Ireland and internationally, early intervention (EI) offers great opportunities for families of young children with SEN/D who are struggling to reach their full potential (Guralnick, 2011). By acknowledging the central role that parents play in a child's life and aligning with the concept of family empowerment, EI has become an important ecological setting related to the development and education of children with SEN/D and their families. However, regardless of the significant role that fathers/dads can play in children's development and education, mothers/mums continue to be seen as the primary focus and are often the exclusive participants in research relating to education for young children with SEN/D (Bagner, 2013; Zin & Nor, 2017). Hence, the voices and perceptions of fathers/dads towards their involvement and participation in the education of their children with SEN/D are underrepresented. This is problematic considering that families who are situated in such contexts have been found to experience higher levels of stress and face multiple challenges (Darling & Gallagher 2004).

This paper reports on findings from an Irish study that explored the perceptions and views towards the issue of fathers'/dads' role and involvement in the education of their children with SEN/D - from the perspectives of fathers/dads, EI professionals, and mothers/mums. As the research was carried out during the time of COVID-19, an exploratory qualitative approach was employed involving both semi-structured face-to-face interviews and telephone interviews.

The findings highlighted a significant gap in knowledge, views, and practice among fathers/dads, EI professionals, and mothers/mums towards the issue. Importantly, several barriers and preferences for father/dad-friendly services were identified (e.g., gendered nature of EI service, father/dad-led support group, activity-based intervention). This is critical in supporting EI services in Ireland to develop initiative services for fathers/dads who might be struggling in such parenting context. The results can also inform the practices of educators, teachers, and other professionals in their work with families of children with SEN/D.

renk@tcd.ie, mcguckic@tcd.ie

[P2g] Symposium 2   Room 8

Digital assessment of transversal STEM Skills in STEM from theory to practice: reflections and findings from a research project

Keywords: STEM, assessment, digital tools, transversal skills, teacher professional learning

Eamon Costello (1), Eilish McLoughlin (1), Deirdre Butler (1), Siobhan Kavanagh (2), John Hurley (3), Colette Kirwan (1), Prajakta Girme (1)

1: Dublin City University, Ireland; 2: Kildare Education Centre; 3: H2 Learning Limited

Assessment of Transversal Skills in STEM is an Erasmus+ project conducted across 8 EU countries, involving a partnership of 12 institutions. It aims to enhance digital assessment of students' transversal skills in STEM. Drawing on key ideas and theories of STEM educational policy, formative assessment, use of digital learning

tools, and integrated STEM education the project developed an overarching conceptual framework that underpinned a training and development programme for teachers. Teachers in 107 schools in seven European countries worked with teacher mentors to help teachers reflect on and develop their practices in teaching STEM skills.

- This symposium comprises contributions from teacher educators, researchers and practitioners who were engaged in this project and presents findings and reflections, both practical and theoretical including findings from several reports published by the project team (Costello et al, 2020; McLoughlin et al., 2020; Reynolds et al., 2020 ; Szendey et al., 2020; Butler et al., 2020)

- It will be of interest to stakeholders across the STEM educational ecosystem such as teachers, teacher educators, researchers and policy makers. It aims to contribute to the conversations around interdisciplinary and integrated STEM skills and to give an account of the workings of the associated large scale research project.

References:

Butler., D., McLoughlin E., O'Leary, M., Kaya, S., Brown, M. & Costello, E. (2020). Towards the ATS STEM Conceptual Framework. ATS STEM Report #5. Dublin: Dublin City University. http://dx.doi.org/10.5281/zenodo.3673559

Costello, E., Girme, P., McKnight, M., Brown, M., McLoughlin, E., & Kaya, S. (2020). Government Responses to the Challenge of STEM Education: Case Studies from Europe. ATS STEM Report #2. Dublin: Dublin City University. http://dx.doi.org/10.5281/zenodo.3673600

McLoughlin E., Butler., D., Kaya, S. and Costello, E. (2020). STEM Education in Schools: What Can We Learn from the Research? ATS STEM Report #1. Dublin: Dublin City University.
Reynolds, K., O'Leary, M., Brown, M. & Costello, E. (2020). Digital Formative Assessment of Transversal Skills in STEM: A Review of Underlying Principles and Best Practice. ATS STEM Report #3. Dublin: Dublin City University. http://dx.doi.org/10.5281/zenodo.3673365

Szendey, O., O'Leary, M., Scully, C., Brown, M., & Costello, E. (2020). Virtual Learning Environments and Digital Tools for Implementing Formative Assessment of Transversal Skills in STEM. ATS STEM Report #4. Dublin: Dublin City University. http://dx.doi.org/10.5281/zenodo.3674786

eamon.costello@dcu.ie, eilish.mcloughlin@dcu.ie, Deirdre.butler@dcu.ie, director@eckildare.ie, jhurley@h2.ie, colette.kirwan23@mail.dcu.ie, prajakta.paraggirme@dcu.ie

Parallel Session 3 (Thursday 7th 14.45-15.45)

[P3a] Reimagining Leadership   Room 2

Enacting Distributed Leadership in the Republic of Ireland: Assessing Primary School Principals' Developmental Needs Using Constructive Developmental Theory

Gavin Murphy (1), Thomas Brennan (2)

1: Trinity College Dublin, Ireland; 2: Scoil Cholmchille, Meath

Background/Context:
In the Republic of Ireland, school leadership policy adopts a distributed leadership model nationally. Given that this is a relatively recent policy development, research conducted on distributed leadership to date has highlighted that there are particular challenges for school leaders in enacting this model in practice and, more significantly, that principals have signalled their need for further leadership development in its enactment. Furthermore, most of the Irish research on this topic has been conducted in post-primary settings.
Aims/ Objectives:
Our study had two research questions: 1. What are Irish primary school principal's ways of knowing concerning DL as they implement national policy in their schools? 2. What are the implications of this for principals' developmental needs and the aspirations of the policy context? We chart the development of and analyse the discourse relating to this policy and, drawing on primary school principals' perspectives, also explore opportunities and challenges in this context at school and system levels, with particular emphasis on the importance of organisational cultural dimensions to complement structural reform.
Methods:
A qualitative approach employing semi-structured interviews allowed for the attainment of rich descriptions of participants' actions regarding policy implementation in their context pertaining to challenges around DL. Four primary school principals were purposively sampled. We illustrate these findings richly through presenting two participant vignettes and, then, drawing on all four participants in the study, we offer a more general discussion of issues also.
Takeaway points:
In this paper, we contribute to the growing (inter)national research on this leadership model. We argue that constructive-developmental theory, a theory that acknowledges developmental diversity and richly theorises professional growth and development, offers school and system leaders a nuanced, differentiated, and transformative approach through which leadership development activities led at school and system-levels can support principals to enact distributed leadership in practice. Thus, our study offers theoretical and practical considerations for leadership development, a policy priority in the contemporary Irish educational policy context. We conclude by describing developmental supports for leaders and considerations for system leaders and policymakers, which are also likely to be of interest beyond the Irish context given the rise of distributed leadership internationally.

gavin.murphy@tcd.ie, thosbrennan1@gmail.com

Paper ID: 150

State Funded Professional Coaching: Interferences and obstacles to school leaders' engagement with the process.

Joseph A. Moynihan

University College Cork, Ireland

Coaching in Education has been gaining notable traction in schools in many countries over the past two decades. It has now become a feature of the Irish education system thanks to the coaching programme for school leaders offered through the Centre for School Leadership (CSL) and fully funded by the Department of Education (DE). The responsibilities of school leaders at primary and post-primary levels have experienced quite radical change since the introduction of the Education Act (1998). Today, due to a heavily increased workload, the role has become less desirable and less tenable leading to serious issues with recruitment and retention. For this research, a qualitative approach to data collection was adopted to garner existing perceptions of coaching from school principals. Using semi-structured interviews and subsequent thematic analysis, the data gathered provided some interesting insights into how coaching is perceived by principals. Specifically, this research was intended to help reveal any reluctance on the part of principals to engage with professional coaching. The benefits of coaching and any barriers to participation that exist were explored. Principals who had already engaged in the coaching process revealed deeper and more complex understandings than their uncoached counterparts. All participants, however, including some who believe they do not need coaching, expressed an openness to engage with a professional coach and were very receptive to the possibility of cultivating a coaching culture in their schools. Several barriers to coaching in education and educational leadership were unearthed. The findings are specific to coaching in educational leadership in the Irish context. This research will serve as a gateway to understanding the knowledge and coaching needs of school leaders and to further academic research in this soon to blossom field of growing and considerable interest.
Key words: Coaching, leadership coaching, school leadership, principal, perceived reluctance, barriers, performance

joseph.moynihan@ucc.ie

Paper ID: 136

Digital Leadership in Irish Primary schools: necessities and possibilities

Ciara Molloy, Celine Healy

Maynooth University, Ireland

Digital Leadership in Irish Primary schools: necessities and possibilities.

An avalanche of digital technology obligations hit Irish primary schools during the periods of remote learning necessitated by Covid-19 lockdowns, and brought an unprecedented urgency to find robust solutions. It became evident that in formulating responses to remote learning, strong digital leadership needed to be complemented by superior knowledge of and skills in digital technologies. Many schools relied heavily upon their ICT coordinator and this brought new complexities and responsibilities to the role while revealing deficits in the digital technology skills of educators nationally.

Irish Primary schools appoint fulltime teachers to work individually or collaboratively as ICT coordinators. Typical role functions include navigating and promoting new technologies, upskilling school personnel on ICT and managing ICT devices and school infrastructure. However, no discrete time is given to carry out these functions and each school has different arrangements on how the role is fulfilled.

This research project centres on the premise that the expectations and priorities of the role need to be clarified in order for it to be effectively implemented. It examines the activities of ICT coordinators in Irish Primary schools, highlights the factors that influence their role and identifies the changes necessary for carrying out the role effectively. It employs the lens of Cultural-Historical Activity Theory, in a mixed methods approach using a survey (n=234) and semi-structured interviews (n=9). The experiences of ICT coordinators before, during and after the periods of remote learning were explored. Findings identified a significant growth to the role over time in complexity and breadth of responsibilities, resulting in a time impact on the teaching duties of the ICT coordinator. Tensions exist due to an unavoidable role emphasis on technical rather than pedagogical duties. Role ambiguities were revealed across different school contexts.

To provide adequate digital leadership in schools and to acknowledge how pivotal the role of the ICT coordinator is to the success of the Digital strategy, centralising procurement and technical support was widely supported, along with the creation of a specific course for ICT coordinators. Attention to the professional learning needs of ICT coordinators and affording of official time for carrying out this role, was overwhelmingly endorsed by respondents.

This research makes a case for the formalisation of the role at national policy level and the recognition of the need to strategically adjust the role from ICT coordinator into digital leader.

ciara.molloy.2018@mumail.ie, celine.healy@mu.ie

[P3b] Measurement: Being accurate, Fair and Responsible   Room 3

Paper ID: 190

Practical and Theoretical Concerns when Administering Remote Performance Assessments

Keywords: *assessment, validity, reliability, remote learning*

Conor Scully, Gemma Cherry

Dublin City University, Ireland

(a) background/context
The COVID-19 pandemic necessitated the provision of online teaching and learning across the Irish third-level education system. Virtually overnight, lectures and tutorials were moved online; and both students and staff members had to adapt their practices to the absence of in-person teaching possibilities (UNESCO, 2020). In terms of assessment, higher education institutions were forced to move the majority of their testing to remote

administrations. However, the digitisation of assessment is easier for some assessment modalities than others: while multiple-choice examinations and essays can be administered online with minimal adaptation, practice-based performance assessments are more difficult to execute remotely (Hopwood et al., 2021).

(b) research aim/objectives

The purpose of this paper is to outline the various practical and theoretical considerations that must be adhered to when remotely administering performance assessments in the health sciences. The importance of maintaining rigorous practical assessments of students in medicine and nursing has been noted by numerous authors: it is crucial that such students are given the opportunity to demonstrate their practical skills in a controlled testing environment (Khan et al., 2013). As such, the question of how this can be done effectively is a vital one.

(c) methods and data sources, or equivalent for theoretical/conceptual papers

This paper reports on a synthesis of recently published literature documenting efforts to remotely administer performance assessments in medicine and nursing, with a particular focus on the Objective Structured Clinical Examination (OSCE), which is commonly used as an assessment format in Irish undergraduate programmes (Smith et al., 2012).

(d) key findings/takeaway points

In terms of practical considerations:

- Staff members should be flexible and creative when adapting performance assessments for remote administration.
- Additional training may need to be provided for exam administrators and students.
- Feedback from all stakeholders is important if the exam is to be administered remotely again in the future.
- While remote administration of exams might be more convenient, it is not necessarily the case that overall costs will be reduced. In terms of theoretical considerations:
- Staff members should consider the overall purpose of the assessment and devise a validity argument for decisions made on the basis of awarded scores. Only then can such decisions be defensible.
- The validity argument will likely include information about the scoring process, the comparability of scores between in-person and remote administrations, and correlations with other assessment formats (Hess & Kvern, 2021).

conor.scully9@mail.dcu.ie, gemmamelissa.cherry@dcu.ie

Paper ID: 145

An examination of the RCMAS-2's reliability and validity in an Irish context

Pia O'Farrell (1,2), Charlotte Wilson (2), Gerry Shiel (1)

1: School of Policy and Practice, Institute of Education, Dublin City University, Ireland; 2: School of Psychology, Trinity College, Dublin 2.

Background: There is a need for valid and reliable tools in schools to support teachers' identification of psychological problems in children. This paper examines the Revised Children's Manifest Anxiety Scale–Second Edition (RCMAS-2), as it is a well-established instrument in the assessment of anxiety among children. The RCMAS-2 comprises of 3 subtests; worry (16 items, e.g., I am nervous), physiological anxiety (12 items, e.g., I have too many headaches) and social anxiety (12 items, e.g., I fear other kids will laugh at me) which, together,

make up a total anxiety score. The RCMAS-2 also has two lie scales, one giving a measure of defensiveness (9 items, e.g. I like everyone I know), and the other focusing on "inconsistent responding", drawing on items across the 3 different anxiety subtests and the defensiveness scale to check for inconsistencies.

Research aim: The psychometric properties of the RCMAS-2 were examined in Irish children (n=912), aged eight to twelve years, with a view to examining its validity (factor structure) and its reliability.

Methods: Confirmatory factor analysis was conducted to describe the factor structure of the RCMAS-2. More specifically, it was investigated whether the original 2-factor structure was preferable to 3 factor or 5 factor structures. Cronbach's alpha was computed for the 3 subtests, for the defensiveness scale and the Total anxiety scale, with the standardised

Findings: The results show that different indices favour different models and that no one model, provided a best fit to the data. The two factor model contained (a) An overall anxiety measure (b) a Defensiveness scale; The three factor model contained (a) Anxiety: Worry and Oversensitivity, (b) Anxiety: Physiological, and (c) Anxiety: Fear/Concentration. The five factor model contained three anxiety and two defensiveness factors). For instance the CFI is not above the cut-off (.93) in any of the models. Model C is the only model which satisfies the RMSEA index. While the GFI exceeds the cut-off only in model b. In this study the RCMAS-2 demonstrated good internal consistency with an overall Cronbach's alpha coefficient of .92, and values of .75, .88, and .82 for the physiological anxiety, worry, and social anxiety subscales. This value was the same as in the initial standardisation sample across the overall anxiety scale, and very similar across the three subtests (Reynolds & Richmond, 2008). Educational and clinical implications of the findings for those who work with children are discussed, and suggestions for further research are given.

pia.ofarrell@dcu.ie, cewilson@tcd.ie, gerry.shiel@gmail.com

'time to figure out what to do': Exploring Irish post-primary students' interactions with computer-based exams

Paula Lehane (1), Darina Scully (2), Michael O'Leary (3)

1: Dublin City University, Institute of Education (Inclusive & Special Education); 2: Dublin City University, Institute of Education (Human Development); 3: Centre for Assessment Research, Policy and Practice (CARPE)

While assessment can take many forms, end-of-course high-stakes exams are often the dominant form of assessment in many post-primary systems (Keane & McInerney, 2017). In line with the widespread proliferation of digital technology in everyday life, many countries are now beginning to use computer-based exams (CBEs) in their post-primary education systems. This includes Ireland where efforts to introduce CBEs began in May 2021 (State Examination Commission [SEC], 2021). While the use of a CBE was a significant departure in tradition for the Leaving Certificate Established programme, it is likely the beginning of a continuing trend. To ensure that these CBEs are delivered in a manner that preserves their fairness, validity, utility and credibility, several factors pertaining to their design and development will need to be considered. This research study investigated the extent to which the design of different types of test items (e.g. inclusion of animations, simulations or images, 'drag-and-drop' functionality) in a CBE can affect test-takers' engagement and behaviour. Qualitative data from a cued-Retrospective Think Aloud (c-RTA) protocol were

gathered from 12 participants (n=12) who had participated in a previous eye-tracking study. Participants watched a replay of their eye movements and were asked to state out loud what they were thinking at different points of the replay. Thematic analysis of the responses from these cognitive interviews captured the nature of students' interactions with online testing environments under three main themes: Familiarisation, Sense-making and Making Decisions. Students also provided their opinions of and recommendations for the future of Irish online assessments particularly in relation to student typing proficiency, subject suitability and CBE structure. These findings can offer guidelines to all stakeholders considering the use of CBEs in post-primary contexts.

paula.lehane@dcu.ie, darina.scully@dcu.ie, michael.oleary@dcu.ie

[P3c] New Directions in Initial Teacher Education   Room 4

Paper ID: 133

A philosophical perspective on Care and Research during initial teacher education

Keywords: *Care, Research, ITE, Philosophy of Education*

Elizabeth O'Brien

University College Dublin, Ireland

This paper philosophically considers the theme of Care and the educator's relationship with research. Its purpose is to consider anew why research matters in the everyday life of an educator and to explore what being research-based means in practice. The idea of initial teacher education as preparation for the educator as 'research-based reflective practitioner' is my starting point. The philosophical links I make here, between the themes of Research and Care, are perhaps not entirely intuitive. In current educational discourse, research and care are not obvious bedfellows. Still, I would argue strongly that the conceptualisation of Care – as found in the work of Nel Noddings in particular – offers a fresh and revealing perspective on both the educator's motivation to research as well as a thoroughly educational model of research as lived in the world of the school.

For Noddings a definition of care is not the point, rather educators need to know what they are doing when they care. She proposes an open, generous model of care rooted in relation, where caring is something the educator does and part of who they are. This resonates with the conceptualisation of research put forward in initial teacher education policy and guidelines today. The educator is to be research-based and reflective, assimilating the attitudes and practices of educational research and applying them in the world of the school. With these policy ideals in mind, I consider what research means in the context of initial teacher education and the experience student teachers have of the research process particularly during their time in school.

Research, on the model I propose, is the activity of taking an interest. In order to do so the educator needs to be capable of commitment to the other, maintaining and enhancing relatedness through engrossment and openness. The caring educator cultivates a sense of responsibility and of the possible.

This paper reaches for something fundamental – the very source of the educator's imperative to research. It reaches for an understanding of why research matters which goes beyond the instrumental and seeks to make sense to the educator as an educator. It questions how we think about research in order to better appreciate

the research educators routinely engage in. It works towards preparing student teachers as research-based reflective practitioners for reasons which make sense to them as future educators.

elizabeth.obrien@ucdconnect.ie

Paper ID: 152

Virtual Reality in Initial Teacher Education (VRITE): a reverse mentoring model of professional learning for learning leaders

Keywords: *Virtual Reality, Initial Teacher Education, Mentoring, Learning Leaders, Partnerships in Education*

Rachel Farrell (1), Pamela Cowan (2), Martin Brown (3), Stephen Roulston (4), Sammy Taggart (4), Enda Donlon (3), Mark Baldwin (1)

1: University College Dublin, Ireland; 2: Queen's University Belfast; 3: Dublin City University; 4: Ulster University

This small-scale design-based study (Brown, 1992) describes a cyclical model of professional learning between three stakeholders in initial teacher education (ITE) namely: university-based educators (UEs), student teachers (STs) and co-operating teachers (CTs). This model promotes the development of digital learning leaders through an innovative mentoring process. This process started with university-based educators (UEs) mentoring their student teachers (STs) in the pedagogical use of Virtual Reality (VR) and the creation of re-usable learning objects (RLOs). STs were supported and encouraged to cascade this learning to their placement schools as digital learning leaders connecting the innovative practice from the university directly to their classroom practice. Through bi-directional reverse-mentoring inspired by the Cognitive Apprenticeship Model (Collins et al., 1989) the STs and CTs supported each other technically (with the VR) and pedagogical (through the links to the curriculum) to create additional subject-specific RLOs which the STs were able to demonstrate to the UEs on their return to university. Thus, providing the final link in the cycle of learning leaders across the triad of partners in ITE.

While research generally highlights the lack of ITE tutors being adept in innovative technology-enhanced learning, the data emerging from this study suggests a growing number of UEs are capable of acting as role models (Ananiadou & Rizza, 2010) in the use of VR. In addition, STs' propensity to transfer VR skills acquired in the university setting to the school setting was more prevalent in digitally well-equipped schools. Schools with less reliable networks and limited hardware presented challenges for the STs acting as reverse mentors as it restricted their pedagogical innovations in the classroom.

The findings also suggest that to implement a professional learning initiative in an innovative digital application such as VR, there needs to be a bank of subject-based exemplars to illustrate the affordances of learning by pupils and to convince subject teachers to invest the time and energy in adopting novel digital learning models into their existing use of technology-enhanced pedagogy. Consequently, this SCoTENS funded initiative resulted in a portfolio of artefacts of learning or reusable learning objects that are mapped to the local subject specifications and are freely available to the wider education community at https://vriterlos.ie/ and a professional learning MOOC available at https://bit.ly/3ATKKLv.

rachel.farrell@ucd.ie, P.Cowan@qub.ac.uk, martin.brown@dcu.ie, s.roulston@ulster.ac.uk, s.taggart@ulster.ac.uk, enda.donlon@dcu.ie, mark@schoovr.com

What does "good teaching" look like in a culturally diverse classroom? Perspectives of student-teachers/beginning teachers in second-level Irish schools.

Seun Bunmi Adeabyo

National University of Ireland, Galway, Ireland

Societies worldwide, including Ireland, are experiencing rapid socio-cultural changes due to the continuous influx of refugees, migrants, and asylum seekers. Education, more than ever, is seen as needful to ensure the development of equitable societies. The United Nations Sustainable Development Goal (SDG)s passed by the member states in 2015 have further amplified the crucial need for equitable opportunities for all; particularly SDG 4, which promotes the values of equitable and quality education and lifelong learning opportunities for all learners. However, research internationally shows that many teachers are struggling in their contributions to equitable education in multicultural and multilingual classrooms (Forghani-Arani, Cerna, & Bannon, 2019; UNESCO, 2019). In addition, teacher education programmes have been observed to insufficiently prepare new teachers with the skills to deliver equitable teaching in culturally diverse classrooms (PPMI, 2017). Therefore, this research study, focusing on the Irish context, explores the experiences of student-teachers/beginning teachers in second-level schools and their views on what 'good teaching' entails in culturally diverse classrooms. Data analysed for this study is from 16 interviews with second-level student-teachers/beginning teachers in Ireland. Culturally responsive/relevant pedagogy (CRP) (Ladson-Billings, 1994) was used as a theoretical lens to analyse teachers' perspectives regarding their pedagogical approaches in classrooms with students from diverse cultural backgrounds. Findings from this study reveal that a 'good' teacher, according to the research participants, builds relationships with students and their parents, adapts the curriculum to students' experiences, and seeks to know and understand students' backgrounds. Other themes from the data analysis include a 'good' teacher being empathetic, patient, proactive, open-minded and gracious. These findings align with the significant position of CRP that culturally responsive/relevant teaching is all about good teaching (Hammond, 2014). The research participants were able to share clearly their views on who a 'good' teacher is in a culturally diverse classroom. They, however, identified the challenge of putting into practice their ideals of a 'good' teacher, as they were not 'really prepared' to implement culturally responsive/relevant pedagogical approaches in their classrooms. A similar study also finds that Irish teachers translating the ideals of 'effective' teaching into practice are "challenged by the increasingly diverse and intensified nature of classroom life" (Devine, Fahie, & Mcgillicuddy, 2013).

The implication of this study's findings calls for policymakers, teacher educators, and researchers in the Irish education system to review policies and provide training and support that help new teachers meet the demands of students in culturally diverse classrooms.

s.adebayo2@nuigalway.ie

Paper ID: 191

What does "good teaching" look like in a culturally diverse classroom? Perspectives of student-teachers/beginning teachers in second-level Irish schools.

Seun Bunmi Adeabyo

National University of Ireland, Galway, Ireland

Societies worldwide, including Ireland, are experiencing rapid socio-cultural changes due to the continuous influx of refugees, migrants, and asylum seekers. Education, more than ever, is seen as needful to ensure the development of equitable societies. The United Nations Sustainable Development Goal (SDG)s passed by the member states in 2015 have further amplified the crucial need for equitable opportunities for all; particularly SDG 4, which promotes the values of equitable and quality education and lifelong learning opportunities for all learners. However, research internationally shows that many teachers are struggling in their contributions to equitable education in multicultural and multilingual classrooms (Forghani-Arani, Cerna, & Bannon, 2019; UNESCO, 2019). In addition, teacher education programmes have been observed to insufficiently prepare new teachers with the skills to deliver equitable teaching in culturally diverse classrooms (PPMI, 2017). Therefore, this research study, focusing on the Irish context, explores the experiences of student-teachers/beginning teachers in second-level schools and their views on what 'good teaching' entails in culturally diverse classrooms. Data analysed for this study is from 16 interviews with second-level student-teachers/beginning teachers in Ireland. Culturally responsive/relevant pedagogy (CRP) (Ladson-Billings, 1994) was used as a theoretical lens to analyse teachers' perspectives regarding their pedagogical approaches in classrooms with students from diverse cultural backgrounds. Findings from this study reveal that a 'good' teacher, according to the research participants, builds relationships with students and their parents, adapts the curriculum to students' experiences, and seeks to know and understand students' backgrounds. Other themes from the data analysis include a 'good' teacher being empathetic, patient, proactive, open-minded and gracious. These findings align with the significant position of CRP that culturally responsive/relevant teaching is all about good teaching (Hammond, 2014). The research participants were able to share clearly their views on who a 'good' teacher is in a culturally diverse classroom. They, however, identified the challenge of putting into practice their ideals of a 'good' teacher, as they were not 'really prepared' to implement culturally responsive/relevant pedagogical approaches in their classrooms. A similar study also finds that Irish teachers translating the ideals of 'effective' teaching into practice are "challenged by the increasingly diverse and intensified nature of classroom life" (Devine, Fahie, & Mcgillicuddy, 2013).

The implication of this study's findings calls for policymakers, teacher educators, and researchers in the Irish education system to review policies and provide training and support that help new teachers meet the demands of students in culturally diverse classrooms.

s.adebayo2@nuigalway.ie

Paper ID: 125

Placement in a Pandemic: Exploring the Impact of Covid-19 on Students' Experience of Educational Placement

Keywords: *Educational Placement, Covid-19, Experiential Learning*

Andrea Ui Chianain, Maja Haals-Brosnan, Sinead McCauley-Lambe, Miriam Colum, Marian Farrelly, Colleen Horn, Rory McDaid, Melanie Ni Dhuinn, Feargal O'Laighin

Marino Institute of Education, Ireland

(a) Background
In March 2020, educational settings across Ireland closed as a result of the Covid-19 pandemic. These closures had an immediate and significant impact on teaching and learning within higher education institutions (HEIs), and in particular on student placement opportunities and experiences. Major changes were made at short notice to student placement structures across a number of programmes and courses. While the majority of academic modules could be successfully delivered using an online forum, placement experiences presented a far more complex and challenging obstacle for HEIs and their students to navigate given the practical nature of placement and the emphasis on experiential learning in educational settings.
(b) Research Objectives - The overarching aim of this research was to explore the impact of the Covid-19 pandemic on undergraduate and post-graduate students' experience of educational placement within the early childhood and primary school sectors.
The objectives of this project included the following: - Explore students' perceptions and experiences of educational placement during the Covid-19 pandemic;
Consider the level of support offered to students by HEIs and their placement settings;
Evaluate lessons learned from the experience of educational placement during the Pandemic;
Consider implications for the future practice and conduct of educational placements.
(c) Methodology - Data was collected via an online semi-structured questionnaire which contained a total of 21 multiple choice and open-ended questions exploring areas such as: pre-pandemic expectations for placement, health & safety concerns, the impact of Covid-19 on placement experiences, and suggestions for improving future placement practices and protocols. Data collection took place with students enrolled at the researching HEI and a total of 114 students responded to the questionnaire.
(d) Key Findings - Students reported on the negative impact of Covid-19 in educational settings, and were highly concerned about reduced interactions with and among pupils, and the limiting impact that public health regulations had on their ability to plan and prepare interactive lessons.
Students struggled greatly to maintain a school-work-life balance during their placement experience. They commented on the high workload associated with their programme of study, the overwhelming amount of time spent planning for placement, and the demands of working part-time.
Students' emotional wellbeing was often compromised during the Pandemic as high levels of anxiety and stress negatively impacted their performance in the classroom. As one student commented, "It's hard to give your best self...when you do not feel like your best self."

andrea.uichianain@mie.ie, maja.haalsbrosnan@mie.ie, sinead.mccauleylambe@mie.ie, miriam.colum@mie.ie, marian.farrelly@mie.ie, colleen.horn@mie.ie, rory.mcdaid@mie.ie, melanie.nidhuinn@mie.ie, feargal.olaighin@mie.ie

Embedding and Nurturing Enquiry-based Learning: Exploring Multiplicities of Enquiry in Initial Teacher Education Sandra Catherine

Sandra Austin[1], Karin Bacon[1], Richard Greenwood[2], Susan Pike[3]

1: Marino Institute of Education, Ireland; 2: Stranmillis University College; 3: Dublin City University

To identify and address the critical issues of our time both children and adults need to be able to think conceptually, combining creativity and analysis. Enquiry-based learning (EBL) is a learner-centred approach that emphasises how learning is driven by a process of enquiry owned by the student. Through enquiry, students are motivated to question, explore and formulate new ideas about issues that they find personally relevant. This has led to development of enquiry-based curricula, and the argument in support of enquiry-based learning is being heard increasingly, including within Initial Teacher Education (ITE).
Through providing four teacher educators with informed insight into their teaching, this project was intended to examine, strengthen and extend the use of enquiry methodologies in teacher education in NI and ROI, reflecting the emphasis on these methodologies across both education systems.
Our research questions can be summarised as:
How do the ITE courses in which we four teacher educators are involved present enquiry-based learning to student teachers?
How can multiplicities of enquiry best be incorporated into ITE courses at teacher education and classroom levels?
What impact do multiplicities of enquiry in teacher education have on student teachers' understanding, confidence and practice?
This was a practitioner-based study of teacher education which incorporated collaborative self-study by teacher educators through peer observation and a variety of critical reflective practices, while also making space for student voice through surveys and focus group interviews. Research methodology broadly reflected a model of Collaborative Action Research; researcher/practitioners collaboratively planned, observed, reflected and acted upon their findings. SPSS was used to analyse quantitative data. Qualitative data was analysed collaboratively using systematic coding and thematic analysis.
Several conclusions can be drawn:
Firstly, the project has led to a development in the thinking of the researchers involved, moving from the conceptualisation of enquiry in ITE as a 'two-level model' towards an understanding of multiplicities of enquiry.
Secondly, a community of inquiry has clearly emerged among the researchers. Discussion and dialogue were integral to the project and our pursuit of new understanding was a shared process of listening and responding to others' perspectives.
This research also highlights the impact of EBL experience in ITE on students, demonstrating that our student teachers appreciate the importance of having an enquiry stance in all aspects of their professional lives. We

hope that this research will contribute to the ongoing conversation about enquiry in teacher education and our schools.

karin.bacon@mie.ie, sandra.austin@mie.ie, r.greenwood@stran.ac.uk, susan.pike@dcu.ie

[P3e] Access & Diversity in Education - Sociological Differences and Choice

Room 6

Paper ID: 109

Diversity-Including Migrants through Organisational Development and Programme Planning in Adult Education

Margaret Nugent, Eva C. Hessen, Michael kenny

Department of Adult and Community Education, Maynooth University, Ireland

Moving from a contingency approach....
During the last decade, immigration put the European educational systems to the test. Welcoming refugees and migrants from different educational, economic and cultural contexts made the rapid creation of emergency response mechanisms imperative, resulting in a plethora of language and cultural awareness courses to promote integration. By the same token, those contingency schemes polarised the Adult Education (AE) system in most European countries, leading to a differentiation between "AE for migrants" and "traditional AE" along the entire cycle of the Adult Education value chain (i.e., from policy formulation, programme development, implementation, curriculum development, service delivery, etc.). Thus, migrants have been considered as a "special" target group of AE, with specifically tailored solutions. While this approach may be appropriate when responding to and managing needs resulting from the contingency of sudden migrant inflow, it left migrants outside the mainstream AE provision; once migrants have completed the courses especially designed (and financed) for integration purposes, the current AE systems offer them little further perspective and few migrants transition into "ordinary" courses. The next step must be a "normalisation" of this target group in the eyes of AE and their strategic integration into the established pool of target audiences. To achieve this goal and to remain attractive facilitators even long-term, provider organisations need to shift their perspectives and change up their internal processes, adapting management and programme planning strategies.
... towards a more diversity-informed Adult Education
The Erasmus+ project DIVERSITY supports this process by developing training resources to enable AE to graduate from the contingency approach and move towards an operational model for a more diversity-informed AE. The principal objective of the project is to aid European AE systems towards including migrants into the AE providers' regular programmes as an equal target group and thus to actively and directly foster diversity and inclusion in AE and in society. The project partners consider managers and programme planners in provider organisations to be key to reaching this overarching objective. They play a crucial role in committing institutions to openness through the structural and strategic decisions they make.Our experiences suggest that training is needed for all actors in the process to support inclusion from the first point of contact to the final evaluation and exit strategy. To facilitate this approach we consider administrators, access

programme staff, recruiters and evaluators to be particularly important in supporting a cohesive whole-of-organisation approach.

margaret.nugent@mu.ie, hessen@aewb-nds.de, michael.kenny@mu.ie

Paper ID: 230

Shadow Education uptake among final year students in Irish secondary schools: maintaining advantages in a competitive system?

Keywords: *shadow education*

Selina McCoy (1), Delma Byrne (2)

1: The Economic and Social Research Institute, Trinity College Dublin,; 2: Maynooth University Departments of Sociology and Education, Maynooth

Shadow education (SE) has become a growing presence in education systems in many European countries (Bray, 2020), including Ireland. However, to date the vast majority of research studies on Shadow Education (SE) have been conducted quantitatively and/or rely heavily on data collected from teachers, head teachers and parents. In contrast, few studies consider students' situated experiences and their actual use of SE as a learning strategy.

The aim of this paper is to address these gaps and to assess the role of SE in the lives of secondary school students in Ireland of different social backgrounds and attending different school contexts, highlighting their embodied experiences and reflections. Using data from wave 1 to wave 3 (age 9, age 13 and age 17/18) of the child cohort of the Growing Up In Ireland study, we seek to get beyond a narrow focus on the impact of SE on academic performance, extending our focus to student wellbeing and the uptake of SE in a high-stakes context. Our investigation is guided by three central research questions:

(1) What are the characteristics of students that engage in private tuition?

(2) What motivates final year second level students to engage in private tuition in advance of the terminal Leaving Certificate examination?

(3) What impact does such tuition have in terms of their preparedness for the examination and for their broader wellbeing?

Our findings highlight clear processes of social stratification in the use SE and provide evidence to suggest that young people and their parents turn to SE because of the high stakes nature of the Leaving Certificate. We consider our findings and their implications for educational reform.

selina.mccoy@esri.ie, delma.byrne@mu.ie

Paper ID: 231

Social Class, Covid and Care: Schools on the front line in the Covid-19 pandemic

Keywords: *social class, COVID*

Mags Crean, Dympna Devine, Barbara Moore, Gabriela Martinez Sainz, Jennifer E. Symonds, Seaneen Sloan, Emma Farrell

University College Dublin, Ireland

Schools have a duty of care to children that extends beyond educational performance to include wellbeing and welfare. Yet, research has highlighted the tensions that arise when 'care' and 'learning' are treated as binaries. Extended school closures, as happened during the Covid-19 pandemic bring these issues into sharp relief, highlighting the central role of schools as a front line service. This presentation provides qualitative insights into the classed experiences of extended school closure through the eyes of parents, teachers and principals in contrasting socio-economic school settings. These experiences are framed in the context of the provision of a careful education, exploring the role of lay normativity and affective relations in teaching and learning, especially in challenging circumstances. Questions are posed in relation to the realisation of children's rights to equality in their learning experiences and the role of schools on the frontline in a wider context of socio-economic inequality.

m.crean@ucd.ie, dympna.devine@ucd.ie, barbara.moore@ucd.ie, gabriela.martinezsainz@ucd.ie, jennifer.symonds@ucd.ie, seaneen.sloan@ucd.ie, emma.farrell@ucd.ie

[P3f] Early Career Researchers (ECR) 4   Room 7

Paper ID: 202

'Exploring the Potential of a Tailored Online, Student-Centred Pedagogical Support Service to Contribute to Self-Regulated Learning in an Irish Second-Level Education Context'

Finbar James Aherne, Dr. Raymond Lynch, Dr. Jennifer Hennessy

University of Limerick, Ireland

(a) Background/ Context:

With the advent of education services utilising and moving more to online platforms, with shadow education (private tuition) gaining more popularity (Baker et al., 2001; OECD, 2011, 2014), and with educational inequity becoming more apparent, this research aims to explore the impact of a personalised, online pedagogical support service (JumpAGrade) on second-level school students' self-regulatory learning (SRL) skills. There is a gap in knowledge regarding shadow education and online learning platforms in an Irish second-level education context and the impact that both may have on student learning (Smyth, 2009). This study will be relevant to teachers teaching either partly or fully online, for students who are learning in the online space and for teachers and students preparing for the Leaving Certificate examination.

(b) Research Aim/ Objectives:

The aim of this research is to explore the impact of a personalised, online pedagogical support service on the motivation, engagement, and academic success of final year secondary school students in Ireland studying mathematics.

(c) Methods and Data Sources, or Equivalent for Theoretical/ Conceptual Papers:

A mixed methods case study approach will be used. This will be broken into 2 phases. In Phase 1 all participants (n = 200) will complete a quantitative survey at two time points (pre and post) during the academic year 2021/22. Having taken part in Phase 1, a small number of participants (n = 20) will be invited to continue in the study and take part in a qualitative interview. This study will utilize a sequential explanatory design, as the researchers are interested in following up the quantitative results with richer qualitative data that may help to explain in greater detail the findings from phase 1 (Creswell, J.W. and Creswell, J., 2003). The primary quantitative data collection tool will be the 44 item Motivated Strategies for Learning Questionnaire (MLSQ).

(d) Key Findings/ Takeaway Points: One of the hopes for this study is that it will help to identify ways to improve learning supports for students from disadvantaged backgrounds. It would hope to help develop tailored supports which are unique to students' learning needs. It would aim to advance the opportunities for disadvantaged students progressing to third level education.

0871125@studentmail.ul.ie, raymond.lynch@ul.ie, jennifer.hennessy@ul.ie

Paper ID: 238

'Please don't forget me!' Transition Year Mathematics - the Forgotten Middle Child?

Derek David Maher, Áibhin Bray

Trinity College Dublin, Ireland

Background/context: Post-Primary Mathematics Education has experienced major reforms over the last decade in Ireland, largely influenced by the OECD's PISA and the emergence of RME in Europe. However, Transition Year (a unique optional middle year between lower secondary and upper secondary) has remained untouched from reform since its introduction in 1974. This remarkable year has no prescribed material (for its ~45,000 students annually), giving mathematics teachers the opportunity to design their own curriculum, select their own approach to the delivery of the curriculum and to prepare their students for Upper Secondary Mathematics. The Junior and Senior Cycle mathematics curricula in Ireland share the same five objectives and core key skills. However, despite the similarities in key skills and objectives, there is an immense gap in terms of expectations and content between the programmes. Furthermore, different approaches to the mathematics teaching and learning are advocated for in each programme, especially due to Ireland's most recent Junior Cycle reforms in 2018. However, Transition Year has not yet been explored as a means of systemically building on the work of Junior Cycle and developing the necessary skills and competencies to best prepare students for the advanced objectives of the Leaving Certificate mathematics programme.(b) research aim/objectives: This

study combines the lenses of Constructivism, Social Constructivism and Transformative Learning Theory in a three-pronged Theoretical Framework through which to explore the largely untapped potential of Transition Year. This will be achieved by addressing two main research questions: 1. What does it mean to be mathematically 'well prepared'? 2. Can a Transition Year curriculum be developed to 'best prepare' students for Upper Secondary Mathematics? (c) methods and data sources, or equivalent for theoretical/conceptual papers: This research study will utilise a case study approach in a single post-primary school in Ireland and research methodology will be Design-Based Research. Data sources will include Student Focus Groups, Questionnaires, Classroom Observation, and a Delphi Study. The Delphi Study combines the expertise of mathematics students, lecturers, curriculum experts, and career guidance counsellors to critically review a tetrad of approaches to preparedness; namely Academic, Social, Psychological and Skills-Based Preparedness. (d) key findings/takeaway points: The researcher aims to produce and publish a set of guiding principles for Transition Year mathematics teachers on how to best prepare students mathematically.

maherdd@tcd.ie

Paper ID: 219

Irish language Augmentative Alternative Communication (AAC) - developing augmentative communication systems to assist with creating inclusive opportunities for Irish language users and L2 learners of Irish

Keywords: *AAC, development, Irish language, Speech & Language*

Muireann Áine Nic Corcráin, Neasa Ní Chiaráin, Ailbhe Ní Chasaide, Emily Barnes, Claire O'Neill

Trinity College Dublin

The period of not being able to attend school during the pandemic has been challenging for both students and educators from an education, communication, connection and relationship perspective. Furthermore, it has been argued that there has been an even greater challenge for students with specific and additional education needs, including those with who use augmentative and alternative communication (AAC) systems to communicate effectively. The availability of AAC systems for students for whom Irish is their first language and for L2 learners of Irish has been limited to date and is an additional challenge. Notwithstanding this however, ongoing device development and research continues to emerge and progress, all the time broadening to be more inclusive for those who utilise these systems.

Research Aims and Objectives:

With the focus on bilingual AAC, minority languages and AAC development growing, optimising AAC technology for the Irish language offers inclusive and accessible ways to communicate for those with speech and language difficulties who are educated through both remote and hybrid access. This paper explores what key features are necessary for Irish AAC (bilingual, layout, high-tech or low-tech) and why such technology is in demand by those who need to communicate in Irish, as an L2 learner or as members of the Irish-speaking community.

Methods and data sources:

A needs analysis survey was conducted to establish if and in what way Irish AAC is required for Irish language users and L2 learners of Irish to communicate effectively in education settings. The survey yielded 130 responses which were analysed quantitatively and qualitatively using a Qualtrics platform.

Key findings:

Results confirm an interest in the specific development of Irish language based AAC technology. Key recommendations include integrating Irish text-to-speech synthesis into the AAC system, along with significant interest in a keyboard with Irish diacritics and the opportunity for users to model their own phrases. Other recommendations include working with Speech and Language Therapists to help address the lack of AAC assessment available through the medium of Irish.

Within the education sector, the importance of inclusive access for all students who opt to learn through the medium of the Irish language is an important and fundamental right that merits consideration.

niccorcm@tcd.ie, nichiarn@tcd.ie, anichsid@tcd.ie, ebarnes@tcd.ie, oneilc54@tcd.ie

[P3g] Symposium 3   Room 8

Paper ID: 130

Women Educational Leaders Across the Continents Reconstructing Education: What Matters in Afghanistan, Costa Rica, Ireland, and Rwanda

Elizabeth C. Reilly (1), Victoria Showunmi (2), Mary Cunneen (3)

1: Loyola Marymount University, United States of America; 2: University College London; 3: University College Dublin

The aim of this international symposium is to discuss a range of global issues that arise for women leaders in education and their role in reconstructing education during the several pandemics presently facing the world (United Nations, 2020). We begin by highlighting the conflict between the stereotypical roles of women and the traditional image of leaders as associated with a particular sex, race/ethnicity, and other intersections (Bertrand & Rodela, 2017; Liu, 2020). The bias towards male leaders has been amplified by the pandemic, with women more likely to lose their jobs and suffer from stress because of the disproportionate coping with work and caring responsibilities including home schooling (World Bank, 2021). We then review the overall global circumstance of women educational leaders and their challenges and progress in the time of COVID (Showunmi, et al., forthcoming). We continue with more detailed examinations of women's educational leadership in Central America (Costa Rica), Europe (Ireland), South Asia (Afghanistan), and sub-Saharan Africa (Rwanda). We present both the theoretical considerations as we seek to understand the women's work, as well as the praxis in which they engage.

We conclude the symposium with questions in which audience members can engage that directly relate to the conference theme: How do women educational leaders' intersectionalities and positionalities affect their work in other countries beyond those presented? What intersectionalities are similar and different among women leaders in these four countries? How do the women from these four countries challenge dominant cultural narratives that subvert equitable leadership and education? What role can women in educational leadership play in fostering coalitions with policymakers and elected officials to create the future they need? How do the studies presented contribute to our understanding of how women reconstruct education in international contexts? How can this knowledge inform our policies and practices in leadership preparation locally and globally?

elizabeth.reilly@lmu.edu, v.showunmi@ucl.ac.uk, mary.cunneen@ucd.ie

Parallel Session 4 (Friday 8th 09.15-10.15)

[P4a] New Directions in the History & Philosophy of Education

Room 2

A "movement for science and sanity in language teaching"? : The Irish Language Summer College and the dissemination of Irish Language Education, 1904-1930

Máire Caitríona McCafferty

University College Dublin, Ireland

((a) For over 100 years, the Irish Language Summer College has provided education outside the state education system to thousands of youths and adults alike. In spite of this, little is known about the development of the Colleges in the early 20th century. Completely omitted from the National School System of Education in 1831, the Irish language remained alienated from the education system largely without change until the introduction of the Bilingual Programme of Education in 1904, and the establishement of the first Irish Language Summer College in Cork the same year. Thousands attended the Irish Colleges during the pre-independence years amidst much demand for the modern, scientific language-training the Colleges were advertising. In 1922, the continuing educational significance of the Irish College was ensured by the Free State government's decision to include the Irish language as a central component of the national school curriculum. During the summer, national school teachers were sent en masse to various Irish Colleges, before being sent back to their classrooms to teach the language to the half a million children then attending national school.
(b)This paper will provide an overview of the evolution of the Irish College as an educational institution in the first decades of the twentieth century and will explore the extent to which this institution provided an alternative education to children, youths, and their teachers.
(c)Taking An Claidheamh Soluis as a focal point, I have largely engaged with newspaper archives alongside witness statements provided by the Bureau of Military history, to gain an insight into the enduring educational significance of the Irish Language Summer College.
(d) The Irish College provided an education in Irish when the language was completely omitted from the state education system. When schools were given the right to teach Irish and other subjects through Irish in 1904, teachers remained untrained in the language as it was either completely excluded or poorly taught in the state teacher-training colleges.

The Irish College began as a remedy to this failure, and provided official certification in Irish to thousands of teachers. The work of the Colleges in the pre-independence years paved the way for the introduction of compulsory Irish in Free-State schools. Without the achievements of the Colleges regarding the training of teachers, it would have been impossible for the Free State government to include Irish as a central component of the primary-school curriculum, a component which still remains today.

maire.mc-cafferty@ucdconnect.ie

Paper ID: 234

Becoming Women Teachers: Gender and Primary Teacher Training in Ireland, 1922-1974

Keywords: *Women, teacher education*

Judith Harford (1), Aine Hyland (2)

1: UCD, Ireland; 2: UCC, Ireland

Drawing on archival material and oral testimony of former students, this paper examines the lives and experiences of women in primary teacher training colleges (Carysfort College, Mary Immaculate College, Limerick and the Church of Ireland College) in Ireland in the period 1922-1974. It commences with a brief overview of the historical context in which these colleges emerged, situating their development within the socio-political and cultural context of the emerging Free State and the changing primary school curriculum (MacGahann, 2018; O'Connor, 1998; Parkes, 2011). Denominational and residential, and single-sex in the case of the Catholic colleges, the paper argues that the colleges promoted a gendered ideology and culture of femininity (O'Donoghue, Harford, and O'Doherty, 2017) which ran in parallel to the conservative, nationalistic and ultramontane agenda of post-Independence Ireland (Harford & O' Donoghue, 2020). This resulted in a limited, utilitarian, anti-intellectual experience and a hegemonic framing of women teachers' professionalism (Martin, 2022). However, at the same time, because of the very strong female leadership demonstrated by a number of women religious at key junctures, this patriarchal ideology was punctuated by periods of agency and moments of resistance.

judith.harford@ucd.ie, ahyland@ucc.ie

[P4b] Research Methodologies   Room 3

Paper ID: 114

Student Teachers' Engagement with and in Education Research to Enhance Professional Practice

Keywords: *Teacher Research; Student Research; Research Literacy; ITE;*

Aimie Brennan, Claire Connolly, Martin Hagan, Julie Uí Choistealbha

ESAI, Ireland

Developing research capacity amongst teachers is a widely accepted way of raising the credibility of the profession (BERA 2011), building collective capacity (Mincu, 2014) and enhancing the quality of teaching (Cochran-Smith and Zeichner, 2006). However, the Structure of Teacher Education in Ireland Review of Progress in Implementing Reform (2019) highlighted some students' inability to articulate the link between research and practice, noting that not 'all students really understood the value that a research approach would have in their future positions as teachers' (2019:28), nor were all students 'clear about why they need to be aware or able to use research skills in their work as school teachers' (2019:33).

Limited data exists in the Irish (NI/RoI) context to evidence students' understanding of what is meant by a 'research-based profession', or how students apply their research during professional practice. This research aims to address the evidence gap by generating data from ITE students that investigates their understanding of and application of research in practice.

A mixed-method approach is used to provide an holistic account of student engagement in/with research. The aim was to identify a pattern and then explain the pattern using in-depth data drawn from a subset of participants (Gorard and See 2011). Researchers administered a survey with final year students following their dissertation / capstone project which will provide contextual backdrop. A second survey will be administered in 2022 that will explore students practical engagement with research during professional practice. Likert scales and open questions were used to measure attitudes and opinions (Bowling 1997) and survey data will be analysed using SPSS statistical analysis software.

This paper presents data from the first round of data collection with student teachers in two teacher education institutes (North and South). Key finding address students' subject and pedagogical knowledge, research literacy, and how they apply research to practical experience within the professional context. This paper will explore students' understanding of what is meant by a 'research-based profession', and will develop discourse among teacher educators to promote critical analysis of current practices.

Aimie.Brennan@mie.ie, c.connolly@stmarys-belfast.ac.uk, m.hagan@stmarys-belfast.ac.uk, Julie.UiChoistealbha@mie.ie

Paper ID: 127

Further Education and Training Learner Voice in Times of COVID-19: The National FET Learner Forum

Kalianne Farren, Joan Cronin, Laura Lovejoy, Aisling Meyler

AONTAS - The National Adult Learning Organisation, Ireland

The National Further Education and Training (FET) Learner Forum is a national learner voice project, designed to capture the experience of learners participating in (FET) across Ireland. The Forum combines virtual and in-person focus groups with online surveys. It employs a mixed method approach combining qualitative data and quotations from facilitator notes and quantitative data and quotations from survey responses. Since the

advent of Covid 19, the forum has moved online, resulting in a methodological shift in the project and an increase in quantitative data gathered, while maintaining a qualitative focus.

The project is underpinned by the theory of learner voice as outlined by Feilding (2010), Flynn (2017) and Lundy et al., (2007) positioning learners as key stakeholders and equal partners in their learning experience. Key themes are developed via the analysis of the focus group notes and open text survey responses. The theoretical framework underpinning the analysis of the data (learner voice/ learner experience) is subjectivity. As Willis (2007) suggests, the researcher's role is to collect a range of subjective experiences of learners who have varied historical and cultural influences shaping their understanding of meaning in their own lives. The principles of social inclusion, social justice and diversity influence the emerging themes.

This year in the project, we are developing key actions or 'next steps' based on learner recommendations. This new development is aimed at ensuring the experience of learners are transformed into actionable points of change for Education and Training Boards. This paper aims to discuss these two analytical processes: the development of detailed reports from direct learner voice data and the key actions based on learner recommendations. In doing so, we will illustrate the primary concerns experienced by FET learners in the last academic year, and the capacity for these to influence improvements in future FET provision.

Bibliography:

Fielding, M. (2010) 'The Radical Potential of Student Voice: Creating Spaces for Restless Encounters', Centre for Resilience and Socio-Emotional Health, 2(1), p. 61-73.

Flynn, P. (2017) 'The Learner Voice Research Study: Research Report', [online], available: file:///C:/Users/jcronin/Downloads/16539-ncca-the-learner-voice-research-study-v2.pdf (Accessed 05/01/2022).

Lundy, L., Leitch, R., Gardner, J., Mitchell, S., Odena, O., Galanouli, D. and Clough, P. (2007) 'Consulting Pupils in Assessment for Learning Classrooms: The Twists and Turns in Working with Students as Co-Researchers', Educational Action Research, 15(3).

Willis, J.W. (2007) Foundations of Qualitative Research: Interpretive and Critical Approaches, London: Sage.

kfarren@aontas.com, jcronin@aontas.com, llovejoy@aontas.com, ameyler@aontas.com

Paper ID: 192

Listening to Children's Voices: Exploring Childrens' Perspectives of the 'Draft Primary Curriculum Framework' An NCCA Funded Research Initiative

Keywords: *Curriculum, Teacher-Researchers, Early Childhood, Primary, Post-Primary*

Joan Kiely, Maja Haals Brosnan, Andrea Ui Chianain, Claire Dunne, Miriam Colum

Marino Institute of Education, Ireland

Context/Background

In 2020, the National Council for Curriculum and Assessment released a new Draft Primary Curriculum based on contemporary research supporting children's learning and development. Once finalised after consultation, the new curriculum will replace the existing 1999 curriculum.

Research Objectives

This project consulted with children and explored their views and opinions in relation to the draft curriculum and their daily experience in primary school, while gaining insight into best practice concerning:

1. Supporting agency and flexibility in schools;
2. Building connections between preschool, primary, and post-primary schools;

3. Changing how the curriculum is structured and presented;
4. Identifying children's priorities for learning.
Methodology
Research was conducted with preschool, primary, and post-primary schools from the NCCA Research Forum, along with additional schools recruited by the research team. Teachers in these participating schools were responsible for collecting the data with their pupils on behalf of the researchers.
All teachers attended one training session with the project researchers prior to collecting data with their pupils, and support sessions were provided throughout the data collection period from 29 November to 15 December 2021. Parental consent and child assent was gained prior to engagement with the study.
Data collection with preschool and primary aged children up to third-class took place in 6 sessions, wherein pupils engaged in drawing and worksheet activities while their teacher circulated amongst them, asking questions about their experiences in school and capturing these through audio recording.
Data collection with students in fourth-class through first year of post-primary took place via an online questionnaire which explored areas such as: their likes and dislikes about primary school, agency in learning, methods of teaching and assessments, and children's priorities for learning.
Key Findings
As data collection is still ongoing, the key findings reported in this paper are in relation to the suitability and efficacy of the research methodology and design employed in this project as a meaningful form of consultation with children. Emergent findings suggest:
Meaningful consultation with very young children is complex and requires extensive and often lengthy engagement by the teacher / researcher;
Research conducted in groups of children carries a high risk of peer influencing of answers/opinions;
Best-practices for engaging teachers as researchers in their own classrooms include online training, support sessions, and a clearly structured research protocol;
Online questionnaires can successfully be utilised with primary-school students who are capable of providing insightful responses regarding their experiences in school.

joan.kiely@mie.ie, maja.haalsbrosnan@mie.ie, andrea.uichianain@mie.ie, claire.dunne@mie.ie, miriam.colum@mie.ie

[P4c] Facilitating Engagement & Supporting Assessment   Room 4

Paper ID: 111

Affordances and constraints of developmental pathways as a framework for assessment

Keywords: *developmental pathways; task-based interviews; assessment; algebraic reasoning; probabilistic reasoning*

Mary Kingston, Aisling Twohill

Dublin City University, Ireland

Developmental pathways describe a path along which a child journeys as their thinking develops. In the literature many terms exist for describing developmental pathways such as growth points (e.g., Clarke et al., 2002), learning trajectories (e.g., Clements et al., 2018), learning progressions (e.g., Briggs et al., 2015),

cognitively guided instruction (e.g., Carpenter et al., 1993) and reflection continua (e.g., Perry & Dockett, 2013). Developmental pathways are an established pillar of assessment for identifying, understanding and communicating patterns of learning as students move from naive to sophisticated ways of thinking (Confrey, 2019). Clements et al. (2011) recommend that their use should extend beyond the individual classroom and that they should be at the core of mathematics curricula as they allow teachers to take coherent and consistent approaches in matching their instructional practice to the children's current level of thinking. Nonetheless, the complexity inherent in a highly detailed presentation of how thinking develops lends itself to variations in development, use, and interpretation (Clements & Sarama, 2004; Siemon, 2021). In addition, the OECD, in their meta-analysis of the role of developmental pathways in education question their feasibility due to the time and resources required for development and scaling, stating that they can only emerge from qualitative empirical studies. Large-scale studies involving cross-cultural research are also recommended to examine the sensitivity of a pathway to contextual differences such as language, and representation.

This presentation draws from two research studies, conducted in primary schools in Ireland in 2014 and 2019 where developmental pathways underpinned assessment of children's mathematical thinking in the areas of probabilistic and algebraic reasoning. Both studies adopted task-based assessment approaches, where interaction between each child and the mathematics was mediated by the tasks and concrete materials. In addition, the researchers acted as knowledgeable others and responded to questions and suggestions from the children, while the algebra study facilitated mediation by peers through group assessment. In synthesising the methodological findings of the two studies we present recommendations for the application of developmental pathways, attending to the extent to which they support assessment within a variety of contexts. We pay particular attention to the complexity of assessing emerging thinking, and make recommendations for how mitigating factors may be accommodated in order to facilitate robust assessment.

mary.kingston@dcu.ie, aisling.twohill@dcu.ie

A transdisciplinary approach to developing student's energy literacy in second level education

Eilish McLoughlin, Suzan Gunbay

CASTeL & School of Physical Sciences, Dublin City University, Ireland

Effective energy education at school is important because it improves student understanding of energy, sustainability, and carbon-reduction strategies. With the aging of the existing school buildings there is a need for low-cost solutions that enable long-term resource efficiency in schools and reduced greenhouse gas emission. The Energizing Education to Reduce Greenhouse Gas Emissions (ENERGE) Interreg project addresses this need using a range of targeted interventions that includes the design and implementation of a transdisciplinary approach to enhance second level student's energy literacy. This approach aims to develop student understanding of energy and systems thinking - the environmental, social, cultural, political, technological and economical dimensions of energy education – and competence at deciphering information, making informed decisions, solving problems and taking action.

This approach considers that an energy literate student:

- has a grounded understanding of science and how energy is harnessed and used to power human activity;
- understands the impact that energy production and consumption have on all spheres of our environment and society;
- is sensitive to the need for energy conservation and the need to develop alternatives to fossil fuel-based energy resources;
- is cognisant of the impact of personal energy-related decisions and actions on the global community;
- strives to make choices and decisions that reflect these attitudes with respect to energy resource development and energy consumption.

The design process involved a review of national education models to identify opportunities for energy education within the national curricula across six partner countries in Northwest Europe (NWE) - France, Germany, Ireland, Luxembourg, Northern Ireland and the Netherlands. Second-level teachers from schools partnering in the ENERGE project from across these six countries joined a professional learning community facilitated by the researchers and a process of co-design between researchers and teachers was used to develop and trial these activities in schools.

Overall, a collection of 46 energy teaching and learning activities (ENERGE activities) have been developed and adopted across 12 NWE schools. Each activity addresses at least one of the five energy literacy characteristics, support the development of a key skill/competence and is suitable for use in existing curricula/disciplines across the six countries. Widespread implementation of this approach will require strong curricular alignment and teacher collaboration to adopt a transdisciplinary approach to energy education that will (1) enhance the development of students' energy literacy, (2) maintain student engagement in carbon-reduction strategies at home/school and (3) support teacher professional learning.

eilish.mcloughlin@dcu.ie, suzanmarie.gunbay@dcu.ie

Paper ID: 170

A Critical Exploration of the Implementation of Inclusive Formative Assessment Practices in an Irish Mainstream Primary Classroom

Keywords: *formative assessment, inclusion, Universal Design for Learning, special educational needs*

Natasha Ita O' Donoghue (1), Dr. Joao Costa (2)

1: Scoil Mhuire Araglin, Co Cork; 2: School of Education, University College of Cork

Irish primary schools place the role of summative assessment into pivotal position with the Irish inspectorate recommending improvement towards formative assessment (DES, 2018). This places an onus on Irish primary teachers to explore other forms of assessment, most notably formative assessment (Black and Wiliam, 2009), emphasising the child as an active agent in the learning process. However, without an inclusionary perspective, formative assessment will be in danger of excluding those with Special Educational Needs (SEN) and learning difficulties. Inclusive pedagogy frameworks such as the Universal Design for Learning (UDL) (CAST, 2018) hold underexplored potential towards enacting inclusive formative assessment for all learners.

This study aimed at exploring how embedding inclusive formative assessment in a mainstream Irish primary multi-grade class (Junior Infants-1st Class) impacted the engagement and attainment (in mathematics, literacy and spelling) of children with SEN and learning difficulties.

Throughout three sequential cycles of action-research, the UDL principles were merged with Black and Wiliam's (2009) formative assessment practices of: 1) learning intentions and success criteria, 2) self-

assessment, and 3) feedback. Each three-weeks action-research cycle added a new formative assessment practice in light of UDL's principles of multiple means of engagement, representation, and action and expression. A mixed-methods approach was undertaken towards obtaining a trustworthy action-research account. Pupil attainment data resulted from work samples and pre- and post-testing in literacy, spelling and mathematics. A teacher observational journal captured pupils with SEN and learning difficulties engagement with formative assessment. Student focus groups provided children's perceptions of formative assessment. Key findings reflected in the narrative analysis process related to pupils' engagement with and attainment from inclusive formative assessment, referring to pupils' autonomy, self-regulation, meta-cognition, and learning progression.

An ongoing positive effect on engagement was observed from the beginning upon children's effort and persistence in the learning process, overcoming initial challenges with each strategy. Where once children with SEN and learning difficulties may have become disillusioned by a challenging concept, the inclusive formative assessment provided clarity to the children, leading to increased levels of concentration and a strong desire to persevere. Furthermore, pupils thrived on the sense of responsibility attained by formative assessment, which developed strong levels of self-regulation. This allowed them to gain a greater awareness as to how to develop their learning and understanding, which in turn drove pupil autonomy. Finally, the vast majority of pupils demonstrated learning progression as they grasped new concepts with greater ease and considerable progress.

natasha_103@hotmail.co.uk, joao.costa@ucc.ie

[P4d] STEAM   Room 5

Paper ID: 126

Irish Second Year Post-Primary Students' Knowledge of Initial Algebra

Aoife OBrien (1), Máire Ní Ríordáin (2)

1: Galway-Mayo Institute of Technology; 2: University College Cork

Keywords: Algebra, Initial Algebra, Assessment

Initial algebra is when students are transitioning from arithmetic to algebra, and it is a crucial phase in algebra education (Van Amerom, 2002). Content areas that are pertinent to success with algebra include ratio and proportional relationships, fractions, decimals and percentages, integers, exponents, order of operations, properties of numbers, comparing and ordering numbers, equality, variables, algebraic expressions, equations, functions and patterns (Bush & Karp, 2013; Warren & Cooper, 2008).Evidence had emerged that Irish students are struggling with algebra during their early years in post-primary school (Chief Examiner, 2015a; Shiel & Kelleher, 2017). However, no empirical based evidence of the specific content areas with which students struggled existed.

The aim of this quantitative study was to establish a profile of what second year students in Ireland know about algebra. To collect this evidence a standardised criterion referenced assessment known as a screener of initial algebra was developed and validated for use with Irish second year post-primary students. This was administered to 555 students in 29 classes in 19 post-primary schools across Ireland in October 2016 and again in April 2017.

The results of this study show that over half of students answered items on equality, proportional reasoning, comparing and ordering numbers, the distributive property when presented in a straightforward manner, patterns, and simple algebraic expressions correctly. This would indicate that these content areas are well understood by most. However, less than half of the students answered items on the following areas correctly, fractions, decimal number magnitude, order of operations, integers, exponents, variables, and equations. Additionally, issues arise with the distributive law when presented in different forms and with forming more difficult algebraic expressions. There is a large body of research in adolescent difficulties with initial algebra and the consequences of these difficulties (Blanton et al., 2015). Algebra is seen as a pivotal subject in the mathematics curriculum and research into the teaching and learning of algebra is seen as high priority (Huntley et al., 2007).

This research confirms the key content areas where there is a lack of understanding. The importance of this knowledge, which can help mathematics teachers guide instruction and highlight required teaching resources and/or interventions to alleviate these issues, is a key outcome of this research.

aoife.obrien@gmit.ie, maire.niriordain@ucc.ie

School socioeconomic context and student achievement: A heterogeneous analysis using PISA 2018 data

Darragh Flannery (1), Lorraine Gilleece (2), José G. Clavel (3)

1: Department of Economics, Kemmy Business School, University of Limerick, Ireland; 2: Educational Research Centre, DCU St Patrick's College campus, Drumcondra, Dublin 9, D09 AN2F; 3: Department of Quantitative Methods, University of Murcia, Spain

In Ireland, the DEIS plan (DES, 2017) provides for additional supports for schools with the highest concentration of students from socioeconomically disadvantaged backgrounds. This approach is justified on the basis of a 'multiplier effect', according to which higher concentrations of students in a school from disadvantaged backgrounds are expected to negatively impact on achievement, after taking into account individual socioeconomic background. While the existence of a 'multiplier' or 'social context effect' is debated extensively in the literature, there is some evidence of an effect in Ireland at both primary and post-primary levels.

Previous analyses have focussed on the average effects of school socioeconomic composition across the distribution of achievement scores, i.e., assumed that effects are equal for high and low achieving students. The current study utilises the 2018 PISA data for Ireland and an unconditional quantile regression approach to explore potential differences in the relationship between achievement and school socioeconomic composition across the performance distribution. We also explore further heterogeneities across the performance distribution by student gender and by individual disadvantaged status.

Central to our analysis is the PISA index of economic, social and cultural status (ESCS) – a composite index based on parental occupation, parental education and home possessions. For the purposes of our study, we follow OECD (2018) and classify schools as socioeconomically disadvantaged if the average socioeconomic status of students in the school is in the bottom 25% of the national distribution of the school-level ESCS index, which is calculated as the average ESCS index among students in the school. A student is classified as

socioeconomically disadvantaged at an individual level if his/her value on the ESCS index is among the bottom 25% of students in Ireland.

After controlling for a range of individual, parental and school level factors we find that, on average, there is a significant positive relationship between school socioeconomic status and individual achievement in reading and mathematics. From a distributional perspective, we find a differential effect of school socioeconomic status, particularly in reading, with a stronger effect at the lower end of the achievement distribution. These distributional heterogeneities are particularly true for females with respect to reading performance at the lower end of the distribution. Further heterogeneous analysis shows that students from disadvantaged backgrounds have lower levels of achievement in more disadvantaged schools, relative to their disadvantaged peers in more advantaged schools. Again, this association is stronger with respect to reading.

darragh.flannery@ul.ie, lorraine.gilleece@erc.ie, jjgarvel@um.es

Paper ID: 209

Using STEAM to power HPV vaccine awareness and advocacy among Irish post-primary students

Céline Healy (1), Iain Macdonald (1), Eva Malone (2), Richard Firth (2), Alexandra McDermott (1)

1: Maynooth University, Ireland; 2: Edinburgh Napier University, Scotland UK

Human Papilloma Virus (HPV) vaccines can save lives and eradicate associated cancers, but the uptake of the vaccine among first-year second level schoolgirls in Ireland, to whom it is offered for free, has dropped in recent years. This project aimed to improve students' understanding and awareness of, and advocacy for HPV vaccination, and to counter misinformation, about the HPV vaccine. It brought together Irish and Scottish academics from Education, Design, Biology, the Irish Cancer Society (ICS), and Irish post-primary students in an interdisciplinary, intersectoral and international collaboration.

Twenty 16-17 year old students, from three Irish post-primary schools in County Kildare, participated in a weeklong series of on-campus STEAM workshops, facilitated by the team. Our approach combined science education with drama in education activities, storytelling through artwork, and video creation. COVID restrictions necessitated a blended learning approach with a mix of in-person and parallel online collaborative participation from colleagues in Scotland, and contributors from the ICS. The workshops facilitated a dialogue amongst the participants to co-create localised, culturally inclusive, and scientifically informed stories around HPV vaccination and immunisation. Using the principles of storytelling the students developed concept boards, scripts and storyboards through an iterative process of presentations and idea selection in a visual thinking methodology (Averinou and Pettersson 2020).

A qualitative arts-based research methodology was adopted and embedded into the workshops. The success and impact of the workshop series was evaluated on 3 key criteria: students' knowledge of immunology, their confidence in expressing their knowledge about immunology, and their confidence in advocating for vaccination and countering misinformation. A thematic analysis of the data was employed.

The project highlights five key insights: students and parents are often complacent about serious diseases due to success of immunisation programmes; a lack of personal research and open discussion results in a poor awareness of HPV vaccination and immunisation among post-primary students; a STEAM approach is successful in engaging students in active learning and changing their attitudes towards the HPV vaccine from passive to positive; combining creative learning and teaching approaches with scientific content can lead to

meaningful changes in human behaviour; the use of a STEAM approach enabled and encouraged students to become more confident in their understanding of HPV vaccine and immunisation and to more confident to advocate for HPV vaccine to peers.

celine.healy@mu.ie, iain.macdonald@mu.ie, e.malone@napier.ac.uk, r.firth@napier.ac.uk, alexandra.mcdermott.2020@mumail.ie

[P4e] Early Career Researchers (ECR) 5   Room 6

Paper ID: 100

"Seeing things differently:Reconstructing education through a trauma-informed lens"

Bernadette Phillips (1), Dr. Catriona O'Toole (2), Prof. Sinead McGilloway (3)

1: Maynooth University, Ireland; 2: Maynooth University, Ireland; 3: Maynooth University, Ireland

Background/Context:
Exposure to 'childhood adversity', which includes such stressors as neglect, abuse, domestic violence, parental separation, household substance misuse, family mental health issues, homelessness, poverty, racism, and 'childhood trauma', which refers to single or multiple overwhelmingly stressful experiences, can have a detrimental effect on a child's behaviour, ability to learn, form relationships and function appropriately at school. However, an understanding of trauma and its effects on the child's neurobiology, emotional, social and cognitive functioning, alongside an understanding of how to address it, can equip teachers to respond to a child's behaviour without re-traumatising the child or increasing teacher-stress.

Aims/objectives:

This paper represents phase 2 of a PhD project which aims to empower early years and primary years teachers to help children impacted by adversity and or trauma, through the aid of a new CPD programme on Montessori-attuned, trauma-informed-practice, which will be delivered and scientifically tested in a number of Irish schools in 2022/2023.

Method/Approach:

The design of the programme was informed by the findings of a documentary analysis (based on Braun & Clarke's analytical model, 2006), which showed how early Montessori schools provided psychological 'healing' to traumatised children. These findings were then blended with contemporary trauma theory to produce a new and unique CPD programme. This paper will focus on the content of this CPD programme which includes an examination of:

1) Adversity and Trauma:

* How adversity/trauma effect the mind and body.
* The distinction between 'stress' and 'trauma'.
* The Stress Response: -hyper-arousal and hypo-arousal, and how they present in the classroom.
* The effects of adversity/trauma on the brain and on cognitive, social and emotional functioning.
2) Trauma-informed practice (TIP).
* Trauma-Informed Practice explained.
* The key principles of Trauma-Informed Practice:
* Safety, Trust, Collaboration, Choice, Empowerment.
* The 3 R's of trauma-informed practice - regulate, relate, reason.

3) The Montessori Method and Trauma-Informed Practice in Education.
* How the Montessori activities/materials calm and regulate the children.
* How the Montessori teacher promotes positive relationships with the children.
* How the Montessori environment incorporates the key principles of trauma-informed practice.
Findings/ take away messages:
* Trauma is pervasive in every socio-economic group.
* Trauma-informed practice in education is effective and needed.
* The Montessori approach has much to offer to TIP programmes.

bernadettemmphillips@gmail.com, Catriona.A.OToole@mu.ie, Sinead.McGilloway@mu.ie

Paper ID: 211

A study of teacher wellbeing in post-primary schools in Ireland (2022)

Keywords: *teacher wellbeing, ecological, relational-cultural connection, post primary, context, relationships*

Teresa Crawford, Phd

University of Dundee, Scotland

Studies linking teacher stress to the growing attrition of teachers from the workforce dominate the literature, yet there is a dearth of research on how to foster teacher wellbeing despite evidence of its impact on teacher retention, effectiveness and on student wellbeing (McCallum, 2021).

Therefore, this qualitative case study explored teacher wellbeing through semi-structured interviews with twenty-six newly qualified and experienced teachers in two schools, a DEIS and non-DEIS school.

The research pertaining to teacher wellbeing has evolved predominantly from a deficit perspective on stress, to an abundance of literature that locates teacher wellbeing at the level of the individual's capacity to build resources in meeting the challenges inherent in teaching today. However, findings from this study suggest that teaching is a highly complex profession and exploring teacher wellbeing requires a systemic lens as it is experienced within multiple relationships and systems between the teacher, the organisation of the school and external educational trends. These relationships are dynamic, multi-directional and often with competing interests yet have a critical role in enhancing teacher wellbeing.

Taking an ecological, relational-cultural perspective, (Bronfenbrenner, 1979; Jordan 2006, 2017) this study reveals that at the micro level of professional wellbeing, the teacher-student relationship is at the core of being a teacher and is buttressed by a number of wellbeing constructs including; identity, self-efficacy and a range of emotional and social competencies. Furthermore, spanning the micro, meso and exo ecologies of context, mutually empowering relationships with colleagues, parents, leaders and peers underpinned by a culture of collaboration and a connection to place was found to buffer the impact of macro level external and cultural demands. This suggests that enhancing teacher wellbeing is not solely dependent on the individual's capacity to access resources to 'bounce back' in the face of challenge. Rather enhancing teacher wellbeing appears to reside in exploring the lived reality unique to each school context and culture and in the collective capacity of nurturing mutual relationships to navigate this complex ecological terrain . The implications of the study suggest that employing an integrated ecological, relational-cultural lens at whole-school level to commence an open and active discourse on the meaning of wellbeing is critical. The voice of the teacher is pivotal and must be foregrounded in the process.

teresa.crawford@yahoo.ie

Paper ID: 214

Reconceptualising Wellbeing: A Framework for New Schools

David Cashman, Dr. Wesley O'Brien, Dr. Fiona Chambers

University College Cork, Ireland

Background/Context

In April 2018, the Department of Education and Skills (DES) in Ireland announced plans to build 42 new primary and secondary schools across the country between 2019 and 2022. Research in Ireland, however, would suggest that there is very little guidance for school leaders on the development of a culture and climate in a new school. The current research study seeks to develop a whole school ecological conceptual framework that can be adopted by new schools to integrate a wellbeing culture within the environment. This proposed framework will be informed by existing research, alongside contributions from the main stakeholders within new schools.

Research aim/objectives

Underpinned by Latours' Actor Network Theory (1996), there are two main objectives to this study.

1) To reconceptualise wellbeing in the Irish Primary school system to take into account the multi-faceted nature of wellbeing, and in particular the five domains of student wellbeing identified by Borgonovi and Pál (2016). These domains include psychological, cognitive, material, social/ physical functioning, and the capabilities that students need to live a happy and fulfilling life.

2) To develop an ecologically based conceptual framework to endorse the wellbeing needs of children, teachers, school leaders and parents in primary education.

Methods and data sources

This research will employ a sequential exploratory mixed methods design, proposed by Creswell and Plano Clark (2007). Purposive sampling will be used in selecting the respondents for participation in the baseline data collection. Baseline data will be collected from the key stakeholders of new schools (i.e. schools that have opened since 2013). These stakeholders will include school principals (n=12), teachers (n= 15), parents/guardians (n=10), and children (n=10). Participants will also engage in focus groups and/or semi-structured interviews to seek their perspectives on school based wellbeing. Baseline data will then be analysed using Actor Network Theory research, which analyses wellbeing within educational contexts. This baseline data will inform an ecological conceptual model for wellbeing, which will be developed for the Irish Primary School context.

Key findings/takeaway points

Given that the data is currently being gathered and analysed, the key takeaway point within this study highlights how new schools in Ireland need guidance in promoting the wellbeing of all its

101390180@umail.ucc.ie, wesley.obrien@ucc.ie, F.Chambers@ucc.ie

Paper ID: 236

Teacher Wellbeing

Annemarie Doran

Maynooth University

This study focused on the gap in research on teacher wellbeing and how it is conceptualised and supported by the 'three voices' i.e., the managerial agencies, principals/deputy principals, and teachers in post-primary schools in Ireland. Through the lens of dialectical pluralism, Phase one used an online survey to investigate if there were differences in opinion in how teachers and school leaders viewed wellbeing in relation to certain variables such as, policy, management caring about them, wellbeing being on meetings' agendas, support strategies in place, and wellbeing related continuous professional development. It also examined the impact of practices on teachers' personal wellbeing and how much of the variance in wellbeing scores can be explained by the same variables, after controlling for age. The T-Test for opinion showed statistically significant differences with principals/deputy principals scoring higher overall wellbeing than teachers. The Mental Health Continuum Short Form (MHC-SF) was used, with results showing that having a wellbeing policy and/or reinforcing it did not make a difference to teachers' personal wellbeing. The difference in participants' wellbeing scores was due to support strategies for teachers and how management showed their staff that they cared. Six interviews and a focus group (7 participants) were used in Phase two to further explore and investigate the quantitative data gathered in Phase one. Three main themes emerged: accountability, visibility, and perceptions. Analysis showed that an emphasis on student wellbeing adversely affected the wellbeing of teachers as they feel left behind. The results indicated that while there has been extensive circulars and guidelines issued, there is little reference as to how teachers wellbeing can be measured. While the focus on wellbeing has created more awareness among teachers, the evidence of

effective supports for them is lacking. The researcher concludes there is more work required at policy level including establishing an agreed definition of the term 'wellbeing' for this to be effective.

annemarie.doran.2018@mumail.ie

[P4f] Early Career Researchers (ECR) 6   Room 7

Paper ID: 106

Deconstructing, Reconstructing, Becoming Professional Growth in Reflective Practice

Keywords: *SPN, Critical Reflection, Action Research*

Anne Marie Moylan

Scoil Mhuire Naofa, Ireland

Core components of a Scholarly Personal Narrative (SPN) are rigorous honesty, purpose, and bold vulnerability. As a qualitative and personal endeavour, Awakening the Concealed Beauty in Educational Encounter is no neutral research. The deeply internalised and tacit understanding of the researcher's positionality, bias and experience is significant. Moreover, it presents an authentic, responsive, educational encounter, with the stuff of messy mortal learning. As such, 'Covid Keeps', a reflective term coined by the researcher and her school team to encapsulate emergent positive outcomes of encounter with the pandemic, will contribute to the research. The SPN is a story of deconstruction, reconstruction and becoming. The researcher sees the deconstruction of assumption as a 'getting lost' in discomfiting and enlightening self-awareness, "an opening up of spaces that allows for new ways of knowing to emerge. It involves a loss of innocence" (Lather, P., 2007).

Furthermore, 'Pause to Ponder', the in-school action research embedded within the SPN, instantiates critical thinking and learning within a Professional Growth Community (PGC). The researcher avers that critical reflection necessitates systemic modification and prioritising of formal opportunities for practice. Anything else is accidental, uninformed, and non-transformative. Ball (1995) questions if we are "technicians of social management or do we reinvent ourselves as intellectuals and cultural critics?" 'Pause to Ponder' within PGCs, in the 'no time to think' overwhelm of contemporary school life, affords subjective contextual appraisal and co-construction of new relevant theory by all players.

The author of the SPN holds an authoritative stance in the field, using theory and experiential knowledge for universalised resonance and emancipation. The SPN is not a tale of woe, but woe is part thereof, as it is with life. At times, its tales of breakdown and breakthrough invite the reader to enter encounter with pain and the pained. The 'beauty' that awakens is the 'beauty' of purpose, identity, power and potency and is often terrible and testing. In the same way, 'encounter' is not merely a meeting of learner souls. Dictionaries define encounter in terms of a 'grappling with', a 'something sudden', a 'confrontation' of sorts, making it complex and adversarial. It better clarifies the transfiguring of fixed mindset, brainwashing, and delusions of power into a more values-based philosophy of professional practice. The SPN aims to become a meaning making and

reflexive narrative, an ethical essential and a gap in contemporary professional actualisation in the reconstruction of what matters in education.

119226444@umail.ucc.ie

Paper ID: 123

The impact of applied disciplinary formation on the data use practices and development of Irish post-primary principals.

Keywords: *Leadership, data.*

Alan Kinsella

NUI Galway, Ireland

The effective use of educational data has increasingly become "a defining demand of principals' work in today's schools" (Sun et al., 2016a, p.10) with the expectation that school leaders' decision-making and improvement planning are grounded in and informed by data. Such data practices not only impact principals' decision making, they also provide the context, leadership and vision that encourage, facilitate and support classroom teachers in using data to inform and improve their instructional practices. Bowers et al. (2014) note that in this regard, some principals "drown, some swim, while others find success" (p.1). The ability to swim and succeed is premised upon principals having the necessary knowledge, skills, support, resources and propensity to do so (Buske and Zlatkin-Troitschanskaia, 2018). This places a significant onus on policymakers to understand the factors which impact school leaders' data use and their development as data users. If principals are key influencers within their schools and can act as barriers or gateways to the effective use of educational data, then what influences the influencers? What are the factors which impact school leaders' data practice and data-use development?

This presentation outlines one of the key findings of a wider study into these factors – the impact of studying applied disciplines at either undergraduate or postgraduate levels and the subsequent development of applied epistemologies on principals' data use practice and development. Such a formation was found to positively impact their data literacy, specifically their knowledge and awareness of available data and how it might be used, the skills and capacity to use it effectively, and the actual use of that data within their schools. It appears that the epistemological formation of students of applied disciplines leads to an approach to data and information seeking and use, which is conducive to the effective use of educational data. This applied epistemology emphasises problem formation, problem-solving, and the focused and efficient use of data and information to seek practical solutions to real-world problems.

The research was carried out using a qualitative approach with a sample of 24 post-primary principals from different parts of Ireland, different educational sectors, and a range of different personal and contextual backgrounds. Thematic analysis (Braun and Clarke, 2006) was used to identify the key themes in the study, and Biglan's (1973) designation of academic disciplines as hard/soft and applied/pure was used to categorise the participants' areas of prior study.

akinsella@gmail.com

Paper ID: 135

Working Research Title: Collegial Peer Coaching – Energising true collaboration and shared thinking in Irish education.

Coran Swayne (1), Dr Joseph A. Moynihan (2)

1: Scoil Chill Ruadháin (Brooklodge National School); 2: University College Cork

An abundance of international research literature informs that peer coaching in education has the power to foster the creation of professional learning communities which support contextualised professional learning, cultivate shared learning environments and develop a purposeful sense of interconnectedness which nourishes human connection and teacher development. Underpinned by these overarching principles, an innovative pilot project introducing teacher-to-teacher coaching to Irish primary and post-primary schools, with ongoing action research, will illuminate a culturally responsive and readily transferable model for teacher peer coaching with the real potential to be scaled up systemwide. The essential aim of the project is to investigate the implications of implementing peer coaching as a tool to encourage, support, and sustain deep collaboration and connectedness among teachers in the Irish education system. This will be achieved through training teachers in the fundamentals of Collegial Peer Coaching (CPC) enabling them to actively practise skilled collaborative coaching with colleagues; creating an interconnected culture where teachers observe each other's teaching practice; teaching and supporting teachers to conduct pre and post professional conversations on the learning processes observed during their lessons; support teachers to formally reflect on their experiences and learning from the overall collaborative coaching process. Commencing in early spring 2022 using a qualitative research design, this project will utilise a series of in-depth semi-structured interviews with the participants from the pilot schools along with a number of focus groups at pertinent points during the project. The intention is to gather data at multiple stages over a proposed 18 month period subsequent to the introduction of a CPC pilot scheme in each participating school. The findings of this research project are anticipated to support the development of coaching cultures throughout Irish primary and post-primary schools through the emergence of a customised coaching model. The potential transferability of the model to other school contexts will be continuously informed by the ongoing pilot programme and associated active research. Recent research highlights a lingering, historical reticence imbued within teachers' dispositions towards meaningful collaborative endeavours. This study is intended to expose the full potential of peer coaching in education to act as a vehicle for sustainable individual and organisational improvement in Irish schools through the reconstruction of learning and teaching in classrooms and the professional learning of educators.

Keywords: Peer coaching; collaboration; coaching culture; learning and teaching; coaching model.

[387 words]

coran.swayne@gmail.com, Joseph.moynihan@ucc.ie

Paper ID: 171

Mentoring in and for Educational Leaders(hip)

Niamh Deignan, Manuela Heinz

NUI Galway, Ireland

This doctoral research study explores the ways in which leaders within second level education in Ireland are experiencing mentoring and coaching and in how far (and in what ways) it impacts their leadership identities and leadership practice. Significant evidence from international research recognises mentoring and coaching supports as positive influences on productivity and longevity in the career of school leaders and as important contributors to the development of leadership proficiencies as well as the improvement of school culture (Riley, 2009; Searby, 2009; McCallum & Price, 2010; Gurr, 2015). Given the additional challenges that the Covid-19 pandemic has created for educators and learners in building human connection (Soskil, 2021), mentoring supports for educational leaders provides valuable opportunities in reconnecting and rebuilding our education system. The Centre of School Leadership firmly identifies mentoring and coaching as integral components to all school leadership programmes and has introduced mentoring supports since 2016. However, the impact of mentoring supports for educational leaders in Ireland, has, so far, not been researched. This study explores the following research questions:

'What are the expectations, experiences and motivations of mentors and mentees in/for school leaders(hip) in Ireland. What mentoring approaches are currently used and what are the implications of mentoring experiences for practices in second-level school leadership in Ireland?

Mentoring experiences of educational leaders will be explored in an exploratory sequential mixed methods study. Findings from qualitative interviews (which are currently underway) will guide themes and questions for a larger quantitative study. During the presentation the PhD researcher will provide an overview of the study design and initial findings from semi-structured qualitative interviews conducted with second-level principals who are engaging with the CSL mentoring programme both as mentors and mentees. Findings from the qualitative phase of the study and a draft questionnaire developed based on those findings as well as the wider international literature in the areas of mentoring and school leadership will be presented. In keeping with the theme of the conference special attention will be paid to the role played by mentoring programmes for educational leaders in discovering what now matters in education.

n.deignan4@nuigalway.ie, manuela.heinz@nuigalway.ie

Parallel Session 5 (Friday 8th 13.30-14.30)

[P5a] Policy Implications for FET   Room 2

Paper ID: 186

Digital Inclusion and Lifelong Learning via Smart Home Technology: the Irish Case

Trudy Corrigan, Alfredo Salomao Filho, Tanja Tillmanns

Dublin City University, Ireland

An ageing population and an increasing life expectancy in Europe-together with the growing demand for technological innovations, favours the exploration of smart home technology and its potential to promote digital inclusion and lifelong learning of older adults. The research draws on the EU Erasmus Project 'Smart Your Home: how to make senior peoples homes more smarter '. This was conducted by five partner organisations from Ireland, Germany, Spain, Italy and Romania. The study is threefold and for the purpose of this presentation, it focuses on the Irish context. It starts by investigating the perspectives of older adults on smart home technology and continues by assessing participant's learning perspectives on their own learning experiences in undertaking the online interactive course Given the EU projects overall aim to design a course on smart home technology for older adults, the study then discusses design elements to be considered when creating a course for this purpose.

The analytical framework consisted of a survey and a focus group held in each one of the countries which involved 215 participants. Regardsing the Irish context, the study was complemented by three one hour focus groups held with eight participants via Zoom during this Covid time where participants could not meet face to face. Results indicate openess of participants towards smart home technology despite their small familiarity with it. Data security and home security appeared as the main concern and benefit respectively. Older adults require tailored, supportive learning experiences that address their needs and provide a space to experiment with technology. Participants feedback on the on the 'Smart Your Home' course illuminated a series of positive aspects encompassing the flexibility offered to the learner, the newness of the course content and increased knowledge of smart home technology.

This is in an important pedagogical approach especially with the current adaption of covid restrictions for older adults, It recognises the potential of educational opportunities relevant for older adults in particular in adult education and in lifelong learning. In addition it recognises the value of older people to remain in their own homes and in their communities. This is to support their need to contiinue to make a valuable oontribution to education, to society now and in the future. This has the potential to make a significant contribution to keeping the mind active as older people age and to make a significant contriubution to the relationship between health and education today.

trudy.corrigan@dcu.ie, alfredo.salomaofilho@dcu.ie, tanja.tillmanns@dcu.ie

Paper ID: 226

Evolution of the Further Education & Training sector in Ireland – A focus on the development of a national skills policy in the State

Rory O'Sullivan (1), Justin Rami (2)

1: DCU; 2: DCU

The developments of the nineteenth century laid the tentative foundations for the modern FET sector and were built upon in the early years after independence with the establishment of the VEC system. Further Education and Training in Ireland is not only about employability, it also espouses the key concepts of lifelong learning. It is seen both in policy and structural terms as being one of the main pillars essential to the building and maintenance of a highly skilled work force operating within a knowledge society (Harper and Fox, 2003). The further and vocational education sector in Ireland has been perceived by some stakeholders as being less clearly defined and of lower status than higher education (ESRI 2014). This also echoes wider social norms but can also be seen as a reflection of the diversity of FET (Further Education & Training) in terms of the perceptions of current provision (O'Leary & Rami, 2016). This paper sets out to identify the key milestones in the evolution of skills policy in Ireland, with an emphasis on intermediate skills and FET.
Johnstone (1999) argues that vocational education is in direct opposition to liberal education, in that the ultimate justification for education within the vocational paradigm is to get people ready for the world of work. Further education in the State has now been placed within the tertiary education sector. Though the line between further and vocational education in Ireland has often been blurred, this paper chapter aims to highlight the influences, development, and changes in Vocational and Further Educational Policy in Ireland. The developments of the nineteenth century laid the tentative foundations for the modern FET sector and were built upon in the early years after independence with the establishment of the VEC system. In particular, the European Union and the OECD, as well as the Troika in more recent times. The barriers to development were clearly located within the state. This paper highlights lessons learned and took a forward-facing look at recent policy developments in the sectors situated within an historical framework.

rory.osullivan@kcfe.cdetb.ie, justin.rami@dcu.ie

Paper ID: 235

Policy and FET teacher qualifications in Ireland

Nuala Hunt

National College of Art and Design, Ireland

Reform of further and higher education sectors has preoccupied policy makers since 2008. The national strategy document (DES 2011) provided a roadmap for change within Higher Education. In contrast, Further Education and Training (FET) change included legislative and structural reform. The amalgamation of Vocational Education Committees into Education Training Boards, and the arrival of new bodies such as Solas, signalled the revision of FET provision. The establishment of a Department for Further and Higher Education confirmed a policy shift toward a more inclusive definition of post-secondary 'tertiary' education (Hazelkorn 2021).
From the outset adult, community and vocational education traditions shaped FET in Ireland (Murphy 1973). However, as EU policy (2006) shifted toward key competences the emphasis on skills acquisition, employability and inclusion were prioritised within public policy. FET providers are well situated to offer a wide range of learning opportunities that provide; access, progression and employment opportunities.

Central to education reform is the role of the 'teacher'. However, within FET the professional identity of teacher-educator, has become intertwined with complex regulatory and structural developments. Established mainstream Initial Teacher Education (ITE) programmes and the 'newer' FET teacher education qualifications are validated by the Teaching Council however whilst both options lead to professional qualifications they do not have equitable status when it comes to accessing employment opportunities. ITE graduates could access employment both within secondary schools and FE but registered FET graduates are eligible for employment within ETBs but not second level schools. There is a structural bias favouring mainstream ITE graduates. This paper examines perspectives on FET teacher education qualifications in Ireland and draws on findings from a mixed method study involving students and teachers. This small-scale study explores factors that delay and or limit entry to professional practice for newly qualified FET initial teacher education graduates. Current policy issues concerning ITE and the potential impact for FET providers are examined within the evolving context of Higher and Further Education.

huntn@staff.ncad.ie

[P5b] New Research in Fostering Collaborations   Room 3

Paper ID: 103

Facilitating collaborative learning through the use of reflective practice, student peer review and ICT

Keywords: *Collaborative learning; Peer review and assessment.*

Molly Daly, Nigel Quirke-Bolt

Mary Immaculate College, St. Patrick's Campus, Thurles, Ireland

Educational disruption caused by COVID-19 necessitated dramatically different learning realities and environments in Ireland at primary, post-primary and third level education. In the Republic of Ireland, educational disruption affected close to one million children and young people (CSO 2020). This research study explores the online learning and assessment experiences of seventy-nine second year students studying an undergraduate concurrent (post-primary) initial teacher education (ITE) qualification in St. Patrick's Campus, Mary Immaculate College, Thurles,during the first period of 'lockdown' in 2020. As part of their programme the student-teachers studied a compulsory module to prepare them for a forthcoming 'school placement', and it is their work on this particular module that is the focus of this research study. Drawing on Vygotsky's theory of social constructivism (Vygotsky, 1978) which advocates collaborative learning and asserts that cognitive development and intellectual advancement is the product of social interaction, students were required to peer review each other's work before final submission of their assignments. Students were also required to provide an online oral reflective analysis and evaluation of the peer review process and discuss whether collaborative learning had enhanced their understanding of the teacher as a facilitator of student learning and construction of knowledge. An important coursework assessment component of this module, accounting for sixty percent of the overall mark, involved the students demonstrating their practical understanding of constructivism by designing four lesson plans and a scheme of work incorporating differentiated teaching and student learning strategies appropriate to diverse learners in a mainstream post-primary setting. The student-teachers

experience working on this component of this module is the focus of the authors shared experience and research. A key finding of this study was that the process of online peer feedback was instrumental in student construction of understanding and students stated that they would replicate it in their practice while on School Placement. Students also stated that the experience exposed them to correcting work and the importance of providing constructive student feedback, which they stated was also good preparation for School Placement.

molly.daly@mic.ul.ie, Nigel.QuirkeBolt@mic.ul.ie

Paper ID: 134

Facilitating Collaborative Teaching and Learning: An Exploration of the Introduction and Use of the Moxtra Cohort App

Keywords: *Virtual learning communities, collaborative learning, knowledge sharing, learning needs*

Jean Henefer (1), Keith Young (1), Janet Benson (2), Ian O'Keeffe (2)

1: Hibernia College, Ireland; 2: Learnovate Centre, Ireland

While arguing that learning communities are essential for successful online learning, Abdelmalak (2015) raises the question as to what extent true community can be fostered in online teaching and learning environments. The School of Education, Hibernia College offers a Professional Masters in Education (PME) programme within a blended learning environment. Over the years, the college has explored diverse technologies to support the teaching and learning needs of both students and staff. The Digital Learning Department, following an extensive process of customisation recently introduced the Moxtra Cohort app, a one-stop, all-in-one cloud-based portal to facilitate and upscale communication and collaboration between members of the Hibernia community. Access and training in the app's use are currently being made available to students and teaching staff.

The aim of this on-going research is to study use of the app to facilitate collaborative teaching and learning and to foster the development and enhancement of virtual learning communities (VLCs) across the PME programme. As well it intends to explicitly explore the app's use towards knowledge sharing within an academic context and related to specific elements or modules in the programme. Students and teaching staff's experiences, their engagement with the technology as well as their affective states (D'Mello, 2013) in using this platform are a focus.

A survey was completed by 297 students followed by a teaching staff survey which had 45 respondents. Participants were asked to identify what (if any) aspects of the platform have been effective in supporting collaborative learning and what elements of the app might be adapted to further address teaching and learning needs.

Preliminary findings suggest that engagement in using the app for collaborative teaching and learning has been positive. However, for students, this is dependent on when in their course of study they were introduced to the app. The survey was designed to also capture students' use of additional technologies available through the college and this provided further evidence of the criticality of timing in the introduction of the Cohort app. Similarly, use of the app by teaching faculty aligns with whether they have had training and time to consider how they might use it in their teaching. The final stage of the research will consist of focus groups with

participants. It is hoped that the study might capture innovative approaches in using the technology to support knowledge sharing and collaborative learning in the evolution of VLCs within an educational setting.

jhenefer@hiberniacollege.net, kyoung@hiberniacollege.net, janet.benson@tcd.ie, ian.okeeffe@learnovatecentre.org

Paper ID: 153

Motivation in Online Collaboration: Examining Student Teacher's Autonomy, Competence and Relatedness

Keywords: *collaboration; motivation; autonomy; competence; relatedness*

Deirdre Harvey, Maria Campbell

St Angela's College, Sligo, Ireland

Teacher collaboration entails working and reflecting together to improve learning and practice. To achieve this, joint interaction, interdependence and commitment are warranted. Research indicates that for student teachers, collaboration can support academic gains, creation and sharing of new ideas, reduce workloads, and improve problem solving and higher-order critical thinking. What is unclear are the factors which motivate student teachers to collaborate. Whilst the collaborative process can take many forms, the addition in recent year of online platforms, has broadened collaborator access and connection, posing opportunities and challenges for teacher educators and student teachers. Drawing upon Deci and Ryan's Self Determination Theory, the concepts of autonomy, competence, and relatedness afforded examination of 12 student teachers' data using an online survey, following the introduction of collborative tasks and assigment in a final year module of their initial teacher education (ITE) programme. A qualitative design was used in this two-phase study with phase 1 presented here. Specifically, student teachers' perceptions were examined in relation to the potential for online collaboration to enhance academic outputs, professional benefits, challenges and key motivational drivers associated with online collaboration, including student teachers' intention to continue collaborating now and as future teachers. Key findings indicated few considered academic learning or output as part of their collaborative experience. Most were orientated within the collaborative process, particularly technological competence with the Teachers' Research Exchange (T-REX) platform primarily. Findings also revealed student teachers' overwhleming positive experiences with online collaboration, overcoming restrictions posed by COVID-19, facilitating organisation and collation of resources, thoughts and feedback, and affording group communications and connection. Little reference to pitfalls, academic outcomes or the intention to collaborate as future teachers was forthcoming at this phase of the study. Based on these findings and further insights into student teachers' autonomy, competence, and relatedness, the researchers discuss the implications and further considerations for phase 2.

dharvey@stangelas.nuigalway.ie, mcampbell@stangelas.nuigalway.ie

Paper ID: 154

IMPACT OF ACCOUNTABILITY ON THE CURRICULUM POLICY-PRACTICE NEXUS AT HIGHER EDUCATION

Tazila Parveen Ramputh

Maynooth University, Ireland

Curriculum framing and implementation is highly sensitive to external pressures particularly neoliberal agendas where employability of learners in an increasingly competitive economic environment is emphasised through the promotion of employability-related skills and quantitative performativity metrics. Literature contends that such pressures have strengthened the role of accountability in education policy internationally, through relentless measurement and by the introduction of intense benchmarking, ranking and testing regimes. Despite contestations about its effectiveness in achieving the intended goals with a persisting divide between curriculum policy and practice, there has been a global revolution of accountability in higher education policy agendas for more than a decade. Moreover, previous literature criticising accountability deficits has mainly focused on descriptive arguments. This study addresses such concerns by providing empirical means to contextualise curriculum policy discourses and the comprehensive effects of accountability that will help elucidate the perplexities involved.

The research investigates the impact of accountability mechanisms applied to the curriculum policy implementation process at various sites of enactment (macro, meso, micro and nano) within the higher education milieu in Ireland from a socio-political perspective. Within the operational domains of the higher education system involving interactions of policy actors where interpretation and translation of curriculum policy elements take place, the fidelity of curriculum policy is challenged through recontextualisation. The intent is to develop a framework to interpret the influence of the accountability phenomenon in terms of curriculum actors and processes at multi-levels while adding to the knowledge base through the proposal of an enhanced model of the Irish higher education accountability system.

Based on previous conceptualisations of the curriculum, this paper presents an alternative definition of curriculum as "the continuous process of deliberation, analysis and communicative practices that occurs within social assemblages tangled in an intricate web of policy discourses and constituting of a complex amalgamation of interconnected domains through which education is developed, enacted and assessed." To illuminate the complex dynamics of the curriculum enactment process, Actor Network Theory is used. The research draws on a pragmatic multi-method case study design to explore the varied perceptions of reality. While the experiences of curriculum actors are being interpreted via semi-structured interviews, external reality is being evaluated through desk-based research of literature and policy document analysis.

The research is on-going and there are hitherto no key findings to report. An overview of accountability structures will be presented from literature and policy analysis along with some tentative findings from the interviews.

tazila.ramputh.2020@mumail.ie

Paper ID: 199

Connecting through collaborative assessment practice: using student exemplars, rubrics and guided feedback to promote student learning in post-primary education

Niamh Mary Dennehy

University College Cork, Ireland

The COVID-19 pandemic has highlighted the importance of supporting students to become independent, self-directed learners with the capacity to collaborate with peers in both online and in-person classroom settings. Significant disruption to traditional methods of organising and evaluating learning means that students have become more independent in evaluating their own trajectory of progress within the parameters of success in different subject areas. Academic standards can be elusive to students, so the use of exemplars to establish understanding of quality and success can be very helpful. Exemplars can make success criteria more concrete and help to establish best practice across different subject areas using rubrics and guided feedback to explore student exemplar material.

This paper is based on a PhD. study which explored how formative assessment is used in Irish post-primary school classrooms to support student learning and collaboration, foster students' independence and develop students' understanding of the concepts of achievement and agency in education. This was a qualitative multiple case-study comprising classroom observation of practice and interviews with students and teachers to explore the planning, enactment and experience of formative assessment in the classroom. Five different teachers and 127 students were involved in the study. A sociocultural lens was used to examine the interplay between identity, agency and community of practice in classroom formative assessment.

One of the main findings of the study was that students' active role in collaborative formative assessment activities interacted with agency and identity to inform their experience of learning and enhance their understanding of achievement in different subject areas. One of the most successful collaborative assessment activities was the use of exemplars of student practice and structured collaborative feedback. The use of exemplars has the potential to connect students with one another, either in person or in an online space, to build a shared understanding of good practice in different subject areas. It also provides a way to delve into the process of learning through the shared construction and implementation of rubrics and standards. It supports the process of peer and self-assessment by offering concrete material for student collaboration. A strong sense of classroom community can be achieved when the experience of working collaboratively to understand success criteria and provide and receive feedback from peers is both an empowering and meaningful learning experience.

niamh.dennehy@ucc.ie

Paper ID: 200

Preparation for Teaching and Learning: Guidance for All Primary and Special Schools

Patrick Sullivan (1), Catherine Merrigan (2), Mary Dunne (3), Rory Collins (4)

1: National Council for Curriculum and Assessment; 2: National Council for Special Education; 3: Department of Education Inspectorate; 4: Professional Development Service for Teachers

During times of national curriculum change, everyone within an education system learns collectively and requires support in enacting the proposed change. The introduction of the Primary Language Curriculum/Curaclam Teanga na Bunscoile (Government of Ireland, 2019) is an example of such change, becoming the first fully developed curriculum since the Primary School Curriculum (Government of Ireland, 1999). Opportunities to reflect upon established routines, practices and norms are presented during times of curriculum change, which encourages us to collectively reflect upon and examine 'what matters now in education'.

Increasingly in education, teachers are recognised and valued as committed, skilled and agentic professionals, who are trusted to make key decisions about teaching and learning each day. These decisions are shaped by the key pillars of preparation for teaching and learning including: 1) Knowledge of the children and their prior learning; 2) Knowledge of the curriculum; and 3) Knowledge of pedagogy. The key pillars are interlinked and jointly support all aspects of teachers' preparation for teaching and learning, the learning environment and school culture.

In developing a shared understanding of the concept of 'preparation for teaching and learning' in education, an Interagency Working Group was established, including representatives of the Department of Education (DE) Inspectorate, the National Council for Curriculum and Assessment (NCCA), the Professional Development Service for Teachers (PDST) and the National Council for Special Education (NCSE). The aim of the Working Group was to develop and provide guidance for teachers and school leaders in all school contexts, regarding a renewed understanding of the concept and practice of preparation for teaching and learning in education.

This paper will outline and discuss the Preparation for Teaching and Learning: Guidance for All Primary and Special Schools (Government of Ireland, 2021), developed by the Interagency Working Group, in supporting the enactment of national curriculum change at primary school level. Firstly, the rationale for the development of interagency guidance for all primary and special schools will be highlighted. A renewed understanding of the concept of preparation for teaching and learning will be examined, including the key components of invisible, visible and recorded preparation. The key pillars of preparation for teaching and learning, which inform a teacher's professional knowledge and agency, will be explored. The paper will conclude with reflective questions and practical advice for teachers and school leaders to consider, regarding their preparation for teaching and learning, in the context of 'what matters now in education'.

patrick.sullivan@ncca.ie, catherine.merrigan@ncse.ie, Mary_TDunne@education.gov.ie, rorycollins@pdst.ie

[P5d] New Approaches to Research & Practice   Room 5

Paper ID: 184

Play Always Matters: It matters even more in infant classes now

Keywords: *Play-based learning, curriculum, professional learning*

Carol-Ann O'Síoráin, Margaret Kernan, Elva Casey, Fiona Mc Ardle

Hibernia College, Ireland

As educators in a challenging world crisis, we are reconceptualising our personal theories and ideologies of early childhood education. But is it causing us to change our practices to be more responsive and inclusive of the child's voice in our schools? Initial findings from Covid 19 research suggests that children missed opportunities for play with peers which negatively impacts on social and emotional learning and language development (O'Keeffe C, McNally S. (2021). Play naturally draws self-identity and self-expression from the child, where the child's own voice emerges. Play enables children to recreate and rehearse their personal life experiences and cultivate their place in their family, community, and peer group.

It is time for a conscious 'pause to reflect' on the play-based event called the 'Aistear Hour' in mainstream primary infant classrooms. Sloan, et. al. (2021) indicate that while teachers were generally enthusiastic about play and playful approaches 'there was still some uncertainty over the approaches to teaching and learning advocated by Aistear and the lack of specialised training in such approaches' Sloan, et. al. (2021, p. 30).

This professional development project aimed to challenge our concepts about implementing play-based pedagogy and Aistear in infant classes. The objective is to enhance our own professional learning so that we communicate more effectively the benefits of play-based pedagogy to the student teachers undertaking the module.

The research question emerges from the exploration of the literature and our professional reflections and seeks to explore 'How professionals teaching on the Early Childhood Education module understand play-based pedagogy and its operationalisation in infant classrooms in Ireland?'

This research is the first stage of a bigger project which aims to disrupt and transform dominant practices in 'The Aistear Hour' and lead to making space for children's voice and experience through play in the infant classroom.

A survey is being administered to all professionals involved in the delivery of the module to ascertain their understandings, priorities and values relating to play-based experiences in the context of the infant classroom. These include practicing and retired primary school principals, teachers (adjunct), as well as college faculty. Ethical approval was sought from the HEI ethics committees prior to the administration of the survey. Preliminary findings will be presented and an opportunity to engage in critical discussion will be the focus of this paper presentation. The findings will be relevant to all HEIs involved in primary teacher education and Early Childhood Education.

caosiorain@hiberniacollege.net, mkernan@hiberniacollege.net, ecasey@hiberniacollege.net, fmcardle@hiberniacollege.net

Paper ID: 206

What's Jesus got to do with it? Some implications for Catholic schools regarding the significance of Jesus Christ in the life of the school.

Keywords: *Jesus Christ, Catholic ethos, belief, culture*

Daniel O'Connell

Mary Immaculate College, Ireland

The Global Researches Advancing Catholic Education Irish Project[1] is conducting research among Irish Catholic secondary and primary schools to explore the level of congruence between the stated aims for Catholic education in Irish ecclesial policy documents (Irish Episcopal Conference 2008, 2011) and the actual lived reality of the day to day practice in these schools. This research can shape the nature and level of CPD required for these schools.

The particular aim of this paper is to take one aspect of that research project and explore it in some detail. Globally, there are 62.2 million children in Catholic primary and secondary schools worldwide (Wodon 2021) and in Ireland there are approximately 505,000 children in Catholic primary schools (O'Brien 2019) and 186,000 young people in Catholic secondary schools (Griffin 2019). A common denominator in all these schools is the person of Jesus Christ. In ecclesial policy, he is at the heart of Catholic schools (Congregation for Catholic Education 1973, 1997 & 2007). What does this person and his vision for life have to offer Catholic schools in Ireland today (Groome 2019, 2021)? This paper articulates two strands of significance for Catholic schools to have Jesus Christ as the source of their purpose. The first is his drive for unity – 'that all may be one' (John 17:21). In a fragmented and fragmenting world (Pope Francis 2020; Sacks 2020; Yates 2021) Catholic schools need sources that inspire staff and students to reach across differences and work towards a common good and a shared sense of humanity. The second is more personal. Jesus made the claim that he will be with the human race till the end of time (Matthew 28:20). Catholic schools need to communicate to students that they are never ultimately alone, that God is with them through the love of Jesus Christ and that they have this help throughout their lives. According to Groome, this is one of the 'most positive spiritual foundations of Catholic faith that Catholic education can mediate to its students' (Groome 2021, p.37). This belief contains a profound affirmation of the dignity and person of the human person in a secular age (Pring 2019). The paper will be an attempt to translate the more ecclesial language of church documents concerning the place and person of Jesus Christ in a manner that can more easily be understood and perhaps appropriated by those working in Catholic schools.

Daniel.oconnell@mic.ul.ie

Why a focus on 'What is educational?' matters so much in reconstructing education?

Jack Whitehead, Marie Huxtable

University of Cumbria, United Kingdom

(a) background/context
We use an educational lens in determining what matters in reconstructing education. An 'educational lens' is one that includes a focus on improving educational experiences, opportunities and relationships, which enable people to engage in continual learning life-long to live lives which are personally satisfying and contribute to the flourishing of their own humanity and that of others and to the flourishing of Humanity as a global social formation which transcends time and place.
 (b) research aim/objectives

Our aim is to contribute to reconstructing education as a life-long values-laden process of learning to live a satisfying productive and worthwhile life for self and others. Our objectives are focused on the educational implications of generating and testing the validity of living-educational-theories as contributions to a global educational knowledgebase for the flourishing of Humanity. They include the clarification and communication of the meanings of educational values, as they emerge through educational practice, and their use as explanatory principles in explanations of educational influence.

 (c) methods and data sources

The methods include:

i) Action-reflection cycles which involve expressing a concern; imagining possibilities for improving practice; choosing an action plan; acting and gathering data to make an evidence-based judgements on the influences of actions; evaluating the influence of actions; modifying concerns, ideas and actions in the light of the evaluations; generating and sharing a valid explanation of educational influence in the learning of people and social formations to realise life-affirming and life-enhancing values in practice.

ii) Popper's (1975) insight that recognizes the importance of enhancing the objectivity of explanations through intersubjective testing. We use Popper's insight about the importance of the mutual rational control of critical discussion as a method in validation groups.

iii) Using a modification of Habermas' (1976) four criteria of social validity in the following four questions to enhance the validity of explanations:

i)   How could I improve the comprehensibility of my explanation?

ii)   How could I strengthen the evidence I use to justify my explanations?

iii)   How could I deepen and extend the sociohistorical and sociocultural understandings of their influences in my explanation?

iv)   How could I enhance the authenticity of my explanation in showing that I am living my values as fully as I can?

 (d) key findings

The importance of an 'educational' lens in understanding what matters in reconstructing education.

The importance of professional educators researching their own practice in contributing to the knowledge-base of education.

jack@livingtheory.org, marie_huxtable@yahoo.co.uk

[P5e] Excavating COVID   Room 6

Paper ID: 228

'Checking in or checking up': how teacher-parent interactions were experienced and navigated during the Covid 19 pandemic remote schooling in primary schools in Ireland.

Keywords: *: teacher/parent engagement, agency, surveillance, empowerment and reflexive practice.*

Barbara Moore, Dympna Devine, Mags Crean, Gabriela Martinez Sainz, Jennifer E. Symonds, Seaneen Sloan, Emma Farrell

University College Dublin, Ireland

School closure in Ireland during the Covid19 pandemic in March, 2020 was an un-precedented period in Irish educational Education. Given that schooling took place 'remotely' with children in their homes, the period of school closures provided an opportunity to observe and examine the formation, dynamics and quality of relationships between families and teachers/schools. There is a gap in the literature in relation to the interactional and reflexive space where teachers and parents communicate about children's education. During the recent national school closures due to the global pandemic however, this was a critically significant space for children's education. This paper utilises a grounded theory approach to examine this space, using qualitative data from twelve schools and 28 families within these schools, who are participating in the UCD 'Children's School Lives' longitudinal study. Data analysis includes interviews with principals, teachers, parents, grandparents and children themselves from two cohorts of 3rd and Junior Infant classes. The positive interaction between teachers and parents was a significant finding in the 'Children's School Lives (CSL) Covid19 sub-study (Report 3). The phrase 'Checking in or checking up' as one teacher remarked however, captures the complexity faced by teachers in reaching out to parents whilst trying to maintain positive and non-judgemental relationships with families as they navigated the provision of educational support for remote learning. We frame these experiences within the conceptual lenses of expanding normalisation of surveillance (checking up) and reflexive practice (checking-in), during this unprecedented period in Irish education. Analysis of the teacher-parent interactions cross-cuts common themes in educational research related to external/internal patterns of surveillance, power structures, parent and children's voice, engagement, social justice and wellbeing.

barbara.moore@ucd.ie, dympna.devine@ucd.ie, m.crean@ucd.ie, gabriela.martinezsainz@ucd.ie, jennifer.symonds@ucd.ie, seaneen.sloan@ucd.ie, emma.farrell@ucd.ie

An Ecological Momentary Assessment exploration of youth coping during the return to in-person education phase of COVID-19.

Niamh Flynn, Murray Clíona, Forkan Cormac, Kealy Carmen, Keane Elaine, Flynn Paul, MacRuairc Gerry, Dolan Pat, Furey Eamonn

NUI Galway, Ireland

Many concerns exist about potential long-term psychosocial impacts of the COVID-19 pandemic on young people who are vulnerable due to dependence on adults combined with developmentally-determined difficulties with articulating distress and initiating help-seeking. The school has been identified as having a unique and vital role in psychological recovery for young people through the restoration of daily routines, the re-establishment of social connections, and the provision of coping assistance. However, it is unclear how young people have adapted to the return to in-person education following the re-opening of school buildings; a transition which is assumed to be a challenging one for all students, but particularly for educationally at-risk students.
Applying Zimmer-Gembeck and Skinner's (2016) conceptualisation of real-time coping as a series of multi-level adaptive, interactional processes, this study explored the momentary subjective wellbeing, experiences and coping of 82 Irish second-level students using an intensive Ecological Momentary Assessment methodology. The participating young people, who can be classified as traditionally non-marginalised students, were found

to have relatively good levels of subjective wellbeing and perceived coping over the 7-day monitoring period in May 2021. In addition, positive events predominated, particularly those associated with the return to familiar, and evidently strongly missed, routines, environments, social interactions and settings. The importance of social partners in coping was evidenced through observed associations between perceived social support and baseline coping engagement and self-reported baseline psychological difficulties. However, the findings also suggest that some students may be in need of additional targeted support due to pre-existing vulnerabilities that may compound the challenges of returning to in-person education. Specifically, students with pre-existing psychological adjustment difficulties, students with mental health diagnoses (queried or confirmed), and students receiving clinical mental health support were more likely to report lower levels of subjective wellbeing, lower perceptions of coping, and higher levels of disengagement coping.

Accordingly, it is recommended that in the 2021-2022 academic year, second-level schools should strive to prioritise psychological recovery and resilience, especially for students with mental health needs, but also for the entire population of students. We believe that particular attention should be focused on students' sense of connectedness, drawing upon Hobfall's (2007) model of post-disaster psychosocial support. The student voice in this study suggests that what matters most in any attempt to reconstruct education may be lasting supportive relationships within the school community.

nflynn@nuigalway.ie, cliona.murray@nuigalway.ie, cormac.forkan@nuigalway.ie, ckealy@nuigalway.ie, elaine.keane@nuigalway.ie, paul.flynn@nuigalway.ie, gerry.macruairc@nuigalway.ie, pat.dolan@nuigalway.ie, eamonn.furey@nuigalway.ie

[P5f] Early Career Researchers (ECR) 7   Room 7

Paper ID: 121

Perspectives on eliciting learner voice in one Post Primary School in the Mid West.

Keywords: *Student Voice, Learner Voice, Participatory research.*

Katie Chapple

MIC Limerick, Ireland

The voice of the learner has gained momentum in Irish education in recent history. The United Nations Convention on the Rights of the Child (United Nations [UN] 1989) gave children the right to be heard on matters that concern them. Ireland, like much of Europe since the mid 1990's has had an explicit focus on the learner at the heart of the education system (Ravenhall 2007; Lamb 2011). The curriculum, at both Junior and Leaving Certificate level, has avenues for student led learning; students are challenged to: "reflect on their progress as learners and develop a sense of ownership of, and responsibility for their learning" (DES 2016, p.23).

Research Aim/Objectives

The aim of this research is to analyse stakeholder's perspectives on embedding a culture of learner voice in a secondary school. The objectives are: to identify effective methods of eliciting the voice of the learner with regard to their individual learning and to assess whether these methods have a positive or negative effect on

teaching, learning, assessment and engagement. Finally, stakeholder's perceptions on the value the voice of the learner will be investigated.

Methods and Data sources

This constructivist study will accumulate knowledge by vicarious experience to empower learners. This insider, ethnographic case study research, aims to include the full school population (389 students), 16 teachers, 10 parents and 2 members of the Board of Management (BOM) and challenge them consider how learner voice impacts teaching and learning. The study includes a phase of action research where a method of eliciting learner voice will be focused on in each class group. Questionnaires, interviews, observations, reflective journaling and round table discussion will be used to collect a mix of qualitative and quantitative data. These varying methods will help triangulate data and give opportunity for quantitative and qualitative responses.

katie.chapple@mic.ul.ie

Paper ID: 132

How Special Education Teachers (SETs) in mainstream Irish primary schools navigated the school year 20/21

Keywords: *Inclusive Education, Special Education Teachers, Covid-19, SEN, Children's School Lives*

Natalie Barrow

University College Dublin, Ireland

The Special Education Teachers Allocation Model (SETAM) was implemented nationwide in Irish mainstream primary schools in the 2017/2018 school year. The SETAM proposed as a more equitable delivery of education for students with special educational needs (SEN), providing schools with the autonomy to allocate additional teaching supports to the children presenting with the greatest needs, regardless of formal diagnosis. It was envisaged that this new model would encourage and promote a whole school approach to special education provision, as additional teaching support hours were allocated based on the school's educational profile.

This research investigated the lived experiences of teachers deployed to the SET role in Irish mainstream primary schools in the school year 2020/21, during which the schools were impacted by the Covid-19 pandemic. There has been very little research published to date which portrays the day-to-day role of an SET in mainstream primary schools with much of the current published research in this area predating the current model. The research also investigated the impact of the Covid-19 pandemic and the restrictions imposed to mitigate its impact on special education teaching in mainstream primary schools.

The participants for this research were recruited from an existing sample of 13 case study schools which are participating in the Children's School Lives (CSL) national longitudinal study of primary schooling in Ireland (Devine et al., 2020). This particular project constituted a substudy of Children's School Lives and involved semi-structured interviews with the SET associated with each case study class.

Participants spoke of the significance of whole school approaches to special education and the importance of collaboration and dialogue with their colleagues. The language of the Special Education Teacher Guidelines has become embedded in schools, with teachers conscious of their duty to prioritise the children with the highest level of need, regardless of whether the child holds a formal diagnosis or not. Systemic issues such as teacher

shortages, long HSE waiting lists, the rigidity of the NCSE and a 'loaves and fishes' approach to allocations in schools have been exacerbated by Covid-19. Participants were critical of the system which has created these issues, with some believing the changing landscape of SEN provision to be nothing but cost-cutting measures by the government.

natalie.barrow@ucdconnect.ie

Paper ID: 180

Supporting Parents as Partners in Education: Measuring the Impact of an Experiential Intervention Programme on Virtual Learning Environments in ETB Post-Primary DEIS Schools.

Keywords: *Parents, Digital Divide, Intervention*

Declan Qualter (1), Deirdre Fitzpatrick (2)

1: Laois Offaly Education and Training Board, Ireland; 2: Trinity College Dublin

The integration of Virtual Learning Environments (VLEs) into teaching, learning, and assessment was accelerated by Covid-19 school closures and has since continued to be a central tenet of the learner experience. Parents with limited educational capital, or lack of access to digital resources, face challenges in supporting their child as we transition to a post-Covid learning environment with greater emphasis on VLEs (Cedefop, 2020, Devitt et al, 2020). This is significant as parental involvement in their child's education is a determining factor in student engagement and outcomes (McCoy et al. 2014, McCoy, 2018, McNamara et al, 2021)

Covid-19 school closures shone a light on the digital divide between families of low and high Socio-Economic Status (SES) (Carroll & McCoy, 2021). In addition, school closures compounded the inequities in social reproduction between those families who have access to resources necessary to respond to the crisis (Mohan et al, 2021).

Student engagement in distance learning during the period of school closures in 2020 varied. Teachers in DEIS schools were three times more likely to report low student engagement compared with those in a non-DEIS context (Devitt et al, 2020). Cedefop (2020) reinforced this point by reporting how learners from disadvantaged groups were less likely to engage in online learning.

Several factors influenced student engagement with learning during this period including SES, access to resources, communication from school, and level of parental involvement (Devitt et al, 2020a). Additionally, a lack of support at home was seen as a barrier to engaging with online learning during period of school closures in 2020 (Ibid).

In an effort to narrow this divide for parents of students at risk of educational disadvantage and to enhance student engagement, Laois Offaly ETB and Trinity Access designed an intervention programme titled; the Programme for Enhancing Digital Literacy (PEDL) for Parents.

This research focuses on the impact of the PEDL intervention programme which aims to enhance parent's educational capital with the ultimate intention of enhancing student engagement. The theoretical framework

underpinning the research is Bourdieu's theory of cultural reproduction (Bourdieu & Passeron, 1977). This theory is widely used as a framework for educational research (Webb et al., 2017) and it recognises the influence of families' social, economic and cultural capital in shaping students' educational outcomes and choices (McCoy, 2014).

dqualter@loetb.ie, deirdre@ta21.ie

[P5g] Symposium 4   Room 8

Paper ID: 119

Recovering what matters in education through building a critical community of praxis: thinking, dialoging, caring as teacher educators in challenging times

Maeve OBrien (1), David Gibson (1), Cora OFarrell (1), Paul King (1), Andrew OShea (1), Rory McDaid (2), Tim Murphy (3), Gareth Burns (4)

1: DCU, Ireland; 2: Marino Institute; 3: UL, Ireland; 4: MU, Ireland

Keywords*: community of praxis, criticality, relationality, vulnerability, transformational process*

Context/Rationale:

 The proposed symposium is based on over two years' praxis carried out by a multidisciplinary group of variously positioned ITE critical educators, across several higher education institutions, all with a focus on initial teacher education, social justice and transformative praxis. The background to building this supportive community has deep roots in various pedagogical and research relationships among members, all with a common commitment to dialogue, caring, relationality, reflective and narrative approaches, inspired by the work of key critical educators. Having gained recognition as a SIG of ESAI, this group has met on a bi-monthly basis online; an unusually intense commitment.

Aim and Process:

The objectives for the symposium are twofold; through the process of a dialogical symposium with SIG members, we aim to re/create the conditions for critical dialogue we have been working through. Moreover, we will participate in a dialogical process articulating our research on what matters most in education now.

Through this process, we seek to further clarify our specific and individual perspectives, and our collective position and political/moral orientations for our continuing critical work.

To achieve this dialogue, certain affective conditions and facilitative supports need to be in place. As a community of praxis, we will set out to (re)create a 'performativity free process' where respect, trust, recognition of vulnerability, listening and reflection are tangible (Zembylas 2015, 2020, Noddings, 2012). Participants will be encouraged to enter this dialogue with their own critical questions regarding de/reconstructing education from an ITE perspective.

Conceptual Inspiration: The roots of the research praxis are found in critical educators/philosophers concerned with tensions between personal and societal transformation (Freire, Noddings, Greene, Dewey, Ergas). Some of the conceptual ideas with which we engage do not necessarily sit in agreement, and it has been a key dimension of our praxis to share and discuss the potential of certain ideas and orientations. We have also learned from the emergence of collectives/communities of praxis internationally, which has strengthened our resolve regarding this substantive critical praxis (Care Collective 2021).

Consequences/Findings: The two-year process work as a community of praxis reveals the emergence of both common and distinct meanings and intentions for ourselves as educators.

We will present our praxis in real time and space at ESAI. We offer an invitation to attendees to participate in naming and discussing the complexities we encounter in our practices/lives, seeking to navigate tensions not of our choosing, while negotiating whether moral commitments to democracy, care, relationality and hope, offer a 'good enough' story to live and practice with in our experiences in ITE.

maeve.obrien@dcu.ie, david.gibson@dcu.ie, cora.ofarrell@dcu.ie, paul.king@dcu.ie, andrew.oshea@dcu.ie, rory.mcdaid@mie.ie, timothy.murphy@ul.ie, gareth.burns@mu.ie

Parallel Session 6 (Friday 8th 14.45-15.45)

[P6a] Policy, Planning & Evaluation   Room 2

Paper ID: 139

Bringing policy to life in schools: the salient role of middle leaders

Keywords: *policy enactment; middle leaders; evaluation; sociology of education*

Craig Skerritt, Gerry McNamara, Irene Quinn, Joe O'Hara

Dublin City University, Ireland

This paper explores the salient role of middle leaders in bringing a policy such as school self-evaluation to life in schools. It brings a sociological perspective to policy, evaluation, and leadership matters to provide new ways of thinking about, understanding, and explaining how school self-evaluation is enacted in schools. In doing this, it also provides much needed empirical data to bolster a creative and contemporary typology from policy enactment theory only now entering its second decade, and makes a strong contribution to the school leadership literature which tends to focus on principals.
The data presented and discussed here will not only be of interest and of use to researchers and policymakers concerned with policy, evaluation, and leadership but to practising teachers and school leaders attempting to make sense of their own policy, evaluation, and leadership experiences at the coalface. This research draws on interviews with six middle leaders, six senior leaders, and one retired school inspector. The 12 senior and middle leaders came from 12 different primary schools of varying sizes (i.e. small, medium and large).
This qualitative data highlight how it is often middle leaders doing high-profile policy work in schools, turning ideas into actions and bringing policy to life. As policy translators, they organise, manage, lead, plan, produce, inspire, persuade, and appease, and in doing so they translate policy into practice and make it a collective effort. At the same time, they are often overloaded and inundated.

craig.skerritt2@mail.dcu.ie, gerry.mcnamara@dcu.ie, irene.quinn5@mail.dcu.ie, joe.ohara@dcu.iePaper ID: 189

Intercultural Community Evaluation and Planning in Ireland - Leading and Managing Multicultural Learning Environments

Keywords: *Interculturalism, Network Governance, Migration, Cultural Responsivity*

Sarah Gardezi, Martin Brown, Gerry McNamara, Joe O'Hara, Martin Stynes, Kate Urell, Mike O'Sullivan

EQI The Centre for Evaluation Quality and Inspection, School of Policy and Practice,DCU Institute of Education,Ireland

Almost all countries in Europe have traditionally received a constant influx of immigrants and refugees that has resulted in culturally diverse communities. Notwithstanding the benefits of culturally diversity, migration has also impacted the composition of classrooms (OECD, 2018) where various culturally responsive strategies have been commendably put in place by schools to create inclusive learning environments where every child has access to equitable education. However, the reality is that, regardless of the supports that exist, there is also a need to explore ways and means in which various stakeholding groups such as schools and support services in a local area can further enhance the life chances of migration background students through a process of what is referred to as Intercultural community-based evaluation and planning (ICCEP). ICCEP is focused on developing quality assurance and educational governance processes that support the integration of migration background students in networked school communities. Indeed, germaine to the overall concept of network governance, the current European milieu of educational reform also requires that schools collaborate and review their efforts along with other stakeholding groups to fill the gaps in practice such as transition arrangements from primary to secondary schools that cannot be solved when working in isolation (Brown et al. 2020). Whist opportunities exist, there are also significant challenges to implementing such a process. The purpose of this paper is to explore these challenges and opportunities for ICCEP.

The research design consisted of a review of the literature on school inclusion, cultural diversity and network governance. Leading on from this, a series of semi structured interviews was carried out with parents, parents, teachers' students. This was followed by a survey that was administered to school leaders and teachers in five case study schools.

Findings derived from the study suggest that whilst significant challenges exist, the study also reveals a long list of in-school and contextual variables that school communities can adapt to equalise opportunities for students from all cultures.

sarah.gardezi@dcu.ie, martin.brown@dcu.ie, gerry.mcnamara@dcu.ie, joe.ohara@dcu.ie, mrstynes@scoilfhursa.ie, KUrell@fingalcc.ie, principal@stoneparkns.ie

Paper ID: 140

Reflecting on the purpose(s) of school self-evaluation in Ireland

Keywords: *school self-evaluation; Ireland; improvement; accountability; economics*

Gerry McNamara, Craig Skerritt, Joe O'Hara, Shivaun O'Brien

Dublin City University, Ireland

This presentation is concerned with school self-evaluation (SSE) in Ireland. While SSE is now the predominant form of evaluation in Ireland and is used to inform the work of visiting inspectors, schools have to date engaged with and in SSE in an inconsistent fashion and with recent research pointing to how changes in policy do not necessarily produce changes in practice and how it is simply not possible for SSE to be implemented in schools as policymakers envisage, it is time for a much-needed debate about the direction of SSE in Ireland: where are we? How did we get here? Where are we going?

With compulsory SSE in operation in Ireland for almost a decade, and with a new cycle due to be rolled out, this paper concludes by calling for a more open discussion on SSE and the purposes it should serve between researchers, policymakers, and the education stakeholders. From consultation to completion, there must be more openness and transparency about SSE policy and purposes. It is hoped that in following on from this reflection awareness will be raised, further reflections will follow, and future SSE policy in Ireland will present a more straightforward direction.

The approach taken here is one of reflection, utilising the current authors' experiences and expertise in evaluation, policy, and sociology. We offer a reflection on SSE in Ireland as we approach the end of its first decade of requisiteness. The presentation documents the development and rise of SSE in Ireland and considers the purpose(s) of SSE in light of these. In doing this, we are mindful of the importance of the national political, historical, and economic contexts in which schools operate.

Three particular reasons for the rise of SSE in Ireland are put forward: the influence of the Organisation for Economic Co-operation and Development (OECD), the perceived need for more accountability, and the drive towards self-managing schools. In debating the purpose of SSE in Ireland it is put forward that there is no single logic behind it but an assemblage of overlapping logics that complement and contradict one another. It is concluded that while improvement is promoted in official discourse, accountability and economic logics dominate.

gerry.mcnamara@dcu.ie, craig.skerritt2@mail.dcu.ie, joe.ohara@dcu.ie, shivaun.obrien@dcu.ie

[P6b] Teacher Education Across Time & Space   Room 3

Paper ID: 162

Pedagogy, possibilities and potential of a partnership between formal and informal teacher educators for LGBTQ+-specific inclusion and diversity

Keywords: *initial teacher education, diversity and inclusion, LGBTQ+-inclusive education, collaboration*

Gavin Murphy (1), Melanie Ní Dhuinn (2)

1: Trinity College Dublin, Ireland; 2: Marino Institute of Education

Typically, there has been marginalisation or omission of a systematic focusing on LGBTQ+ themes and issues in initial teacher education (ITE). Therefore, this project set out to design and explore the impact of an innovation in the pedagogy of a sociology of education ITE module involving formal and informal teacher education providers working collaboratively on input pertaining to LGBTQ+ themes and issues in education. [INTRO]

A dimension of the innovation, given the online learning environment arising from the ongoing Covid-19 pandemic, asked student teachers to submit written reflections on module input. We also asked them to consult a suite of pedagogical resources and complete tasks to engage with these resources. One task asked of students to engage in critical reflection using the module's discussion boards. Therefore, to trace student teachers' perceptions of the impact of the innovation, as well as to examine how it informed – if at all – their practice, we subsequently analysed these reflections. Overall, students' reflections signalled the role of the pedagogical partnership between formal and informal sectors, the resources used, and the synchronous and asynchronous approaches in the transformation of both the students' mindsets and practices connecting to LGBTQ+-specific inclusion and diversity. By way of empirical data, the discussion board content is the focus of this article given that they became the predominant expressive and collective asynchronous space for articulations of student teachers' reflections of (in)justice and (in)equity.

In sum, we argue that the pedagogical collaboration between formal and informal teacher education providers was enabled by the online environment and its benefits for working collaboratively. Another key pedagogical asset of the online environment were discussion boards, a feature that facilitated students to collectively document reflections that illustrated both the shifting mindsets and more inclusive, diversity-responsive practices.

Furthermore, looking to a new ITE policy context, we argue that this approach sows the seeds of and offers a model of collaboration around inclusion and diversity between formal and informal sectors of ITE. We also believe that it is imperative for modules such as this to collaborate with not-for-profit organisations and charities to foster the formation of a more activist-inclined and socially-just mindset as part of one's teaching professional identity. Therefore, the approach may be of interest to teacher educators and policy-makers more broadly in thinking about the accreditation of ITE, approaching other topics beyond LGBTQ+-specific inclusion and diversity and, fundamentally, in pursuing more democratic schools and society.

gavin.murphy@tcd.ie, melanie.nidhuinn@mie.ie

Paper ID: 168

Gender stereotypes and self-concept as predictors of pre-service early childhood teachers' STEM attitudes

Thomas Delahunty (1), Mark Prendergast (2), Máire Ní Ríordáin (2)

1: Maynooth University, Ireland; 2: University College Cork, Ireland

The underrepresentation of females in Science, Technology, Engineering and Technology (STEM) careers is a global issue and recently, early childhood has been forwarded as a critical developmental phase for cultivating positive dispositions towards STEM. There is emerging evidence of the effects of gender stereotype beliefs held by teachers on beliefs and behaviours of preschool aged children (c.f. Chapman, 2016). Gender stereotype beliefs develop through the life course and have been shown to negatively impact females' self-

concept in STEM (e.g. Ertl et al., 2017), which ultimately impedes their future orientations towards studying these areas. Of importance to the present work, an individual's gender stereotype beliefs can be influenced by significant others (e.g. peers and teachers) which presents a necessity to examine the role of the early childhood educator and the potential etiology of any implicit gender biases.

The aim of this quantitative study was to investigate the existence of implicit gender stereotype beliefs amongst a cohort of pre-service early childhood teachers. Additionally, the paper presents evidence on the interaction of these beliefs with level of previous mathematics study (common subject to all students in secondary education) and self-concept, to determine whether these variables are predictive of attitudes towards STEM.

Participants in the study were pre-service early childhood teachers (N=74) in the 3rd year of study of an undergraduate programme. Electronic surveys utilising a series of pre-established scales were distributed and statistically analysed. Scales measured gender stereotype beliefs (from cultural and ability perspectives), mathematics self-concept and attitudes towards STEM.

Findings indicate that participants held implicit gender stereotype beliefs towards ability in the STEM fields, indicating that males would perform better than females (t(73) = -11.85, p< .001) and that STEM fields of study were culturally more masculine in nature (t (73) = 6.15, p < .001, h2 = .34). Regression analysis revealed that previous level of mathematics study, mathematics self-concept and implicit gender stereotype beliefs significantly predicted overall attitudes to STEM.

The findings of this research confirm that gender stereotyped ability beliefs persist. Similar to Wolter et al. (2015), who found preschool teachers gender stereotype endorsement favoured girls ability in reading, our findings indicate a stereotype bias attributing superior male ability in STEM. In addition, these beliefs explain some of the variance in predicting overall attitudes to STEM beyond previous level of mathematics study and self-concept. These findings have significant implications for the teaching of STEM in the early childhood classroom.

thomas.delahunty@mu.ie, mark.prendergast@ucc.ie, maire.niriordain@ucc.ie

Paper ID: 194

Measuring the Quality of Initial Teacher Education: What matters?

Rachel Katherine Shanks

University of Aberdeen, Scotland

The quality of teachers and of Initial Teacher Education (ITE) are scrutinised nationally and internationally. In Scotland, after the Donaldson Report (2011), teacher education degrees were substantially reformed. In 2017 a Scottish Parliamentary Inquiry into teacher workforce planning by the Education and Skills Committee focused on numeracy, literacy and health and wellbeing and requested that hours spent on these areas be counted in ITE.

Rather than analyse the planned curriculum, the Measuring Quality in Initial Teacher Education (MQuITE) project has collaboratively developed a framework for assessing ITE quality. The project is a five-year cohort study from 2017 to 2022 funded by Scottish Government, supported by the General Teaching Council for Scotland and it includes co-investigators from all eleven higher education institutions in Scotland that deliver ITE.

The longitudinal study has comprised a survey cohort established from 2018 and 2019 primary and post-primary graduates. The 2018 graduates (n=332) were re-surveyed in 2019 (n=217) and in 2020 (n=74). The

2019 graduate cohort (n=261) were also re-surveyed in 2020 (n=94). There were additional snapshot surveys, in 2019 and 2020, without a longitudinal link, thus across three years there have been 1354 survey responses from 962 individual teachers. In addition to the surveys of graduates in 2018 there were surveys of university-based teacher educators (n=150) and school-based mentors (n=229).

From analysis of the survey data the key findings are that there is no crisis with numeracy teaching and national conversations need to be more nuanced when looking at teacher education than happened in 2017 in the Scottish Parliament's Education and Skills Committee. As the research project has progressed there has, rightly, been a growing policy focus on diversity in the teaching profession and since 2020 an emphasis on understanding new teachers' experiences during the COVID-19 pandemic. The research has moved to measure quality at a system (rather than at an institutional or programme) level as the research findings have emphasised homogeneity over difference within ITE institutions and programmes in Scotland. It has been necessary to balance an initial emphasis on curricular capacity with wider measures, thus allowing international comparisons, in particular with data from the OECD's Teaching and Learning International Survey (TALIS).

References

Donaldson, G. (2011). Teaching Scotland's Future. Report of a review into teacher education in Scotland. DPPAS10888 (01/11). Edinburgh: Scottish Government.

Scottish Parliament Education and Skills Committee. (2017). Teacher workforce planning for Scotland's Schools. SP Paper 186. Scottish Parliament. Available from https://digitalpublications.parliament.scot/Committees/Report/ES/2017/9/1/Teacher-Workforce-Planning-for-Scotland-s-Schools#Summary-of-Conclusions-and-Recommendations

r.k.shanks@abdn.ac.uk

[P6c] Ethos, Belief & Non-Belief   Room 4

Paper ID: 107

Non-religious Teachers Experiences of Employment & Recruitment

Catherine Stapleton (1), James Nelson (2)

1: MIC, St. Patrick's College Ireland; 2: Queens University, Belfast

In both, the Republic of Ireland (RoI) and Northern Ireland (NI) schools with a religious ethos are exempt from employment equality legislation in relation to religion (NI Fair Employment and Treatment Order 1998; Irish Employment Equality Act 1998-2011 Section 37 (1)). Historically this has been justified on religious grounds and the right of religious schools to appoint teachers who share their beliefs. Over time, populations on both sides of the border have become more religiously diverse and there has been a significant rise in the number of people with no religious belief. In both jurisdictions, there is uncertainty around what counts as a religious school and the use of exemptions from equality legislation is overly generous in comparison to other European states. The aim of this research was to understand, to what extent is religion or belief a factor in the

appointment or promotion of non-religious teachers in Post-Primary schools with a religious ethos. It also explored, how non-religious teachers experience and manage their schools' religious expectations.
The research methodology was qualitative and the research method was semi-structured interviews with fifteen non-religious post-primary teachers. The epistemology underpinning this research is social constructivism. Thematic analysis supported by NVivo 10 computer software was used to analyse the data.
The key findings are that religion or belief is a factor in the appointments and promotions of teachers. In schools managed by Catholic authorities, candidates' beliefs were explicitly taken into consideration. While in other schools, that hold religious values, implicit religious influences are at play in teacher appointments. Temporary contracts and probation periods mean teachers are subjected to a protracted assessment of their suitability for posts, including their 'fit' with the religious ethos of schools. The majority of the participants felt a need to suppress their non-religious identity and to conform to the schools' religious culture, causing identity dissonance and personal ethical conflicts. Regarding promotions, the teachers experienced a 'chill factor' and a strong sense of a glass ceiling which restricted their opportunities for promotion.
Recommendations; To develop shared and inclusive working cultures in schools there is a strong case for a change in the law in both jurisdictions to bring all schools under fair employment legislation. Any exceptions should align with the European directive regarding proof of a genuine occupational requirement and be context-specific. Teachers should be facilitated to opt-out from religious activities on the grounds of conscience in all schools types.

catherine.stapleton@mic.ul.ie, j.nelson@qub.ac.uk

Paper ID: 118

Re-establishing community active school links: an initial evaluation of the Living Faith Living History project from teacher education and school patron perspectives

Keywords: *community active schools, ethos, belief-diversity*

Anne Elizabeth Lodge (1), Michael Jackson (2)

1: Dublin City University, Ireland; 2: United Dioceses of Dublin and Glendalough

This paper offers an initial evaluation of the Living Faith Living History project from the joint perspectives of a teacher educator and a school patron. It explores how the project may contribute to the re-establishment of school-parish links that had characterised the lives of small and medium-sized community active schools pre-Covid. Community active schools typically share spaces and activities, build intergenerational relationships and act as a repository of cultural and historic information about the parish and its community (Solstad & Karlerg-Granlund 2020). The paper also explores the complexity of balancing an Anglican ethos of invitation with respect for diversity of belief and culture (Terry 2013).
In Winter 2020, the Church of Ireland Centre, DCU in partnership with the school patron invited primary schools under Church of Ireland patronage across the United Dioceses of Dublin & Glendalough located in historic parishes to take part in the project. Children in 3rd – 6th classes, guided by their teachers, explored their historic parish and found out about its current life. As part of their project, they visited their parish church/es, they investigated graveyards, they researched families and events associated with the parish in the past, they interviewed parishioners and people working in the parish in the present. They also created art-work.   Many of the schools did a local exhibition before donating their materials for a three-week exhibition in

Christ Church cathedral in October / November 2021. A book of the exhibition is to be launched in Spring 2022.

Covid-19 has resulted in significant disruption to teaching & learning, including lengthy lockdowns. This continues to be a significant strain for children, for families and for all school staff. Even when children returned to their school buildings, much of the flexibility we had been so used to was no longer possible. The links that schools had nurtured with their wider community became much more difficult to maintain and to utilise. Despite the challenging circumstances for all in schools during the course of the pandemic, ten of the primary schools in the United Dioceses decided to undertake the Living Faith Living History project about their parish history and contemporary life. The project enabled children and teachers to connect anew with members of their parish community. This also provides a welcome opportunity to reflect anew on the meaning of respectful and inclusive invitational engagement with the parish for all in primary schools catering for diverse beliefs and cultures.

anne.lodge@dcu.ie, michaeljackson2405@gmail.com

Paper ID: 181

The Significance and Impact of the Development of the Quality Framework for Ethos in Educate Together Schools

Keywords: *School ethos, Educate Together; ethos quality framework.*

Shivaun O'Brien, John O'Hara, Joe O'Hara, Gerry McNamara

Dublin City University, Ireland

Values matter in education but very often the values of a school or a network of schools are not clearly articulated and agreed by stakeholders. When expressed, values are frequently incorporated in a school's ethos statement. School ethos is considered to be an important aspect of how schools are managed and experienced by its stakeholders. Despite this, there is little evidence of attempts nationally or internationally to quality assure school ethos and some claim that school ethos is difficult to define, measure or improve. Quality assurance systems in schools frequently focus on improving outcomes for students such as examination and test results. Quality assuring ethos is promoted as an attempt to ensure that agreed values systematically inform all aspects of school life for all members of the school community.

DCU, Centre for Evaluation, Quality and Inspection was commissioned by Educate Together to develop the first national Ethos Quality Framework for the Irish network of Educate Together primary and post-primary schools, involving the development of ethos quality standards and statements of effective practice through extensive consultation. In addition, it involved the development of an ethos school self-evaluation (SSE) process so that all Educate Together schools can evaluate how they implement the ethos standards in practice, working towards greater alignment across the network.

The key research question explored in this study is: 'what is the impact of the quality framework for ethos on the Educate Together network of schools and also on the Educate Together as a patron body'. The findings reflect the views of 20 teachers who lead the SSE process in their school as well as 5 key personnel from the national Educate Together office.

The findings suggest that, contrary to what is frequently reported in the international literature, it is possible to describe and evaluate school ethos. The data explored the motivation by the patron body; the importance of the consultative process in garnering buy-in from stakeholders; the importance of articulating the practical application of ethos for all members of the school community; the development of systems for the integration

of ethos into the practical operation of the school; and the clarity it offers school leaders and Boards of Management in the performance of their duties. For the Patron Body it ensured clear and consistent messaging in relation to ethos and assisted particularly in the clarification of national policy and the allocation of resources in this regard.

shivaun.obrien@dcu.ie, john.ohara3@mail.dcu.ie, joe.ohara@dcu.ie, gerry.mcnamara@dcu.ie

[P6d] Being Inquisitive: Inquiry Based Learning, The Secret Life of a PhD students and a VR Classroom

Room 6

Paper ID: 148

Primary school children's experience of inquiry-based learning in their local area - a critical reflection

Keywords: *Inquiry-based Learning, Local, Inquiry, Curricular Overload*

Alan Patrick Bedford

Marino Institute of Education, Ireland

(a) background/context
According to the Irish Primary Curriculum, the stimulus for student learning is "The child's sense of wonder at the complexity of the world, the desire to understand it, and the spontaneous impetus to explore it through play" (NCCA, 1999, p.14). However, evidence in the literature suggests that in spite of a curriculum that actively calls for a hands-on approach, in reality many students spend their time learning about the world around them from within the confines of the same four walls every day (Murphy, Varley, & Veale, 2012) . There is also a viewpoint that the Irish primary curriculum is congested and content-heavy with educators facing difficulties in translating how it is presented, as an "anthology of subjects" (Gleeson, 2010, p.95), into a curriculum that gives children the time and space to explore, be curious and harness their natural desire to make sense of the world around them. Inquiry-based learning (IBL) can facilitate a more integrated approach to the curriculum whilst learners are afforded agency in their learning through a more hands-on, active approach.
(b) research aim/objectives
The aim of this paper is to explore local Inquiry-based learning (IBL) studies with young learners and investigate:
How a school's local outdoor environment can provide opportunities for meaningful, holistic learning opportunities.
How IBL can facilitate deep, meaningful learning stimulated by learners' own natural connections and curiosities.
To what extent local IBL studies can facilitate a cross-curricular or integrated approach to the primary curriculum.
(c) methods and data sources, or equivalent for theoretical/conceptual papers

131

In this paper, in addition to evaluating currently literature on the topic, I critically analyse a case study of young learners engaging in local IBL studies. Qualitative methods were used to evaluate the experiences of the students engaged in an inquiry around water in their local area. The case study began in early 2020 and continued through the period of school closures due to Covid-19. The research instruments used included researcher observations, semi-structured focus groups, remote interviews and work samples.

(d) key findings/takeaway points

A school's local outdoor environment can provide abundant opportunities for meaningful learning though Inquiry -based methods.

Engaging in outdoor IBL can positively impact the personal motivation and engagement in learning of young learners.

IBL, with appropriate planning, can naturally allow for a cross-curricular approach to learning thus helping to reduce "curricular overload".

Technology can allow for successful IBL during remote learning.

alan.bedford@mie.ie

Paper ID: 160

The secret world of the PhD learner

Maeve O' Regan

Trinity College Dublin, Ireland

Research within the field of doctoral education has tended to focus on the experiences of the full-time doctoral candidate embedded within the research culture and setting of the academic institution (Gardner, 2008). Since March 2020, in response to the Covid-19 pandemic, teaching and learning has moved from predominantly face-to-face to online platforms,to limit social interaction and combat the spread of the virus. Absence from the social and academic environment of the academic institution has been a feature of many learners' experiences over the last two years. The current paper is based on my PhD research and explores different learners' experiences of navigating a PhD to completion. The focus of the research is on part-time learners' accounts (questionnaire and semi-structured interview) of navigating a PhD, often in the absence of academic and peer networks on campus, due to a tendency to balance studies with (full-time) employment and personal and caring roles. The purpose of this paper is to illustrate the significance of the position of the individual learner in relation to the academic institution, in terms of presence or absence from academic and peer networks, and the role of personal agency and self-generated networks (face-to-face and online) as influencing progression and completion of doctoral qualifications. Different illustrative cases will be presented, including full-time and international doctoral candidates (who participated in a preliminary phase of this study) as well as individuals who completed a PhD on a part-time basis. This study calls for greater recognition of the world of the learner, in terms of the physical and geographical location of the individual and the existence of personal, occupational and caring commitments while undertaking doctoral studies. The goal of the study is to identify the importance of bridging the gap between online and face-to-face supports to meet the needs of a diverse body of learners, potentially in the context of limited access to the academic institution and campus setting during the doctoral journey.

gallam23@tcd.ie

Paper ID: 147

Evaluating the Stay Safe Programme as a Discrete Curriculum

Keywords: *Special Educational Needs, Curriculum Enactment, Child Safeguarding*

Barry Morrissey

Dublin City University, Ireland

Stay Safe is an Irish-designed, evidence-informed child safeguarding curricular programme (MacIntyre and Carr, 1999) which the Child Protection Procedures for Primary and Post-Primary Schools renders mandatory in every primary school in Ireland, including special schools (Government of Ireland, 2017). The programme is developmentally structured over four levels which correspond with the four bands of Ireland's Primary School Curriculum (Government of Ireland, 1999). The content in the First and Second Class Stay Safe is designed to be developmentally suitable for a 7-8 year old child; the Third and Fourth Class version is intended to be applicable to a typical 9-10 year old, and so on. This format presents as a challenge for many children with special educational needs who may not be at the same cognitive level as their typically-developing peers. This paper, which forms part of a wider doctoral study, explores how special education teachers treat the programme as a discrete curriculum in its own right, complementing, supplementing and skipping various parts of it. Shawer's (2010) theoretical framework for curriculum approaches underpins the study.

Situated in the qualitative sphere, this study uses an embedded case study, encompassing three special schools – a Mild General Learning Disability School, a Moderate General Learning Disability School and a Severe-Profound General Learning Disability School – to illustrate the curriculum enactment process. The findings evidence that whole-scale differentiation takes place in special schools, in relation to the enactment of Stay Safe. The data show that the Mild and Moderate case study schools took a 'curriculum development' approach, while the Severe-Profound case study school took a 'curriculum making' approach (Shawer, 2010). Although this research was located in the special school domain, there are lessons for every school setting, as all classes now have children with special educational needs who teachers are required to enact Stay Safe with.

References

Government of Ireland (1999) Introduction to the Primary School Curriculum. Dublin: National Council for Curriculum and Assessment.

Government of Ireland (2017) Child Protection Procedures for Primary and Post-Primary Schools 2017. Dublin: Government Publications.

MacIntyre, D. and Carr, A. (1999) 'Evaluation of the effectiveness of the stay safe primary prevention programme for child sexual abuse', Child Abuse & Neglect, 23(12), pp. 1307–1325.

Shawer, S. (2010) 'Classroom-level curriculum development: EFL teachers as curriculum-developers, curriculum-makers and curriculum-transmitters', Teaching and Teacher Education, 26(2), pp. 173–184.

barry.morrissey9@mail.dcu.ie

Paper ID: 146

Filling the pail or lighting the fire? Teacher perspectives on arts partnerships in primary schools

Edel Mary Fahy

Mary Immaculate College, University of Limerick, Ireland, Ireland

Many studies on both a national and international level (Wolf, 2008; Kenny & Morrissey, 2020, 2021; Partti & Vákená, 2014; Christophersen, 2013; Abeles, 2018, Fahy & Kenny, 2021) have identified the benefits of arts partnerships in schools. Creating opportunities for both teachers and artists alike, arts partnerships can enhance a shared sense of purpose, while also developing creative skills, knowledge and expertise. However, a gap in how these partnerships impact the delivery of arts education in primary schools, still exists. Therefore, this paper explores the need to hear teachers' voices, regarding whether or not an Irish arts partnership – Creative Schools Initiative-Scoileanna Íldánacha (CS) impacted on the delivery of arts education in primary schools. Since this research was conducted during the ongoing COVID-19 pandemic, this study also explored how the initiative responded to the challenge of supporting teachers in arts education in new and creative ways. Using online surveys, this quantitative study targeted approximately 90 teachers in eight primary schools who had participated in the CS programme. Findings from this study attest to the fact that, teachers had a predominately positive perspective on the impact of the CS on arts education. Influential factors regarding teachers' facilitation of arts education emerged while the benefits of a balanced approach between teachers and artists delivering the arts education curriculum also arose. Due to the fact that, the CS adapted the way they engaged with schools during lockdowns, some teachers gained confidence, and were excited about whole school approaches to using online platforms and creative outdoor learning spaces. However, other participants felt that that the pandemic negatively impacted on schools' opportunities to fully participate in the programme, causing their experience of the initiative to be fragmented. Therefore, findings indicated that the CS had only a slight impact on teachers' confidence in relation to facilitating arts education. Consequently, strong reiterations for the need and provision for continual professional development (CPD) in arts education, both in an online and face-to-face capacity, were emphasised throughout. Bearing this in mind, this study could contribute to further development of arts partnerships such as the CS in schools. By placing stronger emphasis on the professional development of teachers, while continuing to use a blended approach to innovatively deliver and embed their programmes, arts partnerships could ensure they have a lasting impact on the delivery of arts education in primary schools.

fahyedel@gmail.com

Paper ID: 137

Youth Equity in STEM Education: How are Diversity and Inclusion Reflected within the Irish Junior Cycle STEM Curricula?

Joan Anne Costello (1,2,3), Merrilyn Goos (2,3,5), Sarah Hayes (1,2,4), Orla McCormack (3)

1: Department of Chemical Sciences, University of Limerick; 2: SSPC, the SFI Research Centre for Pharmaceuticals; 3: School of Education, University of Limerick; 4: Bernal Institute, University of Limerick; 5: EPI*STEM, University of Limerick

The context for this study is that second level participation in the subjects of science, technology, engineering and mathematics (STEM), and aspirations to STEM careers, are patterned along gender, class, ethnicity and identity lines (Archer et al. 2020). The curriculum forms part of a joined-up approach to widening STEM participation (STEM Education Review Group 2016). However, the curriculum is not systemically included in initiatives promoting STEM (European Schoolnet 2018) yet the curriculum is a tool for enacting inclusion (IBE 2008) and equitable education is one where systems of inclusion and exclusion are considered (Forgasz and Rivera 2012). The Pedagogic Device (Bernstein 2000) details the transformation of original knowledge into pedagogic discourse. Original knowledge (e.g. physics) is recontextualised to become pedagogic discourse (school physics) and students are socialised through the norms it transmits. Competing interests, ideologies and the objectives of the actors involved in the recontextualization, shape the curriculum and it reflects what they deem important.

This qualitative research uses the recontextualization element of the pedagogic device to audit the Junior Cycle STEM curricula, and their mechanics. By examining the mechanics of STEM curricula development and STEM curricula content, the research answers the research question: How are Diversity and Inclusion Reflected within the Junior Cycle STEM Curricula?

The research focuses on the macro and meso levels of curriculum development, what Bernstein refers to as Official and Pedagogic Recontextualising Fields. The research has three phases and phase one is the subject of this paper. Phase one involves an analysis of secondary data such as curriculum documents, textbooks and information obtained under FOI (e.g., meeting minutes between the Department of Education and the National Council for Curriculum and Assessment). Using the 9 grounds of Ireland's equality legislation as an analytical framework, data are analysed to assess representation of the grounds (diversity) and the depiction of individuals from these grounds (inclusion).

Provisional results from textbook analysis suggest there is a lack of diversity and inclusion in textbooks with an absence of representation of some groups and an under-representation of others. As diversity is a prerequisite for inclusion, there is a knock-on lack of inclusion.

joan.costello@ul.ie, Merrilyn.Goos@ul.ie, Sarah.Hayes@ul.ie, Orla.McCormack@ul.ie

[P6f] Early Career Researchers (ECR) 9   Room 7

Paper ID: 156

How have emerging researchers dealt with the Covid-19 pandemic? A comparative study of Irish and Spanish doctoral students in Education

Lydia Serrano Gregorio (1), Lourdes Sancho Otero (2), Sandra Gómez-del-Pulgar Cinque (1), Martin Brown (3), Joe O'Hara (3)

1: Universidad Complutense de Madrid; 2: Universidad de Salamanca; 3: Dublin City University

Covid-19 has altered education systems on a global level. Since its appearance, there has been a concerted drive across global education to implement a wide range of changes designed to adapt to a situation of constant uncertainty. While understandably much of the focus of the impact of Covid-19 has been on the compulsory schools sector arguably one of the groups that has been most impacted by the upheaval of the last two years has been doctoral students. While their studies have continued, they have been displaced by the institutional measures adopted to mitigate the effects produced by the pandemic.

It is against this background that the current study emerged. The primary aim of this research is to explore how the pandemic situation caused by Covid-19 has affected emerging researchers. A mixed, descriptive, and comparative methodology has been used. Using an ad-hoc and reliable questionnaire entitled M-ICED, the impact of Covid-19 on aspects involved in research development in adverse situations has been evaluated. The sample for the study is 568 doctoral students across a wide range of disciplines including doctoral students in Education from Spain and from Ireland.

The findings of study cover many domains and indicate the wide ranging impact of COVID-19 on emerging researchers. Among the most notable are:

• Resilient attitudes towards the development of the Doctoral research,

• Academic & professional opportunities,

• Social relationships,

• Academic measures implemented by the Home Institution,

• Academic measures implemented by external institutions, and

• Mental and physical health.

Interviews have also been conducted in both countries with 13 questions about their research experience during these months to explore the research topics in more depth, in order to give an interpretation of the questionnaire results and form more precise conclusions. Preliminary results show the difficulties of emerging students to develop their doctoral thesis during the pandemic, which should be considered in university institutions to ensure the achievement of their doctoral studies.

lydserra@ucm.es, lourdessancho@usal.es, sagome01@ucm.es, martin.brown@dcu.ie, joe.ohara@dcu.ie

Paper ID: 195

Academic Capitalism: A University or a Company?

Rozerin Yasa

Ankara University, Turkey

The place and function of Higher Education in modern societies is regularly debated. One regular critique argues that the hegemony that capitalism tries to establish over society in general is also felt in education and academy. It can be said that academic capitalism means academy should work towards market targets and should serve the market and the economy rather than society and science. Slaughter and Rhoades (2000) state that academic capitalism causes HE to be seen as a sub-branch of economics, with universities serving neoliberal tendencies. Apple (2001) states that the goals pursued through neoliberal policies and education are the unhindered spread of a fabricated story called the free market, the drastic reduction of state responsibility in meeting social needs, the emphasis on competitive movement structures inside and outside of school, the lowering of people's expectations of economic security, the "discipline" of culture and body being at the core of the narrative. Aksoy (2021) claims that neoliberal transformation of universities means that HE becomes commodified rather than a public service, consumerization of students, and the alienation of academy from traditional universal values. In this sense, this research aims to examine the neoliberal policies in academy in the context of academic capitalism.

rozerinyasaa@gmail.com

Paper ID: 102

Finding TeachMeet

Mags Amond

Trinity College Dublin, Ireland

This paper presents research which explores the nature and niche of TeachMeet.

TeachMeet is an informal movement in which teachers arrange to meet, for the purpose of exchange and discourse, in a convivial setting. It originated in Scotland in 2006, born of Open Space Technology ideals, and has since evolved into a non-hierarchical global movement. It was introduced to Ireland in 2009.

This research began in 2016 with the aim of exploring the phenomenon of TeachMeet with which I had become involved in 2008. As this was the first known in-depth study of TeachMeet, the focus of the research was on exploring the characteristics of the TeachMeet event, the participant's motivation to engage and their perspective of where TeachMeet is situated within their lives.
 The research design evolved within a framing which combined a review of formal literature around teacher professional development and non-hierarchical organisations including TeachMeet itself, and an initial content analysis of the informal discourse about TeachMeet which had taken place online during the first years of existence. The Mixed Methods approach adopted is underpinned by Sensemaking (Weick), using Appreciative

Inquiry (Cooperrider and Srivasta) to generate and collect data for an Interpretative Phenomenological Analysis (Smith, Flowers, and Larkin).
 Primary methods used were three forms of survey of participants and events - observation, questionnaire, and interview, yielding data were are both qualitative and quantitative.

This paper will share a summary of emergent key findings from the analysis of these data, including an interpretation of the dispositions of TeachMeet participants, the elements of concern to them, and where they situate TeachMeet in the landscape of teacher learning now and in the future.

amondm@tcd.ie

[P6g] Changing Times in Education & Care: Looking Back & Planning Forward

Room 8

Paper ID: 110

The impact of COVID-19 on science teaching and learning in second-level schools in ireland

Ruth Chadwick, Eilish McLoughlin

Dublin City University, Ireland

This paper presents research which explores the nature and niche of TeachMeet.

TeachMeet is an informal movement in which teachers arrange to meet, for the purpose of exchange and discourse, in a convivial setting. It originated in Scotland in 2006, born of Open Space Technology ideals, and has since evolved into a non-hierarchical global movement. It was introduced to Ireland in 2009.

This research began in 2016 with the aim of exploring the phenomenon of TeachMeet with which I had become involved in 2008. As this was the first known in-depth study of TeachMeet, the focus of the research was on exploring the characteristics of the TeachMeet event, the participant's motivation to engage and their perspective of where TeachMeet is situated within their lives.

The research design evolved within a framing which combined a review of formal literature around teacher professional development and non-hierarchical organisations including TeachMeet itself, and an initial content analysis of the informal discourse about TeachMeet which had taken place online during the first years of existence.

The Mixed Methods approach adopted is underpinned by Sensemaking (Weick), using Appreciative Inquiry (Cooperrider and Srivasta) to generate and collect data for an Interpretative Phenomenological Analysis (Smith, Flowers, and Larkin).

Primary methods used were three forms of survey of participants and events - observation, questionnaire, and interview, yielding data were are both qualitative and quantitative.

This paper will share a summary of emergent key findings from the analysis of these data, including an interpretation of the dispositions of TeachMeet participants, the elements of concern to them, and where they situate TeachMeet in the landscape of teacher learning now and in the future.

ruth.chadwick3@mail.dcu.ie, Eilish.McLoughlin@dcu.ie

Paper ID: 178

The impact of the Covid-19 pandemic on ECEC practice and children's wellbeing

Keywords: *ECEC educator wellbeing, child wellbeing, Covid-19 pandemic, curriculum, pedagogy*

Maja Haals Brosnan (1), Rhona Stallard (1), Meera Oke (2), Anna Barr (2), Conor Mellon (2), Natasha O'Donnell (2)

1: Marino Institute of Education, Ireland; 2: National College of Ireland

This project seeks to understand the changes made to ECEC practice due to COVID-19, and the possible impact on children's outcomes. Reports from the first year of the pandemic identify challenges related to children's wellbeing (ECI, 2020); and highlight that the closure of ECEC settings due to COVID-19 has been challenging for both children and ECEC providers, with more vulnerable groups of children being most adversely effected (Darmody, Smyth and Russell, 2020). Understanding more about the impact on ECEC practice, and in particular on children's wellbeing due to COVID-19 gives potential to contribute further to knowledge in the area of high quality ECEC provision.

The research aims to explore the impact that Covid-19 have had on ECEC practice. In particular, the research explores:
- ECEC educator views on changes in practice due to Covid19.
- How ECEC practice is shaped by public health guidelines.
- Perspectives on relationships with parents whose children attend ECEC settings
- The impact of such changes on children

The research adopted a phenomenological approach, participant-centered mixed methods and set within an interpretative paradigm. A sample of 20 ECEC settings participated. Semi-structured interviews were held at three points between March and December 2021. Data was analysed using inductive reasoning and thematic analysis using MAXQDA. The tested measure, the Strengths and Difficulties Questionnaire (SDQ) (Gustafsson, Proczkowska-Björklund and Gustafsson, 2017) was used with 10 settings to gain insight on the impact on child outcomes.

Interviews suggest innovation and resilience in ECEC practice in response to the challenges faced by Covid-19. Emerging themes relate to four areas:

Curriculum & Pedagogy: Creating learning resource packs to deliver to children and families and a shift to online engagement. Innovative ways to build relationships in unique ways. A paradigm shift was seen in relation to the value placed on outdoor play.

Relationship with parents: significantly challenged by public health guidelines, in particular in relation to drop-off/collection times, informal conversations with parents and inviting parents/family members into the setting.

Impact on children's participation in learning and development: Educators adapted curriculum to ensure ongoing engagement. They remained mindful of school readiness, used features of online mechnisms for teaching. Children adapted to new routines in settings, such as staying in pods and ongoing lack of predictability.

Impact on Educators: Educators developed innovative ways for self directed learning/upskilling regarding safety, hygiene and tech. Educators' wellbeing negatively impacted and feelings of burn out/frustration exasperated.

maja.haalsbrosnan@mie.ie, rhona.stallard@mie.ie, meera.oke@ncirl.ie, anna.barr@ncirl.ie, conor.mellon@ncirl.ie, natasha.odonnell@ncirl.ie

Exploring experienced teachers' perspectives and experiences in relation to inquiry-based collaborative peer development in an international school context

Mary Carmel Kelly

Independent Scholar, Ireland

The aim of the study was to investigate teachers' views on the Thoughtful Schools Program initiative at the International School of Amsterdam (ISA) in order to develop a deeper understanding of the benefits and limitations of the program for teacher development. Thoughtful Schools is an in-house collaborative inquiry-based peer development program designed to support the continued professional development of experienced teachers across the whole school, from Early Childhood to Grade 12. The school is a long-time member of the International Baccalaureate (IB), and runs all three programs: the Primary Years' Program, the Middle Years' Program and the Diploma Program. Involvement in the program enables teachers from across the school to work together in cohorts in structured or semi-structured ways to explore their teaching practice and program development. Participation in the program is considered a viable alternative to formal appraisal but is also offered as an open ongoing option for any teacher interested in developing their teaching practice outside of the four-year appraisal cycle.

From a methodological perspective, the study is positioned within the constructivist-interpretive paradigm and, therefore, allows for the emergence of a contextualized understanding of teachers' views on the perceived benefits and limitations of the program. Teachers provided comprehensive qualitative feedback on their views and experiences through responses to written questions, and through follow up interviews. Feedback gathered over a number of years indicates that teachers find this alternative–to-formal-appraisal both professionally beneficial and personally meaningful. The program has increased the understanding and application of emergent pedagogies, it has supported an evidence-based approach to program development, and it has increased collegiality and collaboration across the school. Teachers put forward a number of valuable recommendations that they believe will foster the continued development of the program including the lengthening of the program to two years, the provision of in-depth training in the area of action research, and the development of practical observation skills.

aerynisle@gmail.com

Conference Programme – At a Glance

10:30am - 11:45am	**Presidential Address - Prof. Teresa O' Doherty & Lifetime Achievement Award** Chair: Celine Healy						

12:00pm - 1:00pm	**Arts & Drama** Chair: Thomas Delahunty	**Policy & Practice - International Perspectives** Chair: Tony Hall	**Developing Networks and Enhancing Relationships** Chair: Máire Ní Ríordáin	**Higher Education** Chair: Conor Mc Guckin	**Curriculum Assessment and Accountability: Still Learning** Chair: Denise Burns	**ECR 1** Chair: Aideen Hunter	**Symposium 1** Chair: Regina Murphy
	How do we make music now? Embracing opportunities and mastering challenges of the COVID-19 pandemic Mary Nugent, Richard Coady Marino Institute of Education, Ireland **Generalisability of 'Social Drama' for young people with Autism Spectrum Disorders to Natural Enviornments** Elaine Clotworthy[1], Carmel O'Sullivan[2] 1: Marino Institute of Education; 2: Trinity College Dublin **Embodied Practice or Reactive Exercises: Holistic Re-Structuring of Early Intervention** Carol-Ann O'Síoráin[1], Miriam Twomey[2], Conor Mc Guckin[2] 1: Hibernia College; 2: Trinity College	**Reconstructing Education in 19th century France: what mattered?** Imelda Elliott, Emeline/Ewen Lecuit Université du Littoral Côte d'Opale (ULCO) France, France **Student Voice and the Power and Influence of Policy on Practice. Cases from Europe and Beyond** Martin Brown, Paddy Shevlin, Gerry McNamara, Joe O'Hara, Craig Skerritt, Shivaun O'Brien, Sarah Gardezi EQI The Centre for Evaluation Quality and Inspection, School of Policy and Practice, DCU Institute of Education, Ireland **Defining the British School Overseas as a legitimate actor among international schools.** Dr Mike O'Sullivan, Prof. Joe O'Hara, Dr Martin Stynes Centre for Evaluation, Quality & Inspection (EQI), DCU, Ireland	**We need to talk about our relationship! An exploration of how the DEEPEN research has informed our understanding of the complexities of teacher induction** Julie Uí Choistealbha, Melanie Ní Dhuinn Marino Institute of Education, Ireland **Reconstructing education – Why networks of DEIS schools matter.** Ruth Bourke Mary Immaculate College, Ireland **Network Leadership and the impact of professional learning Networks on School improvement Prior to during and after the Pandemic - The Case of Northern Ireland** Paddy Shevlin, Martin Brown, Gerry McNamara, Joe O'Hara EQI The Centre for Evaluation Quality and Inspection, School of Policy and Practice, DCU Institute of Education Ireland	**Social Engagement Matters to Disabled Students** Vivian Rath Trinity College Dublin, Ireland **Recognition of prior learning as an educative experience** Cathal de Paor Mary Immaculate College, Ireland **NEART: New Educational Approaches to Reflective Teaching** Maja Haals Brosnan[1], Sinead McCauley Lambe[1], Meera Oke[2], Anna Barr[2], Noirin Hayes[3], Shelli Ann Garland[3], Carol-Ann O'Siorain[4] 1: Marino Institute of Education, Ireland; 2: National College of Ireland; 3: Trinity College Dublin; 4: Hibernia College	**Reimagining Post Primary Work Experience** Carol Guildea, Eimear McDonnell NCGE, Ireland **Reconstructing Education: Does academic monitoring and grade forecasting matter?** Carol Guildea DCU, Ireland **Irish Post-Primary Teachers Feelings and Beliefs about Assessment following the 2021 Accredited Grades Process** Michael O'Leary, Zita Lysaght, Audrey Doyle Dublin City University, Ireland	**Digital Learning Experiences: learning from the past to design better pedagogical and curricular futures** Ashley Elizabeth Bough, Gabriela Martinez Sainz University College Dublin, Ireland **Exploring the development of digital skills of pre-service primary school teachers in the Republic of Ireland** Denis Moynihan Dublin City University, Ireland **Examining students' perceptions of digital burnout: an example from Khazar University** Maryam Mammadli Khazar University, Azerbaijan **Reflecting on the China-Ireland Task-based Telecollaboration Project for Beginning level learners: a case study of adolescent learners of Chinese as a Second Language in Ireland** Mengdi Wang, Ann Devitt, Garreth Hodgins, Ciarán Bauer Trinity College Dublin, Ireland	**A Matter of Presence in Higher Education Classrooms: Virtual and In Person** Regina Murphy, Eileen Brennan, Michael Flannery, Hsiao-Ping Hsu, Andrea Cleary, Francis Ward, Una McCabe DCU Institute of Education, Ireland

1:00pm - 1:30pm	**Lunch Break**						

1:30pm - 2:30pm	**Digging to Find What Matters** Chair: Denise Burns	**The FET Educator**	**Blended, Online, and Digital: Where are we and Where are we Going?** Chair: Robbie Irwin	**Policy Issues in Schooling in Ireland** Chair: Tony Hall	**ECR 2** Chair: Celine Healy	**ECR 3** Chair: Aideen Hunter	**Symposium 2** Chair: Eamon Costello
	Heritage Language Schools: An Irish Perspective Colleen Horn[1], Agnieszka Pedrak[2] 1: Marino Institute of Education, Ireland; 2: Trinity College, Ireland **Valuing relationships as a practice that matters in**	**Further Education Teacher, Educators; An emerging professional identity?** Nuala Hunt National College of Art and Design, Ireland **Implications for the professional formation of the FET Teacher - Teaching in**	**Learning in on-line environments to teach face-to-face in schools: Exploring preservice teachers' learning and teaching effectiveness while on school placement** Antonio Calderón, Mary Masterson, Ebru Boynuegri University of Limerick, Ireland	**Student voice rhetoric in the Irish post-primary school** Craig Skerritt, Joe O'Hara, Martin Brown, Gerry McNamara Dublin City University **Reconstructing Special Classes in Inclusive Schools**	**A Qualitative study of Principal leadership practices when leading mainstream primary schools with ASD classes attached in Ireland.** Linda Dennehy University College Cork, Ireland **Primary Teachers'**	**Peer-mediated play-based intervention to reduce anxiety for children with concurrent anxiety and autism spectrum disorder - A systematic literature review** Stella Wai Wan Choy, Geraldine Fitzgerlad, Conor McGuckin, Miriam Twomey Trinity College Dublin, Ireland	**Digital assessment of transversal STEM Skills in STEM from theory to practice: reflections and findings from a research project** Eamon Costello[1], Eilish McLoughlin[1], Deirdre Butler[1], Siobhan Kavanagh[2], John

141

alternative education settings and beyond
Clíona Murray
National University of Ireland Galway, Ireland

The gender of school uniform in post-primary schools in Ireland and Scotland
Rachel Katherine Shanks[1], Majella McSharry[2]
1: University of Aberdeen, Scotland; 2: Dublin City University

Further Education & Training in Ireland
Justin Rami, Jane O'Kelly
DCU, Ireland

Summer-Schools finding a niche in Further Education and Training (FET)
Michael Kenny, Margaret Nugent
Department of Adult and Community Education, Maynooth

Digital Strategy for Schools (2015-2020) – Where to from here??
Deirdre Butler, Margaret Leahy
Dublin City University, Ireland

Repurposing Education Through Blended Learning in European Schools
Roger Austin[1], Martin Brown[2], Anthony Kilcoyne[3], Charoula Angeli[4], Antoine Gambin[5], Paddy Shevlin[2], Craig Skerritt[2], Stephen Rouston[1], Samuel Taggart[1]
1: Ulster Unviersity; 2: EQI-The Centre for Evaluation Quality and Inspection, School of Policy and Practice, DCU Institute of Education; 3: PDST Technology in Education VismedNet - Cyprus; 4: University of Cyprus; 5: VismedNet

Joe Travers
Dublin City University, Ireland

Student voice and classroom practice in Irish post-primary schools
Craig Skerritt, Joe O'Hara, Martin Brown
Dublin City University, Ireland

Experiences and Perspectives Regarding the Promotion of Religious Tolerance in Catholic Schools in Ireland and South Korea
Jinmin Cho
National University of Galway, Ireland, Ireland

We Need to Talk About Teacher Vulnerability – An Exploratory Study into the Dual Phenomenon and it's Potential to Disrupt or Strengthen Connections in Teaching
Ann-Marie Ireland
DCU Dublin City University, Ireland

New School Principals' Perspective of Wellbeing
David Cashman, Dr. Wesley O'Brien, Dr. Fiona Chambers
University College Cork, Ireland

Systematic literature review of evidence based practices used in school settings to support Autistic students with social communication competency.
Maria Dervan
Mary Immaculate College, Ireland

A Developmental Neuroscience Model of Early Learning and Care for Infant and Toddler Pedagogy in Ireland
Catriona Anne Hodgers, Ke Ren, Conor McGuckin, Geraldine Fitzgerald
Trinity College Dublin, Ireland

Fathers/Dads Matter: Enhancing the Support for Father/Dads in the Education of Their Children with Special Educational Needs and/or Disabilities
Ke Ren, Conor Mc Guckin
Trinity College Dublin, Ireland

Hurley[3], Colette Kirwan[1], Prajakta Girme[1]
1: Dublin City University, Ireland; 2: Kildare Education Centre; 3: H2 Learning Limited

2:45pm - 3:45pm	**Reimagining Leadership** Chair: Tony Hall	**Measurement: Being Accurate, Fair, and Responsible** Chair: Máire Ní Ríordáin	**New Directions in Initial Teacher Education** Chair: Melanie Ní Dhuinn	**Key Issues for Teachers across the Continuum** Chair: Aimie Brennan	**Access and Diversity in Education: Sociological Differences and Choice** Chair: Denise Burns	**ECR 4** Chair: Aideen Hunter	**Symposium 3** Chair: Elizabeth C. Reilly

Enacting Distributed Leadership in the Republic of Ireland: Assessing Primary School Principals' Developmental Needs Using Constructive Developmental Theory
Gavin Murphy[1], Thomas Brennan[2]
1: Trinity College Dublin, Ireland; 2: Scoil Cholmchille, Meath

State Funded Professional Coaching: Interferences and obstacles to school leaders' engagement with the process.
Joseph A. Moynihan
University College Cork, Ireland

Digital Leadership in Irish Primary schools: necessities and possibilities

Practical and Theoretical Concerns when Administering Remote Performance Assessments
Conor Scully, Gemma Cherry
Dublin City University, Ireland

An examination of the RCMAS-2's reliability and validity in an Irish context
Pia O'Farrell[1,2], Charlotte Wilson[2], Gerry Shiel[1]
1: School of Policy and Practice, Institute of Education, Dublin City University, Ireland; 2: School of Psychology, Trinity College, Dublin 2.

'time to figure out what to do': Exploring Irish post-primary students' interactions with computer-based exams
Paula Lehane[1], Darina Scully[2],

A philosophical perspective on Care and Research during initial teacher education
Elizabeth O'Brien
University College Dublin, Ireland

Virtual Reality in Initial Teacher Education (VRITE): a reverse mentoring model of professional learning for learning leaders
Rachel Farrell[1], Pamela Cowan[2], Martin Brown[3], Stephen Roulston[4], Sammy Taggart[4], Enda Donlon[3], Mark Baldwin[1]
1: University College Dublin, Ireland; 2: Queen's University Belfast; 3: Dublin City University; 4: Ulster University

What does "good teaching" look like in a culturally diverse classroom? Perspectives of student-teachers/beginning teachers in second-level Irish schools.

Attitudes to lesson study and the relationship to perceived teaching self-efficacy in mathematics among practicing teachers
Thomas Delahunty[1], Aoibhinn Ní Shuillebháin[2]
1: Maynooth University, Ireland; 2: University College Dublin, Ireland

Placement in a Pandemic: Exploring the Impact of Covid-19 on Students' Experience of Educational Placement
Andrea Ui Chianain, Maja Haals-Brosnan, Sinead McCauley-Lambe, Miriam Colum, Marian Farrelly, Colleen Horn, Rory McDaid, Melanie Ni Dhuinn, Feargal O'Laighin

Diversity-Including Migrants through Organisational Development and Programme Planning in Adult Education
Margaret Nugent, Eva C. Hessen, Michael kenny
Department of Adult and Community Education, Maynooth University, Ireland

Shadow Education uptake among final year students in Irish secondary schools: maintaining advantages in a competitive system?
Selina McCoy[1], Delma Byrne[2]
1: The Economic and Social Research Institute, Trinity College Dublin,; 2: Maynooth University

'Exploring the Potential of a Tailored Online, Student-Centred Pedagogical Support Service to Contribute to Self-Regulated Learning in an Irish Second-Level Education Context'
Finbar James Aherne, Dr. Raymond Lynch, Dr. Jennifer Hennessy
University of Limerick, Ireland

'Please don't forget me!' Transition Year Mathematics - the Forgotten Middle Child?
Derek David Maher[1], Áibhin Bray[2]
1: Trinity College Dublin, Ireland; 2: Trinity College Dublin, Ireland

Irish language Augmentative Alternative Communication (AAC) - developing augmentative communication systems to assist with

Women Educational Leaders Across the Continents Reconstructing Education: What Matters in Afghanistan, Costa Rica, Ireland, and Rwanda
Elizabeth C. Reilly[1], Victoria Showunmi[2], Mary Cunneen[3]
1: Loyola Marymount University, United States of America; 2: University College London; 3: University College Dublin

Ciara Molloy, Celine Healy Maynooth University, Ireland	Michael O'Leary[3] 1: Dublin City University, Institute of Education (Inclusive & Special Education); 2: Dublin City University, Institute of Education (Human Development); 3: Centre for Assessment Research, Policy and Practice (CARPE)	Seun Bunmi Adeabyo National University of Ireland, Galway, Ireland	Marino Institute of Education, Ireland **Embedding and Nurturing Enquiry-based Learning: Exploring Multiplicities of Enquiry in Initial Teacher Education** Karin Bacon[1], Sandra Catherine Austin[1], Richard Greenwood[2], Susan Pike[3] 1: Marino Institute of Education, Ireland; 2: Stranmillis University College; 3: Dublin City University	Departments of Sociology and Education, Maynooth **Social Class, Covid and Care: Schools on the front line in the Covid-19 pandemic** Mags Crean, Dympna Devine, Barbara Moore, Gabriela Martinez Sainz, Jennifer E. Symonds, Seaneen Sloan, Emma Farrell University College Dublin, Ireland	**creating inclusive opportunities for Irish language users and L2 learners of Irish** Muireann Áine Nic Corcráin, Neasa Ní Chiaráin, Ailbhe Ní Chasaide, Emily Barnes, Claire O'Neill Trinity College Dublin **The past, the present and the future: The influence of teacher biographies on PE specialism graduates' view of high-quality PE** Cillian Brennan[1], Elaine Murtagh[2], Richard Bowles[1] 1: Mary Immaculate College, Limerick; 2: University of Limerick

3:45pm - 4:00pm	**Afternoon Break**

4:00pm - 4:30pm

ESAI AGM, Concise-on-Demand Presentations and e-Posters
Chair: **Teresa O'Doherty**

An Analysis of School Websites and Digital Communications in Primary Schools in Ireland.
Angela Burke
Maynooth University, Ireland

Refining the summative assessment practice of School Placement: The experience of one PME initial teacher education programme
Brian Murphy
UCC, Ireland

Oracy: What is it and What Does it Mean for Post Primary Technical Education in Ireland?
Leanne Cosgrove
GMIT, Ireland

Comparing school performance in Ireland and Spain: An analysis of factors emerging from PISA 2018
Cristina Frade-Martínez[1], **Joe O'Hara[2], Susana Olmos-Migueláñez[1], Adriana Gamazo[1], Martin Brown[2]**
1: University of Salamanca, Spain; 2: Dublin City University, Ireland

An Integrated STEM Education Framework Literature Review
Clodagh Cleary
Mary Immaculate College, Ireland

Service-Learning in Higher Education: 'Imagining the New Normal?'
Dermot William Burns
NUI Galway, Ireland

Creating meaningful student-teacher relationships using student voice in a post-pandemic era
Sarah Porcenaluk, Cornelia Connolly
National University of Ireland Galway, Ireland

The role of school in citizenship development: Teachers' reflections on the key debate
Javid Jafar
Khazar University

Exploring professionalism in Further Education and Training: a pilot module
Jane O'Kelly[1], Stan McHugh[2], Carol O'Byrne[2], Catherine Earle[2], Conor Mellon[2], Leo Casey[2], Michael Kenny[2], Cathal de Paor[2], Nuala Hunt[2], Andrea Uí Chianáin[2], Brenda Gallagher[2], Peter Tiernan[2], John Lalor[2], Justin Rami[2]
1: Dublin City University; 2: HEI-FET Forum

Date: Friday, 08/Apr/2022

Time							
9:15am - 10:15am	**New Directions in the History and Philosophy of Education** Chair: **Teresa O'Doherty**	**Research Methodologies** Chair: **Aimie Brennan**	**Facilitating Engagement and Supporting Assessment** Chair: **Denise Burns**	**STEAM** Chair: **Máire Ní Ríordáin**	**ECR 5** Chair: **Conor Mc Guckin**	**ECR 6** Chair: **Aideen Hunter**	

9:15am – 10:15am

New Directions in the History and Philosophy of Education
Chair: **Teresa O'Doherty**

A "movement for science and sanity in language teaching"? : The Irish Language Summer College and the dissemination of Irish Language Education, 1904-1930
Máire Caitríona McCafferty
University College Dublin, Ireland

Becoming Women Teachers: Gender and Primary Teacher Training in Ireland, 1922-1974
Judith Harford[1], Aine Hyland[2]
1: UCD, Ireland; 2: UCC, Ireland

Research Methodologies
Chair: **Aimie Brennan**

Student Teachers' Engagement with and in Education Research to Enhance Professional Practice
Aimie Brennan, Claire Connolly, Martin Hagan, Julie Uí Choistealbha
ESAI, Ireland

Further Education and Training Learner Voice in Times of COVID-19: The National FET Learner Forum
Kalianne Farren, Joan Cronin, Laura Lovejoy, Aisling Meyler
AONTAS - The National Adult Learning Organisation, Ireland

Listening to Children's Voices: Exploring Childrens' Perspectives of the 'Draft Primary Curriculum Framework' An NCCA Funded Research Initiative
Joan Kiely, Maja Haals Brosnan, Andrea Ui Chianain, Claire Dunne, Miriam Colum
Marino Institute of Education, Ireland

Facilitating Engagement and Supporting Assessment
Chair: **Denise Burns**

Affordances and constraints of developmental pathways as a framework for assessment
Mary Kingston, Aisling Twohill
Dublin City University, Ireland

A transdisciplinary approach to developing student's energy literacy in second level education
Eilish McLoughlin, Suzan Gunbay
CASTeL & School of Physical Sciences, Dublin City University, Ireland

A Critical Exploration of the Implementation of Inclusive Formative Assessment Practices in an Irish Mainstream Primary Classroom
Natasha Ita O' Donoghue[1], Dr. Joao Costa[2]
1: Scoil Mhuire Araglin, Co Cork; 2: School of Education, University College of Cork

STEAM
Chair: **Máire Ní Ríordáin**

Irish Second Year Post-Primary Students' Knowledge of Initial Algebra
Aoife OBrien[1], Máire Ní Ríordáin[2]
1: Galway-Mayo Institute of Technology; 2: University College Cork

School socioeconomic context and student achievement: A heterogeneous analysis using PISA 2018 data
Darragh Flannery[1], Lorraine Gilleece[2], José G. Clavel[3]
1: Department of Economics, Kemmy Business School, University of Limerick, Ireland; 2: Educational Research Centre, DCU St Patrick's College campus, Drumcondra, Dublin 9, D09 AN2F; 3: Department of Quantitative Methods, University of Murcia, Spain

Using STEAM to power HPV vaccine awareness and advocacy among Irish post-primary students
Céline Healy[1], Iain Macdonald[1], Eva Malone[2], Richard Firth[2], Alexandra McDermott[1]
1: Maynooth University, Ireland; 2: Edinburgh Napier University, Scotland UK

ECR 5
Chair: **Conor Mc Guckin**

"Seeing things differently:Reconstructing education through a trauma-informed lens"
Bernadette Phillips[1], Dr. Catriona O'Toole[2], Prof. Sinead McGilloway[3]
1: Maynooth University, Ireland; 2: Maynooth University, Ireland; 3: Maynooth University, Ireland

A study of teacher wellbeing in post-primary schools in Ireland (2022).
Teresa Crawford. Phd
University of Dundee, Scotland

Reconceptualising Wellbeing: A Framework for New Schools
David Cashman, Dr. Wesley O'Brien, Dr. Fiona Chambers
University College Cork, Ireland

Teacher Wellbeing
Annemarie Doran
Maynooth University

ECR 6
Chair: **Aideen Hunter**

Deconstructing, Reconstructing, Becoming Professional Growth in Reflective Practice
Anne Marie Moylan
School of Education, UCC

The impact of applied disciplinary formation on the data use practices and development of Irish post-primary principals.
Alan Kinsella
NUI Galway, Ireland

Working Research Title: Collegial Peer Coaching – Energising true collaboration and shared thinking in Irish education.
Coran Swayne[1], Dr Joseph A. Moynihan[2]
1: Scoil Chill Ruadháin (Brooklodge National School); 2: University College Cork

Mentoring in and for Educational Leaders(hip)
Niamh Deignan, Manuela Heinz
NUI Galway, Ireland

10:30am - 11:30am — **ESAI Special Interest Groups Presentations**
Chair: **Máirín Glenn**

11:30am - 12:00pm — **Morning Break**

12:00pm - 1:00pm — **Keynote Speaker - Prof. Kari Smith**
Chair: **Judith Harford**

1:00pm - 1:30pm — **Lunch Break**

1:30pm – 2:30pm

Policy implications in FET
Chair: **John Walsh**

Digital Inclusion and Lifelong Learning via Smart Home

New Research in Fostering Collaboration
Chair: **Máire Ní Ríordáin**

Facilitating collaborative learning through the use of

Curriculum Development and Developments with the Curriculum
Chair: **Denise Burns**

IMPACT OF ACCOUNTABILITY ON THE CURRICULUM POLICY-

New Approaches to Research and Practice
Chair: **Máirín Glenn**

Play Always Matters: It matters even more in infant classes now

Excavating Covid
Chair: **Sorcha Browne**

'Checking in or checking up': how teacher-parent interactions were experienced and navigated during the Covid 19 pandemic remote schooling in

ECR 7
Chair: **Celine Healy**

Perspectives on eliciting learner voice in one Post Primary School in the Mid West.
Katie Chapple

Symposium 4
Chair: **Maeve OBrien**

Recovering what matters in education through building a critical community

Technology: the Irish Case **Trudy Corrigan, Alfredo Salomao Filho, Tanja Tillmanns** Dublin City University, Ireland **Evolution of the Further Education & Training sector in Ireland – A focus on the development of a national skills policy in the State** **Rory O'Sullivan[1], Justin Rami[2]** 1: DCU; 2: DCU **Policy and FET teacher qualifications in Ireland** **Nuala Hunt** National College of Art and Design, Ireland	**reflective practice, student peer review and ICT** **Molly Daly, Nigel Quirke-Bolt** Mary Immaculate College, St. Patrick's Campus, Thurles, Ireland **Facilitating Collaborative Teaching and Learning: An Exploration of the Introduction and Use of the Moxtra Cohort App** **Jean Henefer[1], Keith Young[1], Janet Benson[2], Ian O'Keeffe[2]** 1: Hibernia College, Ireland; 2: Learnovate Centre, Ireland **Motivation in Online Collaboration: Examining Student Teacher's Autonomy, Competence and Relatedness** **Deirdre Harvey, Maria Campbell** St Angela's College, Sligo, Ireland	**PRACTICE NEXUS AT HIGHER EDUCATION** **Tazila Parveen Ramputh** Maynooth University, Ireland **Connecting through collaborative assessment practice: using student exemplars, rubrics and guided feedback to promote student learning in post-primary education** **Niamh Mary Dennehy** University College Cork, Ireland **Preparation for Teaching and Learning: Guidance for All Primary and Special Schools** **Patrick Sullivan[1], Catherine Merrigan[2], Mary Dunne[3], Rory Collins[4], Gillian O'Connor[1]** 1: National Council for Curriculum and Assessment; 2: National Council for Special Education; 3: Department of Education Inspectorate; 4: Professional Development Service for Teachers	**Carol-Ann O'Síoráin, Margaret Kernan, Elva Casey, Fiona Mc Ardle** Hibernia College, Ireland **What's Jesus got to do with it? Some implications for Catholic schools regarding the significance of Jesus Christ in the life of the school.** **Daniel O'Connell** Mary Immaculate College, Ireland **Why a focus on 'What is educational?' matters so much in reconstructing education?** **Jack Whitehead, Marie Huxtable** University of Cumbria, United Kingdom	**primary schools in Ireland.** **Barbara Moore, Dympna Devine, Mags Crean, Gabriela Martinez Sainz, Jennifer E. Symonds, Seaneen Sloan, Emma Farrell** University College Dublin, Ireland **An Ecological Momentary Assessment exploration of youth coping during the return to in-person education phase of COVID-19.** **Niamh Flynn, Murray Clíona, Forkan Cormac, Kealy Carmen, Keane Elaine, Flynn Paul, MacRuairc Gerry, Dolan Pat, Furey Eamonn** NUI Galway, Ireland	MIC Limerick, Ireland **How Special Education Teachers (SETs) in mainstream Irish primary schools navigated the school year 20/21** **Natalie Barrow** University College Dublin, Ireland **Barriers and facilitators to collaboration: Experiences of Educational Psychologists, Special Educational Needs Co-ordinators and Senior Leadership Teams in Irish post-primary schools.** **Maria Holland, Dr. Johanna Fitzgerald** Mary Immaculate College, Limerick, Ireland **Supporting Parents as Partners in Education: Measuring the Impact of an Experiential Intervention Programme on Virtual Learning Environments in ETB Post-Primary DEIS Schools.** **Declan Qualter[1], Deirdre Fitzpatrick[2]** 1: Laois Offaly Education and Training Board, Ireland; 2: Trinity College Dublin	**of praxis: thinking, dialoging, caring as teacher educators in challenging times** **Maeve OBrien[1], David Gibson[1], Cora OFarrell[1], Paul King[1], Andrew OShea[1], Rory McDaid[2], Tim Murphy[3], Gareth Burns[4]** 1: DCU, Ireland; 2: Marino Institute; 3: UL, Ireland; 4: MU, Ireland

2:45pm - 3:45pm	**Policy, Planning and Evaluation** Chair: Denise Burns **Bringing policy to life in schools: the salient role of middle leaders** **Craig Skerritt, Gerry McNamara, Irene Quinn, Joe O'Hara** Dublin City University, Ireland **Intercultural Community Evaluation and Planning in Ireland - Leading and Managing Multicultural Learning Environments** **Sarah Gardezi, Martin Brown, Gerry McNamara, Joe**	**Teacher Education across Time and Place** Chair: Judith Harford **Pedagogy, possibilities and potential of a partnership between formal and informal teacher educators for LGBTQ+-specific inclusion and diversity** **Gavin Murphy[1], Melanie Ní Dhuinn[2]** 1: Trinity College Dublin, Ireland; 2: Marino Institute of Education **Gender stereotypes and self-concept as**	**Ethos, Belief and Non-Belief** Chair: Gerry O' Connell **Non-religious Teachers Experiences of Employment & Recruitment** **Catherine Stapleton[1], James Nelson[2]** 1: MIC, St. Patrick's College Ireland; 2: Queens University, Belfast **Re-establishing community active school links: an initial evaluation of the Living Faith Living History project from teacher education and school patron perspectives** **Anne Elizabeth Lodge[1], Michael Jackson[2]** 1: Dublin City University, Ireland; 2: United Dioceses of	**Being Inquisitive: Inquiry Based Learning, the Secret Life of a PhD student, and a VR Classroom** Chair: Sinead MCCauley Lambe **Primary school children's experience of inquiry-based learning in their local area - a critical reflection** **Alan Patrick Bedford** Marino Institute of Education, Ireland **The secret world of the PhD learner** **Maeve O' Regan** Trinity College Dublin, Ireland	**ECR 8** Chair: Celine Healy **Evaluating the Stay Safe Programme as a Discrete Curriculum** **Barry Morrissey** Dublin City University, Ireland **Filling the pail or lighting the fire? Teacher perspectives on arts partnerships in primary schools** **Edel Mary Fahy** Mary Immaculate College, University of Limerick, Ireland, Ireland **Youth Equity in STEM Education: How are Diversity and Inclusion Reflected within the Irish Junior Cycle STEM Curricula?** **Joan Anne Costello[1,2,3], Merrilyn Goos[2,3,5], Sarah Hayes[1,2,4], Orla McCormack[3]** 1: Department of Chemical Sciences, University of Limerick; 2: SSPC, the SFI Research Centre for Pharmaceuticals; 3: School of	**ECR 9** Chair: Aideen Hunter **How have emerging researchers dealt with the Covid-19 pandemic? A comparative study of Irish and Spanish doctoral students in Education** **Lydia Serrano Gregorio[1], Lourdes Sancho Otero[2], Sandra Gómez-del-Pulgar Cinque[1], Martin Brown[3], Joe O'Hara[3]** 1: Universidad Complutense de Madrid; 2: Universidad de Salamanca; 3: Dublin City University **Academic Capitalism: A**	**Changing Times in Education and Care: Looking Back and Planning Forwards** Chair: Melanie Ní Dhuinn **The impact of COVID-19 on science teaching and learning in second-level schools in ireland** **Ruth Chadwick, Eilish McLoughlin** Dublin City University, Ireland **The impact of the Covid-19 pandemic on ECEC practice and children's wellbeing**

O'Hara, Martin Stynes, Kate Urell, Mike O'Sullivan
EQI The Centre for Evaluation Quality and Inspection, School of Policy and Practice,DCU Institute of Education,Ireland

Reflecting on the purpose(s) of school self-evaluation in Ireland
Gerry McNamara, Craig Skerritt, Joe O'Hara, Shivaun O'Brien
Dublin City University, Ireland

---

predictors of pre-service early childhood teachers' STEM attitudes
Thomas Delahunty[1], Mark Prendergast[2], Máire Ní Ríordáin[2]
1: Maynooth University, Ireland; 2: University College Cork, Ireland

Measuring the Quality of Initial Teacher Education: What matters?
Rachel Katherine Shanks
University of Aberdeen, Scotland

Dublin and Glendalough

The Significance and Impact of the Development of the Quality Framework for Ethos in Educate Together Schools
Shivaun O'Brien, John O'Hara, Joe O'Hara, Gerry McNamara
Dublin City University, Ireland

Education, University of Limerick; 4: Bernal Institute, University of Limerick; 5: EPI*STEM, University of Limerick

---

University or a Company?
<u>**Rozerin Yasa**</u>
Ankara University, Turkey

Finding TeachMeet
Mags Amond
Trinity College Dublin, Ireland

Maja Haals Brosnan[1], Rhona Stallard[1], Meera Oke[2], Anna Barr[2], Conor Mellon[2], Natasha O'Donnell[2]
1: Marino Institute of Education, Ireland; 2: National College of Ireland

---

Exploring experienced teachers' perspectives and experiences in relation to inquiry-based collaborative peer development in an international school context
<u>**Mary Carmel Kelly**</u>
Independent Scholar, Ireland

4:00pm - 4:30pm	**ECR Award & Close of Conference** Chair: **Teresa O'Doherty**