

Conference Agenda

Session Overview

Date: Thursday, 07/Apr/2022

| | | | | |
|----------------------------------|---|---|---|---|
| <p>10:30am - 11:45am</p> | <p>Presidential Address - Prof. Teresa O' Doherty & Lifetime Achievement Award Chair: Celine Healy</p> | | | |
| <p>12:00pm - 1:00pm</p> | <p>Arts & Drama Chair: Thomas Delahunty</p> <p>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</p> <hr/> <p>Generalisability of 'Social Drama' for young people with Autism Spectrum Disorders to Natural Environments Elaine Clotworthy¹, Carmel O'Sullivan² 1: Marino Institute of Education; 2: Trinity College Dublin</p> <hr/> <p>Embodied Practice or Reactive Exercises: Holistic Re-Structuring of Early Intervention Carol-Ann O'Síoráin¹, Miriam Twomey², Conor Mc Guckin² 1: Hibernia College; 2: Trinity College</p> | <p>Policy & Practice - International Perspectives Chair: Tony Hall</p> <p>Reconstructing Education in 19th century France: what mattered? Imelda Elliott, Emeline/Ewen Lecuit Université du Littoral Côte d'Opale (ULCO) France, France</p> <hr/> <p>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</p> <hr/> <p>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</p> | <p>Developing Networks and Enhancing Relationships Chair: Máire Ní Riordáin</p> <p>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</p> <hr/> <p>Reconstructing education – Why networks of DEIS schools matter. Ruth Bourke Mary Immaculate College, Ireland</p> <hr/> <p>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</p> | <p>Higher Education Chair: Conor Mc Guckin</p> <p>Social Engagement Matters to Disabled Students Vivian Rath Trinity College Dublin, Ireland</p> <hr/> <p>Recognition of prior learning as an educative experience Cathal de Paor Mary Immaculate College, Ireland</p> <hr/> <p>NEART: New Educational Approaches to Reflective Teaching Maja Haals Brosnan¹, Sinead McCauley Lambe¹, Meera Oke², Anna Barr², Noirin Hayes³, Shelli Ann Garland³, Carol-Ann O'Siorain⁴ 1: Marino Institute of Education, Ireland; 2: National College of Ireland; 3: Trinity College Dublin; 4: Hibernia College</p> |
| | <p>Curriculum Assessment and Accountability: Still Learning Chair: Denise Burns</p> <p>Reimagining Post Primary Work Experience Carol Guildea, Eimear McDonnell NCGE, Ireland</p> <hr/> <p>Reconstructing Education: Does academic monitoring and grade forecasting matter? Carol Guildea DCU, Ireland</p> <hr/> <p>Irish Post-Primary Teachers Feelings and Beliefs about Assessment following</p> | <p>ECR 1 Chair: Aideen Hunter</p> <p>Digital Learning Experiences: learning from the past to design better pedagogical and curricular futures Ashley Elizabeth Bough, Gabriela Martinez Sainz University College Dublin, Ireland</p> <hr/> <p>Exploring the development of digital skills of pre-service primary school teachers in the Republic of Ireland Denis Moynihan Dublin City University, Ireland</p> <hr/> <p>Examining students' perceptions of digital</p> | <p>Symposium 1 Chair: Regina Murphy</p> <p>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</p> | |

| | | | | |
|-----------------|--|--|--|---|
| | <p>the 2021 Accredited Grades Process Michael O'Leary, Zita Lysaght, Audrey Doyle Dublin City University, Ireland</p> | <p>burnout: an example from Khazar University Maryam Mammadli Khazar University, Azerbaijan</p> <hr/> <p>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</p> | | |
| 1:00pm - 1:30pm | Lunch Break | | | |
| 1:30pm - 2:30pm | <p>Digging to Find What Matters Chair: Denise Burns</p> <p>Heritage Language Schools: An Irish Perspective Colleen Horn¹, Agnieszka Pedrak² 1: Marino Institute of Education, Ireland; 2: Trinity College, Ireland</p> <hr/> <p>Valuing relationships as a practice that matters in alternative education settings and beyond Cliona Murray National University of Ireland Galway, Ireland</p> <hr/> <p>The gender of school uniform in post-primary schools in Ireland and Scotland Rachel Katherine Shanks¹, Majella McSharry² 1: University of Aberdeen, Scotland; 2: Dublin City University</p> | <p>The FET Educator Chair: Miriam Colum</p> <p>Implications for the professional formation of the FET Teacher - Teaching in Further Education & Training in Ireland Justin Rami, Jane O'Kelly DCU, Ireland</p> <hr/> <p>Summer-Schools finding a niche in Further Education and Training (FET) Michael Kenny, Margaret Nugent Department of Adult and Community Education, Maynooth</p> | <p>Blended, Online, and Digital: Where are we and Where are we Going? Chair: Robbie Irwin</p> <p>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</p> <hr/> <p>Digital Strategy for Schools (2015-2020) – Where to from here?? Deirdre Butler, Margaret Leahy Dublin City University, Ireland</p> <hr/> <p>Repurposing Education Through Blended Learning in European Schools Roger Austin¹, Martin Brown², Anthony Kilcoyne³, Charoula Angeli⁴, Antoine Gambin⁵, Paddy Shevlin², Craig Skerritt², Stephen Rouston¹, Samuel Taggart¹ 1: Ulster University; 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</p> | <p>Policy Issues in Schooling in Ireland Chair: Tony Hall</p> <p>Student voice rhetoric in the Irish post-primary school Craig Skerritt, Joe O'Hara, Martin Brown, Gerry McNamara Dublin City University</p> <hr/> <p>Reconstructing Special Classes in Inclusive Schools Joe Travers Dublin City University, Ireland</p> <hr/> <p>Student voice and classroom practice in Irish post-primary schools Craig Skerritt, Joe O'Hara, Martin Brown Dublin City University, Ireland</p> |
| | ECR 2 Chair: Celine Healy | ECR 3 Chair: Aideen Hunter | Symposium 2 Chair: Eamon Costello | |

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' 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 its 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

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 Fitzgerald, Conor McGuckin, Miriam Twomey
Trinity College Dublin,
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 Hodggers, 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 McGuckin
Trinity College Dublin,
Ireland

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

Eamon Costello¹, Eilish McLoughlin¹, Deirdre Butler¹, Siobhan Kavanagh², John Hurley³, Colette Kirwan¹, Prajakta Girme¹

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

2:45pm
-
3:45pm

Reimagining Leadership
Chair: Tony Hall

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

Gavin Murphy¹, Thomas Brennan²
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

Measurement: Being Accurate, Fair, and Responsible
Chair: Máire Ní Riordáin

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 Wilson², Gerry Shiel¹
1: School of Policy and
Practice, Institute of
Education, Dublin City
University, Ireland; 2: School
of Psychology, Trinity
College, Dublin 2.

New Directions in Initial Teacher Education
Chair: Melanie Ní Dhuinn

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 Farrell¹, Pamela Cowan², Martin Brown³, Stephen Roulston⁴, Sammy Taggart⁴, Enda Donlon³, Mark Baldwin¹
1: University College Dublin,
Ireland; 2: Queen's
University Belfast; 3: Dublin

Key Issues for Teachers across the Continuum
Chair: Aimee Brennan

Attitudes to lesson study and the relationship to perceived teaching self-efficacy in mathematics among practicing teachers

Thomas Delahunty¹, Aoibhinn Ní Shuilleabháin²
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,

Digital Leadership in Irish Primary schools: necessities and possibilities

Ciara Molloy, Celine Healy
Maynooth University, Ireland

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

Paula Lehane¹, Darina Scully², Michael O'Leary³
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)

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.

Seun Bunmi Adeabyo
National University of Ireland, Galway, Ireland

Sinead McCauley-Lambe, Miriam Colum, Marian Farrelly, Colleen Horn, Rory McDaid, Melanie Ni Dhuinn, Feargal O'Laighin
Marino Institute of Education, Ireland

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

Karin Bacon¹, Sandra Catherine Austin¹, Richard Greenwood², Susan Pike³

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

Access and Diversity in Education: Sociological Differences and Choice
Chair: Denise Burns

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 McCoy¹, Delma Byrne²

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

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

Mags Crean, Dymrna Devine, Barbara Moore, Gabriela Martinez Sainz, Jennifer E. Symonds, Seaneen Sloan, Emma Farrell
University College Dublin, Ireland

ECR 4

Chair: Aideen Hunter

'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 Maher¹, Áibhin Bray²

1: Trinity College Dublin, Ireland; 2: Trinity College Dublin, Ireland

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

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

Symposium 3

Chair: Elizabeth C. Reilly

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

Elizabeth C. Reilly¹, Victoria Showunmi², Mary Cunneen³

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

**specialism graduates'
view of high-quality PE**

**Cillian Brennan¹, Elaine
Murtagh², Richard Bowles¹**

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 <hr/> Refining the summative assessment practice of School Placement: The experience of one PME initial teacher education programme Brian Murphy UCC, Ireland <hr/> Oracy: What is it and What Does it Mean for Post Primary Technical Education in Ireland? Leanne Cosgrove GMIT, Ireland <hr/> Comparing school performance in Ireland and Spain: An analysis of factors emerging from PISA 2018 Cristina Frade-Martínez¹, Joe O'Hara², Susana Olmos-Migueláñez¹, Adriana Gamazo¹, Martin Brown² 1: University of Salamanca, Spain; 2: Dublin City University, Ireland <hr/> An Integrated STEM Education Framework Literature Review Clodagh Cleary Mary Immaculate College, Ireland <hr/> Service-Learning in Higher Education: 'Imagining the New Normal?' Dermot William Burns NUI Galway, Ireland <hr/> Creating meaningful student-teacher relationships using student voice in a post-pandemic era Sarah Porcenaluk, Cornelia Connolly National University of Ireland Galway, Ireland <hr/> The role of school in citizenship development: Teachers' reflections on the key debate Javid Jafar Khazar University <hr/> Exploring professionalism in Further Education and Training: a pilot module Jane O'Kelly¹, Stan McHugh², Carol O'Byrne², Catherine Earle², Conor Mellon², Leo Casey², Michael Kenny², Cathal de Paor², Nuala Hunt², Andrea Uí Chianáin², Brenda Gallagher², Peter Tiernan², John Lalor², Justin Rami² 1: Dublin City University; 2: HEI-FET Forum |

Date: Friday, 08/Apr/2022

| | | | | |
|---------------------------------|--|---|---|--|
| <p>9:15am - 10:15am</p> | <p>New Directions in the History and Philosophy of Education Chair: Teresa O'Doherty</p> <p>A "movement for science and sanity in language teaching"? : The Irish Language Summer College and the dissemination of Irish Language Education, 1904-1930 Máire Caitriona McCafferty University College Dublin, Ireland</p> | <p>Research Methodologies Chair: Aimie Brennan</p> <p>Student Teachers' Engagement with and in Education Research to Enhance Professional Practice Aimie Brennan, Claire Connolly, Martin Hagan, Julie Uí Choistealbha ESAI, Ireland</p> | <p>Facilitating Engagement and Supporting Assessment Chair: Denise Burns</p> <p>Affordances and constraints of developmental pathways as a framework for assessment Mary Kingston, Aisling Twohill Dublin City University, Ireland</p> | <p>STEAM Chair: Máire Ní Riordáin</p> <p>Irish Second Year Post-Primary Students' Knowledge of Initial Algebra Aoife OBrien¹, Máire Ní Riordáin² 1: Galway-Mayo Institute of Technology; 2: University College Cork</p> |
| | <p>Becoming Women Teachers: Gender and Primary Teacher Training in Ireland, 1922-1974 Judith Harford¹, Aine Hyland² 1: UCD, Ireland; 2: UCC, Ireland</p> | <p>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</p> <p>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 Uí Chianain, Claire Dunne, Miriam Colum Marino Institute of Education, Ireland</p> | <p>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</p> <p>A Critical Exploration of the Implementation of Inclusive Formative Assessment Practices in an Irish Mainstream Primary Classroom Natasha Ita O' Donoghue¹, Dr. Joao Costa² 1: Scoil Mhuire Araglin, Co Cork; 2: School of Education, University College of Cork</p> | <p>School socioeconomic context and student achievement: A heterogeneous analysis using PISA 2018 data Darragh Flannery¹, Lorraine Gilleece², José G. Clavel³ 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</p> |
| | <p>ECR 5 Chair: Conor Mc Guckin</p> <p>"Seeing things differently:Reconstructing education through a trauma-informed lens" Bernadette Phillips¹, Dr. Catriona O'Toole², Prof. Sinead McGilloway³ 1: Maynooth University, Ireland; 2: Maynooth University, Ireland; 3: Maynooth University, Ireland</p> <p>A study of teacher wellbeing in post-primary schools in Ireland (2022). Teresa Crawford. Phd University of Dundee, Scotland</p> | <p>ECR 6 Chair: Aideen Hunter</p> <p>Deconstructing, Reconstructing, Becoming Professional Growth in Reflective Practice Anne Marie Moylan School of Education, UCC</p> <p>The impact of applied disciplinary formation on the data use practices and development of Irish post-primary principals. Alan Kinsella NUI Galway, Ireland</p> | | <p>Using STEAM to power HPV vaccine awareness and advocacy among Irish post-primary students Céline Healy¹, Iain Macdonald¹, Eva Malone², Richard Firth², Alexandra McDermott¹ 1: Maynooth University, Ireland; 2: Edinburgh Napier University, Scotland UK</p> |

| | | | | |
|-------------------|---|--|---|---|
| | <p>Reconceptualising Wellbeing: A Framework for New Schools David Cashman, Dr. Wesley O'Brien, Dr. Fiona Chambers University College Cork, Ireland</p> <hr/> <p>Teacher Wellbeing Annemarie Doran Maynooth University</p> | <p>Working Research Title: Collegial Peer Coaching – Energising true collaboration and shared thinking in Irish education. Coran Swayne¹, Dr Joseph A. Moynihan² 1: Scoil Chill Ruadháin (Brooklodge National School); 2: University College Cork</p> <hr/> <p>Mentoring in and for Educational Leaders(hip) Niamh Deignan, Manuela Heinz NUI Galway, Ireland</p> | | |
| 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 | <p>Policy implications in FET Chair: John Walsh</p> <p>Digital Inclusion and Lifelong Learning via Smart Home Technology: the Irish Case Trudy Corrigan, Alfredo Salomao Filho, Tanja Tillmanns Dublin City University, Ireland</p> <hr/> <p>Evolution of the Further Education & Training sector in Ireland – A focus on the development of a national skills policy in the State Rory O'Sullivan¹, Justin Rami² 1: DCU; 2: DCU</p> <hr/> <p>Policy and FET teacher qualifications in Ireland Nuala Hunt National College of Art and Design, Ireland</p> | <p>New Research in Fostering Collaboration Chair: Máire Ní Ríordáin</p> <p>Facilitating collaborative learning through the use of reflective practice, student peer review and ICT Molly Daly, Nigel Quirke-Bolt Mary Immaculate College, St. Patrick's Campus, Thurles, Ireland</p> <hr/> <p>Facilitating Collaborative Teaching and Learning: An Exploration of the Introduction and Use of the Moxtra Cohort App Jean Henefer¹, Keith Young¹, Janet Benson², Ian O'Keeffe² 1: Hibernia College, Ireland; 2: Learnovate Centre, Ireland</p> <hr/> <p>Motivation in Online Collaboration: Examining Student Teacher's Autonomy, Competence and Relatedness Deirdre Harvey, Maria Campbell St Angela's College, Sligo, Ireland</p> | <p>Curriculum Development and Developments with the Curriculum Chair: Denise Burns</p> <p>IMPACT OF ACCOUNTABILITY ON THE CURRICULUM POLICY-PRACTICE NEXUS AT HIGHER EDUCATION <u>Tazila Parveen Ramputh</u> Maynooth University, Ireland</p> <hr/> <p>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</p> <hr/> <p>Preparation for Teaching and Learning: Guidance for All Primary and Special Schools Patrick Sullivan¹, Catherine Merrigan², Mary Dunne³, Rory Collins⁴, Gillian O'Connor¹ 1: National Council for Curriculum and Assessment; 2: National Council for Special Education; 3: Department of Education Inspectorate; 4: Professional Development Service for Teachers</p> | <p>New Approaches to Research and Practice Chair: Máirín Glenn</p> <p>Play Always Matters: It matters even more in infant classes now Carol-Ann O'Sioráin, Margaret Kernan, Elva Casey, Fiona Mc Ardle Hibernia College, Ireland</p> <hr/> <p>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. <u>Daniel O'Connell</u> Mary Immaculate College, Ireland</p> <hr/> <p>Why a focus on 'What is educational?' matters so much in reconstructing education? Jack Whitehead, Marie Huxtable University of Cumbria, United Kingdom</p> |

| | | | | |
|-------------------------------|---|--|---|--|
| | <p>Excavating Covid Chair: Sorcha Browne</p> <p>‘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.</p> <p>Barbara Moore, Dymrna Devine, Mags Crean, Gabriela Martinez Sainz, Jennifer E. Symonds, Seaneen Sloan, Emma Farrell University College Dublin, Ireland</p> <hr/> <p>An Ecological Momentary Assessment exploration of youth coping during the return to in-person education phase of COVID-19.</p> <p>Niamh Flynn, Murray Cliona, Forkan Cormac, Kealy Carmen, Keane Elaine, Flynn Paul, MacRuairc Gerry, Dolan Pat, Furey Eamonn NUI Galway, Ireland</p> | <p>ECR 7 Chair: Celine Healy</p> <p>Perspectives on eliciting learner voice in one Post Primary School in the Mid West.</p> <p>Katie Chapple MIC Limerick, Ireland</p> <hr/> <p>How Special Education Teachers (SETs) in mainstream Irish primary schools navigated the school year 20/21</p> <p>Natalie Barrow University College Dublin, Ireland</p> <hr/> <p>Barriers and facilitators to collaboration: Experiences of Educational Psychologists, Special Educational Needs Co-ordinators and Senior Leadership Teams in Irish post-primary schools.</p> <p>Maria Holland, Dr. Johanna Fitzgerald Mary Immaculate College, Limerick, Ireland</p> <hr/> <p>Supporting Parents as Partners in Education: Measuring the Impact of an Experiential Intervention Programme on Virtual Learning Environments in ETB Post-Primary DEIS Schools.</p> <p>Declan Qualter¹, Deirdre Fitzpatrick² 1: Laois Offaly Education and Training Board, Ireland; 2: Trinity College Dublin</p> | <p>Symposium 4 Chair: Maeve OBrien</p> <p>Recovering what matters in education through building a critical community of praxis: thinking, dialoging, caring as teacher educators in challenging times</p> <p>Maeve OBrien¹, David Gibson¹, Cora OFarrell¹, Paul King¹, Andrew OShea¹, Rory McDaid², Tim Murphy³, Gareth Burns⁴ 1: DCU, Ireland; 2: Marino Institute; 3: UL, Ireland; 4: MU, Ireland</p> | |
| <p>2:45pm - 3:45pm</p> | <p>Policy, Planning and Evaluation Chair: Denise Burns</p> <p>Bringing policy to life in schools: the salient role of middle leaders</p> <p>Craig Skerritt, Gerry McNamara, Irene Quinn, Joe O'Hara Dublin City University, Ireland</p> <hr/> <p>Intercultural Community Evaluation and Planning in Ireland - Leading and Managing Multicultural Learning Environments</p> <p>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</p> | <p>Teacher Education across Time and Place Chair: Judith Harford</p> <p>Pedagogy, possibilities and potential of a partnership between formal and informal teacher educators for LGBTQ+-specific inclusion and diversity</p> <p>Gavin Murphy¹, Melanie Ni Dhuinn² 1: Trinity College Dublin, Ireland; 2: Marino Institute of Education</p> <hr/> <p>Gender stereotypes and self-concept as predictors of pre-service early childhood teachers' STEM attitudes</p> | <p>Ethos, Belief and Non-Belief Chair: Gerry O'Connell</p> <p>Non-religious Teachers Experiences of Employment & Recruitment</p> <p>Catherine Stapleton¹, James Nelson² 1: MIC, St. Patrick's College Ireland; 2: Queens University, Belfast</p> <hr/> <p>Re-establishing community active school links: an initial evaluation of the Living Faith Living History project from teacher education and school patron perspectives</p> | <p>Being Inquisitive: Inquiry Based Learning, the Secret Life of a PhD student, and a VR Classroom Chair: Sinead MCCauley Lambe</p> <p>Primary school children's experience of inquiry-based learning in their local area - a critical reflection</p> <p>Alan Patrick Bedford Marino Institute of Education, Ireland</p> <hr/> <p>The secret world of the PhD learner Maeve O' Regan Trinity College Dublin, Ireland</p> |

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

Thomas Delahunty¹, Mark Prendergast², Máire Ní Riordáin²

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

Anne Elizabeth Lodge¹, Michael Jackson²

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

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

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 Gregorio¹, Lourdes Sancho Otero², Sandra Gómez-del-Pulgar Cinque¹, Martin Brown³, Joe O'Hara³
1: Universidad Complutense de Madrid; 2: Universidad de Salamanca; 3: Dublin City University

Academic Capitalism: A University or a Company?

Rozerin Yasa
Ankara University, Turkey

Finding TeachMeet

Mags Amond
Trinity College Dublin, Ireland

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

Maja Haals Brosnan¹, Rhona Stallard¹, Meera Oke², Anna Barr², Conor Mellon², Natasha O'Donnell²
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

Mary Carmel Kelly
Independent Scholar, Ireland

4:00pm
-
4:30pm

ECR Award & Close of Conference
Chair: **Celine Healy**