SCoTENS

EDUCATION
AS A COMMON GOOD:
THE ROLE
OF TEACHER EDUCATION

2018 ANNUAL REPORT

AN ROINN | DEPARTMENT OF
OIDEACHAIS | **EDUCATION**
AGUS SCILEANNA | **AND SKILLS**

The Standing Conference on Teacher Education, North and South (SCoTENS)

2018 ANNUAL REPORT

SCoTENS Steering Committee Members 2018

Back row: Prof Linda Clarks, Dr Jacqueline Fallon, Dr Kieran McGeown, Dr Pamela Cowan and Dr Maria Campbell

Front row: Mr John Unsworth, Dr Teresa O'Doherty, Prof Kathy Hall, Dr Noel Purdy and Dr Conor Galvin

CONTENTS

CHAIRPERSONS' INTRODUCTION

Welcome to the 2018 annual report of SCoTENS (the Standing Conference on Teacher Education, North and South). This annual report includes highlights from our most recent annual conference, details of the successful student teacher exchange, the latest cross-border seed funding research projects and more!

Professor Kathy Hall **Dr Noel Purdy**

The 16th annual SCoTENS conference was held in the Canal Court Hotel, Newry on Thursday 18th and Friday 19th October 2018. This year's theme was 'Education as a Common Good: the Role of Teacher Education' and invited delegates to consider how teacher education as a common good can be envisaged and enacted, and how we can ensure that teacher education fosters equity and good citizenship. Delegates were also challenged to consider the implications of education as a common good for approaches to curriculum, assessment and pupil wellbeing.

At the opening of the conference, delegates were warmly welcomed to Newry by Cllr Charlie Casey, Deputy Chairperson of Newry, Mourne and Down District Council. This year we were delighted to welcome two distinguished keynote speakers: Dr Maeve O'Brien, School of Human Development, Dublin City University who gave an insightful presentation on the theme 'Education as and for a common good: The role of teacher education from a critical human development perspective'; and Emeritus Professor John Furlong, University of Oxford who spoke of the experience of teacher education reform in Wales in a presentation entitled 'Education in Wales – altogether more rewarding – the contribution of initial teacher education'. Papers emanating from these keynote addresses are included later in this annual report.

The conference also featured three workshops showcasing collaborative north-south partnerships: Andy Brown (Stranmillis University College) and Elaine Clotworthy (Marino Institute of Education) on 'Winning heARTS and minds: The

common benefits of Teacher Education in the Community'; 'BeSAD (Bereavement, Separation, and Divorce): The Response of Pre-service Teachers to Pupil Well-being' led by Dr Aoife M. Lynam (Hibernia College), Dr Barbara McConnell (Stranmillis University College) and Prof Conor McGuckin (Trinity College, Dublin); and 'Critical and Creative perspectives on Assessment as a "public good" led by Dr Patrick Walsh (retired, Queen's University, Belfast) and Prof Gary Grenville (Emeritus Professor, School of Education, NCAD, Dublin).

Each year the Steering Committee chooses one seed-funded report to launch. This year the BeSAD report, a collaboration between Dr Aoife M. Lynam (Hibernia College), Dr Barbara McConnell (Stranmillis University College) and Prof Conor McGuckin (Trinity College, Dublin) was launched by SCoTENS co-chair Dr Noel Purdy. This report examined the confidence, competence and experiences of student teachers north and south of the border in relation to bereavement, separation and divorce in the classroom.

This was followed by the inaugural award of the John Coolahan Award. In recognition of Prof Coolahan's contribution to the foundation of SCoTENS, the John Coolahan award is made to the authors of the Seed Funding Report which is recognised to be most in line with the values and ideals of SCoTENS. The award was presented by Dr Pádraig Hogan to the authors of the report entitled 'Teacher Education Tutors' Practice in ICT: North and South', a research collaboration between Ulster University, Queen's University, Belfast and

Dublin City University. The report authors were Dr Stephen Roulston (UU), Prof Roger Austin (UU), Dr Pamela Cowan (QUB), Prof Joe O'Hara (DCU), and Dr Martin Brown (DCU). The conference was greatly honoured that Mrs Mary Coolahan was able to attend the launch of this prestigious award.

After the conference dinner, the 2017 SCoTENS Annual Report was launched by Sheila Nunan, outgoing General Secretary, INTO. The conference closed on the second day with the now traditional lively Panel Discussion chaired by Dr Conor Galvin. Along with our two keynote speakers, the Panel included Mr Andy Brown (Stranmillis University College) and two serving school leaders: Mrs Ashleigh Galway (Currie Primary School, Belfast) and Mr Liam Wegimont (Mount Temple Comprehensive, Clontarf, Dublin). Panellists spoke briefly to the conference theme before taking questions from delegates in a wide-ranging and challenging discussion.

The conference also hosted the 3rd SCoTENS Doctoral Workshop which brought together 10 doctoral students from north and south of the border to give short presentations on their work in progress and to receive informal feedback from more experienced SCoTENS colleagues. This relatively new feature of the SCoTENS conference has been very successful since its inception, and we welcome the involvement of new, dynamic researchers to the SCoTENS community.

A highlight of 2018 was the ongoing evaluation of the work of SCoTENS led by members of the Steering Committee using a critical framework based on the work of Etienne Wenger-Trayner, keynote speaker at the annual conference in Armagh in 2016. Members of the Committee presented the evaluation at the Annual Meeting of the American Educational Research Association in New York in April 2018, the Annual Conference of the Education Studies Association of Ireland in Sligo in April 2019 and the European Conference on Educational Research in Hamburg in September 2019. A subsequent article (included later in this report) was also published in the *Journal of Cross Border Studies in Ireland*, launched in Belfast in December 2018.

Among the key activities of SCoTENS is the annual seed funding competition which since its inception has funded 116 collaborative projects, yielding new insights into teacher education and education more broadly across Ireland north and south, and forming valuable and often enduring cross-border research partnerships. The 2018 competition as ever attracted a high level of interest from researchers in Northern Ireland and the Republic of Ireland. A total of five innovative projects received funding in this latest round, and details are also provided later in this report.

SCoTENS continues to support the North-South Student Teacher Exchange, which, since SCoTENS was founded, has provided opportunities to 250 student teachers to spend three weeks in Colleges of Education and on school placement in the other jurisdiction. The programme involves students from Stranmillis and St Mary's University Colleges in Northern Ireland in partnership with students from Marino Institute of Education, Dublin City University and Maynooth University. A report on this year's successful exchange involving a total of 10 student teachers is also included below.

At a time of significant financial constraints, we are indebted to the Department of Education and Skills in Dublin and to affiliated institutions for their continued funding of SCoTENS, a unique cross-border organisation which, as the following pages demonstrate, continues to make an invaluable and cost-effective contribution to the teacher education and indeed wider education community right across the island of Ireland, north and south.

As joint co-chairs of SCoTENS, we would like to express our gratitude and appreciation to the staff of the Centre for Cross Border Studies who provide administrative support for SCoTENS, especially Ruth Taillon, Eimear Donnelly and Tricia Kelly and for their tireless commitment, enthusiasm and expertise during the past year. This has been a year of transition for the CCBS and we look forward to working more closely with the new Acting Director, Dr Anthony Soares, following Ruth Taillon's retirement in March.

We would also like to thank the management and staff of the Canal Court Hotel, Newry, for their service and McCuskers Pro Audio, who provided recordings of the key sessions at the conference for the SCoTENS website.

Finally, we would wish to thank all our fellow members of the SCoTENS steering committee who so willingly give of their time and talents throughout the year to ensure that SCoTENS continues to grow in influence and significance as a valued cross-border space for learning, sharing and exchange. As joint co-chairs, it has been a privilege to lead SCoTENS for the past three years, and it now gives us great pleasure to commend to you this annual report on the activities of SCoTENS in 2018.

2018 CONFERENCE HIGHLIGHTS

The 16th Annual SCoTENS Conference on the theme, Education as a Common Good: The Role of Teacher Education took place on 18 and 19 October 2018. Approximately 100 people attended the conference in The Canal Court Hotel, Newry.

All presentations; photographs, recordings and publications are available to view and download from www.scotens.org

SCoTENS co-Chairs and Keynote speakers
Prof John Furlong, OBE, Prof Kathy Hall, Dr Maeve O'Brien and and Dr Noel Purdy

OPENING ADDRESS:

Education *as and for* a Common Good:
The Role of Teacher Education?
'A Critical Human Development Perspective'

Dr Maeve O'Brien,
Head of School of Human Development, Dublin City University

In this keynote I explore the relationship between education and 'the idea' of a common good, and ask what kinds of education this common good might presuppose, while also interrogating the role of teacher education in relation to '*this' or 'a'* common good. Or to put it another way, from an initial teacher education perspective, I explore the question of what kind of teacher/person we are aiming to educate and form for our schools, and for a fast changing and radically uncertain world. While struggling with this multi-layered development question within the confines of a short paper, I also view this conference theme as a timely gift. Turning over the question of ITE and 'a common good' has pushed me further into reflection on my own institutional experiences, and indeed on the recent incorporation of my own College of Education into the university, alongside other small institutions with particular traditions and heritages. The latter issue of structural reform raises some interesting questions around ITE and has helped me to frame this talk within changing contexts; that are yet to happen, and as national and European boundaries shift and thus affect the educational and broader landscape and 'common good' in significant ways.

In this complex socio-political context, the conference theme is particularly demanding because it requires us as educators to step into a larger and *imagined* space, a space that is unavoidably contested, but that draws us towards dialogue both personally and professionally. The question of 'education *as* a common good' affords us the opportunity here to pose fundamental questions regarding the socio-political and ethical possibilities for teacher education in the unknown space that is imminent. It pushes us to consider matters around education and equality; of access, participation, recognition as cultural, political and economic demands intensify. Moreover, in considering the question of education not just *as* a common good but also importantly *for* a common good, we are reminded of the big idea, that education is fundamentally a developmental project, not just an instrument of markets and economy, but a good that it is utterly aspirational, for our humanisation, liberation (Freire 1970) and for full human development (Nussbaum and Sen 1993). In order to address explicit and indeed implicit questions around teacher education and 'these goods' I adopt a structure consisting of three narrative moves; the common good, education and the common good, and teacher education for a common good within a critical human development perspective.

Three Narratives on 'a common good'

- **The/a common good -definition**, plurality of views and values
  Serious challenges today, **big ideas** on flourishing, equality and justice

- **Education as and for a CG, Critical Human Development Perspective**:
  a) **Education as a common good**- equality of distribution, recognition, power and relationships, equality and education
  b) **Education for a common good**- flourishing and education, human development, Allardt's wellbeing, Biesta's functions and domains

- **Teacher Education: A Critical Human Development Perspective**-
  structural, content, process issues
  a) **System level equality issues** –diversity, content, stakeholder voices, the varying pathways into teacher education, 'over and under professionalisation'-professional learning needs.
  b) **Professional Identity- Deep subjectivity**-commitment and responsibility as a TE, capacity as a person in relationship, the critical care dimension of our work, teacher educators' identities

Narrative 1. Setting the Scene: Challenges to a Common Good

As I have intimated already, I want to re/frame the problem of 'education *as* a common good' slightly differently in this paper: firstly, to pose the question of education and teacher education *as aspects of a common good*, and secondly and with greater emphasis, to consider education and ITE as human and personal/political processes inalienable to being and working *for or towards* a common good. This slightly modified perspective helps us to articulate a conception of education as something larger and more negotiable, as a *dynamic and dialogical process* for full human development across and within local and global contexts. Notwithstanding this modification, interpreting education as a common good is of course important, especially in terms of equality and access to that common good; for how we understand equality and seek to make that good available. Some of the best work in this vein comes to us through the critical education tradition (Freire 1970; Apple et al. 2011; Giroux 2007; Lynch et al.

2004). However, in framing education solely *as* a good, I suggest it is more open to commodification and to reification, unless the common good itself is understood as a *process*, as iterative, always changing and aspirational[1] (as in the work of Freire for example)**.** The caveat in other words in considering education *as* a common good is to avoid reducing the significant issues around the good of education, or meaning of education, to only matters of exchange and distribution of educational goods or goodies (Sandel 2012). The reduction of *public* goods to commodifiable goods is one that concerns Daviet (2016) in relation to the framing of "public goods", how they can be commodified, privatised and marketised. Indeed, leading contemporary thinkers have suggested that the dominance of economic and consumer perspectives on human flourishing and development have led to the erosion of the/a common good; evident in the diminishment of the welfare state, or of real commitment to equity, and in the increased rift between politics (at the level of governance) and the power of the wealthy (Sandel 2012, Picketty 2016). As neoliberal thinking

---

[1] See a similar point in Joan Tronto's (2010) work on caring institutions, where care is conceptualised as a process rather than merely as a commodified purchasable or distributable good.

seeks to extend existing markets and to create ever new market spaces, 'education as and for a common good' meets a real challenge. As Connell aptly put it: "Needs formerly met by public agencies on a principle of citizen rights, or through personal relationships in communities and families, are now to be met by companies selling services in a market" (Connell 2013, p100).

A related challenge in working towards a common good is an increasing permeation of the detached rational economic actor/chooser paradigm of the human. This highly rational and individualised perspective on human life cannot account for significant aspects of human living and meaning making; those relational, communitarian and affective feelings and practices which are necessary for education and full human flourishing and wellbeing. Indeed, this reduced perspective on the human devalues these very social and relational goods that make our life worth living (care, deep connection, love and solidarity). Not only are these dispositions and practices devalued and unrecognised as 'good goods' in and of themselves, but are also usurped in the interests of profit making activity (Hochschild 1995). Additionally, the

hegemony of the 'economic rational actor human' means that the time and energies needed for maintaining fundamental human relationships are increasingly eroded as the productivity treadmill robs us of time for care of our children and families, for time with friends (Fraser 2000, Lynch 2004, O'Brien 2008). In the education context, this is shown to be increasingly the case for tenured workers, and more devastatingly so for the growing numbers of precarious workers, including those within the university (TASC 2018). Through managerialism and neo-liberalisation, the common good, including the common good of education has mutated into a radically reduced idea, towards the production of an entrepreneurial or actuarial product/person, and knowledge production that can efficiently meet the demands of new and yet unknown markets. In the field of higher education (see Guardian 21/5/19) for example suggests that teachers in higher education are stressed and unhappy because increasing demands for productivity erode time with their family and time for teacher/student relationships. Whither a common good?

Education as a common good?- in face of challenges of market views of the human being

- *"If there is one great intellectual challenge today it is that we are in danger of losing our sense of the human"* (Williams 2018)

- *"...the concept of common good, encompassing ethical and political concerns, provides a principle to rethink the purpose of education. It therefore represents an auspicious avenue for further reflection."* (Daviet 2016)

- *"Markets require a rationing of education, and the creation of hierarchies and mechanisms of competition. Hence, the redefinition of schools and universities as firms, and the striking revival of competitive testing, as well as the expansion of public funding of private schools."* (Connell 2013)

Narrative 2. Education *as and for* a common good, for the development of 'the human'?

Against this neo-liberal backdrop, and cognisant of critiques regarding the common good of education, we still hold out for hope (Freire 1994). Working in education and in relationship with other human beings, we know that the common good cannot be reduced to an economic good and still mean anything good. We know too that economic success and high individual income and wealth do not necessarily equate with high levels of wellbeing (Layard et al. 2010). Evidence from large-scale international data tell us that greater within state inequality of wealth and income, creates higher levels of poor mental and physical health, and also poorer levels of social cohesion and trust (Wilkinson and Pickett 2011). This is not a scenario associated with 'a common good' nor broadly the good of a democratic welfare state. It requires us to think anew and more strategically about real processes of education and wellbeing and what we value as good. Just as education can never be neutral, so too the terrain of a common good, because we are in the territory of values, which values matter most and which goods count.

One of the greatest challenges in thinking about education and 'the common good' is that it cannot be *understood as something fixed or approached in a neutral fashion*; the values we hold most strongly and the ways we come to understand human flourishing affect our understandings as educators and our pedagogies (O'Brien 2011). In the *International Handbook of Values Education and Student Wellbeing*, Richard Pring (2010) shines light on this very issue. He contends that differences in values are indicative of significant differences in our understandings of what it means to be fully human and to flourish. I consider the approaches and values that underpin these various paradigms of equality and wellbeing (in the slide) above and their significance for education as and for a common good.

In grappling with the challenge of values we realise that we cannot universally teach for a good life, but we may at least agree that education as a process can aim for a collection of things/goods we believe are important (much of this has been debated and is still heavily contested in relation to those broader issues: e.g. the content of the subject curriculum, virtue education, character education and more

Education for a common good...full human development and equality...Dialogue

How common is the common good? Moving beyond idealistic notions of deliberative democracy in education (Knowles and Clark 2018)

Themes and values

1. **The good as collective, ethical and sustainable**, a process of articulating a common good, democratic models, deliberative: **Critical Theory-Transformative philosophy of education**-Macedo, Freire, Mc Laren, Giroux, Andreotti)

2. **Equality model** of human and societal flourishing....Lynch et al the role of education and its relation to larger society (Bourdieu)

3. **Wellbeing and Welfare** Discourse and Policy...Education (Sen, Allardt, Seligman?)

4. **Relationality-The ethics of care**-The personal relation with self and other; humanistic and relational, deep subjectivity (Freire et al, Williams)

[14]

recently education for wellbeing). In this approach we are closer to a perspective on a liberal education where tradition recognised the subject curriculum as important to a common good, but also put value on the formation of the person and of character. However, from a critical equality perspective, all values education, and all education itself needs to be understood as never neutral (Freire 1970). It should seek to interrogate its own complicitness in the maintenance of inequalities across cultural, power, relational and knowledge domains (Lynch et al. 2004). Andreotti, the postcolonial scholar and activist also warns of the dangers inherent in educational projects where political masking and ideological positions structure development and wellbeing in the curriculum, and become tools of oppression and ignorance (Andreotti 2007).

Notwithstanding the weight of the challenges experienced by educators in the growing neo-liberal landscape and the values implicit within that perspective, there appears to be a strongly emerging global critique of dehumanising movements and practices from 'below'. It may not be a fully realised resistance universally, rather a feeling in the zeitgeist that prompts specific actions to reclaim a common good for all (see Beck 2015 on emancipatory catastrophism and the good that comes from 'bads' such as climate change). This surging from below is evident in young people's protests, the rise of citizens against nationalistic rightist politics, the demands from people to revisit seemingly democratic legal and political decisions (here, just recently for example the eventual justice for Garda Mc Cabe, and those Irish student voices who helped to save their fellow student Nunzo from deportation, and since this talk we have witnessed the articulate voice of teenage Swedish student Greta Thunberg calling for solidarity on climate change).

In the educational and teacher educator landscape too there is a growing call to push back against ideologies or perspectives that are reductive: technicism, scientism and to deliberate and refocus on big issues – on questions of 'the good' and 'value', and to reassert these in a way that can be

meaningful and that can support full human flourishing as a common good (Dunne 2005, Pring 2010, Andreotti 2007). The focus of this conference on education and a common good is important because it provides a way of speaking back in education, against the dominance of detached rational economic views of the human (of *homo economicus*) and it creates a space of possibility to consider the purposes and good of education. In the light of pressing global challenges, of climate change and our relationship to the world/the planet, it calls for a discourse that can counterbalance reductive understandings of education itself, and to take us to global urgent concerns, beyond what Beck (2015 p.76) calls 'methodological nationalism', and towards an emancipatory discourse and catharsis.

Education for what? Which good?

In Biesta's (2015) article '*What is education For?'* he addresses the question of the functions and purposes of education today, and the diminishing role of teachers' judgement in a form of education that has become increasingly *scientised,* and what I have argued above, is overly rational and dehumanising. Biesta's concern is that an over-reliance on objective/empirical evidence, scientism, takes responsibility and agency away from the teacher as a *person* of discernment and experience, and as such, from their engagement in *good education*. He suggests that education is complex and multidimensional in its purposes and domains of engagement. It is he argues: *for* qualification, *for* socialisation and *for* subjectification (ibid: 78). So while education involves a whole realm of learning for utilitarian and technical ends, certain kinds of knowledge and skills as discussed earlier, most importantly, good education is also about learning to be *with others* and the social, and about the development of our own *personhood and subjectivi*ty. Biesta (ibid: p.79) suggests, as most teachers recognise, that education has moved out of balance today and is overly focused on the domain of qualification. His concern is that good education cannot be realised when students are diminished in their experiences of the two other domains, how to be with others

and how to be and become themselves.[2] Subjectification is a concept he uses as distinct from the idea of identity which he sees as "belonging to the domain of socialisation", while subjectification addresses significant matters around who we are as persons, issues of "autonomy, independence, responsibility, criticality and the capacity for judgement" (ibid: p. 85). When we relate the idea of good education to *subjectification*, the development of a person's subjectivity as a good person and citizen, we enter into ethical space and political space. Education of the person to be good and live a good life goes way back to Aristotle's concept of *Eudaimonia*, of 'a life well lived'. How can we meaningfully grapple with this idea of the good today in terms of balancing the purposes of education and the world as it is and as it develops?

Wellbeing as the good of education?

One of the popular movements in education that seems to be about leading a good life, or one that has meaning at the level of the deeply personal, is education in/about wellbeing. But it is worth considering how the current wellbeing trend in educational curricula and classrooms may be harnessed to the purposes of socialisation and qualification,rather than for subjectification in the sense that Biesta is arguing. Bache and Scott (2019)'s *The Politics of Wellbeing* considers how mental health policies and education and curricula are increasingly harnessed to the production of wellbeing but sometimes in instrumental or trivial ways. For instance, wellbeing may be equated with qualifications and high achievement or reduced to success in the job market. A further issue for education is that wellbeing seen *as* "a common good", is often used interchangeably and not distinguished from the construct of happiness, a much smaller idea and more psychological and

individualised in emphasis. The individualisation of happiness/wellbeing as subjective wellbeing (SWB) means that *'I'*, perhaps regardless of my own context, am responsible for becoming a happy and healthy member of society. Not only am I deemed responsible for my educational qualifications and the cultural capital I can produce, but also for my own wellbeing as a form of socio-emotional capital that allows me to function in the economy and culture at a high level.[3] A singular concern with happiness, and education for happiness as emotional positivity, can lead us to a cul-de-sac in terms of human development and a common good. My happiness at this point in time is not necessarily a condition for the common good or even perhaps my own good![4]

However, if wellbeing /flourishing are framed and understood as conceptions of a good that is about us and an/other, the subject *and* the social (Biesta 2015), then these are legitimate aims of education, education for/towards a common good. Welfarist approaches to wellbeing such as those arising from Allardt's (1993) *Having, Loving, Being* hybrid approach include both objective and subjective aspects of wellbeing, and take account of the subject, the social and their contexts. At this time of radical uncertainty in relation to the planet, politics and development, we might now ask how wellbeing as a comprehensive approach to a good, can be reimagined, and what role education as a process has in this good. There are many models and many ways of framing the problem,[5] but given the urgency of the climate change challenges we face and their potential to disrupt our ways of being in the world, and the world itself, the common good has to be understood in terms of new priorities, concepts and categories of geo-political, economic and cultural transformations (Beck 2015).

---

[2] When we think about students' engagement as something only for qualification, we think of commodified, packaged and instrumental learning that cannot be justified as or for a common good.

[3] Ecclestone and Hayes among others have sought to expose the perils of this therapeutic approach to education and the reductiveness of the happiness narrative (Ecclestone and Hays 2009 *The Dangerous rise of therapeutic Education*).

[4] See O'Brien and O'Shea (2016) on the role of illbeing and suffering to the process of becoming well and wellbeing.

[5] See for example the recent publication by Bache and Scott (2018) *The Politics of Wellbeing: theory, policy and practice.*

Narrative 3. Teacher Education and a common good?

If we take the issue of redressing the balance of subjectification and socialisation seriously in education, then perhaps we can begin to understand how education and teacher education can be part of a transformative process of becoming oneself and the becoming of the world as good and just (Freire 1970). But of course the challenges experienced in the context of teacher education reflect the broader challenges experienced in education and society. To name some of these again: the privatisation of public education and other services which means partiality and influence from private/particular interests; the erosion of the public space and state causing a lack of capacity to collectively transform (at home there are many examples of sponsorship in education at all levels); the growing commodification of social goods - even our caring relationships; hyper rationality (Zeichner 2010) and an intensifying technicism to the detriment of the affective and relational life and full human development. Given that teacher education itself has undergone a radical restructuring on this island, and in most cases has moved more fully into the university, it faces its own particular and new challenges alongside the perennial ones (such as teaching large numbers and the challenges of doing critical and relational pedagogy). How possible is it for teacher education at this time to combat these external pressures in the wider world and its own internal ones? How do we move towards a rebalancing of educational purposes in ITE, and what are the boundaries of possible action and responsibility for a common good?

Clearly, such a complex question can be approached from multiple perspectives and to address the issue coherently and systematically requires an extensive consideration. One response generated at government level around ITE and its future was the commissioning of the Sahlberg (2012) report, to conduct a review of ITE in Ireland (south) as a means to rationalise ITE, to strengthen ITE nationally and to provide "internationally competitive" experiences for ITE students. Much

has happened on the basis of the recommendations of that report; in terms of the restructuring of various ITE institutions and universities in tandem with the decision to move to four year first-level and two year-second level ITE programmes. The review of the implementation of the recommendations of Sahlberg 1 has just been published. There were a number of reforms suggested but the recently published review (2019) outlines its mandate to:

"in particular to focus on the extent of the structural and cultural changes which have taken place across the HEIs as identified in Sahlberg 1. It was also asked to consider the effect of the reforms on the quality of instruction on pedagogy and pedagogical content knowledge and on the educational experience of students in ITE, as well as commenting on the impact of the reforms on research capacity in the HEIs and the linkages between research and teaching and learning of ITE students" (Sahlberg 2019: 12).

So while welcomed, the review document (2019) also states that at this point in time, we have no rigorous empirical basis for evaluation of the reforms that were undertaken and that we can only discuss the changes anecdotally. There are a number of ways to respond, and some of the anticipated effects of this restructuring and of challenges experienced by ITE educators in Ireland and elsewhere can be found in various publications (O'Brien and Furlong 2015, Murray 2012, Conway and Murphy 2013, Czerniawski, Gray, McPhail, Bain, Conway and Guberman 2018). One important strand in the literature on recent reform of ITE internationally deals with questions of teacher and teacher educator identities, under pressure from the challenges without and within higher education more generally. The widespread root and branch reforms in these jurisdictions have raised issues around recognition of the nature of the work that is valued, the tensions between craft knowledge, skills and academic knowledge, issues around ITE educators' own professional development in their field, and within the intensified research context of the university - the pressure to publish while still maintaining their

'core' teacher identity. My own work with Furlong (2015) just pre-restructuring, and in line with Czerniawski et al.'s (2018), suggests that 'primary school teacher identities are privileged' and continue to shape teacher educator practices in ITE and their values, despite global and diverse influences at play. For these ITEs, 'teacher practitioner identity' is understood as foundational to teacher education practice. However, there are gaps in our knowledge and a large scale study of teacher educator work *and* identities in the reformed institutional contexts in Ireland is now needed. Data of this type could support teacher educators around their challenges as they experience them, and would recognise and value their experiences of the radical changes that have been wrought. This is important because it impacts on the ITEs as they struggle against technicism, metricification and performativity, but also, because it shapes how they then engage day to day with student teachers around the matter of teacher identity, and the consistent push towards researcher and performative identity within universities (Zeichner 2010). Under this type of pressure, ITE research would provide data and opportunities to name the 'bads' of reformed ITE (see Beck on bads and emergent goods, 2015), and thus in naming the world, would help to articulate and assert a good around ITE, ITEs, their identities and the nature of their intellectual work as praxis.

Inside ITE processes for a common good and listening to students

The *structure and content* of ITE has been under serious scrutiny as part of the reform agenda, but I suggest that we need focus on ITE as educational process and as human development. In the absence of large scale representative data or of documented narratives on process in the reformed context, I now return to my own pedagogical praxis and commitment to researching with my students and reflecting on my teaching and engagement in this shared reformed context.[6] One of the arguments I have threaded through the narratives

that underpin this talk; of 'a common good, of education as a common and for a common good,' has been around education as a process of human development, that includes both subjectification and socialisation (Biesta 2012). The problem of subjectification and of taking care of one self, and of who one becomes, within neo-liberal higher education and the broader education landscape has been well articulated by Ball (2015) among others. They suggest that teacher subjectification and taking care of oneself are, and need to be, about resistance to power located in the social, and in a resistance that emerges at the site of individual subjectification:

"*to put it simply, to the extent that neoliberal governmentalities have become increasingly focused upon the production of subjectivity, it is logical that we think about subjectivity as a site of struggle and resistance*" (ibid: 85).

In my own teacher educator praxis, the pedagogies that I have embraced are committed to the issue of becoming, to subjectification, and in that sense they are also relational, and seek to nurture deep connection to self *and* other. With Freire (1970), Ball (2016) and Tronto (2010) and others, I recognise that turning in on the subject and doing resistance must be balanced by a turn to the other; that a deep care for myself in turn should facilitate care of others and a good.

Following an ethical caring relational approach (Noddings 2010), I understand education as a process of transformation of self and the world (Freire 1970). In the course of my praxis with several groups of BEd 4 students, I have gathered data from their experiences on my module called *Care*, *Wellbeing and Professional Praxis* which I have taught since our restructuring into the university. Taking the student voice seriously, one of the strong student commentaries in discussion and reflection is around overload and of a need for deep reflective space for students to become themselves. Below is an excerpt typical of many of

---

[6] See Ball (2015) on research via e mails with teachers on self-care and resistance to the pressures of performativity culture and neo liberalisation of educational institutions.

Overload: One Student's reflection on development and wellbeing

"Every piece of work we did was completed so as to tick a box so that we could move on to something new. There was little or no time to properly reflect as the focus was on attempting to get through the workload. ....Here, we focus on the information that would help us pass assignments and exams, rather than prepare us for the teaching world.

However, while this course is generally very intensive and leaves little time for personal reflection, the Human Development seminars were a haven for peace of mind and genuine deliberation".

students' voices who have taken the 4th year Human Development Praxis seminar. It is insightful in relation to the meaning of good education and implicitly asks for an integrated praxis work in ITE, and a refocussing on the internal goods of education rather than on the performative externals. This is what I am calling a 'pedagogy of inreach'.[7]

Another aspect of the challenge to subjectification in the context of ITE is making an ethical response to the socialisation of students, to a good that is emergent, in the midst of deep uncertainty and geo-political upheaval. In this I suggest we look to those brave critical thinkers and educators who emerged in the 20th century and that we reclaim our space as public intellectuals with a responsibility to educate politically (albeit with a small p), in a pedagogy of outreach! Our classrooms and lecture theatres provide us with opportunities to work with the next generations around the becoming world, and as they are becoming teachers. As ITE educators we are not just intellectuals, but also subjects and citizens deeply implicated in educational projects and thus

mandated with responsibility around the socialisation and subjectification of our own students. To work with socialisation and subjectification as purposes means we have to be aware of our own role modelling, our own reflection and reflexivity and pedagogies that can open up spaces for critique and concern. This hybridised model; 'a pedagogy of inreach and outreach' brings together the inner and outer worlds, leaves space for self and other, seeks to challenge old binaries and the ongoing politics in ITE.

This type of praxis places an emphasis on the personal formation of the teacher educator/teacher and how this subjectivity is articulated in their professional identity. In the university, where traditionally subjectivity has required identification with *homo academicus*, and more recently with a style of *homo academicus entrepreneurism*, an identity shaped in the new university context of academic competitiveness caring subjectivity and ethical responsiveness to caring for others is not encouraged or recognised. However, the tide is turning as well as rising.

---

7 See O'Brien forthcoming in "The Care/Justice relation in teachers' and students' wellbeing" in P. Mannix Flynn and T. Murphy eds. *International perspectives on teacher wellbeing and diversity*. London: Springer.

Critical contemplative pedagogies (Kaufman 2017), wellbeing education, critical citizenship education, care pedagogies as social justice praxis, all approaches to overcoming the old fixed and binarised ways of seeing myself and an/other are emerging. There are of course dangers just as the commodification of wellbeing and mindfulness pose threats to real flourishing, and as Ecclestone and Hays (2019) warn to academic learning, but students themselves know what they need. If we really listen as ITEs and create the conditions where students can articulate these needs, transformation is possible.

Concluding Comments

To draw together these narrative strands in relation to our understanding of a common good, of education *as and for* a common good, and the role of teacher education in relation to this good, I return to understanding education as a process that is for human flourishing and that cannot be defined reductively in terms of economic or utilitarian ends. In his paper on education as a 'public good' Daviet (2016) concludes that the utilitarian and commodified model of 'education as a public good' is unsatisfactory because it is most concerned with educational provision i.e. its distribution, and thus ignores other important issues. He suggests that a better model that takes seriously the multi-facetedness of human experience (ibid:p.7) must shift towards a focus on 'common goods' that are captured through democratic processes. This is an optimistic and significant contribution to the debate on education and its meaning in a globalised and uncertain landscape. In this paper, I have taken up to an extent where Daviet left off, but while Daviet stays on the outside of the education process, I have tried to go inside and explore the challenges to such a democratic model, an iterative dialogic/relational approach to education as a common good, and a need to revisit the purposes of education and the processes of teacher education.

As we move from older more fixed views of the common good, and a focus on issues of resources and distribution to more recent and emerging needs; life of our planet; sustainability; and our responses to attendant issues of poverty and inequality, as teacher educators we need to understand and engage with education *as a process* of humanisation and of liberation. This is not to ignore the complexity of this call, there are many competing ideologies on what it is to be human, but there is also an immediacy required in our ethical response to educating our students/student teachers for this world. In educating our students through dialogical, relational critical pedagogies that take account of the radical uncertainties of these times, we support and orient our students in a search for understandings of the human and a common good. Through a teacher education praxis that is grounded in a love for the world, a world that we create through our ethical personal self-transformation, through education processes that are open, relational and articulate care and connection to the other, we can make our world anew. Michael Apple (2011 p. 46-48) argues that critical transformative educators need to respond to a set of nine tasks and that no one educator can manage them all (with the exception of Paulo Freire who came pretty close). I have focused particularly on two of these in this paper. Task 1, 'bear witness to negativity' and the complicitness of education in exploitation, I have discussed this important task in relation to the reductivism of a neo-liberal paradigm and the pressures it exerts in universities and teacher education. It is important that we in teacher education continue to address this problem although it can sound like we are shouting into the wind. In Task 8, Apple asks us to integrate our intellectual and pedagogic work with suffering and critically engaged action. This is the challenge that I have explored here with respect to the processes of teacher education and teacher educator identity. It is not enough to teach out there, but as researchers and academics, working in education for a common good demands we take up that ethical position.

I leave you with the reflective words of a final year teacher education student on the complexity of the task of being an educator today:

There is no answer to the vulnerability that is intrinsic in teaching just as our (my) wellbeing is constantly being challenged. I have come to see that teachers are the embodiment of the paradox that exists in teaching. …We are expected to achieve learning outcomes and have children prepared for the next year in their education while dealing with a range of personalities and caring for their wellbeing, as well as our own. There is no agreement on what is best for students and what actions might achieve that purpose. As teachers it is our own responsibility to reflect and find ways to achieve the desired ends… and this is something I will endeavour to do throughout my career.

References

Allardt, E. (1993). Having, loving, being: An alternative to the Swedish model of welfare research. *The quality of life*, *8*, 88-95.

Andreotti, V. (2007). An ethical engagement with the other: Spivak's ideas on education. *Critical literacy: Theories and practices*, *1*(1), 69-79.

Apple, M. W., Au, W., & Gandin, L. A. (Eds.). (2011). *The Routledge international handbook of critical education*. Taylor & Francis.

Bache, I. (2020). Wellbeing. In *Evidence, Policy and Wellbeing* (pp. 29-51). Palgrave Pivot, Cham.

Ball, S. J. (2016). Subjectivity as a site of struggle: refusing neoliberalism?. *British Journal of Sociology of Education*, *37*(8), 1129-1146.

Beck, U. (2015). Emancipatory catastrophism: What does it mean to climate change and risk society?. *Current Sociology*, *63*(1), 75-88.

Biesta, G. (2015). What is education for? On good education, teacher judgement, and educational professionalism. *European Journal of Education*, *50*(1), 75-87.

Connell, R. (2013). Neoliberalism and higher education: The Australian case. *Universities in Crisis: Blog of the International Sociological Association*, *20*.

Conway, P. F., & Murphy, R. (2013). A rising tide meets a perfect storm: New accountabilities in teaching and teacher education in Ireland. *Irish Educational Studies*, *32*(1), 11-36.

Czerniawski, G., Gray, D., MacPhail, A., Bain, Y., Conway, P., & Guberman, A. (2018). The professional learning needs and priorities of higher-education-based teacher educators in England, Ireland and Scotland. *Journal of Education for Teaching*, *44*(2), 133-148.

Daviet, B. (2016). Revisiting the principle of education as a public good.

Dunne, J. (2005). What's the good of education. *The RoutledgeFalmer reader in philosophy of education*, 145-160.

Ecclestone, K., & Hayes, D. (2019). *The dangerous rise of therapeutic education*. Routledge.

Fraser, N. (2000). After the family wage: a postindustrial thought experiment. *Gender and citizenship in transition*, 1-32.

Freire, P. (1970). Pedagogy of the oppressed (MB Ramos, Trans.). *New York: Continuum*, *2007*.

Giroux, H. (2007). *Border crossings: Cultural workers and the politics of education*. Routledge.

Guardian Newspaper Tuesday 21st May 2019, "It's incredibly cutthroat" Half of academics stressed and 40% thinking of leaving, by Anna Fazackerley.

Hochschild, A. R. (1995). The culture of politics: Traditional, postmodern, cold-modern, and warm-modern ideals of care. *Social Politics: International Studies in Gender, State & Society*, *2*(3), 331-346.

International Review Panel on the Structure of Initial Teacher Education Provision in Ireland, & Sahlberg, P. (2012). *Report of the International Review Panel on the structure of initial teacher education provision in Ireland*. Dublin: Department of Education and Skills.

Kaufman, P. (2017). Critical contemplative pedagogy. *Radical Pedagogy*, *14*(1), 1-20.

Layard, R., Mayraz, G., & Nickell, S. (2010). Does relative income matter? are the critics right. *International differences in well-being*, *28*, 139-66.

Lynch, K., Baker, J., Lyons, M., Feeley, M., Hanlon, N., Walsh, J., & Cantillon, S. (2016). *Affective equality: Love, care and injustice*. Springer.

Noddings, N. (2010). Complexity in caring and empathy. *Abstracta*, *6*(2), 6-12.

O'Brien, M. (2008) *Wellbeing and Post Primary Schooling: A review of the literature and research*. Dublin: NCCA.

O'Brien, M., & Furlong, C. (2015). Continuities and discontinuities in the life histories of teacher educators in changing times. *Irish educational studies*, *34*(4), 379-394.

O'Brien, M. (forthcoming) 'The Care/Justice relation in teachers' and students' wellbeing' in P. Mannix Flynn and T. Murphy eds. *International perspectives on teacher wellbeing and diversity.* London: Springer.

O'Brien, M. (2011) Professional responsibility and an Ethic of Care: teachers' care as a moral praxis in Sugrue, C., & Solbrekke, T. (Eds.). (2014). *Professional responsibility: New horizons of praxis*. Routledge.

Picketty 2016 Piketty, T. (2015). *The economics of inequality*. Harvard University Press.

Pring, R. (2011). Introduction. In Lovat, T., Toomey, R., & Clement, N. (Eds.). (2010). *International research handbook on values education and student wellbeing* (pp. 23-24). Dordrecht: Springer.

Sahlberg, P. (2019) *The Structure of teacher Education in Ireland: Review of progress in implementing reform.* Dublin: HEA.

Sandel, M. J. (2012). *What money can't buy: the moral limits of markets*. Macmillan.

Nussbaum, M., & Sen, A. (Eds.). (1993). *The quality of life*. Oxford University Press.

TASC (2018) S. Pembroke, *Precarious work, precarious lives: How policy can create more security*. Brussels: FEPS.

Tronto, J. C. (2010). Creating caring institutions: Politics, plurality, and purpose. *Ethics and social welfare*, *4*(2), 158-171.

Wilkinson, R., & Pickett, K. (2011). *The spirit level: Why greater equality makes societies stronger*. Bloomsbury Publishing USA.

Williams, R. (2018). *Being Human: Bodies, Minds, Persons*. London: SPCK.

Zeichner, K. (2010). Competition, economic rationalization, increased surveillance, and attacks on diversity: Neo-liberalism and the transformation of teacher education in the US. *Teaching and teacher education*, *26*(8), 1544-1552.

CLOSING ADDRESS:

Making Education in Wales 'Altogether More Rewarding' - The contribution of ITE

Prof John Furlong,
University of Oxford

Education in Wales is changing and changing fundamentally. To borrow the strap line from the Welsh Government's current promotion campaign, their aim is to make education 'altogether more rewarding' for everyone involved – for pupils, their families and for all of those engaged in teaching them. Rather than an education system which is dominated by concerns with 'performativity', there is now in Wales an explicit focus on ensuring that education is first and foremost 'for the common good' (Welsh Government, 2018).

Perhaps the most explicit expression of this new focus comes from the recommendations of the Donaldson Report 'Successful Futures' (Donaldson 2015) which is guiding a whole raft of changes to both the curriculum and assessment. At the heart of Donaldson's proposals is the insistence that Wales should move away from a narrow conception of learning based only on competitive achievement in traditional academic subjects. Instead Donaldson has suggested and the Welsh Government has accepted that in the future there should be four equal fundamental purposes for the curriculum. Instead of narrow academic achievement the aim of the curriculum should be to create:

- Ambitious capable learners who are ready to learn throughout their lives;

- Enterprising, creative contributors who are ready to play a full part in life and work;

- Ethical, informed citizens who are ready to be citizens of Wales and the world;

- Healthy, confident individuals, who are ready to lead fulfilling lives as valued members of society.

Rather than being organised in terms of traditional subjects, the curriculum is now being based on six areas of learning and experience (ALoEs). These are: expressive arts; health and well-being; humanities; languages, literacy and communication; mathematics and numeracy; science and technology. In addition there are three cross-curriculum responsibilities: literacy, numeracy and digital competence. But in sharp contrast to curriculum reform in most countries, the ALoEs and the cross-curricular themes have not been developed by external curriculum experts; and the aim of the reform is not to produce a detailed and prescribed curriculum. Instead the new curriculum has been significantly developed 'from the bottom up' with groups of what are called Pioneer Schools – schools that already have

a significant expertise in for example, digital competence or expressive arts – taking the lead. Over the course of a year groups of Pioneer Schools have worked collaboratively to produce a new curriculum framework for each of the ALoE's and cross-curricular themes. And indeed the outcome in each case is only a framework based on a series of progressive 'what matters' statements.   In the future, it will be up to schools and individual teachers, using these frameworks, to develop a detailed curriculum for themselves in ways that are most appropriate for their particular pupils.   The new draft curriculum was published for consultation in April this year and is to be progressively implemented from 2022 onwards (Welsh Government 2019).

Assessment is changing too. Instead of national tests, there is to be far greater emphasis on a personalised approach to assessment, with progression reference points at 5, 8, 11, 14 and 16. Rather than focusing primarily on competitive measures of institutional achievement in the future the primary purpose of assessment will be to support learning, providing feedback to learners, their families and their teachers. And in order to facilitate this changed approach the 'what matters statements' have been carefully graded to ensure progression over time in each area of the curriculum.   National   and   local   authority monitoring of school performance will in the future be carried out by a careful sampling strategy combined with rigorous self assessment, rather than blanket competitive testing.

A final area of reform concerns a different approach to management and leadership where there is a much greater emphasis on collaboration between schools and across the profession. Again this is exemplified by the work of the Pioneer Schools which have been responsible for the development of the new curriculum. But there is also a new network of Pioneer Schools that have a strong profile in professional development itself. These schools are tasked with developing and supporting   a   collaborative   approach   to professional learning across their local region, supporting schools that have not yet been directly

involved in the development of the new policies.

In all these different ways then – in the curriculum, in assessment, and in management, leadership and   professional   development   –   Wales   is pioneering a very different approach to education. It is an approach where teachers themselves have much more responsibility than they have had in the recent past.   Indeed, taken together, the changes indicate a very different conception of what teacher professionalism actually is. As Graham Donaldson himself has stated, no longer will it be sufficient for teachers simply to know the 'what' of education. Because they are now to have a key role in devising curriculum and assessment strategies for their particular learners, and because they will be involved in collaborative networks that reach beyond their individual school, teachers in Wales will now also need to understand the 'how' and the 'why' of education. It is indeed a very different conception of what teacher professionalism actually means.

The implications for ITE

But how does Wales build the new professionalism that is needed after over 30 years of centralised control of curriculum and assessment? And in particular, what are the implications for initial teacher education? It was these questions that were at the front of my mind when I took on the task of reviewing ITE in Wales in 2013.   The result of my review was the publication of a report in 2015 called '*Teaching Tomorrow's Teachers; options for the reform of initial teacher education in Wales'* (Furlong, 2015) in which I argued for a new form of initial teacher education that was 'both rigorously practical and intellectually challenging at the same time'. It is this vision of a professionalism - firmly based in the practicalities of everyday life in schools but also critical and questioning that I believed was central to the achievement of the wider reforms in Wales.

Teaching Tomorrow's Teachers had just nine recommendations, the most significant of which focused on the establishment of a new process for the accreditation of ITE programmes based at arms'   length   from   government   within   the

Education Workforce Council (EWC)– Wales' equivalent of a teachers' council. There was also a recommendation that once a new accreditation system had been established the role of Estyn, the inspectorate, should be revised so that its work on ITE was informed by the same principles as those underpinning the accreditation process. If ITE was to be changed in the ways needed to meet the new professional requirements it would be essential that both the accreditation process and the inspectorate were pulling in the same direction.

The Welsh Government accepted all of the report's recommendations. In 2016, they established a 'task and finish group', which I chaired, to draft the new Accreditation Criteria; these were published in 2017 (Welsh Government 2017). At the same time legislation was passed to establish a Teacher Education Accreditation Board within the EWC to undertake the new accreditation process. In the two years following that all prospective programmes in Wales went through the accreditation process. In the first instance four of the six university partnerships that applied for accreditation were formally accredited, although all with some conditions. In a second round undertaken a year later, a further two university partnerships were conditionally accredited. The first student teachers to undertake the radically revised programmes began their courses in the autumn term of 2019.

But, many readers may ask, what is different about that? A majority of countries, at least in the English speaking world, have similar accreditation processes for their initial teacher education programmes (e.g.Teaching Council (Ireland) 2011; AITSL, 2018). Where the Welsh criteria are similar to those of other countries is that they identify a 'curriculum' for programmes - a range of different issues that need to be addressed both theoretically and practically by student teachers. Where they differ, particularly from those in the USA (Cochran-Smith et al 2018) or England (DfE 2011), is that rather than focusing strongly on outcomes or

measured impact the Welsh Criteria also have embedded within them a new 'vision' for student teacher learning. Outcomes do remain important, but they are outcomes to be achieved through a rich learning experience that focuses on both the practical and intellectual development of the student teacher at the same time. It is that vision, which is itself based extensive research,[8] that all courses in Wales now have to embrace in their application to become accredited.

The 'Vision' for student teacher learning

The vision for student teacher learning that underpins the new Criteria is based on the recognition that professional education necessarily involves a number of different modes of learning. On the one hand there are forms of learning in any ITE course that are primarily practical. It is self evidently true that one cannot really learn how to manage a classroom of 30 lively 8 year olds without actually taking on the task oneself. What is needed is a form of 'embodied learning'. There are also forms of learning that are primarily intellectually based; where by drawing on research, theory and knowledge of good practice elsewhere in Wales and internationally, the aim is to induct prospective teachers into 'the best that is known' about the complexities of teaching in today's schools. But, the new Criteria insist, in any programme of initial teacher education, the largest part is or ***should be*** based on learning that is both rigorously practical and intellectually challenging at the same time. This approach the Criteria insist is central to all of the core areas of ITE, particularly those areas dealing with curriculum, assessment and pedagogy.

But how do we develop courses that are indeed both 'rigorously practical and intellectually challenging at the same time'? The Criteria again insist that if this is to be achieved, then it demands a very different role for schools; they need to become full and equal partners with universities in both designing and delivering programmes. Only in that way, the Criteria argue, can we be sure that

---

[8] For a discussion of that research see Furlong (forthcoming).

those programmes are equally 'practical' and 'intellectual'. But if that is to be achieved, then there are major implications for schools. They will need the training and the resources to take on their new responsibilities. There will also need to be a changed culture in schools where they are willing to see taking part in ITE as one of their 'core' responsibilities. Inevitably the Criteria recognise that that will mean a smaller number of schools with greater numbers of students working in them in different ways.

But the Criteria also have implications for universities. Given that so much of the practical preparation of student teachers must now directly involve schools, then the Criteria insist that universities need to develop a much clearer understanding of what their *distinctive* contribution to professional learning actually is. What the Criteria specify is that the task of universities is to make available forms of professional knowledge that are not necessarily available in all schools; that is knowledge from research, from theory and from good practice across Wales and internationally. That is their unique contribution. But in order to contribute those things they need to ensure that they have the right staffing structures and staff development policies in place. No longer will it be appropriate for 'front line' teacher educators to be on part time, casualised contracts. If their core responsibility is to contribute those forms of knowledge that are not universally available in schools, then university tutors themselves need to be fully embedded in the 'scholarly culture' of the university; they need qualifications at least one level higher than the courses on which they are teaching and they themselves need to be 'research active'. As I documented in *Teaching Tomorrow's Teachers,* in many cases these conditions were far from being met in Welsh universities in 2015.

A further important requirement of the Criteria is that courses need to establish explicit opportunities within their programmes to bring together different forms of professional knowledge. How programmes do that is necessarily left to them, but there are many

examples in the literature and in practice elsewhere that do that. These include forms of 'lesson study' (Teacher Development Trust (2019), 'learning rounds' (Philpott and Oates, 2015) or action research all of which provide students opportunities to engage critically with both the practical and intellectual dimensions of professional practice. As the Criteria state, through these sorts of activities, students need to be challenged to forge their own professional theories and to recognise that there are no simple 'right' answers.

The new Criteria also insist that there is joint planning of the whole programme; only if this takes place on a regular and routine basis can the collaborative approach be sustained over time. That means that school staff have to be centrally embedded in the management and leadership structures of programmes. Programmes need to demonstrate that they have collectively defined their underlying philosophy, structures, content and assessment procedures. Working in this collaborative way involves a significant culture shift for universities who are used to being 'in charge'. But it also involves a significant culture shift for schools. They have to accept that they are now accountable for programmes in their totality not just for providing opportunities for 'teaching practice'.

And, as indicated earlier, this new vision means that the inspection frameworks used by Estyn when they inspect ITE programmes and when they inspect schools where student teachers are placed needs to be based on the same principles of professional learning as are embedded here. One of the complaints of the past was that schools were not given credit by the inspectorate for the work they undertook with student teachers; that is why so many schools were reluctant to take student teachers if they knew they were likely to be inspected at that time. The new inspection framework being developed by Estyn, which will be published later this year, explicitly recognises the role of schools in supporting student teacher learning; it also recognises the importance of different forms of professional learning involved

and the importance of close collaboration between universities and schools.

Conclusion – will it work?

In conclusion it is important to state that none of the ideas underlying the Welsh reforms is fundamentally new. As Burn and Mutton (2015) have documented, there have been any number of individual programmes based on these principles that have been developed in different parts of the world over recent years.   What is distinctive about the Welsh initiative is that this is the first time that the collaborative model has been instituted on a national level; it is the first time that it has been made mandatory. But will it work? Will this collaborative approach to teacher education raise the quality and relevance of provision and develop the new sort of professionals that Wales will need in the future to achieve its broader reform agenda?

Of course it is far too early to say. What we can say already is that over the last two years there has been a huge enthusiasm for reform, both from universities and particularly from schools. Universities, centrally, have made very significant commitments to their Education faculties in terms of significantly increased funding to be passed to schools; and they have begun to invest seriously in staff development giving lecturers, many for the first time, the opportunities to engage in research and study for higher degrees.   And schools have embraced the changes with enthusiasm.   They have found a new confidence in their engagement with ITE. But unlike in England where many schools have taken over ITE in its entirety, there is new enthusiasm amongst Welsh schools for what 'their' universities can and should be offering in terms of knowledge about research, theory and good practice elsewhere. Expectations are high and the challenge in the coming years will be for universities to meet those raised expectations not only in ITE but in collaborations in professional learning more broadly and in research.

But perhaps the best guarantor of raised quality and relevance of ITE is the fact that now provision is genuinely shared. Schools themselves are at the front line of the wider reforms that are taking place in terms of curriculum, assessment and professional learning. The commitment to joint planning of ITE programmes means that it is these issues, their lived realities, that will be brought to that planning process year in year out.   That, combined with the genuine recognition of the distinctive but complementary contribution that both schools and universities can make to professional learning is something that should ensure that in the future, ITE in Wales remains 'both rigorously practical and intellectually challenging at the same time' and give Wales the new professionalism that it now needs.

References

AITSL (Australian Institute for Teaching and School Leadership) (2018) *Accreditation of Initial Teacher Education Programs in Australia. Standards and Procedures*. Melbourne: AITSL

Burn, K and Mutton, T. (2015) A review of 'research-informed clinical practice' in initial teacher education, *Oxford Review of Education* Vol 41(2), 217–233

Cochran-Smith, M., Carney, M., Keefe, E., Burton, S., Chang, W-C., Fernandez, M., Miller, A.,Sanchez, J. and Baker, M.(2018) *Reclaiming Accountability in Teacher Education*. Boston: Teachers' College Record

DfE (Department for Education) (2011) *Teachers' Standards; Guidance for School Leaders, School Staff and Governing Bodies*. London: Department for Education

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665520/Teachers__Standards.pdf

Donaldson, G (2015) *Successful Futures. Independent Review of the Curriculum and Assessment Arrangements in Wales.* Cardiff: Welsh Government. https://gweddill.gov.wales/docs/dcells/publications/150225-successful-futures-en.pdf

Furlong, J. (2015) '*Teaching Tomorrow's Teachers; options for the reform of initial teacher education in Wales'* Cardiff: Welsh Government https://gweddill.gov.wales/docs/dcells/publications/150309-teaching-tomorrows-teachers-final.pdf

Furlong, J. (Forthcoming) 'The Universities and Initial Teacher Education; challenging the discourse of derision. The case of Wales' in *Teachers and Teachers*

Philpott, C. and Oates, C. (2015) What do teachers do when they say they are doing learning rounds? Scotland's experience of instructional rounds *European Journal of Educational Research* Vol 4 (1), 22-37

Teacher Developmet Trust (2019) *Lesson Study.* http://tdtrust.org/what-is-lesson-study

Teaching Council (Ireland) 2011) *Initial Teacher Education: Criteria and Guidelines for Programme Providers* http://www.teachingcouncil.ie/publications.157.html

Welsh Government (2017) *Criteria for the Accreditation of Initial Teacher Education Programmes in Wales: Teaching Tomorrow's Teachers.* Cardiff: Welsh Government https://gov.wales/sites/default/files/publications/2018-09/criteria-for-the-accreditation-of-initial-teacher-education-programmes-in-wales.pdf

Welsh Government (2018) *Education in Wales – Our National Mission. Action Plan 2017-2021*. Cardiff: Welsh Government, https://gov.wales/sites/default/files/publications/2018-03/education-in-wales-our-national-mission.pdf

Welsh Government (2019) Draft Curriculum for Wales, 2022 https://gov.wales/draft-curriculum-wales-2022#content

WORKSHOPS

Three workshops, each jointly facilitated by colleagues from both sides of the border, were run concurrently on both days of the conference – thus allowing all delegates to participate in their choice of two of the workshops.

WORKSHOP 1: *Winning hearts and minds: The common benefits of Teacher Education in the community.*

Mr Andry Brown
Head of Arts and Humanities, Stranmillis University College

Ms Elaine Clotworthy
Lecturer, Drama in Education, Marino Institute of Education

Set within the framework of the value of the Arts as a common good, this workshop considered how Arts projects within Initial Teacher Education can be used to contribute to this concept. It also considered how 'common good' can be taken to mean 'mutually beneficial' and looked at how outreach into the community can also be advantageous to the ITE institutions themselves, considering how it can help to meet institutional targets, assist in ITE curriculum design and up-skill student teachers. Using specific examples from practice at Stranmillis University College, Belfast and Marino Institute of Education, Dublin the workshop focused on ways in which Drama and Visual Arts has impacted upon the lives of local children, their teachers and on the work of the two Colleges, and gave participants the opportunity to reflect upon their own institution, practices and potential for developing areas of mutual interest.

Delegates participate at one of the conference workshops

WORKSHOP 2: *BeSAD (Bereavement, Separation, and Divorce): Student-teacher experiences of grief in the classroom*

Dr Aoife M. Lynam
Head of Research, School of Education, Hibernia College

Dr Barbara McConnell
Senior Lecturer, Early Childhood Studies, Stranmillis University College

Prof Conor McGuckin
Assistant Prof, Education, Trinity College Dublin

Dr Aoife Lynam receiving feedback from participants

Bereavement, separation and divorce (BeSAD) issues are traditionally considered to be "at home" experiences that impact on the family system. However, research has indicated that the impact of BeSAD (i.e. grief) may permeate the classroom and impact on, for example, concentration, academic performance, emotional well-being, behaviour and social interaction. The current research explores how frequently student-teachers meet pupils experiencing BeSAD issues while on school placement and how they acknowledge or approach this in the classroom. This cross-border SCoTENS-funded research project explored how student-teachers (N=354) cope with grief as a result of BeSAD via a survey sent to five institutes of Initial Teacher Education (ITE) across both sides of the border. Interviews with experts (N=6) who specialise in the area of BeSAD and/or work in ITE were also included in the datA collection. The objective of this workshop was to provide a summary of the research findings and identify what student-teachers need to know about BeSAD issues. We also signposted support orgainsations on both sides of the border that student-teachers should be aware of and discussed how ITEs can tackle sensitive issues relating to BeSAD.

WORKSHOP 3: *Critical and Creative perspectives on Assessment as a 'public good'*

Dr Paddy Walsh
Retired Senior Lecturer, Queen's University Belfast

Dr Gary Granville
Emeritus Prof, School of Education, NCAD Dublin

Assessment in education is a site of contention in various ways, north and south of the border. This workshop explores the values, functions and expectations associated with assessment as a public good. All public goods should be available to everyone and access should be on a non-competitive basis. The extent to which assessment (and indeed education) fulfils these criteria is debatable. This workshop explored some strategies to promote assessment as a public good, drawing on creative and arts-related education experience in particular.

Dr Paddy Walsh and Dr Gary Granville taking account of participant feedback at workshop

LAUNCH OF PUBLICATIONS

At the end of day one, conference delegates gathered at an evening reception at which Dr Noel Purdy, Director of Research and Scholarship and Head of Education Studies, Stranmillis University College launched the "BeSAD (Bereavement, Separation and Divorce): The Response of Pre-service Teachers to Pupil Well-being research report.

Bereavement, separation and divorce (BeSAD) issues are traditionally considered to be "at home" experiences that impact on the family system. However, research has indicated that the impact of BeSAD (i.e. grief) may permeate the classroom and impact on, for example, concentration, academic performance, emotional well-being, behaviour and social interaction. The current research explores how frequently student-teachers meet pupils experiencing BeSAD issues while on school placement and how they acknowledge or approach this in the classroom. This cross-border SCoTENS-funded research project explored how student-teachers (N=354) cope with grief as a result of BeSAD via a survey sent to five institutes of Initial Teacher Education (ITE) across both sides of the border. Interviews with experts (N=6) who specialise in the area of BeSAD and/or work in ITE were also included in the date collection. The objective of this workshop is to provide a summary of the research findings and identify what student-teachers need to know about BeSAD issues. We will also signpost support orgainsations on both sides of the border that student-teachers should be aware of and discuss how ITEs can tackle sensitive issues relating to BeSAD.

Report authors Prof Conor McGuckin, Dr Aoife Lynam and Dr Barbara McConnell with co-Chairs SCoTENS

JOHN COOLAHAN AWARD

In recognition of John's contribution to the foundation of SCoTENS, the John Coolahan award is made to the authors of the Seed Funding Report which is recognised to be most in line with the values and ideals of SCoTENS. This award is awarded annually at the SCoTENS Annual Conference.

Through his pioneering work on SCoTENS since 2003 John immeasurably enhanced cross-border cooperation in teacher education, such that the SCoTENS mission is synonymous with his name. Thanks to John's vision, teacher educators, student teachers, serving teachers and doctoral students have learned to work across boundaries, to build bridges and to recognise common interests and challenges facing contemporary education on both sides of the border. The opportunities provided for cross-border working through SCoTENS have yielded new knowledge and understandings that shape daily practices and attitudes.

Dr Pádraig Hogan, Senior Lecturer, Maynooth University launched the John Coolahan Award to the winning research report Teacher Education, Tutors Practice in ICT: North & South

Dr Pádraig Hogan, Prof Kathy Hall, Dr Noel Purdy and Mrs Mary Coolahan

Mrs Mary Coolahan presenting the John Coolahan Award to Dr Pamela Cowan (QUB), Dr Stephen Roulston (UU), Prof Roger Austin (UU), Prof Joe O'Hara (DCU), and Dr Martin Brown (DCU). Also in the photo is Dr Pádraig Hogan Maynooth University

PANEL DISCUSSION

The conference closed on the second day with the now traditional lively Panel Discussion chaired by Dr Conor Galvin. Along with our two keynote speakers, the Panel included Mr Andy Brown (Stranmillis University College) and two serving school Principals Ms Ashley Galway, Currie Primary School, Belfast, Mr Liam Wegimont, Mount Temple Comprehensive, Dublin

Mr Andy Brown, Mr Liam Wegimont, Dr Maeve O'Brien, Ms Ashleigh Galway, Prof John Furlong OBE and Dr Conor Galvin

DOCTORAL WORKSHOP

SCoTENS invited proposals for participation and working papers at the *3rd SCoTENS Doctoral Studies Roundtable*. The Roundtable provided a mix of short presentations by participants on their work in progress and also featured participation by SCoTENS colleagues who are leaders in the field of Teacher Education and related research in Ireland and beyond.

This roundtable brought together doctoral researchers working on topics relating to teachers, teaching, and teacher education in its broadest readings on the island of Ireland. We explored the changing landscape of teacher formation, the emergence of new voices and perspectives, and the evolving debates around teacher professionalism as a primary concern, both as a focus for our community and a methodology for constructing knowledge. We invited doctoral students interested in these and related issues to apply for a place at the roundtable to discuss their work with like-minded peers and SCoTENS network colleagues.

Accepted contributions addressed issues in the general field of teacher education, teaching, teachers' lives, and teacher professionalism – ideally in light of the concerns of the conference theme. The roundtable provided a space for doctoral researchers who are university-based and/or from the wider professional arena to meet and discuss their interests, to showcase their work, and to participate in the conference more broadly.

SCoTENS committee members Dr Noel Purdy, Dr Maria Campbell, Prof Linda Clarke and Dr Pamela Cowan with participants of the third SCoTENS Doctoral Studies Roundtable

FUNDED RESEARCH PROGRAMME

Each year, SCoTENS provides Seed Funding to support a number of collaborative research projects and professional activities in teacher education in Northern Ireland and the Republic of Ireland. The sums allocated are **usually in the region of £3,000 – £6,000 (approx. €3,750 – €7,500).**

Five projects were awarded funding in 2018-2019.

PROJECT	PARTNERS
CCaBB – Contested Childhoods across Borders and Boundaries: A North-South Comparative Study The key research questions are: - Did the ECEC sectors North and South follow divergent or similar paths post-partition? - What were the impacts of wider societal issues (political, social, religious, economic, gender, linguistic) on the development of ECEC systems North and South post-partition? - How did young children become the object of educational focus, and what educational (and other) discourses underpinned development of the sector North and South? - What part did the governance systems play in the development of the sector North and South pre- and post-partition? - What tensions existed within power-bases that have traditionally been viewed as monolithic? Who and where were the radical voices?	Dr Leah O'Toole Froebel Diane McClelland Stranmillis
DPIF- Documenting early year-career primary and post-primary principals' identity formation This research set outs to identify the key influences which shape the identity construction of early-career principals in both the Irish and Northern Irish contexts. A multi-tiered progressive research approach is proposed. First, we will begin this research by drawing on the current theoretical perspectives pertaining to identity construction, particularly the literature around leader and teacher identity. Our primary purpose is to shape our understanding of identity construction in respect to early-career principals and how this influences their practice. Second, using a neo-liberal backdrop, we will engage in a critical analysis of key policy texts in both jurisdictions. We explore the current trends, issues and tensions in policy development to include the rise of soft governance, new public management, and the drive towards measurable outcomes, with a view to ascertain if and how such social movements are influencing the identity formation of early-career principals.	Dr Alan Gorman and Prof Catherine Furlong DCU Dr Claire Woods UU Dr Alicia Curtin and Dr Kathy Hall UCC

ITRB – The Importance of Teachers' Religions or Beliefs in Appointments and Promotions in Schools The key research questions are: 1. To what extent is religion or belief a factor in the appointment or promotion of non-co-religionists in schools with a religious ethos? 2. How do non-co-religionists experience and manage religious expectations regarding appointments and promotions in schools with a religious ethos?	James Nelson QUB Catherine Stapleton DCU
OL – Outdoor Learning – an inclusive pedagogy for an integrated connected curriculum? Primary Research questions: What professional knowledge, skills and values underpin outdoor learning as a pedagogy? How does outdoor learning support an inclusive learning environment within a DL framework? How does outdoor learning support an integrated connected curriculum? Secondary research questions: What factors enable and encourage outdoor learning in a primary school? What are the barriers/challenges to outdoor learning in the primary school?	Dr Orla Kelly DCU Dr Richard Greenwood Stranmillis
VRiTE – Virtual Reality in Initial Teacher Education - a model for Professional Development The research questions emerging from this study include: • What digital skills and pedagogical content knowledge are needed by student teachers to create VR materials to support subject-specific learning in schools? • Do ITE lecturers currently have the capacity to introduce the potential of VR to support learning in their subject area? • What opportunities are there for collaboration between 'teacher mentors' and student teachers on the potential of VR technologies for subject-based learning during school placements?	Dr Pamela Cowan QUB Dr Martin Brown, Dr Enda Dolan DCU Dr Stephen Roulston, Mr Sammy Taggart UU Rachel Farrell UCD

Funded Projects 2003-2018

RESEARCH AND CONFERENCE PROJECTS FUNDED IN THE AREAS OF SPECIAL EDUCATION AND INCLUSION			
Title	**Date**	**Author/Organiser Project leaders**	**Institutions**
Meeting the Needs of Children with Special Education Needs in Multi-grade Classrooms	2015-2016	Dr Bairbre Tiernan/Dr Ann Marie Casserly Dr Louise Long	St Angela's College Sligo St Mary's University College
Dyslexia in Ireland: Views regarding the provision for pupils with dyslexia since the publication of the Task force Reports, North and south (2002)	2013-2014	Dr Therese McPhillips Dr Ann Marie Casserly Mrs Donna Hazzard Mrs Gillian Beck Dr Bairbre Tiernan	St Patrick's College, Drumcondra St Angela's College St Mary's University College Stranmillis University College
Facing Autism Ireland Conference	2009-2010	Dr Karola Dillenburger Dr Geraldine Leader	Queen's University Belfast NUI Galway
Conference: Dyslexia, Literacy and Inclusion	2009-2010	Ms Louise Long Dr Therese McPhillips	St Mary's University College St Patrick's College, Drumcondra
Development of North/ South cast studies identifying key features of good practice in the teaching of pupils from ethnic minorities	2009-2010	Mr Ken Wylie Dr Mark Morgan	Stranmillis University College St Patrick's College, Drumcondra
Consulting pupils on the assessment and remediation of their Specific Literacy Difficulties	2008-2009	Ms Louise Long Dr Michael Shevlin	St Mary's University College Trinity College Dublin
Student Teachers' perceptions of their competence to meet the needs of pupils with Autistic Spectrum Disorder in mainstream primary schools	2008-2009	Ms Mary Greenwood Dr Patricia Daly Ms Anne O'Byrne	St Mary's University College Mary Immaculate College
The Professional Development Needs of teachers working in Special Educational Needs	2007-2008	Ms Elizabeth O'Gorman Ms Mairin Barry Prof Sheelagh Drudy Ms Eileen Winter Dr Ron Smith	University College Dublin Queen's University Belfast
Teacher Education for Special Educational Needs in the North and South of Ireland	2005-2006	Mr Hugh Kearns Dr Michael Shevlin	Stranmillis University College Trinity College Dublin
Together Towards Inclusion: a toolkit for trainers (2)	2005-2006	Ms Mary Yarr Ms Barbara Simpson Prof David Little	Southern Education & Library Board Trinity College Dublin
Together Towards Inclusion: a toolkit for trainers (1)	2004-2005	Ms Mary Yarr Ms Barbara Simpson Prof David Little	Southern Education & Library Board Trinity College Dublin
Special Education Needs and Initial Teacher Education in Ireland	2003-2004	Mr Hugh Kearns Dr Michael Shevlin	Stranmillis University College Belfast Trinity College Dublin
Preliminary evaluation of a teaching package for children with Profound and Multiple Learning Difficulties	2003-2004	Dr Jean Ware Dr Colette Gray	St Patrick's College Drumcondra Stranmillis University College
Meeting the Needs of Children with Special Education Needs in Multi-grade Classrooms		Dr Bairbre Tiernan/Dr Ann Marie Casserly Dr Louise Long	St Angela's College Sligo St Mary's University College
RESEARCH AND CONFERENCE PROJECTS FUNDED IN THE AREA OF CITIZENSHIP AND DIVERSITY			
Title	**Date**	**Author/Organiser Project leaders**	**Institutions**

Religions and Beliefs in Changing Times: Perspectives of Student Stakeholders in Third Level Educational Contexts in Ireland North and South	2016-2017	Prof Marie Parker-Jenkins Dr. Aideen Hunter Dr. Niall Coll Dr. Norman Richardson	University of Limerick Ulster University St. Mary's University College Stranmillis University College
'Where to now?: Human Rights Education on this island, these islands and beyond'	2016-2017	Rowan Oberman Dr. Gerard McCann	Dublin City University St Mary's University College
Citizenship Education North and South: Learning and Progression	2014-2015		Queen's University Belfast Dublin City University
Inclusion and Diversity Service post primary initiative	2008-2009	Ms Mary Yarr Ms Barbara Simpson	NEELB Trinity College Dublin
Bringing School Communities together to promote education for diversity	2007-2008	Dr Ron Smith Prof Keith Sullivan	Queen's University Belfast NUI Galway
North/South Conference on Education for Diversity and Citizenship (2)	2005-2006	Ms Una O'Connor Mr Gerry Jeffers	University of Ulster NUI Maynooth
North/South Conference on Education for Diversity and Citizenship (1)	2003-2004	Ms Una O'Connor Mr Gerry Jeffers	University of Ulster NUI Maynooth

RESEARCH AND CONFERENCE PROJECTS FUNDED IN THE AREA OF TECHNOLOGY AND MATHS

Title	Date	Author/Organiser Project leaders	Institutions
Integrating children's literature in numeracy education	2017-2018	Dr Lorraine Harbison Shauna McGill	Dublin City University Ulster Unviersity
Readiness and Practice: An investigation of ITE Students' Readiness for Teaching and Learning in a Digital World	2017-2018	Dr Pamela Cowan Dr Martin Brown Dr Stephen Roulston	Queen's University Belfast Dublin City University Ulster University
The Programming Studio	2013-2014	Dr Pamela Cowan Dr Elizabeth Oldham Dr Ann Fitzgibbon	Queen's University Belfast Trinity College Dublin
Early number concepts: Key vocabulary and supporting strategies	2012-2013	Dr Ann Marie Casserly Dr Bairbre Tiernan Dr Pamela Moffett	St Angela's College Stranmillis University College
An exploration of mathematical identity using narrative as a tool (MINT)	2011-2012	Dr Maurice O'Reilly Dr Patricia Eaton	St Patrick's College, Drumcondra Stranmillis University College
Evaluation of the implementation of Realistic Mathematics Education (RME) within primary schools in the North and South of Ireland	2010-2011	Dr Pamela Moffett Dr Dolores Corcoran	Stranmillis University College St Patrick's College, Drumcondra
Measuring the value of Education Technologies in Ireland North and South (MVET – Ireland)	2008-2009	Dr Conor Galvin Prof John Gardner	University College Dublin Queen's University Belfast
A cross-border comparison of student teachers' identities relating to Mathematics	2008-2009	Dr Patricia T Eaton Dr Maurice O'Reilly	Stranmillis University College St Patrick's College, Drumcondra
Digital Video as a tool for changing ICT learning in schools and teacher education	2006-2007	Dr Roger S P Austin Ms Deirdre Graffin Dr Paul Conway Dr Joe O'Hara Dr Linda Clarke	University of Ulster University College Cork Dublin City University
Current Practice in ICT within teacher education	2005-2006	Dr Roger S P Austin Ms Deirdre Graffin Dr Paul Conway Dr Joe O'Hara	University of Ulster University College Cork Dublin City University
Pupil Interest and Enjoyment of Mathematics	2015-2016	Dr Ian Cantley Dr Mark Prendergast	Queen's University Belfast Trinity College Dublin

RESEARCH AND CONFERENCE PROJECTS FUNDED IN THE PEDAGOGY OF SCIENCE, HISTORY AND GEOGRAPHY

Title	Date	Author/Organiser Project leaders	Institutions
Pupil Interest and Enjoyment of Mathematics	2015-2016	Dr Ian Cantley Dr Mark Prendergast	Queen's University Belfast Trinity College Dublin
Teaching Political History at Primary level	2013-2014	Dr Fionnuala Waldron Dr Alan McCully	St Patrick's College, Drumcondra University of Ulster
Teaching controversial history: a symposium on the teaching of 1916 and the battle of the Somme	2011-2012	Dr Fionnuala Waldron Dr Pauric Travers Dr Alan McCully	St Patrick's College, Drumcondra University of Ulster
Science enhancement and learning through exchange and collaboration among teachers	2011-2012	Dr John McCullagh Dr Colette Murphy Dr Cliona Murphy Mr Greg Smith	Stranmillis University College Queen's University Belfast St Patrick's College, Drumcondra
Conference on findings of all-Ireland survey of student perceptions of History, Geography and Science	2008-2009	Ms Colette Murphy Mr Neil O'Conaill Ms Susan Pike	Queen's University Belfast Mary Immaculate College St Patrick's College, Drumcondra
All-Ireland survey of student perceptions of History, Geography and Science (3)	2006-2007	Ms Susan Pike Mr Richard Greenwood	St Patrick's College, Drumcondra Stranmillis University College
All-Ireland survey of student perceptions of History, Geography and Science (2)	2005-2006	Dr Colette Murphy Ms Fionnuala Waldron Dr Janet Varley	Queen's University Belfast St Patrick's College, Drumcondra
All-Ireland survey of student perceptions of History, Geography and Science (1)	2004-2005	Dr Colette Murphy Ms Fionnuala Waldron	Queen's University Belfast St Patrick's College, Drumcondra
RESEARCH AND CONFERENCE PROJECTS FUNDED IN THE AREA OF TEACHER EDUCATION			
Title	**Date**	**Author/Organiser Project leaders**	**Institutions**
Leadership Learning in Initial Teacher Education	2017-2018	Dr Fiona King Dr Sam McGuinness Prof Margery McMahon	Dublin City University Ulster University
Student Teachers and Retired Teachers Together Project	2017-2018	Dr Trudy Corrigan Dr Brian James Cummins	Dublin City University Stranmillis University College
Knowing your Neighbour: Educating in Multi-belief contexts in Northern and Southern Ireland	2017-2018	Dr Aideen Hunter Dr Jones Irwin	Ulster University Dublin City University
Sharing the learning: lesson observation and reflective practice in vocational education and training	2016-2017	Cathal de Paor Celia O'Hagan	Mary Immaculate College Ulster University
Music and Initial Teacher Education in Ireland and Northern Ireland: A Study of Provision, Attitudes and Values	2016-2017	Dr Gwen Moore Dr John O'Flynn Dr Frances Burgess and Dr Jayne Moore	Mary Immaculate College Dublin City University Stranmillis University College
Embedding and Nurturing Enquiry-based Learning - developing a two-level model of Initial Teacher Education through enquiry	2016-2017	Dr Sandra Austin/Dr Karin Bacon Dr. Richard Greenwood Dr. Susan Pike	Marino Institute of Education Stranmillis University College Dublin City University
Study in Adult and Further Education Teacher Training in Ireland	2015-2016	Dr Anne Graham Cagney Ned Cohen	Waterford Institute of Technology General Teaching Council for Northern Ireland
Visual Inquiry: Meaningful moments and experiences in learning to teach	2015-2016	Melissa Parker Paul Conway Jennifer Hennessy Carmel Inchon Aislinn O'Donnell Dr Alison McKenzie Prof Ruth Leitch	University of Limerick Mary Immaculate College Queen's University, Belfast

Teacher educator professional learning: Shaping the conversation of teacher education?	2015-2016	Dr Déirdre Ní Chróinín Ciaran Walsh Dr Melissa Parker Paul McFlynn	Mary Immaculate College St Mary's University College, Belfast University of Limerick Ulster University
Teachers' Pupil Control Ideology and Children's Voice Practices in the Island of Ireland	2015-2016	Dr. Marina – Stefania Giannakaki Dr Paula Flynn	Queen's University Belfast Trinity College Dublin
Video in STEM Teacher Assessment	2014-2015	Dr John McCullagh Prof Colette Murphy	Stranmillis University College Trinity College Dublin
Reconceptualising school placement as part of Initial Teacher Education in Ireland, North and South: the role of specialist school placement	2014-2015	Ms Dolores McDonagh Dr Pauline Kerins Dr Deirdre Harvey Dr Jackie Lamb	St Angela's College Ulster University
Navigating the Continuum: from student teacher to professional practitioner	2013-2014	Dr Fionnuala Waldron Dr Richard Greenwood Dr Maeve Liston	St Patrick's College, Drumcondra Stranmillis University College Mary Immaculate College
3 PLY- Exploring the potential for transformative workplace learning for and by teachers	2013-2014	Dr Annelies Kamp Ms Dorothy Black	Dublin City University University of Ulster
Developing effective mentor pedagogies to support pre-service teacher on teaching practice	2012-2013	Ms Fiona Chambers Mr Walter Bleakley Prof Kathleen Armour	University College Cork University of Ulster University of Birmingham
Managing early years inclusive transition practice	2012-2013	Dr Colette Gray Ms Anita Prunty Dr Anna Logan Dr Geraldine Hayes	Stranmillis University College St Patrick's College, Drumcondra
Assessment in teacher education north and south	2011-2012	Dr Tracey Connelly Dr Geraldine Magennis	University College Cork St Mary's University College
Teachers' views on the factors influencing their professional development: perceptions, experiences and motivation	2011-2012	Dr Helen O'Sullivan Dr Barbara McConnell Dr Dorothy McMillan	Trinity College Dublin Stranmillis University College
Directors of Teaching Practice research group for CPD for teacher practice supervisors	2010-2011	Ms Claire Connolly Mr Séamie Ó Néill	St Mary's University College Froebel College of Education
Comparative study into further education North and South: towards a framework for FE teaching qualifications	2010-2011	Mrs Celia O'Hagan Prof Gerry McAleavey Ms Violet Toland Dr Jennifer Cornyn Dr Ted Fleming	University of Ulster NUI Maynooth
Understanding the potential for capacity building in Initial Teacher Education programmes. North and South: a baseline comparative study, Phase 1	2010-2011	Dr Jim Gleeson Dr Ruth Leitch Dr Ciaran Sugrue	University of Limerick Queen's University Belfast Cambridge University
Peer Mentoring in post-compulsory teacher education	2009-2010	Ms Celia O'Hagan Dr Ted Fleming	University of Ulster NUI Maynooth
A study of work based learning models and partnerships in support of post-compulsory programmes of teacher education	2008-2009	Prof. Gerry McAleavey Mrs Celia O'Hagan Mr Walter Bleakley Ms Sylvia Alexander Mr Harry McCarry Dr Ted Fleming	University of Ulster Belfast Metropolitan College NUI Maynooth
Developing Reflective Skills in Student Teachers	2006-2007	Dr Gerry MacRuairc Dr Juidith Harford Mr Dermot MacCartan	University College Dublin St Mary's University College

Cross border exploration of CPD needs of heads of year in a sample of comprehensive and integrated schools	2006-2007	Mr Patrick McNamara Prof. Tom Geary Ms Caryl Sibbett	University of Limerick Queen's University Belfast
School based work in the North and South of Ireland: a review of policy and practice	2006-2007	Dr Brian Cummins Ms Bernadette Ni Aingleis	Stranmillis University College St Patrick's College, Drumcondra
Diversity in Early Years Education North and South: Implications for teacher education	2005-2006	Dr Barbara McConnell Dr Philomena Donnelly Ms Louise Quinn	Stranmillis University College St Patrick's College, Drumcondra
North-South Conference on initial teacher education: The Competences Approach to Teacher Professional Development	2005-2006	Mr Barry Burgess Dr Andy Burke Ms Claire Connolly Ms Rose Dolan	University of Ulster St Patrick's College, Drumcondra St Mary's University College NUI Maynooth
North/South Directors of Teaching Practice Study Group	2004-2005	Mr Padraig Cannon Ms Sandra McWilliams Ms Margaret Farrar	Coláiste Mhuire Marino College of Education Stranmillis University College Church of Ireland College of Education
Teacher educator professional learning: Shaping the conversation of teacher education?	2015-2016	Dr Déirdre Ní Chróinín Ciaran Walsh Dr Melissa Parker Paul McFlynn	Mary Immaculate College St Mary's University College, Belfast University of Limerick University of Ulster
Meaningful moments and experiences in learning to teach	2015-2016	Melissa Parker Paul Conway Jennifer Hennessy Carmel Inchon Aislinn O'Donnell Dr Alison McKenzie Prof Ruth Leitch	University of Limerick Mary Immaculte College Queen's University, Belfast
Study in Adult and Further Education Teacher Training in Ireland	2015-2016	Dr Anne Graham Cagney Ned Cohen	Waterford Institute of Technology General Teaching Council for Northern Ireland

RESEARCH AND CONFERENCE PROJECTS FUNDED IN THE AREA OF LANGUAGE LEARNING			
Title	**Date**	**Author/Organiser** **Project leaders**	**Institutions**
Exploring Teacher Confidence in the Teaching of Poetry at Leaving Certificate and A level	2016-2017	Dr Jennifer Hennessy Nicola Ward	University of Limerick Ulster University
Oracy in Schools, North and South: the perceptions, experiences and practices of oracy in primary and post-primary schools in Northern Ireland and the Republic of Ireland	2016-2017	Dr. Aisling O'Boyle and Mr. Ian Collen Dr. Anne O'Keeffe and Dr. Fiodhna Gardiner-Hyland Mary Immaculate	Queen's University Belfast Mary Immaculate College
Threshold concepts in language teacher education	2012-2013	Dr Anne Devitt Dr Eugene McKendry	Trinity College Dublin Queen's University Belfast
The spoken Irish of pupils in Irish-Medium Schools	2009-2010	Mr Pádraig Ó Duibhir Ms Jill Garland	St Patrick's College, Drumcondra St Mary's University College
Lift off Literacy programme for the Irish-Medium School	2009-2010	Dr Gabrielle Nig Uidhir Sr Elizabeth Connolly	St Mary's University College Monaghan Education Centre
English as an Additional Language in undergraduate teacher education programme in Ireland	2008-2009	Mr Frank Quinn Mr Martin Hagan Dr Anne Ryan	St Mary's University College Marino Institute of Education
North-South Language Educators Conference	2008-2009	Dr Eugene McKendry Mr Patrick Farren	Queen's University Belfast NUI Galway

Teachers' Pupil Control Ideology and Children's Voice Practices in the Island of Ireland	2015-2016	Dr. Marina – Stefania Giannakaki Dr Paula Flynn	Queen's University Belfast Trinity College Dublin
RESEARCH AND CONFERENCE PROJECTS FUNDED IN OTHER AREAS			
Title	**Date**	**Author/Organiser Project leaders**	**Institutions**
Conference: Contemporary Legal Issues for Management and Staff in Educational Settings: Exploring Legislation, Litigation, Approaches and Strategies and Implications for Teacher Education	2015-2016	Marie Conroy Johnson Gareth Parry	St Angela's College Ulster University
Creative Classrooms: Insights from imaginative and innovative teaching in Ireland North and South	2013-2014	Dr Anne McMorrough Dr Nicola Marlow	Marino Institute of Education University of Ulster
Nuns in education, North and south: historical sources and interpretations on Sacred Heart convent schools	2012-2013	Dr Deirdre Raftery Dr Michéal Mairtín	University College Dublin St Mary's University College
Cyber-bullying and the law: What schools know and what they really need to know	2012-2013	Dr Noel Purdy Dr Conor McGuckin	Stranmillis University College Trinity College Dublin
The creative education infrastructure of Ireland	2012-2013	Dr Patrick Collins Prof Nola Hewitt-Dundas	NUI Galway Queen's University Belfast
Exploring and developing spaces among adult education practitioners for online and arts based reflection	2011-2012	Ms Shelley Tracey Mr Jim Mullan Ms Irene Bell Ms Geraldine Mernagh Ms Margaret McBrien	Queen's University Belfast Stranmillis University College Waterford IT
A critical analysis of north-south educational partnerships in development contexts	2011-2012	Prof Peadar Cremin Prof Peter B Finn	Mary Immaculate College St Mary's University College
Spiritual education: new challenge, new opportunity	2011-2012	Dr Anne O'Gara Dr Bernadette Flanagan Mr James Nelson	Marino Institute of Education Stranmillis University College
Writing as a professional development activity in ITE	2011-2012	Ms Rose Dolan Dr Judith Harford Mr Billy McClune	NUI Maynooth University College Dublin Queen's University Belfast
Disablist Bullying: an investigation into teachers' knowledge and confidence	2010-2011	Dr Noel Purdy Dr Conor McGuckin	Stranmillis University College Trinity College Dublin
Images and Identity (collaborative art and design education project within teacher education)	2010-2011	Ms Dervil Jordan Dr Jacqueline Lambe	National College of Art and Design University of Ulster
Effective Mentoring within Physical Education Teacher Education	2010-2011	Dr Fiona Chambers Mr Walter Bleakley	University College Cork University of Ulster
Exploring Japanese Research Lesson Study (RLS) as a model of peer to peer professional learning	2010-2011	Prof John Gardner Mr Gerard Devlin Dr Debie Galanouli Dr Mary Magee Ms Kathryn McSweeney	Queen's University Belfast St Angela's College
Children exposed to Domestic Abuse: helping student teachers understand their role in a primary school setting	2010-2011	Dr Bronagh McKee Dr Stephanie Holt	Stranmillis University College Trinity College Dublin
Contribution of Primary School Physical Education to health enhancing physical activity	2009-2010	Dr David McKee Dr Elaine Murtagh	Stranmillis University College Mary Immaculate College

Developing all-Ireland research capacity in Arts-based Educational Research	2009-2010	Dr Ruth Leitch Ms Shelley Tracey Ms Caryl Sibbett Dr Mary Shine Thompson	Queen's University Belfast St Patrick's College Drumcondra
Digitisation of three volumes of Irish Education Documents	2009-2010	Prof Áine Hyland Prof Tony Gallagher	Church of Ireland College of Education Queen's University Belfast
Sixth form/sixth year religion in Northern Ireland and Republic of Ireland	2009-2010	Dr Andrew McGrady Dr Christopher Lewis	Mater Dei Institute of Education University of Ulster
Investigation into the experiences of primary school teachers with regard to their teaching of healthy eating guidelines within the curriculum	2008-2009	Ms Elaine Mooney Ms Eileen Kelly Blakeney Ms Amanda McCloat Ms Dorothy Black	St Angela's College University of Ulster
Building North-South links in whole college initiatives in global justice education	2008-2009	Mr Brian Ruane Dr Gerard McCann	St Patrick's College, Drumcondra St Mary's University College
Art and Science in Education: Moving towards creativity	2006-2007	Mr Ivor Hickey Ms Deirdre Robson Mr Donal O'Donaghue	St Mary's University College Mary Immaculate College
Building Effective Science Outreach Strategies North and South	2006-2007	Dr V McCauley Dr C Domegan Dr Kevin Davison Dr Sally Montgomery Ms Eileen Martin Ms Emma McKenna Dr Billy McClure Dr Ruth Jarman	NUI Galway W5 Interactive Discovery Queen's University Belfast
Social Justice Education in Initial Teacher Education: a cross border perspective	2006-2007	Dr Marie Clarke Dr Audrey Bryan Prof Tony Gallagher Dr Margaret Reynolds Dr Ken Wylie	University College Dublin Queen's University Belfast St Mary's University College Stranmillis University College
Conference: Contemporary Legal Issues for Management and Staff in Educational Settings: Exploring Legislation, Litigation, Approaches and Strategies and Implications for Teacher Education	2015-2016	Marie Conroy Johnson Gareth Parry	St Angela's College University of Ulster
PROMOTION AND DISSEMINATION OF RESEARCH			
Title	**Date**	**Author/Organiser Project leaders**	**Institutions**
All Ireland Doctoral Student Research Conference	2013-2014	Dr Dympna Devine Prof Jannette Elwood	University College Dublin Queen's University Belfast
Cross Border Conference for Promoting Doctoral Research in Education: Expanding the horizons of Doctoral Research in Education: Comparing, Adapting, Advancing	2012-2013	Dr Patrick Walsh Dr Dympna Devine	Queen's University Belfast University College Dublin
Cross-border conference on Integration of Academic and Personal Learning in Post Primary Religious Education	2010-2011	Mr Vincent Murray Mr Norman Richardson	St Angela's College Stranmillis University College
Doctoral Research in Education North and South conference – links, challenges and opportunities (3)	2010-2011	Dr Caitlin Donnelly Dr Dympna Devine	Queen's University Belfast University College Dublin
Doctoral Research in Education North and South conference – links, challenges and opportunities (2)	2009-2010	Dr Caitlin Donnelly Dr Dympna Devine	Queen's University Belfast University College Dublin

Doctoral Research in Education North and South conference – links, challenges and opportunities (1)	2008-2009	Dr Dympna Devine Prof Jeanette Ellwood	University College Dublin Queen's University Belfast
ESAI and BERA joint conference (2)	2005-2006	Dr Anne Lodge Prof John Gardner	NUI Maynooth Queen's University Belfast
Educational Studies of Ireland(ESAI)/British Education Research Association (BERA) joint conference (1)	2004-2005	Mr Denis Bates Prof John Gardner	University of Limerick Queen's University Belfast
ASSEE Conference (2)	2004-2005	Dr Janet Varley Dr Colette Murphy	St Patrick's College, Drumcondra Queen's University Belfast
Irish Association of Social Scientific and Environmental Education (IASSEE) Conference (1)	2003-2004	Dr Janet Varley Dr Colette Murphy	St Patrick's College, Drumcondra Queen's University Belfast

NORTH-SOUTH STUDENT TEACHER EXCHANGE

The annual North- South Student Teacher Exchange is managed for SCoTENS by the Centre for Cross Border Studies, in partnership with the participating colleges. The project is run by a steering group drawn from the Centre for Cross Border Studies and the colleges of education, and all travel and accommodation costs of participating students are paid by SCoTENS.

The participating student teachers spend three weeks in colleges of education and on school placements in the other jurisdiction. Participating students are required to prepare fully for work/lessons in accordance with the requirements of the home college and giving due recognition to the curriculum requirements of the placement school. Both written preparation and classroom performance are assessed. Grades awarded are collated in the normal way in the home college and contribute to the participating student's overall year result as appropriate.

Students on teaching practice during the North-South Student Teacher Exchange Project are assessed by both the host college in the other jurisdiction and their home college. This involves a minimum of two supervisory visits to the placement school and the instrument of assessment normally used by the home college is used. The host college and the home college make one visit each, and supervision takes into consideration the complexities, pressures and preparation required of students in a different jurisdiction.

Each student has an Observation Day/Days in their placement school in advance of the exchange. This gives students an opportunity to get to know their placement school and its teachers, observe its teaching and learning methods, and prepare teaching materials in advance of their placement.

Directors of Teaching practice, Programme Evaluator and participants meeting for Evaluation Day at Marino Institute of Education.

The aims of the Exchange

The aims of the Exchange are:

1 To provide opportunities for colleges of education on the island of Ireland to affirm and respect cultural difference and to promote positive attitudes towards cultural diversity.

2 To develop a model of professional practice in response to cultural diversity by supporting students who engage in a period of teaching practice in the other jurisdiction.

3 To develop a deeper sense of community among educators on the island of Ireland that recognises the contributions of different cultural and religious communities.

4 To become more familiar with a variety of curriculum programmes and methodologies, North and South.

5 To explore and develop strategies and approaches currently in practice in colleges of education and universities, North and South, and to contribute to the development of an inter-college culture of collaboration on the island.

Background to this project

The North/South Student teacher Exchange programme came about in the early 2000's. Its purpose was to allow student teachers in both jurisdictions of Ireland to experience a short period of teaching as part of their initial teacher education and training in primary education. Each participating student was allocated to a school in the other jurisdiction to the one in which they had grown up and studied in. This period of time was typically about three weeks. The underlying aim of the programme grew out of the desire to promote peace and reconciliation; the spirit of promoting diversity and mutual understanding is very much to the fore. Initially it attracted **funding from**

Europe; in later years both governments of Ireland have provided funding. To date well over a hundred students from a variety of colleges in Ireland have participated. The programme has been welcomed and well received by a large number of teachers, schools and teacher trainers. To date, an annual evaluation report on the exchange programme has testified to the benefits that student teachers have gained from participating in the programme.

2018–2019 Exchange

The following colleges participated in the programme. The aim was that two students from each of the colleges would participate.

Stranmillis University College Belfast

St. Mary's University College Belfast

Marino College of Education, Dublin

Institute of Education Dublin City University

Froebel Department of Primary and Early Childhood Education, Maynooth University

Dr Gail Eason completed an evaluation on this year's exchange.

Method of Evaluation

The Centre for Cross Border Studies carries out an annual evaluation of the exchange programme, part of which is subsequently published. This year a half day meeting was held on 5th April 2019 in Marino College Dublin. Throughout the years that this programme has run, a requirement to participate at the annual evaluation event has been in place. The views of students and their tutors were sought in an informal discussion and all were asked to fill in a short questionnaire. This forms the basis of this written report. Several Directors of Teaching practice attended, plus a few other members of staff. Staff and students who were unable to attend the evaluation event at Marino College were asked to forward their comments and views as well. Two students did, in fact, send in a written evaluation.

Findings of the evaluation

In reviewing the recommendations of last year's report the following items were noted.

1. The first recommendation of last year's report was partially achieved this year. Instead of the split practice that has been in place for the past three years, a common time frame for teaching practice was achieved at two different time slots. The Southern students came North in October 2018 and the Northern students went to Dublin in March/April 2019. This was very welcome as it assists the peer support and collaboration for the students and achieves the aims of the programme more effectively as was outlined in the first section of this report. The different operating systems within each of the colleges and across the two jurisdictions do make achieving a common time frame a complex task.

2. Following students' request from previous years, an attempt was made to give students more observation time in schools.

3. Students were generally satisfied that they had received relevant information on the programme this year.

Personal Benefits for the participating students

A few students commented that they had chosen this programme instead of going on a more extended Erasmus placement. Some of the Southern students did not appear to have this choice. Although a few students felt daunted by the challenge they were undertaking prior to the commencement of teaching practice in another jurisdiction, they all felt that being out of their comfort zone boosted their confidence and encouraged them to be more flexible and adaptable. They gained some degree of independence. They were beginning to learn the skills of working as part of a team. Some students felt that while there were differences between the two jurisdictions, this was the reason for coming

on the programme in the first place. The cultural events were a good opportunity for students to relax and enjoy each other's company in an informal setting as well as learning something of the culture. Quite a number of students hoped to maintain contact with the other students and their placement schools through social media when the exchange was over. It should be noted that students were very positive regarding the personal benefits of this programme.

Planning of the programme, Accommodation and Pastoral Care

Both the Directors of Teaching Practice and the students were sympathetic to the fact that the organisation and delivery of this programme is a huge and detailed task. The directors and allied staff have invested a considerable amount of time and effort securing suitable placements, accommodation and dealing with pastoral care issues. Meeting the needs of a variety of students from differing backgrounds is quite a challenge. Most students were happy with their accommodation, a few students were less so. The Southern students were generally complimentary about their stay in the Halls of Residence in Stranmillis University College Belfast. The Northern students were particularly appreciative of the fact that Geraldine O'Connor (DCU) had made a great effort the make them feel welcome and ensure that the three week placement was a quality experience for all of them.

Overall, the participating students were generally satisfied with the pastoral care support structures that were provided by the respective directors of teaching practice. A recommendation will be made regarding Stranmillis University College in the section 'Points for consideration when planning future exchanges'.

Professional Benefits for the participating students

Some general comments were made by most or all participating students. They said that it was a

useful experience to record on the C.V.; it was a good networking opportunity with some students saying that they would consider seeking a teaching post in the other jurisdiction. They felt they grew in confidence, could manage the stress of the job better and achieve a better work/life balance. They developed their understanding of curriculum planning and how it met the needs of pupils and schools. Comments were made that the briefing session on the curriculum at the Orientation Day was a useful induction to the programme. All felt they had a greater awareness of cultural diversity across the island of Ireland. Several comments were made about learning to manage pupil behaviour more effectively with similarities being noted across the two jurisdictions. There was general recognition that they were out of their 'comfort zone', but they relished this challenge.

The rest of this section is split in two; the first section will consider the benefits the Northern students felt they gained from their placements in the South while the second section will discuss what the Southern students gained from their Northern placements.

Northern Students on their Southern placements

This group of students welcomed a fresh perspective on a different curriculum. They felt there was a more relaxed attitude to discipline and teaching than was the case in the North. Shorter working hours and less contact time with pupils was noted. They felt that there was less time spent on planning lessons than was the case in Northern Ireland schools. Overall lessons were shorter with more emphasis placed on the use of textbooks and workbooks. Another feature was decreased emphasis on Literacy and Maths than was the case in the North and increased time devoted to the Arts. The inclusion of the Irish language and culture was welcomed and enjoyed. At least one student said she would further her studies in Irish after the exchange. The view was expressed that they hoped to transfer the learning to future placements when they returned home.

Southern students on their Northern placements

While they felt that the curriculum of both jurisdictions was similar, there were also important differences and it was useful to see this in action. Comments were made regarding 'better resourcing' and more 'in class support'. Planning appeared to be done weekly in the North while it was termly in the South. The timetable in the North was less structured and this allowed for more subject integration. This led to a more thematic based learning approach. Students felt they learned about differentiation and theme based planning. For younger pupils there was more emphasis on Structured Play. Most students felt that there was a stronger emphasis on Literacy and Numeracy than was the case in the South and this meant that less attention was paid to the Arts. One notable difference was that students felt they had less autonomy in the Northern classrooms as Southern teachers often let student teachers take control of classrooms.

Points for consideration when planning future exchanges

A number of points, arising from this year's experiences, are listed below.

1   There appeared to be a few issues with accommodation in the South. The personal preferences of individual participating students may have accounted for this as some students expected to have individual rooms and disliked sharing.

2   The Southern students felt that Stranmillis University College needed to appoint a contact person as they felt quite isolated.

3   The Southern students would have liked a room in Stanmillis University College where they could all meet and discuss lesson planning/socialise etc.

4   While the majority of primary students are female, it was noted that only one male student came on the programme this year – achieving a slightly better gender

balance would be welcome in future years, even if this proves to be quite a challenge.

5 The students mentioned the fact that they would have welcomed contact with the Students Union in their visiting institutions. They would also have welcomed contact with other students as well.

6 The issue of advance planning came up again this year. The practice in the South of students writing schemes of work well in advance of the practice needs to be reviewed by the Directors of Teaching Practice. Students produce a lot of written planning for this placement, much of which is not used at all or has to be substantially altered to suit the needs of the actual pupils they are teaching. A recommendation is that the Directors of Teaching Practice need to adopt a more flexible approach to this issue. Allowing a longer time e.g. to the end of week one of the practice would resolve this issue.

7 The students welcomed the inclusion of a cultural event. This is something that should be retained and developed. This could also be linked to the inclusion of other students as mentioned in point 5 above.

8 Some students felt that they needed more money for the programme. It was explained to them that the project faces financial constraints like other similar educational projects.

To summarise - a particular strength of the programme was that students had made new friends with both fellow students and teachers in their placement schools. The fact that they came from different backgrounds to their own was articulated. They hoped to maintain contact largely via social media.

Conclusion

Students, their tutors and the Directors of Teaching Practice were generally positive about the exchange programme as indeed were participating schools. The evidence provided at the evaluation event suggests that this programme continues to be a successful one. There is evidence that the programme's main aim, as set out in the first section of this report i.e. to promote mutual understanding and an appreciation of diversity, has been achieved.

The author of the evaluation report would like to pay tribute to the Centre for Cross Border Studies for seeking funding for this project on an on-going basis and managing the quite complex framework around which it operates. Thanks should also go to both the academic and support staff involved in the different colleges across the island of Ireland who have worked hard to facilitate this on-going exchange programme. The students have received an invaluable experience that should assist their professional development as future teachers and classroom practitioners.

Special thanks should go to the Project Manager, Mrs Eimear Donnelly, for maintaining this programme over the last number of years as she now hopes to leave the Centre for Cross Border Studies in May 2019. We wish her well for the future.

All students plus the Directors of Teaching Practice recommended the retention and development of this programme for future years despite the challenges of organisation and funding.

SCOTENS STEERING COMMITTEE 2018 -2019

Dr Noel Purdy, Stranmillis University College, Belfast *n.purdy@stran.ac.uk* (Joint Chair)

Dr Kathy Hall, University College Cork *k.hall@ucc.ie* (Joint Chair)

Dr Linda Clarke, Ulster University *lm.clarke@ulster.ac.uk*

Dr Conor Galvin, University College Dublin *conor.galvin@ucd.ie*

Dr Kieran McGeown, St. Mary's University College *k.mcgeown@stmarys-belfast.ac.uk*

Dr Pamela Cowan, Queen's University Belfast, *p.cowan@qub.ac.uk*

Prof Teresa O'Doherty, Marino Institute *teresa.odoherty@mie.ie*

Dr Maria Campbell, St Angela's College *mcampbell@stangelas.nuigalway.ie*

Prof Anne Lodge, Church of Ireland Centre in the DCU Institute of Education *anne.lodge@dcu.ie*

Ms Moira Leydon, ASTI *moira@asti.ie*

Ms Dorothy McGinley, INTO *dmcginley@into.ie*

Mr John Unsworth, Education Authority *john.unsworth@eani.org.uk*

Dr Jacqueline Fallon, NCCA *jacqueline.fallon@ncca.ie*

SCOTENS MEMBERS

The following institutions and organisations are members of SCoTENS

Institute of Education, Dublin City University; Mary Immaculate College, Limerick; St Angela's College, Sligo; Marino Institute of Education, Dublin; St Mary's University College, Belfast; Stranmillis University College, Belfast; Dublin City University; University College Dublin; Trinity College Dublin; National University of Ireland Galway; Maynooth University; University of Limerick; University College Cork; Queen's University Belfast; Ulster University; Waterford Institute of Technology; Irish Federation of University Teachers; Irish National Teacher's Organisation; Association of Secondary Teachers in Ireland; Teachers Union of Ireland; National Council for Curriculum and Assessment; The Teaching Council (Ireland); General Teaching Council for Northern Ireland; Donegal Education Centre; Drumcondra Education Centre; Kildare Education Centre; Monaghan Education Centre; Middletown Centre for Autism and Belfast Metropolitan College, Letterkenny Institute of Technology
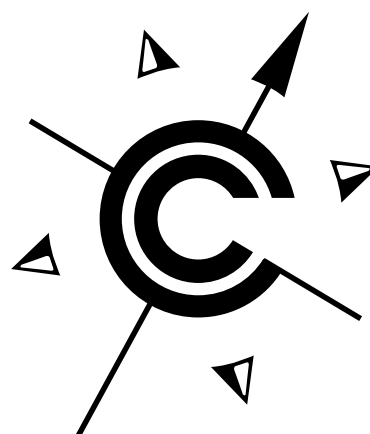
The Secretariat of SCoTENS is provided by
the Centre for Cross Border Studies.

CONTACT

Ms Tricia Kelly

SCoTENS Administrator
Centre for Cross Border Studies
39 Abbey Street
Armagh BT61 7EB

Tel: +44 (0)28 3751 1616
Email: tricia.kelly@qub.ac.uk

Centre for
Cross Border Studies