

SCoTENS

THE STANDING CONFERENCE
ON TEACHER EDUCATION,
NORTH AND SOUTH

Twelfth Annual Conference
#SCoTENS2014

Always learning, always teaching: Making the journey

*May you treasure the gifts of the mind
Through reading and creative thinking
So that you continue as a servant of the frontier
Where the new will draw its enrichment from the old,
And you never become a functionary.*
John O'Donohue, Benedictus, P166



Keynote addresses:

Opening Keynote - 5.30pm - Tuesday 21st October - Ms Philippa Cordingley,
Chief Executive, Centre for the Use of Research and Evidence in Education (CUREE)
Closing keynote - 3.30pm - Wednesday 22nd October - Prof Ian Menter, Director of
Professional Programmes, University of Oxford and President of British
Education Research Association (BERA)

Tuesday 21 - Wednesday 22 October 2014, Venue: Killyhevlin Hotel, Enniskillen



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PROGRAMME

Tuesday 21 October

The Lisgoole Suite, Killyhevlin Hotel

- Chair: **Mr Tomás Ó Ruairc**, Director, the Teaching Council and co-Chair SCOTENS
- 4:00 pm Registration and refreshments
- 5:00 pm Official Opening by the Republic of Ireland Minister of State at the Departments of Education and Skills and Jobs, Enterprise and Innovation with Special Responsibility for Skills, Research and Innovation, **Minister Damien English T.D.** and the Northern Ireland Permanent Secretary in the Department of Education, **Mr Paul Sweeney**
- 5.30 pm Keynote address: **Ms Philippa Cordingley**, Chief Executive, CUREE (Centre for the use of Research and Evidence in Education) - **Making professional learning work – harnessing evidence to realise our aspirations for our own and our pupils' learning.**
- 7.00 pm Drinks Reception in the Riverside Room, to launch three SCOTENS reports:
- 1. Learning Teaching: Reimagining the Future: SCOTENS 2013 Conference and Annual Reports** launched by **Professor Roger Austin**, University of Ulster
 - 2. Number Talk** launched by **Ms Audrey Curry**, Stranmillis University College, Belfast
 - 3. Supporting the Role of the Supervising Tutor on School Placement** launched by **Mr Micheál Ó Gríofa**, the Teaching Council
- 7:45 pm Dinner - the Silks Suite

Wednesday 22 October

The Lisgoole Suite, Killyhevlin Hotel

- Chair: **Professor Linda Clarke**, Head of School of Education, University of Ulster and co-Chair SCOTENS
- 9:00 am SCOTENS Seed Funding Workshop: Led by **Dr Geraldine Magennis**, Senior Lecturer in Education and Literacy, St Mary's University College and **Professor Kathy Hall**, Head of School of Education, University College Cork (optional workshop open to SCOTENS members interested in seed funding)
- 9.30 am Panel Discussion: **Continuing Professional Development** Chaired by **Dr Conor Galvin**, University College Dublin
Panel comprising:
Mr Tomás Ó Ruairc, the Teaching Council;
Dr Carmel Gallagher, the General Teaching Council; **Professor Gary Granville**, the National College of Art and Design, Dublin; **Mr Martin Hagan**, St. Mary's University College; **Ms Ursula Bracken**, Colaiste Bride Clondalkin and **Ms Michelle Rainey**, Ballyclare High School
- 11.00 am Refreshments

11.30am Parallel Workshops: (participants can choose to participate in two of these four workshops)

Workshop 1 - Beginning the Journey: Research Informing Teaching, Early Professional Development, facilitated by **Dr Seán Delaney**, Marino Institute of Education in Dublin and **Ms Noella Murray**, St Paul's High School, Bessbrook

This presentation takes the form of a letter to a beginning teacher. With specific reference to research on the teaching of mathematics, it identifies difficulties, priorities, and strategies that are particularly relevant to those beginning to teach. The subject matter of mathematics is chosen as the basis for the presentation because grounding advice for novices in a specific subject area may make it more concrete. Mathematics is chosen because it has been the focus of particular attention for teachers in the Republic of Ireland since the publication of *Literacy and Numeracy for Learning and Life: The National Strategy to Improve Literacy and Numeracy among Children and Young People 2011-2020*.

Workshop 2 - Teachers supporting professional learning, facilitated by **Mr Andy Nye**, McKinney Primary School and **Mr Michael Lawlor**, Davis College in Mallow

In this workshop Andy will demonstrate how he has used an inter-active e-portfolio to keep track of, and reflect on his own professional development activities.

A professional commitment to Lifelong Learning, evidence-based practice as well as the development of an Academic Council has led to the establishment of the Action Research team at Davis College, Mallow. The research team's primary focus is the development of their own practices towards the creation of enhanced learning environments. The self-directed, collaborative and voluntary nature of the team has added to its success. While acknowledging that Action Research is just one element in the development of their practices as teachers, it has become a catalyst for a greater focus on Lifelong Learning. The existence of the research team has in part encouraged open professional conversation and sharing of practice within the staff. This sharing has proven to be both professionally beneficial and empowering.

Workshop 3 - Preparation of Irish School Leaders in a Climate of Challenge, Leadership, facilitated by **Dr Sam McGuinness**, University of Ulster and **Mr Anthony Kilcoyne**, Professional Development Service for Teachers (PDST) in Ireland

The session will begin with a quick scan over what school leadership development opportunities are currently available across Ireland, North and South.

It will then turn to a consideration of the challenges facing school leaders. Participants will be asked to consider the four quotations below, to assess their validity, and to construct a view of how leadership preparation should improve over the next decade in order to address the challenges.



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(i) A school system which is more effectively self-improving is 'predicated on high-quality leadership that is systematically focused on teaching and learning' (Barber et al, 2010).

(ii) The more leaders focus their influence, their learning, and their relationships with teachers on the core business of teaching and learning, the greater is their influence and impact in terms of improved student outcomes. (Robinson et al, 2009:28)

(iii) Head teachers are motivated by the dynamic and varied nature of their role and the opportunity to build shared values, whereas inspections, measures of accountability and administrative demands are most likely to demotivate headteachers. (Stevens et al, 2005:1)

(iv) The reality is that, in some respects, many headteachers are more like branch managers than [chief executive officers]. They are handed down expectations, targets, new initiatives and resources – all of which may or may not be manageable in their context. (Lewis & Murphy, 2008:135-6)

Barber, M, Wheeler, F & Clark, M, 2010, *Capturing the leadership premium: How the world's top systems are building leadership capacity for the future*, London, McKinsey Corporation

Lewis, P & Murphy, R, 2008, New directions in school leadership, *School Leadership and Management*, 28(2), 127-46

Robinson, V, Hohepa, M & Lloyd, D, 2009, *School leadership and student outcomes: Identifying what works*

Stevens, J, Brown, J, Knibbs, S & Smith, J, 2005, *Follow-up research into the state of school leadership in England*, London, Department for Education and Skills

Workshop 4 - Impact of the Journey: ITE and CPD, facilitated by **Ms Dolores McDonagh**, St Angela's College, **Dr. Pauline Kerins**, St Angela's College, **Ms Máire Love**, Scoil Bhríde, Knockmay, **Ms Gillian Beck**, Stranmillis University College and **Ms Michelle Shiels**, graduate Teacher, Stranmillis University College Belfast

This workshop will provide participants with an opportunity to identify and discuss the teaching and learning needs across the continuum of teacher education. Practitioners will outline the impact of professional development on their personal and professional journeys. One of the key principles underpinning teacher education identified by the Teaching Council, 2011 is to recognise teachers as lifelong learners and teacher education as a continuum. Providers of teacher education are continually challenged to respond to a broad range of teaching and learning needs across the continuum. St. Angela's College and Stranmillis University College play a key role in facilitating teachers in their teaching and learning. The Centre for Special Educational Needs, Inclusion and Diversity at St. Angela's College specialises in the provision of teacher education for inclusion. The Centre offers a suite of programmes which respond to the continuing professional development needs of teachers. Stranmillis University College place SEN and Inclusion at the

heart of teacher education: at undergraduate and Master's level and also through province-wide Continued Professional Development.

Workshop 5 - Rhetoric or reality? A consideration of the theory/practice nexus and its implications for approaches to teacher education facilitated by **Dr Noel Purdy**, Stranmillis University College, Belfast, **Ms Leah O'Toole**, Marino Institute of Education and **Dr Anne Ryan**, Marino Institute of Education.

Traditionally, most Initial Teacher Education (ITE) courses have comprised three components: foundations/Education Studies modules; curriculum/methods modules and school-based experience. However, as has been well documented (Zeichner 2010; 2012; Ryan and O'Toole, 2014) these programmes have been undermined by the 'perennial problem' of a 'disconnect' between the college-based elements and field experiences. That disconnect pertains to the differing sites for student learning (college campus vs. school); the facilitators of that learning (college faculty vs. host teachers and supervisors of school practice); and above all, the nature of any learning that occurs. In essence, this long-standing difficulty is rooted in a fundamental debate as to the nature of the important knowledge guiding the practice of teaching and how that knowledge is formed (Ryan 2012).

Mindful of Lortie's (1975 /2002) concept of 'the apprenticeship of observation', this workshop will explore the 'rhetoric-reality' divide in Initial Teacher Education, regarding the approaches teacher-educators tend to advocate to their students while traditionally using very different approaches in their own practice. For example, we may promote recognition of situated learning for children, while presenting theory / concepts removed from application; we often recommend development of active learning tasks for children while using lecture-style "chalk and talk" presentations ourselves; we demand creative and diverse assessment techniques from our students while assessing our own courses using terminal exams, often with little feedback.

Participants of this workshop will have the opportunity to deconstruct these issues, and to hear from the presenters how they have begun to address them in their own practice as teacher-educators, with a view to supporting their students to apply the insights of the foundation/Education Studies disciplines to their practice as teachers. Comparisons with and implications for in-service professional development and learning will also be considered.

12.45 pm Lunch
 1:45 pm **Workshops** (as above)
 3.00 pm Refreshments
 3.30 pm Keynote address: **Professor Ian Menter**, Director of Professional Programmes, University of Oxford and President of British Education Research Association (BERA) – **Research and teacher education in the UK – where next?**
 4:30 pm Final Q&A
 5.00 pm Close



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CONFERENCE SPEAKERS AND CHAIRPERSONS

Mr Tomás Ó Ruairc was appointed Director of the Teaching Council in May 2012. He is also currently the Southern Co-Chair of SCOTENS (the Standing Committee on Teacher Education North South). Previously, Tomás was in a senior position in the Department of Arts, Heritage and Gaeltacht. Prior to that, he was Deputy CEO and Director of Education Services in Foras na Gaeilge. He has considerable experience in the field of education, having served as a member of the NCCA (National Council for Curriculum and Assessment) from 2006 to 2009; Chair of its Languages Committee (Primary) in 2009; and as Head of Irish and Chair of the Academic Council in Froebel College of Education from 2000 to 2005. He was a teacher in Athlone Community College, Co. Westmeath. He has produced syllabus and teaching materials in the area of teaching of Irish to adults for UCD (Diploma in Irish) and Gael Linn. He has presented a number of papers on matters related to teacher professionalism, which can be accessed via <http://www.teachingcouncil.ie/promoting-teaching/education-papers.1585.html>



Minister Damien English T.D. was appointed Minister for Skills, Research and Innovation at the Departments of Education and Skills and Jobs, Enterprise and Innovation in July of this year. Minister English is a member of the Fine Gael party and represents the constituency of Meath West. He was first elected to the Dail in 2002 and, at the age of 24, was the youngest TD in the 29th Dail. From 2002-2007, Damien was a member of the British-Irish Parliamentary Assembly and also served as party deputy spokesperson on Arts, Sports and Tourism and Justice and Community Affairs. In 2007 he was appointed deputy spokesperson on Enterprise and in 2010 he was appointed deputy spokesperson on Finance. In the current Dail term Damien most recently held the position of Chairman of the Oireachtas Committee for Jobs, Enterprise and Innovation and previously he was Chairman of the Oireachtas Joint Committee for Jobs, Social Protection and Education.



Mr Paul Sweeney, is Permanent Secretary Department of Education. He was appointed Permanent Secretary in the Department of Education in February 2010 having previously been Permanent Secretary from April 2006 in the Department of Culture Arts and Leisure. Mr Sweeney was formerly Deputy Secretary in the Office of the First Minister and Deputy First Minister with responsibility for a range of issues including oversight of the Reinvestment and Reform Initiative. He joined the Northern Ireland Senior Civil Service in 1998 and from 2000 to 2004 he was Deputy Secretary in the Department for



Regional Development with responsibilities for spatial planning and transport.

Ms Philippa Cordingley is the Chief Executive of CUREE and an internationally acknowledged expert in using evidence to develop education policy and practice. She co-led the design and support for the large scale Close the Gap Test and Learn programme. She is the founder and professional adviser to the National Teacher Research Panel, chair of the EPPi Centre Impact of CPD Review Group, an Honorary Fellow of the College for Teachers and a member of the Steering Groups of several HE research centres/projects and is chair and vice chair respectively of a high fsm secondary academy and primary school.



Professor Linda Clarke taught Geography in post-primary schools in Northern Ireland and in England (comprehensive and grammar, private and public sectors) for c.15 years, including 7 years as Teacher in Charge of Subject/HoD. In 1999 she completed her Masters in Education Technology and completed her PhD on elearning in teacher education in 2008. She became a Lecturer in Education at the University of Ulster in 2001 working mostly in Initial Teacher Education. Her research is predominantly focused on teacher education and on the use of Information and Communications Technology (ICT) to enhance teaching and learning. Linda was Head of the School of Education at Ulster, 2009-2013, and became a Professor of Education in 2012. She is currently co-Chair of SCOTENS



Dr Geraldine Magennis is a senior lecturer in Education and Literacy at St Mary's University College in Belfast. She teaches at both undergraduate and postgraduate level, including Master's dissertation supervision. Her particular interests concern the teaching of reading in the early years as well as the tutor/student relationships that form on the road to professional development and maturity. This has led her to create a number of extra-curricular, voluntary programmes for students, especially in the area of reading acquisition. In addition, she has long-standing connections to the American education system through her achievement of a Fulbright Teacher Exchange scholarship in 1996/97 and her continued involvement with the Irish Institute at Boston College.



Professor Kathy Hall is Professor of Education and Head of the School of Education in University College Cork. She has published in areas of learning, inclusion and language. Her most recent book is *Networks of Mind: learning, culture, neuroscience* (Routledge, 2014) with Curtin and Rutherford.





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Dr Conor Galvin is a University Lecturer & Researcher at UCD Dublin College of Human Sciences, Ireland, where he teaches on various education, development practice, ICT and research programmes. Dr Galvin regularly speaks at conferences and events in Ireland and Europe on topics to do with the information society, education policy, the politics of education, new literacies, and technology enhanced learning. In recent times, has keynoted Media & Learning, IADIS e-Society, LILAC, eTwinning, British Council, Apple Education and Microsoft Innovative School events. His research interests include the impact of new and emerging technology on learning and society, the politics of professionalism, literacy in an information age, and technology enhanced learning. Dr Galvin is Director of the UCD CHS Graduate School and of the Masters in Development Practice programme at University College Dublin and coordinates the Foundation in Sustainable Development Practice for the Dublin alliance. He also contributes to peace support education programmes at the UN School Ireland (UNTSI) where he directs field exercises for both humanitarian and military personnel preparing for PSO deployment. Dr Galvin holds The President's Award for Teaching Excellence at UCD Dublin. Before joining UCD Dublin he worked at University of Wales Swansea and University of Cambridge, England.



Dr Carmel Gallagher is the Registrar and Chief Executive of the General Teaching Council Northern Ireland (GTCNI) with responsibility for the registration and regulation of teachers in Northern Ireland, for representing their professional voice on all matters relating to teaching, and for providing policy advice to the Department of Education and Employing Authorities on initial teacher education and teachers' career-long professional development. She has been a member of the SCOTENS Advisory Committee since her appointment in October 2012.



Professor Gary Granville is Professor of Education at the National College of Art and Design, Dublin. He was formerly Assistant Chief Executive of the National Council for Curriculum and Assessment (NCCA). He has served as member of the Higher Education Authority, the NCCA Senior Cycle committee and chairman of the NCCA Board of Studies for Arts and Humanities. He is Chairman of the Forum for Heads of Teacher Education in Ireland and has been a member of specialist committees of the Teaching Council. He has worked on many international projects in Europe and Africa and is a member of many international bodies. His research interests and publications are in the fields of education policy, art and design education, curriculum and assessment policy and educational evaluation. His book *Art Education and Contemporary Culture: Irish Experiences and International Perspectives* was published by Intellect books in 2012. His most recent book *Dublin 1913: Lockout and Legacy* was published in 2013 by O'Brien Press.



Mr Martin Hagan is Chair of the BEd Programme, Head of the Education Department and Principal Lecturer in Education Studies at St. Mary's University College, Belfast. Martin was a former graduate from St. Mary's and worked for ten years in Primary Education. Following that, he spent eight years as a Senior Lecturer in Education Studies at Stranmillis University College, Belfast, before returning to St. Mary's to take up his current post in 2005. Martin works with undergraduate students in all years of the BEd Primary and Post-Primary programmes and with Postgraduate students in the areas of education management and leadership. His research interests centre on teacher education and the professional development of teachers, education policy and cultural diversity issues in schooling. He has presented a number of papers on these themes at both national and international conferences and has a range of publications in peer reviewed journals.



Ms Ursula Bracken is a teacher of French and English in Colaiste Bride Clondalkin, Dublin. She graduated in NUI Galway in 1994 with a BA degree and in 1995 with a Masters in French. In 2005 she took a career break to pursue further studies. Ursula did a postgraduate Diploma in Communications in NUI Maynooth and then went on to work for Newstalk radio as a researcher and producer of a current affairs programme. From there Ursula moved to RTE where she worked in The Continuity and Weather departments which she thoroughly enjoyed. In 2011 Ursula returned to teaching in Clondalkin where she saw many changes in teaching. Ursula is a member of the school's Board of Management and has worked in Middle Management in a temporary capacity. She is currently coordinator for the PME students and NQTs, and will act as a mentor for The Droichead Pilot scheme.



Ms Michelle Rainey has been a teacher at Ballyclare High School for 19 years through ranks as Head of Year, Head of Subject, Senior Teacher, now Vice Principal for past 6 years with responsibility for Curriculum, Staff Development and School Improvement. She has been Ulster and Irish U16 Hockey Coach for 7 years, particular interest in sports psyche and complementary nature of sports and leadership coaching in empowering high performance both on the sports field and in the classroom.



Dr Seán Delaney is Registrar at the Marino Institute of Education in Dublin, where he is also a mathematics educator. Before becoming a teacher educator, he spent eleven years teaching, mostly in the Kilkenny School Project National School, where he spent a year as principal. His research interests include teachers' mathematical knowledge, the teaching of mathematics in primary school, the quality of mathematics textbooks, and approaches to teacher education. He has studied in the United





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States, at Harvard University where he was awarded a Masters in Education (Technology in Education), and at the University of Michigan where he received a PhD (Teaching and Teacher Education) in 2008. He presents Inside Education, a weekly programme about education, on 103.2 Dublin City FM. His blog can be read at seandelaney.com.

Ms Noella Murray is a teacher in St Paul's High School in Bessbrook. She is a Senior Leader with responsibility for leading staff development as well as having responsibility for growing and leading community and inter-school networking partnerships. Over the past six years, as a passionate advocate of shared education, Noella has worked as an Entitlement Framework Co-ordinator within the Newry and Mourne Area Learning Community building porous boundaries between a wide range of cross-sectoral educational institutions which has given rise to the creation of a broader and more enriched curricular offer for all students in the South Armagh area. Together with her esteemed colleague, Mrs Úna McNulty, Noella secured substantial financial funding through initiatives including the Shared Education Programme which has enabled a consortium of twelve schools to access innovative resources and educational experiences as well as supporting a wide range of staff training and development opportunities. She is Teacher Tutor with responsibility for mentoring all new staff in the school, including substitute teachers, student teachers and Early Professional Development (EPD) stage teachers. She also has responsibility for leading PRSD and she uses this process as a vehicle to encourage a culture of reflective practitioners and she uses the feedback arising from this to inform future training and professional development opportunities for all staff.



Mr Andy Nye recently joined McKinney Primary School (in Dundrod) as Vice Principal teaching a composite P6/P7 class. Some of his duties include coordinating ICT, PRSD and PE. For the previous 5 years he worked in an integrated school where he taught a range of age groups from P4 up to P7. While there he was responsible for leading Numeracy, Assessment, ICT and PE. Since Andy qualified he has been a keen member of the pioneering Teachers E Portfolio project, using it for the induction process and the stages of Early Professional Development. He also used it while completing the 6 month Senior Leadership Programme which he concluded last year. Teaching is Andy's second career. Prior to entering teaching, Andy worked in conflict resolution and humanitarian support, working for a variety of agencies, including the United Nations, all around the world. Out of the office, Andy is a keen athlete and continues to compete at International level for Ireland at Masters Hockey. He is also an enthusiastic player of percussion instruments.



Mr Michael Lawlor from St.Patrick's Maynooth/ NUIM with a BA Theol. and H.Dip.Ed., he continued his studies with NUIG/SDPI completing a Post Grad.Dip in SDP(School Development Planning) and an M.Ed. with the Open University. For the past 18 years he has taught Gaeilge and Religious Education at Davis College/ Gaelcholáiste Dáibhís where he has assumed a number of roles of responsibility including Year Head, SDP co-ordinator, Academic Council member and most recently Stiúirthóir of the newly established Gaelcholáiste. He is an advocate for an increased focus on CPD among colleagues through his involvement in the Instructional Leadership Programme at school level and the promotion of evidence-based teaching and self-directed CPD. Michael's personal engagement in Action Research and development of a school-based Research Repository led to the establishment of our Research Team and promotion of Peer Observation at Davis College. Michael is currently a member of the Teaching Council's Critical Engagement with Research Panel.



Dr Sam McGuinness is Head of the School of Education at the University of Ulster. During his career he has been principal of two post-primary schools in Northern Ireland, Cookstown High and Limavady Grammar. While his original research field was organometallic chemistry, his current research interests are in the field of educational leadership. He has recently initiated two teaching programmes, one a certificate in Middle Leadership, the other a diploma in Headship. His interests are his family, music and golf.



Mr Anthony Kilcoyne is the Team Leader for School Leadership in the Professional Development Service for Teachers (PDST) in Ireland. PDST provides continuing professional development and support for teachers and school leaders. Anthony is seconded from Archbishop McHale College, a school in East Galway that is part of the Galway Roscommon Education and Training Board. His role includes facilitating structured CPD and school based, action research opportunities for aspiring and practising school leaders. PDST School Leadership encompasses the work of the former Leadership Development for Schools Support Service and continues to provide its long established and renowned programmes including; Toraíocht - a postgraduate diploma in Educational Leadership offered in partnership with the National University of Ireland, Maynooth; Tánaiste - A programme for newly appointed Deputy Principals Misneach - A programme for newly appointed Principals and Forbairt - A programme for school leadership teams





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Ms Dolores McDonagh is Director of the Centre for Special Educational Needs, Inclusion and Diversity; Lecturer in Education (Special Educational Needs); Pathway Leader for Masters Programmes in Special Educational Needs; Co-ordinator of Special Educational Needs on B.Ed Programme. Research interests include the role of specialist school placement in initial teacher education, the training needs of bus escorts, and the training needs of special needs assistants.



Dr. Pauline Kerins is a lecturer in Education (Special Educational Needs) and coordinator of the Postgraduate Diploma in Special Educational Needs in St. Angela's College, Sligo. Research interests include educational provision for students with mild general learning disabilities; training needs of special needs assistants; co-teaching in the primary school and the role of specialist school placement in Initial Teacher Education.



Ms Máire Love is an experienced Primary school teacher with a particular interest in Special Education Needs (SEN). Máire holds a Postgraduate Diploma and an M.A. in SEN from St. Angela's College, Sligo. Her research interests include team teaching, educational disadvantage, collaborative learning, inquiry led questioning and Transactional Strategy Instruction (TSI) in Literacy. She has researched and co-authored the forthcoming publication, 'Team TSI Literacy'. 'Team TSI Literacy,' will support teachers to implement an effective and innovative approach to literacy. Máire is an avid twitter user for education related and can be found at @MaireLove1.



Ms Gillian Beck is Senior Lecturer (Education; SEN and Inclusion) at Stranmillis University College. Formally a SENCo and SEN teacher, Gillian now lectures across degrees (M.Ed., PGCE, PGCEi (International) B.Ed., B.A. (Early Childhood Studies). Her current research activities include the use of blended learning approaches in Higher Education, Dyslexia provision in Ireland and the impact of sensory processing difficulties upon children's personal and academic development. Having worked with Primary and Post-Primary teachers (Teaching and Learning N.I.) to facilitate reflective practice and developing professional standards she currently delivers CPD training on Dyslexia and Mathematical difficulties to professionals, parents and teachers as part of the FIRST SEN Certificate course led by Dr. Noel Purdy and is a part-time tutor on the SEN CPD Literacy Project (a joint venture between Stranmillis and St. Mary's University Colleges led by Dr. Sharon McMurray.



Mrs. Michelle Shiels is a newly qualified teacher from Stranmillis University College Belfast, graduating with a 1st Class Honours in B.Ed Religious Studies and Certificate in Special Education. Michelle holds a fervent passion for Special Educational Needs and Inclusion and is currently working in a number of Special Schools within the North Eastern and Education Library Board. Michelle's research to date is primarily focused on autism, with her dissertation concentrating on the Sensory Issues and Communication Difficulties facing two non-verbal pupils, Primary and Post-primary, on the spectrum. Recently Michelle has started to research behavioural issues within autism, gaining experience with the use of TEACCH and ABA, whilst endeavouring to establish effective strategies that can be inclusively implemented in both MLD and SLD classrooms.



Dr Noel Purdy is Head of Education Studies at Stranmillis University College, Belfast. His teaching and research interests include special educational needs and pastoral care. His most recent research, funded by SCOTENS, examined cyberbullying and the law. His edited book Pastoral Care 11-16 was published by Bloomsbury in 2013. He is chair of the Northern Ireland Anti-Bullying Forum.



Ms Leah O'Toole lectures in Psychology at Marino Institute of Education, An Associated College of Trinity College Dublin. Her current research interests include holistic approaches to teaching and assessment; parental involvement in children's education; theory-to-practice in the context of the foundation disciplines in Initial Teacher Education, and bioecological perspectives on educational transition.



Dr Anne Ryan is a Senior Lecturer in Education at Marino Institute of Education. She lectures in Inclusive Education and in the Sociology of Education. Her research interests and publications incorporate the areas of teacher development, reflective practice, inclusion and social justice in education. She is particularly interested in the challenge of integrating experiential and academic learning in initial teacher education and has been conducting research in this area in recent years.





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Professor Ian Menter is Professor of Teacher Education and Director of Professional Programmes in the Department of Education at the University of Oxford. He previously worked at the Universities of Glasgow, the West of Scotland, London Metropolitan, the West of England and Gloucestershire. Before that he was a primary school teacher in Bristol, England. His most recent publications include *A Literature Review on Teacher Education for the 21st Century* (Scottish Government) and *A Guide to Practitioner Research in Education* (Sage). The latter book was based on work carried out supporting teachers in 52 secondary schools across Scotland who were undertaking research and evaluation within



their own schools. He has carried out comparative research looking at teacher education policy across the four nations of the United Kingdom. His work has also been published in many academic journals and he is currently an editor of *Review of Education*.

He was President of the Scottish Educational Research Association (SERA) from 2005-2007. In September 2013 he became the President of the British Educational Research Association (BERA) and has been a member of the steering group for the BERA/RSA Inquiry into Teacher Education and Research. At the University of Oxford Department of Education he has been leading the development of the Oxford Education Deanery, a multi-layered partnership collaboration between the University and local schools.

SCOTENS COMMITTEE (2013-2014)

Professor Linda Clarke and Mr Tomás Ó Ruairc (co-chairs), Dr Noel Purdy, Dr Geraldine Magennis, Professor Teresa O'Doherty, Dr Eugene Toolan, Professor Anne O'Gara, Dr Billy McClune, Dr Conor Galvin, Professor Kathy Hall, Dr Tom Hesketh, Dr Carmel Gallagher and Dr Deirbhle Nic Craith

SPONSORS

The Department of Education and Skills, Dublin; the Department for Employment and Learning, Belfast; the Department of Education, Bangor.

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St Patrick's College, Drumcondra, Dublin, Mary Immaculate College, Limerick, St. Angela's College, Sligo, Church of Ireland College of Education, Dublin, Marino Insitutue of Education, Dublin, Mater Dei Institute of Education, Dublin, Froebel College of Education, Blackrock, Co. 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, National University of Ireland Maynooth, University of Limerick, University College Cork, Queen's University Belfast, University of Ulster, National College of Art and Design, Waterford Institute of Technology, Irish Federation of University Teachers, Irish National Teachers Organisation, Association of Secondary Teachers in Ireland, Teachers Union of Ireland, Northern Ireland Council for the Curriculum, Examinations and Assessment, National Council for Curriculum and Assessment, The Teaching Council (Ireland), General Teaching Council for Northern Ireland, Regional Training Unit Belfast, Donegal Education Centre, Drumcondra Education Centre, Kildare Education Centre, Monaghan Education Centre, Middletown Centre for Autism and Belfast Metropolitan College

CONTACTS

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

The Secretary of the Standing Conference on Teacher Education, North and South is Ruth Taillon, and its Administrator is Eimear Donnelly. They can be contacted at the Centre for Cross Border Studies, 39 Abbey Street, Armagh, BT61 7EB

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