

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

# Reflective Practice

## Challenges for Teacher Education



**KEYNOTE SPEAKERS**

Professor Andrew Pollard, University of London  
Professor Jean Murray, University of East London  
Professor Juhani Hytönen, University of Helsinki

The Grand Hotel, Malahide, **Thursday 15 – Friday 16 October 2009**



## PROGRAMME

### Thursday 15 October 2009

Tara Suite, Grand Hotel, Malahide

Chair: Dr Tom Hesketh (Co-Chair, SCoTENS)

- 10.30 **Registration** and refreshments – Guttenburg Suite  
 11.00 Official opening by **Mr Sean Haughey TD**, Minister of State for Lifelong Learning  
 11.20 **Professor Andrew Pollard**, Director of the Teacher and Learning Research Programme at the Institute of Education, University of London: **Teacher Professionalism and Evidence-Informed Reflective Practice**, followed by questions  
 1.00 Lunch – Guttenburg Suite

Chair: **Dr Kathy Hall** (University College Cork)

- 2.00 **Professor Jean Murray**, Professor of Education, University of East London: **Developing Enquiry and Reflection in Teacher Education: challenges and solutions**, followed by questions  
 3.15 Refreshments  
 3.45 **Mr John Anderson**, Senior Inspector, Education and Training Inspectorate, Northern Ireland and **Dr Conor Galvin**, University College Dublin: **Using Technology in the School Setting: opportunities for reflective practice**  
 4.30 Launch of updated SCoTENS website: **Dr Roger Austin**, University of Ulster; **Dr Paul Conway**, University College Cork; **Mr Bernard McCloskey**, NI Screen Commission  
 5.00 Poster exhibition of selected SCoTENS research projects 2007-2010 – Guttenburg Suite  
 5.30 Conference Recess  
 7.00 **Launch of Reports in the Griffon Bar**  
**Ms Caitriona Ruane MLA**, Minister for Education: **School Leadership Policy and Practice, North and South SCoTENS 2008 Conference and Annual Report**  
 7.20 **Dr Tom Hesketh**, Director, Regional Training Unit, Belfast: **Professional Development for Post-Primary SEN Teachers in Northern Ireland and the Republic of Ireland**  
 7.40 **Professor Marie Parker-Jenkins**, University of Limerick: **Becoming a Teacher: primary student teachers as learners and teachers of history, geography and science: an all-Ireland study**  
 8.00 Dinner – Guttenburg Suite

### FRIDAY 16 October 2009

Tara Suite, Grand Hotel, Malahide

Chair: Professor Teresa O'Doherty (Co-Chair, SCoTENS)

#### Theory and Practice in Finnish Teacher Education: Three Perspectives

- 9.00 **Professor Juhani Hytönen**, Professor of Education, Research Centre for Early Childhood and

Elementary Education, University of Helsinki:

#### Integration of Theory and Practice

- 9.30 **Ms Leena Kaarina Winter**, a practising teacher from the University of Helsinki: **Mentoring Teachers' Roles and Student Teachers' Development**  
 10.00 **Ms Eeva-Kaarina Salmia**, a student teacher from Finland: **Perspective of a Student - How Theory and Practice Rely on Each Other**  
 Round table discussion – question session  
 10.30 Refreshments  
 11.15 Feedback from round table discussion  
 11.45 **Ms Mary Gannon**, City of Dublin VEC Curriculum Development Unit: **The Education for Reconciliation Project - a model for cross-border teacher professional development**  
 12.30 SCoTENS business  
 12.50 Soup/sandwich lunch  
 1.30 Close

## CONFERENCE SPEAKERS AND CHAIRPERSONS



**Mr Sean Haughey** is the Minister of State at the Department of Education and Science and the Department of Enterprise, Trade and Employment, and a TD for Dublin North Central. His areas of special responsibility include lifelong learning, educational disadvantage and school transport. He was elected to Dail Eireann in 1992. He is a former Lord Mayor of Dublin, member of Seanad Eireann and National Chairman of Ógra Fianna Fail. He is a son of former Taoiseach Charles J. Haughey.



**Ms Caitriona Ruane** is Minister for Education and has been a Sinn Fein MLA for South Down since 2003. From 1997-2001 she was the Director of Féile an Phobal, the West Belfast Festival and a founder of the city's St Patrick's Day Parade. In 2000 President McAleese presented her with the Aisling Person of the Year Award. A Gaelgeoir and fluent Spanish speaker, she was chairperson of the 'Bring Them Home' campaign, working for the release of the three Irish republicans imprisoned in Colombia. In the mid-1980s Ms Ruane worked for a US based aid foundation in Central America. On her return, she worked for Trocaire before co-founding the Centre for Research and Documentation in Belfast, which studied conflict resolution in Ireland, South Africa and Central America. She has lobbied the UN and the EU on human rights in the North.



**Dr Tom Hesketh** is Director of the Regional Training Unit (RTU) ([www.rtuni.org](http://www.rtuni.org)) in Northern Ireland which has the responsibility for leadership training across the Northern Ireland education service, including the Professional Qualification for Headship, for which RTU is both the lead



and awarding body. He holds a PhD in political science and an MA in Human Resource Management. Dr Hesketh taught for eleven years before entering the schools advice and support services of two Education and Library Boards, principally in the areas of management development and staff development. He was co-director of the MBA programme in Education Leadership, the first of its kind in the UK. He is the Northern Co-Chair of SCOTENS.



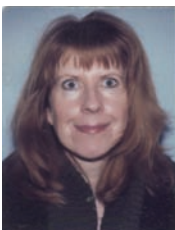
**Professor Andrew Pollard** has been Director of the Economic and Research Council's Teacher and Learning Research Programme at the Institute of Education, University of London since 2002 (this is the UK's largest ever research investment in education and involves over 700 researchers). His research interests include teaching-learning processes and learner

perspectives, as well as the development of evidence-based classroom practice. He has an interest also in home-school relationships and the effect of national and institutional policies on learning. His research emphasises primary education, and has included the Identity and Learning Programme (ILP), a longitudinal ethnographic study of the interaction of identity, learning, assessment, career and social differentiation in children's experiences of schooling from age 4 to 16. He is the author of a popular set of textbooks on reflective and evidence-based classroom practice.



**Dr Kathy Hall** is Head of the School of Education in University College Cork. She has a longstanding interest in learning and assessment. Recent books include *Literacy, Schooling and Society* (2004); *Learning and Practice: Agency and Identity* (with Murphy, 2008) and *Pedagogy and Practice: Culture and Identity* (with Murphy and Soler, 2008). New books - *Interdisciplinary Perspectives*

on Learning to Read: *Culture, Cognition and Pedagogy* (with Goswami, Harrison, Ellis and Soler) and *Loris Malaguzzi and Reggio Emilia Experience* (with Horgan, Ridgway, Murphy, Cunneen and Cunningham) – will be published later in 2009. She is editor of the UK's Literacy Association's journal *Literacy* and a member of the Teaching Council in Ireland.



**Professor Jean Murray** is Professor of Education in the Cass School of Education at the University of East London, where she leads the Teacher Education Research Group in the School and teaches on doctoral courses. Building on her background in schooling and teacher education, Professor Murray's research interests focus on the field of teacher

education. She is currently leading an ESRC-funded research capacity building project, the Teacher Education Research Network in the North West of England. She is an Associate Director of ESCalate, the subject centre for education at the Higher Education Academy, and the leader of the Special Interest Group for Teacher Education and Development for the British Educational Research Association.



**Mr John Anderson** is the Managing Inspector for inspection programmes related to school improvement and teacher education in the Education and Training Inspectorate in Northern Ireland. He is also an honorary Professor of Education at Queen's University Belfast. With 30 years experience in the strategic implementation of ICT in schools, he has worked as an

international consultant and researcher on a wide range of projects, including with Becta UK and the European Schoolnet (EUN) on the pedagogic quality of e-learning in schools. He has also been an adjunct Associate Professor at Duquesne University, Pittsburgh; Deputy Director of the UK Microelectronics Education Programme; Lecturer in Education at the University of Ulster, and Project Officer in the UK's National Development Programme in Computer Assisted Learning.



**Dr Conor Galvin** is a Lecturer and Researcher in the School of Education at University College Dublin. Dr Galvin holds the President's Award for Teaching Excellence at UCD. His research interests include professional knowledge, innovation transfer in an information society, e-learning, ICT in schools and the impact of new and emergent technology on learning

and society. Before joining UCD, he worked at University of Wales Swansea and Cambridge University. Dr Galvin recently finished a double term as Chair of the Computers in Education Society of Ireland (CESI); he is also a research and policy adviser to the National Centre for Technology in Education. He was lead education evaluator on the highly-regarded research evaluation of the Diageo Liberties Learning Initiative (2005-07) and was a member of the Irish Minister for Education and Science's Strategy Group on Schools ICT (2007-08) for which he co-authored the final report: *Investing Effectively in Information and Communications Technology in Schools, 2008-2013*.



**Dr Roger Austin** is Senior Lecturer in the School of Education at the University of Ulster. He has been a leader in the use of ICT for intercultural education, directing the European Studies (Ireland and Great Britain) project from 1986-1992 and the Dissolving Boundaries programme since 1999. Together these two programmes represent the largest investment in this use

of ICT anywhere in the world. He has published extensively on modern French history, the teaching of history and ICT in education. Dr Austin's most recent work is a co-authored book: *E-schooling: global messages from a small island* (2008). He has been involved in SCOTENS since its inception and was responsible for setting up the original website with resources on Special Education. He has been a visiting professor in the USA, Canada and Australia.

**Dr Paul Conway** is a Senior Lecturer and Director of the Cohort PhD in Education in the Education Department at University College Cork. He is President of the Educational



Studies Association of Ireland (ESAI). He is a graduate of St. Patrick's College, Dublin (BEd), Boston College (MEd) and Michigan State University (PhD in Educational Psychology). His research articles have appeared in a number of journals including Teachers College Record, Journal of Applied Developmental Psychology, Teaching and Teacher Education and Studies in

Educational Evaluation. He has co-authored a number of books/research monographs including: International Trends in Post-Primary Mathematics Education: Perspectives on Learning, teaching and assessment (with Barry Sloane) and The Digital Pencil: One-to-one computing for children (with Jing Lei and Yong Zhao), and is co-editor of Irish Educational Studies.



**Mr Bernard McCloskey** is Head of Education at Northern Ireland Screen. He is responsible for the strategic development and implementation of Northern Ireland Screen's educational policy and for the management of the Digital Film Archive. Mr McCloskey was previously the Creative Director with the FIS project, a three year pilot project introducing moving image into

the primary curriculum in the Republic of Ireland. Prior to this he was a successful video and commercials producer/director and worked internationally in the advertising industry as a creative director for a number of leading advertising agencies including Saatchi & Saatchi and McCann-Erickson.



**Professor Teresa O'Doherty** is Dean of Education at Mary Immaculate College, University of Limerick, where she is responsible for the academic and administrative leadership of a large education faculty with almost 70 academic staff and 2000 students. After completing her degree in Education at Mary Immaculate College in 1984 she taught in the primary

sector for more than a decade. She holds a Master's in Education from NUI Maynooth and a PhD from the University of Limerick. Professor O'Doherty has held a number of academic appointments including Lecturer in Education and Assistant Dean, Research at University of Limerick. Her research interests are in the history of Irish education. Her doctoral research examined the administration of Irish education during the period 1899-1920. She is the Southern Co-Chair of SCoTENS.



**Professor Juhani Hytönen** has worked in teacher education at the University of Helsinki since 1975. He was the Associate Professor in Education (Elementary Education) from 1978 to 1996 and has been the Professor of Education (Early Childhood and Elementary Education) since 1996. He was the Director of the Primary Class Teacher Section from 1977 to 1991; the

Director of the Kindergarten and Class Teacher Section from 1995 to 1998; the Head of the Department of Teacher Education from 1998 to 2000, and is the current Head of the Department

of Applied Sciences of Education. He chairs and is an expert member of Finnish national committees in the area of teacher education.



**Ms Leena Kaarina Winter** has over 15 years of experience in primary school teaching both in the USA and in Helsinki. She graduated with a Master's Degree in Education from the University of Helsinki in 1989, and is currently working towards a Doctorate in Education. Her main research interest is the quality of teacher-student interaction and enhancement of learning.

Before her current work as coordinator at the Department of Applied Sciences of Education, University of Helsinki, Ms Winter gained experience in teaching in public schools and mentoring international student teachers in a bilingual primary school in Helsinki and student teachers in a Finnish comprehensive school. Now the core of her work at the University consists of coordinating a network of schools, educational institutions and day care centres which have signed up for school-university partnerships in teacher education and teaching practice.



**Ms Eeva-Kaarina Salmia** is in her fourth year of study to become a primary school teacher (Finnish teacher education takes approximately five years). Last spring she completed her teaching practice at the training school of Viikki. In her conference presentation she will outline how she has experienced her studies in Finnish teacher education with an emphasis on theoretical

studies supporting teaching practice.



**Ms Mary Gannon** is coordinator of the City of Dublin VEC Curriculum Development Unit's Education for Reconciliation project, funded by EU PEACE III, a unique 10-year-old initiative which provides citizenship teachers in Northern Ireland and the Republic of Ireland with a cross-border programme of professional development.

Previously she worked on projects related to interculturalism, equality and diversity issues, supporting schools in the development of whole school policy and good practice on cultural diversity, and producing teachers' resources. Her research focuses on factors influencing second-level schools' responses to cultural and religious diversity. She has co-developed guidelines for the Equality Authority and School Development Planning Initiative on embedding equality into whole school planning.



## TEACHER EDUCATION AT THE UNIVERSITY OF HELSINKI, FINLAND

The Finnish Education System is highly regarded internationally and this is largely due to the results of OECD's PISA (Programme for International Student Assessment) surveys, which have been very good for Finland in recent years. How do they do it? It is surely attributable to the quality of teaching which is the result of their teacher education programmes. How do Finnish programmes of teacher education compare with Irish programmes? What can we learn from them?

To qualify as a primary or post-primary teacher in Finland, student teachers are required to undertake a five-year programme to Master's level. Research-based teaching is at the heart of teacher education, which at the University of Helsinki is located in the Department of Applied Sciences in Education. The research-based approach is integrated into every course and courses in research methods are introduced from the very beginning of the studies. Teacher educators research what they teach and teach what they research.

Another central aim of teacher education in Helsinki is to achieve a balanced development of the teacher's personality in which the teacher's thinking is essential. The core aspects of Finnish teacher degrees are knowledge and understanding of the nature of children and young people, in-depth knowledge of one's own field, as well as social and global consciousness.

The bases of teachers' expertise are study skills, skills for researching and developing their own work, and skills for producing new knowledge. In the study programmes emphasis is also put on general skills such as co-operation, communication and ICT skills as well as language skills, cultural knowledge and international openness. The Department of Applied Sciences of Education also organises continuing education for teachers. The aim of the education is to support the professional development of teachers as well as interaction between pre-service and in-service education.

In a Department brochure (2005), Professor Matti Meri, Director of the Department, poses the question: What does the future of teacher education look like? What kind of 'teachership' should we aim for so that Finnish teacher education is good for a European teacher education model? One answer, he says, could perhaps be found in a 2004 survey in which 1165 respondents answered questions related to the areas of expertise and core competences of future teachers. The results indicated that the virtues of teachers – such as a sense of responsibility, target orientation, commitment, reflection, thoughtfulness, diligence, cooperativeness, fairness, tolerance and creativity – came before teaching skills and subject knowledge. An education for 'educationally seeing' teachers, to use Hollo's (1927) words, seems to be the focal point. Could this be a joint European goal for teacher education?



## SCOTENS COMMITTEE (2008-2009)

Dr Teresa O'Doherty and Dr Tom Hesketh (joint chairs),  
Dr Anne Heaslett, Dr Geraldine Magennis, Dr Anne Taheny, Dr Marie McLoughlin, Professor John Coolahan, Dr Pauric Travers,  
Dr Roger Austin, Professor Tony Gallagher, Professor Marie Parker-Jenkins, Dr Kathy Hall, Mr Eddie McArdle, Dr Philomena Donnelly,  
Ms Aine Lawlor, Mr Andy Pollak

## SPONSORS

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

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