

Seventeenth Annual Conference
#SCoTENS2019

SCoTENS

**THE STANDING CONFERENCE
ON TEACHER EDUCATION,
NORTH AND SOUTH**

LEADERSHIP ACROSS BOUNDARIES: CHALLENGES FOR EDUCATORS AND TEACHER EDUCATORS



KEYNOTE SPEAKERS:

Professor Marilyn Cochran-Smith
Cawthorne Professor of Teacher Education for Urban Schools,
Lynch School of Education and Human Development,
Boston College

Professor Paul Miller
Head of the School of Education, and Professor of Educational
Leadership & Social Justice, at the University of Greenwich

**SLIEVE RUSSELL HOTEL, BALLYCONNELL
Thursday 17 & Friday 18 October 2019**



SCoTENS

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LEADERSHIP ACROSS BOUNDARIES: CHALLENGES FOR EDUCATORS AND TEACHER EDUCATORS

Effective educational leadership is arguably more important now than ever before given the pressures and challenges resulting from the widening diversity of student needs, increasing accountability, performance measurement, reducing budgets, and a prescriptive policy context (MacBeath, 2012; Bush, Bell & Middlewood, 2019). These challenges require educational leaders to have vision, criticality, commitment and a clear sense of educational purpose built on strong ethical and moral foundations (Begley 2010).

Classroom teachers too are 'leaders of learning' and this has been reflected in policy developments on both sides of the Irish border. The Learning Leaders strategy for teacher professional learning in Northern Ireland sets out a vision of every teacher as a learning leader "accomplished in working collaboratively with all partners in the interests of children and young people" (DE, 2016, §2.2). Similarly, Ireland's DES notes how 'leadership is distributed throughout the school as a key support for pupil learning' (DES, 2017, §1.2). Whether a school or a teacher education institution, how leadership is practised shapes the culture, ethos and identity of its community and its members.

The 2019 SCoTENS conference seeks to interrogate the kind of leadership needed for contemporary education and teacher education. It invites examination and discussion on the challenges facing educational leaders and teases out how these challenges can be met and boundaries crossed. In view of the reforms in teacher education, both curricular and institutional/structural, the conference provides a forum for reflection on matters of leadership in all levels of teacher education.



LEADERSHIP ACROSS BOUNDARIES: CHALLENGES FOR EDUCATORS AND TEACHER EDUCATORS

CRANAGHAN SUITE 1 • **THURSDAY 17 OCTOBER**

CHAIR: Dr Noel Purdy, Director of Research and Scholarship and Head of Education Studies, Stranmillis University College and co-Chair SCoTENS

11.00 DOCTORAL WORKSHOP

12.30 LUNCH AND REGISTRATION

13.15 WELCOME

Dr Noel Purdy, Director of Research and Scholarship and Head of Education Studies, Stranmillis University College and co-Chair SCoTENS

13.20 OPENING REMARKS

Mr Ian McKenna, International Cooperation Section, Department of Education & Skills

13.45 KEYNOTE ADDRESS

Prof Marilyn Cochran-Smith, Cawthorne Professor of Teacher Education for Urban Schools, Lynch School of Education and Human Development, Boston College, Chestnut Hill, Massachusetts, USA

14.45 REFRESHMENTS

15.15 RESEARCH PRESENTATIONS (PARALLEL SESSIONS)

CRANAGHAN SUITE 1 Chair: Gabrielle Nig Uidhir	CUILCAGH SUITE Chair: Conor Galvin	CLADDAGH SUITE Chair: Kathy Hall	CAVANAGH SUITE Chair: Teresa O'Doherty
William H. Kitchen (Stranmillis) The challenge of progressive ideology and constructivist theory for educational leadership	Linda Clarke (UU) The Leadership of Learning: Chasing the challenges right over the boundaries	Stephen Howell (UCD) and Caoilinn Tighe (Microsoft) From Awareness to Advocacy: The Educator CPD Funnel	Joseph Moynihan and Margaret O'Donovan (UCC) Learning and Teaching: The extent to which School Principals in Irish Voluntary Secondary Schools enable collaborative practice
Julie Uí Choistealbha (Marino) and Melanie Ní Dhuinn (TCD) Insight and Impact: Leading a research-focused professional learning network	Margaret Flood (NCCA and DCU) Exploring the impact of a collaborative whole-school model of CPD on the enactments of Level 2 Learning Programmes in a mainstream post-primary school	Wenchao Zhang (QUB) We are different: An alternative path for implementing democratic education in China	Leanne York (QUB) Attitudes to Sexting amongst post-primary pupils in Northern Ireland: A liberal feminist approach
Noel Purdy and Maria Campbell (SCoTENS) Teacher Education Networks across a Contentious Border in the island of Ireland – the case of SCoTENS	Paul Conway (UL) Leadership <i>in</i> and <i>for</i> teacher education: deepening engagement with pedagogies of teacher education	Rosane Karl Ramos (MIC) Teacher education for an international-oriented school environment: a comparative study	Zita Lysaght (DCU) Teachers' beliefs, children's voice and classroom assessment: Disrupting the status quo

17.00 SESSION ENDS

18.30 DRINKS RECEPTION

Cranaghan Suite Function Area

Prof Marilyn Cochran-Smith, to launch *Teacher Preparation in Northern Ireland: History, Policy and Future Directions*
<https://books.emeraldinsight.com/page/detail/Teacher-Preparation-in-Northern-Ireland/?k=9781787546486>

Prof Paul Miller, to present the **John Coolahan Award** and launch the winning Research Report

19.30 CONFERENCE DINNER

Cranaghan Suite 2

Mr Andy Pollak, Founding Director of the Centre for Cross Border Studies to launch the **2018 SCoTENS Annual Report**

JOHN COOLAHAN AWARD

In recognition of his contribution to the foundation and development of SCoTENS, the John Coolahan Award was inaugurated in 2018 and 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 presented each year 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.



CHAIR: Prof Kathy Hall, Professor of Education, University College Cork and co-Chair SCoTENS

09.00 SEED FUNDING WORKSHOP

Prof Linda Clarke, Research Director, Department of Education, Ulster University

Dr Jacqueline Fallon, Director, NCCA

Dr Conor Galvin, Director of Graduate Studies, MA Education Programme, University College Dublin

09.30 RESEARCH PRESENTATIONS (PARALLEL SESSIONS)

CRANAGHAN SUITE 1 Chair: Pamela Cowan	CLADDAGH SUITE Chair: Jacqueline Fallon	CAVANAGH SUITE Chair: Maria Campbell
<p>Jonathan Worley (St Mary's)</p> <p>The Importance of Teaching Criticality in Developing a Moral and Ethical Context for the Teaching of the Current A-Level English Syllabus in Northern Ireland</p>	<p>João Costa and Trish Fitzpatrick (UCC)</p> <p>Promoting quality interactions between formative and summative assessment of school placement</p>	<p>Ann MacPhail (UL) Rose Dolan (TCD) and Melanie Ni Dhuinn (Maynooth)</p> <p>The development of an Irish National Teacher Education and Teacher Educator Forum: the next steps</p>
<p>Brian Murphy (UCC)</p> <p>Developing literacy in contemporary classrooms: Challenging insights and changing boundaries</p>	<p>Brenda McKay-Redmond and Barbara McConnell (Stranmillis)</p> <p>Implementing The Daily Mile (TDM) with future educational leaders: the benefits outweigh the challenges</p>	<p>Noel Purdy (Stranmillis)</p> <p>"Rip it up and start again. Make it child centred" - Addressing the implications for school leadership and Initial Teacher Education of the Challenges facing the Special Educational Needs System in Northern Ireland</p>
<p>Carmel Kearns and Conor Mellon (The Teaching Council)</p> <p>Leading cultures of reflective learning in our schools</p>	<p>Derbhile de Paor (MIC)</p> <p>Teachers and teacher educators? Sacred, secret and cover stories! A narrative inquiry exploring the experiences of teachers leading teacher education across boundaries.</p>	

11.00 REFRESHMENTS

11.15 KEYNOTE ADDRESS

Prof Paul W. Miller, PhD, LLM, MBA, PFHEA, FAcSS, Head of the School of Education, and Professor of Educational Leadership & Social Justice, University of Greenwich

12.15 PANEL DISCUSSION

CHAIR: Dr Conor Galvin, Director of Graduate Studies, MA Education Programme, University College Dublin

Mr Sam Gallaher, Chief Executive, GTCNI

Dr Margaret O'Donovan, Lecturer in the School of Education, University College Cork

Lady Rosemary Salisbury, Freelance Educational and Commercial Training Consultant

Dr Joe Moynihan, Lecturer and Director of the Educational Leadership Post-Graduate programme, School of Education, University College Cork

Dr Margaret O'Donovan, Lecturer in the School of Education, University College Cork

Prof Marilyn Cochran-Smith, Cawthorne Professor of Teacher Education for Urban Schools, Lynch School of Education and Human Development, Boston College, Chestnut Hill, Massachusetts, USA

Prof Paul W. Miller, PhD, LLM, MBA, PFHEA, FAcSS, Head of the School of Education, and Professor of Educational Leadership & Social Justice, University of Greenwich

13.30 LUNCH AND CONFERENCE CLOSE



KEYNOTE SPEAKERS



Prof Marilyn Cochran-Smith has been a teacher education scholar and practitioner for more than 40 years. She is known nationally and internationally for her work about teacher education research, practice, and policy and for her sustained commitment to teacher education for equity with inquiry as the centerpiece. Professor Cochran-Smith is a frequent keynote presenter, recently at the Australian Association for Research in Education (Sydney,

Australia), the International Conference on Teacher Education and Educational Research in the Mediterranean (Valetta, Malta), and the annual conference on Teacher Education Policy in Europe (Braga, Portugal). Professor Cochran-Smith is a past president of the American Education Research Association (AERA) and an elected member of the National Academy of Education. She has written 10 books, 7 of which have won national awards, as well as more than 200 articles, chapters, and editorials. In 2018, she received the AERA/Division K's Legacy Award for lifetime contributions to research on teaching and teacher education. Her most recent book, *Reclaiming Accountability in Teacher Education* (co-authored with 8 former and current doctoral students), received the 2019 AERA/Division K award for Exemplary Research on Teaching/Teacher Education.



Prof Paul Miller is President of the Commonwealth Council for Educational Administration and Management (CCEAM). He has a significant track record of published research in educational leadership, primarily cross-cultural issues in educational leadership, and has good country knowledge of the UK, Jamaica and other Caribbean islands. His research on race discrimination faced by Black, Asian and Minority Ethnic (BAME) teachers in

England is being used by the UK Cabinet Office in policy development, and his research on school leadership development and school improvement is assisting the Caribbean Community (CARICOM) in the development of standards for school leaders. Paul is Professor of Educational Leadership & Management, School of Education and Professional Development, University of Huddersfield, UK. He is also Immediate Past President of the Institute for Educational Administration & Leadership – Jamaica (IEAL-J), a registered educational charity whose mission is research, capacity building and innovation in educational leadership, and he is also a member of Council of the British Educational Leadership Administration Society (BELMAS). He is Principal Fellow of the UK's Higher Education Academy, and Fellow of the Academy of Social Sciences.

CONFERENCE SPEAKERS AND CHAIRPERSONS



Dr Noel Purdy is Director of Research and Scholarship and Head of Education Studies at Stranmillis University College, and is the current Northern Co-Chair of SCoTENS. He lectures at undergraduate and postgraduate level on Education Studies and pastoral care and has a particular research interest in special educational needs and tackling bullying in schools. He was President of NASEN in Northern Ireland (2014-2016) and is a member and former chair of the

Northern Ireland Anti-Bullying Forum (2013-2016). As lead partner he has just completed two major projects: a two-year Erasmus+ project (€291k) working with 4 other EU partners to address cyberbullying in schools, and a study of parental experiences of the SEN system in NI funded by NICCY. He is Director of the College's new Centre for Research in Educational Underachievement which was launched in June 2018, and is Deputy Editor of *Pastoral Care in Education - An International Journal of Personal, Social and Emotional Development*.



Prof Linda Clarke was born in Brooklyn, New York, moving to Northern Ireland in early childhood. She qualified as a teacher in 1983 and served as a Geography teacher and head of department for 15 years. Her Masters degree is in Education Technology and her PhD examines the use of Elearning in Teacher Education. She was appointed as a lecturer in Education at the Ulster University in 2001 with teaching responsibilities in initial teacher education

(as Course Director in PGCE Geography) and in CPD courses in the ICT pathway of the MEd. Linda Clarke served a four-year term as Head of the School of Education at Ulster from 2009 to 2013. She is a Senior Fellow of the Higher Education Academy. Linda's key research interests lie in teacher education and pedagogical practice.



Dr Margaret Flood is the inclusion and special Education Officer for the NCCA since September 2017. She has 19 years' experience working in the area of inclusive and special education; including teaching, teacher CPD, policy development and curriculum design. Margaret completed her EdD in September 2019 and her research focus was collaborative whole-school CPD in mainstream schools for the enactment of inclusive practices, in particular L2LPs. Her areas of

interests include contextual dimensions in policy and practice enactment and CPD engagement, the role of teachers, the interpretation of educational language, professional collaborative inquiry, student voice and UDL as an inclusive mindset.



Prof Paul Conway is a Graduate of St. Patrick's College (BEd), Drumcondra, Boston College (MEd) and Michigan State University (PhD). Have worked at: University of Michigan-Flint, Cleveland State University, University College Cork prior to UL. Research interests: learning and development, teacher education, educational policy (in two areas: e-learning; teacher education),

psychology and pedagogy of literacy & mathematics, and cognitive and socio-cultural perspectives on learning. Research has been funded by a range of bodies - both national and international. His research has appeared in a range of journals including *Studies in Educational Evaluation*, *Teachers College Record*, *Teaching and Teacher Education*, *Identity: An International journal of Theory and Research*, *Irish Educational Studies*, *Journal of Applied Developmental Psychology*. He is a former President (2008-10) of the Educational Studies Association of Ireland (ESAI) and has been a member of both the Council of the European Education Research Association (2006-08) and World Education Research Association (2009-13) on behalf of ESAI. He is currently joint General Editor of *Irish Educational Studies* (SSCI-indexed journal, Routledge). He has been a Visiting Scholar at the University of Western Australia, Michigan State University (2000-06) and Oxford University.

CONFERENCE SPEAKERS AND CHAIRPERSONS



Stephen Howell is the Academic Program Manager for Microsoft Ireland where he advocates and researches Coding education, STE(A)M, Autism, ADHD, Gender Diversity in Tech, Mixed Reality, and Cognitive Services. He has lectured on Computer Science education topics since 1999 in Irish and Northern Irish universities, and a visiting professorship in Japan. He is in final year of a PhD in SMARTLab, University College Dublin on Inclusive Design and Creative Technology Innovation.



Caoilinn Tighe is a programme manager and digital skills tutor on the Microsoft Ireland Academic Team. She holds a B.Ed. in Primary Education from the Institute of Education in DCU and is researching STEM and the development of Computational Thinking in modern teaching.



Wenchao Zhang is a fourth year PhD student for education from Queen's University Belfast. My doctoral thesis title is *Exploring the practice of democratic education in Chinese public schools: an ethnographical study*. In this research, I select two Chinese public schools which explicitly advocate democratic education and spent a whole year staying at the schools to explore their understanding and practice of democratic education. At the end of the

research, a possible practical structure of democratic education is able to be constructed on the basis of the data analysis.



Rosane Karl Ramos is PhD in Education (Pontifical Catholic University in Rio de Janeiro – PUC-Rio, Brazil). She carried out part of her doctoral research at University of British Columbia (Canada), supported by the National Council for Scientific and Technological Development (CNPq). She is currently taking part in the Graduate Diploma in Mentoring and Leadership in Education programme at Mary Immaculate College (Ireland) in partnership with the Brazilian Federal

Agency for Support and Evaluation of Graduate Education (CAPES). She takes part in the research group Teacher Education, Curriculum and School Routine Study Group/PUC-Rio (GEFOCC). She has also participated in conferences, congresses, and seminars on curriculum and internationalization in Brazil and abroad, like the 3rd European Conference on Curriculum Studies-Curriculum: Theory, Policy, Practice (University of Stirling, 2017), Global Education Conference (2016), the 5th Triennial Conference of the International Association for the Advancement of Curriculum Studies (University of Ottawa, 2015), and VI Portuguese-Brazilian Curriculum Conference (University of Minho, 2014). She has published articles and book chapters on topics relating to internationalization of curriculum, educational mobility, teacher education and interculturality.



Dr Joseph Moynihan is from Co. Waterford and is currently the Director of the Educational Leadership Post-Graduate programme in the School of Education at University College Cork, Ireland. Joe is also a lecturer/tutor in Initial Teacher Education and lectures on the M.Ed. modular programme where he is currently developing new Educational Leadership modules. Formerly, Joe was a teacher of French, Geography and Art, Craft and Design in second level education for 20

years. This was followed by four years working as a Career Guidance Counsellor prior to working as a deputy principal and principal in a large post-primary school for a further eight years. His research interests are in educational leadership, socio-cultural learning, collaborative practice, work-based learning,

coaching, and education in general. He serves as an external examiner on the MA in Management in Education at WIT. He is also a director of the Irish Augustinian Schools Trust.



Dr Margaret O'Donovan is currently lecturing in the Schools of Education at University College Cork and University of Limerick. Formerly, she was a teacher of Irish, Geography and History for 20 years, followed by three years as a Deputy Principal in a Gaelcholáiste and eleven years as Principal of a Voluntary Secondary School. Margaret has particular research interest in the area of educational leadership and contributes to staff development for aspiring leaders as well as mentoring newly appointed principals. She also acts as a facilitator on the Department of Education and Skills' innovative pilot scheme "Excellence through Collaborative Leadership and Management", led by the Centre for School Leadership, as she supports a Cluster of Schools participating in the project, which is designed to facilitate schools in harnessing and optimising internal leadership, management capacity and collaboration at all levels.



Leanne York's research interests include contemporary issues affecting young people such as cyberbullying and sexting. She is currently a full-time PhD student at Queen's University Belfast and recently completed her PhD viva. Leanne's PhD research is focusing on attitudes to sexting amongst young people in Northern Ireland. She was recently invited to the European University of Flensburg in Germany where she presented her PhD research to students and staff.

Leanne completed her MEd degree at Stranmillis University College and her dissertation focused on cyberbullying in post-primary schools in Northern Ireland, the findings of which were published in the March 2016 edition of the international peer reviewed journal *Pastoral Care in Education*. Prior to commencing PhD study, Leanne was a teacher and taught in various nursery, primary and post-primary schools. Recently, she was temporarily employed at Stranmillis University College as a part-time Education Studies lecturer.



Dr Zita Lysaght is an Assistant Professor in the School of Policy and Practice at the Institute of Education (St. Patrick's Campus), DCU; she lectures in assessment and research methodology on undergraduate, masters and doctoral programmes. She is Director of the Assessment for Teaching and Learning (ALT) Project, a member of the Advisory Board of the Centre for Assessment Research and Policy in Education (CARPE) and a former Chair of Post-Graduate Studies by Research and Co-chair of the EdD programme.



Dr William H. Kitchen is a STEM lecturer at Stranmillis University College, Belfast. He teaches courses in Mathematics, Physics, and Computer Science, and contributes further teaching to Education Research Methods, Numeracy across the Curriculum, and Personal Numeracy. He is the published author of several journal articles and two single-authored books, *Authority and the Teacher* (Bloomsbury, 2014) and *Philosophical Reflections on Neuroscience and Education* (Bloomsbury, 2017). He is currently writing another text, *The Pseudoscience of Learning*, for Routledge. His research interests include educational philosophy and theory, educational neuroscience, curriculum design and assessment, and offering philosophical critiques of educational research methods. His philosophical work is focused on developing Wittgenstein's philosophy of mind and language for education, and Bohr's philosophy of physics for the psychological sciences. He has previously taught mathematics in the various secondary schools in Northern Ireland.



CONFERENCE SPEAKERS AND CHAIRPERSONS



Dr Julie Uí Choistealbha is the primary lead in the DEEPEN research project. She is the Dean of Education: Policy, Practice, and Society in Marino Institute of Education, Dublin. Julie teaches on the Advanced Professional Studies module for B.Ed. and PME students, the Staidéir Ghairmiúla module on the Baitsiléir san Oideachas Trí Mheán na Gaeilge (Bunmhúinteoireacht) and the Second Language Teaching and Learning module on the B.Sc. in

Education Studies. She is both a placement and dissertation supervisor for students on undergraduate and postgraduate programmes. She also works closely with Marino's incoming and outgoing study abroad students. Julie's research interests include work-based learning for undergraduate and postgraduate students of education, the Irish language, the role attitudes, perceptions and motivation play in the teaching and learning processes and the use of ePortfolios in competency-based assessment.



Dr Melanie Ní Dhuinn is the post primary lead in the DEEPEN research project. She is Assistant Professor of Teacher Education in the School of Education, Trinity College, Dublin. Melanie works across Teacher Education (B.Mus. Ed and PME), Master of Education (M.Ed.) and Doctorate (D.Ed. and PhD) courses in the School of Education and is a research supervisor and examiner for PME, M.Ed., Ph. D and D.Ed. candidates. She is also a School Placement tutor across various

strands of the PME. Melanie lectures in Teaching Pedagogies, School Placement, Research Methods and in the Sociology of Education. Her research interests include Teacher Education, Technology in Education, Assessment, Curriculum design, Teaching Pedagogy, An Ghaeilge Mar Mheán Teagaisc, and Research Methodology. She is also a member of the Research Ethics Committee of the School of Education.



Dr Maria Campbell is a lecturer in the Education Department at St. Angela's College, Sligo where she is also director of Graduate programmes. Maria teaches on undergraduate initial teacher education programmes and on postgraduate programmes and has worked on a number of international research projects in Europe and Africa. Her research interests and publications focus on teaching and learning in multicultural contexts; the use of Educational

Technology in teaching and learning; and the reconceptualisation of Initial Teacher Education.



Jonathan Worley is Senior Lecturer in Written Communications and Writing Centre Director at St Mary's University College Belfast. He has published papers on academic writing, writing centres and the poet William Wordsworth. A graduate of the University of New Hampshire and Rutgers University, New Jersey, he has been living in Northern Ireland for the past twenty-five years. His current research interest has been to discover how to best develop students' ability

to write critically rather than merely to provide summary. He has worked with several post-primary schools, most recently in A-Level English, to learn what methods are most effective."



Dr Brian Murphy is a Senior Lecturer in the School of Education, UCC, where he is Course Director of the two-year Professional Master of Education (PME) initial post-primary teacher education programme. His research interests are in the areas of first and second language and literacy pedagogy and policy as well as in all aspects of teacher education. He has worked extensively on national policy issues pertaining to literacy and contributes to the work of the International Literacy Association.



Carmel Kearns is Head of Teachers' Learning and Research in the Teaching Council. She supports the work of the Council's Education Committee, and has played a key role in the development of a range of landmark policy documents, including the first Code of Professional Conduct for Teachers, the Council's *Policy on the Continuum of Teacher Education and Droichead, An Integrated Induction Framework*. She was instrumental in the development of the Council's

professional accreditation criteria for reconceptualised ITE programmes, and led the process by which all programmes in Ireland were reviewed for accreditation purposes for the first time. More recently, she has supported the development of *Cosán*, the national framework for teachers' learning in Ireland, and she is currently supporting a four-year development process whereby the framework can be further refined by teachers and other stakeholders. She is also leading the implementation of the Council's CROÍ research series, aimed at enhancing the connections between research, policy and practice.



Dr Conor Mellon is a seconded teacher, currently working in the Teachers' Learning and Research section of the Teaching Council. He spent over a decade working as a primary teacher prior to his secondment, almost exclusively in the field of special education. He has also taught on undergraduate and postgraduate initial teacher and early childhood education programmes, focusing on reflective practice, inclusion and diversity, and research methods. His work in the

Council focuses on *Cosán: The National Framework for Teachers Learning and the CROÍ Research Series*. His work in *Cosán* involves research, resource development, and the facilitation of workshops and seminars on reflection and professional learning, with teachers, schools and wider stakeholders. His research interests include inclusion and diversity, reflective practice/ reflexivity, and the role of ethos in schools.



João Costa holds a Doctorate in Educational Sciences - Teacher Education and currently serves as Lecturer in Education (Sport Pedagogy) for the UCC B.Ed (Hons) in Sports Studies and Physical Education with contributions to the modules related to Sport Pedagogy, Curriculum and Assessment, Sport Psychology, School Placement, Research Methods, and Wellbeing. His role also involves the support to postgraduate researchers, and engaging with the

community, mainly through CPD and partnering with schools. João is co-PI to the Erasmus+ Project "European Physical Education Observatory" (EuPEO) and contributes to represent UCC at relevant bodies, namely PETE Ireland, PEPAYS, and the Teacher Education and Teacher Educators National Forum. João also serves as reviewer for international journals in Physical Education, Teacher Education, and Sport Psychology, and in the editorial board of the European Journal of Teacher Education and of the Journal of the Portuguese Society of Physical Education.

CONFERENCE SPEAKERS AND CHAIRPERSONS



Trish Fitzpatrick has been working in initial teacher education since 2003, initially as a part-time placement tutor for Physical Education, and since 2012 as a lecturer and coordinator of school placement in the BEd (Hons) Sports Studies and Physical Education Programme in the School of Education, University College Cork. I am currently completing a PhD on the role of the placement tutor in initial teacher education. My main research question is: *What are the*

motivations, roles and relationships which emerge for placement tutors in their supervision of physical education student teachers in school placement? As part of my research I am very interested in exploring the dualistic nature of the placement tutor's role, ie the assessor-assessor (Slick 1997) of student teachers. In light of this, I am also very interested in investigating how a fair and equitable system of assessment can be provided for student teachers.



Dr Brenda Mc Kay-Redmond is a Senior Lecturer in Early Childhood Studies in Stranmillis University College. She is Course coordinator for Child Development and Children's Health and Wellbeing Courses and the Masters Course in Wellbeing in the Early Years. Brenda is a qualified teacher and has a Masters and Doctorate in Education from the University of Ulster. Brenda is also Adviser of Studies for level 1 undergraduate students and a member of

the Stranmillis University Health and Wellbeing Committee. Brenda is currently a member of The Daily Mile Research and Advisory Board of The Daily Mile Foundation in London and co-chair of The Daily Mile Network N.I. Brenda has carried out research connected to the benefits of The Daily Mile and is presenting this information at conferences nationally to date.



Dr Barbara McConnell is a Senior Lecturer in Early Childhood Studies at Stranmillis University College, Belfast and is programme leader for the Masters in Early Childhood Studies. Barbara is a qualified teacher and holds a B.Ed (Hons) from Stranmillis University College. She has an MA from the Institute of Education, UCL and a PhD in Psychology from Queen's University, Belfast. Barbara is a Chartered Psychologist (c.Psychol) from the British Psychological Society and is currently

the Chair Elect of the Northern Ireland branch of British Psychological Society. Barbara's research focuses on professional development and she is currently chairing the Workforce development group for the Public Health Agency (PHA) on infant mental health. Barbara is also an associate assessor for the Educational and Training Inspectorate of the Department of Education. Barbara has presented research papers at national and international conferences and also delivers professional training and CPD for teachers and early years practitioners.



Derbhile de Paor is an experienced teacher and school leader. As an elected member of the Teaching Council (2012-2016) she has been closely involved in the development of Teacher Education policy in Ireland. Derbhile now 'identifies' as a teacher educator and feels privileged to be facilitating teacher learning across all stages of the continuum of teacher education. Exploring the 'post leadership professional pathway', she enjoys a portfolio career, working part

time in the University of Limerick and Mary Immaculate College. Derbhile has also worked with the National Induction programme for teachers (NIPT) and tutors on the Postgraduate Diploma in School Leadership (PDSL). Her doctoral research, which is now close to completion, focuses on school-based teacher education. Using narrative and arts-based inquiry methods, her aim is to create new knowledge and understandings about teachers' everyday experiences at the site of their professional practice, the school.



Prof Ann MacPhail is a teacher educator and Assistant Dean of Research at the University of Limerick. Ann's main teaching and research interests revolve around teacher education and teacher educators, curriculum development, teaching, learning and assessment issues within school physical education, methodological issues in working with young people and ethnography. Ann is a member of the International Forum for Teacher Educator Development

(<https://info-ted.eu/>) and co-founder of the National Teacher Education and Teacher Educator Forum.



Dr Rose Dolan is a lecturer in the Department of Education at Maynooth University, Ireland. She currently lectures on teacher education policy and practices and is the Programme Leader for the Doctorate in Education (Ed.D.). She is also the Teacher Education strand leader for the M. Ed. and the Ed. D. She supervises masters and doctoral level students in this area. Her Ph. D. research focused on the professional development of teacher educators in an

Irish university: her research continues to examine the development of teachers as they move from first-order practice to second-order practice, the resultant changes in identity and the impact of such changes, and the kinds of knowledge that are specific to the teacher educators who work in second-order settings.



Andy Pollak was the founding Director of the Centre for Cross Border Studies (1999-2013). Before that he was Belfast reporter, religious affairs correspondent, education correspondent and assistant news editor with the *Irish Times* (1981-1999). In 1992-1993 he was coordinator of the Opsahl Commission, an independent inquiry into ways forward for Northern Ireland, and editor of its report, *A Citizens' Inquiry: the Opsahl Report on Northern Ireland* (1993). He is co-

author of *Seamus Mallon: A Shared Home Place* (with Seamus Mallon, 2019) and of *Paisley* (with Ed Moloney, 1986). He is a board member of the Glenree Centre for Peace and Reconciliation in County Wicklow.



Prof Kathy Hall is Professor of Education in UCC. She was the Head of the School of Education for nearly a decade and is the Director of the cohort-based PhD. She is Co-Chair of the Standing Conference on Teacher Education North and South SCOTENS. Her professional and research interests span inclusion, learning and identity, themes that are central to mutual understanding across both parts of this island. She led the national evaluation of *School Placement in*

Initial Teacher Education, commissioned by the Teaching Council (Hall, Murphy, Rutherford, Ni Aingleas (2018) and her book *Assessment in Practice: Explorations in Identity, Culture, Policy and Inclusion* (2019, Routledge) with Curtin, Cahill, O'Sullivan and Ozerk has just been published.

CONFERENCE SPEAKERS AND CHAIRPERSONS



Dr Jacqueline Fallon is Director, Curriculum and Assessment with the National Council for Curriculum and Assessment in Dublin. Prior to taking up this post, she spent 10 years as a lecturer in Education in the Church of Ireland College of Education, followed by a period as lecturer in Early Childhood Education in the Institute of Education in Dublin City University. She is a co-author of *Síolta*, the National Quality Framework for Early Childhood Education (CECDE, 2006). Her

research interests include play pedagogy in the early years of primary school, the learning environment and teachers' beliefs.



Dr Conor Galvin is Director of Graduate Studies at the UCD Dublin School of Education where he also lectures and researches on various education, public policy and research methods programmes. His research interests include policy networks, social capital, professional knowledge, and the impact of new and emergent technology on learning and society. He has been external evaluator on the EU funded project and has acted as assessor on a number of EU actions

relating to the Information Society. Dr Galvin also contributes to education programmes at the UN School Ireland (UNTSI) where he has directed field exercises for both humanitarian and military personnel preparing for overseas deployment. Dr Galvin holds The President's Award for Teaching Excellence at UCD, and is also a Teaching Award Holder 2016 of the prestigious Universities Teaching & Learning Forum / USI Award. He was a Visiting Scholar, University of Cambridge Faculty of Education, Michaelmas Term in 2000 and again in Trinity 2009. Before joining UCD, Dr Galvin worked at University of Wales, Swansea and University of Cambridge, England.



Mr Sam Gallaher is Chief Executive of the General Teaching Council for Northern Ireland (GTCNI). As the professional body of the teaching profession in NI the GTCNI operates to safeguard, support and enhance the professional status of teachers. Considering the importance of education it follows that several functions of GTCNI are statutory and underpinned by legislation for example, Teacher Registration and Professional Regulation. Sam brings considerable

experience to the role from an extensive career working in and with public sector organisations across the UK, Ireland and overseas. His career experience encompasses the Health, Justice, Local Government and Education sectors with a specific focus on Organisation Improvement & Development and Workforce Development. Holding a number of senior positions Sam was recently an Executive Director of Skills for Health, the UK Sector Skills Council, where he was instrumental in transitioning the organisation from an ALB to the creation of The Workforce Development Trust, a registered charity and not-for-profit company. Within the education, Sam served on the Governing Body of the South Eastern Regional College (SERC) for 8 years. Outside of business commitments, Sam has been heavily involved in youth work for many years.



Lady Rosemary Salisbury is a native of Tyrone and returned to Ireland in 2001 to become Principal of Drumragh Integrated College in Omagh, Co Tyrone. She was then invited to become a 'troubleshooter' for the Department for Education in London. This included a variety of tasks: improving the behaviour and ethos of a failing school in Bradford, amalgamating two large schools in Hull, mentoring senior staff in an academy in Doncaster and supporting a school in East Riding

to improve behaviour and ethos. Before taking up the leadership of Drumragh College, Rosemary was the Headteacher of The King Edward VI School in Retford, Nottinghamshire. Her career in education has been extensive: she has worked in sixteen different schools, a Further Education College and an Institution for young offenders. She is also a successful freelance educational and commercial training consultant. In 2013 she successfully completed a post-graduate Diploma in Cognitive Behavioural Therapy.



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