



SCoTENS

THE STANDING CONFERENCE
ON TEACHER EDUCATION,
NORTH AND SOUTH

2014 Annual Report

WEBSITE

<http://scotens.org>

ACKNOWLEDGMENTS

The Committee of the Standing Conference on Teacher Education North and South (SCoTENS) wishes to acknowledge with thanks the financial support of:

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

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

2014 Annual Report



SCOTENS STEERING COMMITTEE 2014

Back row: Dr Conor Galvin, University College Dublin; Dr Noel Purdy, Stranmillis University College; Mr Tomás O Ruairc, The Teaching Council; Ms Ruth Taillon, Centre for Cross Border Studies; Prof Anne O'Gara, Marino Institute of Education

Front row: Mr Eugene Toolan, St Angela's College; Dr Carmel Gallagher, General Teaching Council NI; Prof Linda Clarke, University of Ulster; Dr Deirbhile Nic Craith, Irish National Teachers' Organisation; Prof Teresa O'Doherty, Mary Immaculate College; Prof Kathy Hall, University College Cork; Dr Geraldine Magennis, St Mary's University College

Secretariat provided and report published by
THE CENTRE FOR CROSS BORDER STUDIES

ISSN: 2396-7374

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Chairperson's introduction



Professor Linda Clarke



Mr Tomás Ó Ruairc

Welcome to the 2014 annual report of SCoTENS (the Standing Conference on Teacher Education, North and South). This report incorporates the proceedings of our twelfth annual conference as well as a financial statement and reports on the student teacher exchanges, networks and research activities supported by SCoTENS. Together they provide evidence of the significant progress of our various activities during the year under review, and the impact which these have had on teacher education, North and South.

Teacher education, North and South still continues its work in a broad context of review and development and this makes the work of SCoTENS even more important in providing spaces for cross-border dialogue, exchange and research. Although there seems to be a growing unanimity around the acknowledgment of the importance of teachers, some 57 million learners worldwide have no teachers, mostly in the countries of the global south. In relative terms the long-standing debates about teacher professionalism may seem like a first world issue, but teachers everywhere still face the perennial issue which is well expressed by Pam Grossman of Stamford: One of the challenges faced by efforts to gain professional status for teachers is that teaching is complex work that looks deceptively simple (Grossman et al, 2009, p 273). Grossman's pithy insight is yet another indicator that the journey of learning referred to in the conference theme for 2014 – Always learning, always teaching: Making the journey – may involve far more people, and may have further to go, than we have perhaps realised to date. Both our keynote speakers shed interesting light on these and other aspects of the theme – Ms. Philippa Cordingley of the Centre for the Use of Research and Evidence in Education (CUREE), and Prof. Ian Menter of Oxford University Department of Education (OUDE). Ms. Cordingley presented case studies of teachers' experiences of professional learning, which provided a useful space for reflection and discussion in advance of the panel discussion on the same topic on day 2. Prof. Menter drew the various strands of the conference together in his closing keynote, with a clarion call for a simple, but not simplistic, focus on teacher educators connecting across the continuum.

This year brought an exciting and challenging research activity for SCoTENS. In April 2014, a number of SCoTENS member institutions – University of Ulster; St Angela's College; University of Limerick; St Mary's University College; National University of Ireland, Maynooth; National University of Ireland, Galway; Coláiste Mhuire Gan Smál; Dublin City University; The Teaching Council – in partnership with the Centre for Cross Border Studies; University of Oulu (Finland); Stichting Hogeschool van Arnhem en Nijmegen (Netherlands); Stichting Christelijke Hogeschool Windesheim (Netherlands); and Stichting Vu-VUmc (Netherlands) submitted an

application to the Erasmus Plus programme under Key Action 2. The proposed project title was Reimaging Professional Identities: Towards a Charter for Teacher Educators. While the application was unsuccessful, valuable professional links were developed for SCOTENS at the European level. We look forward to nurturing these links in the years to come.

SCoTENS is funded by the Departments of Education, North and South, and through the subscriptions of our affiliated institutions and organisations. We are much indebted to the generosity of these funders for their on-going commitment to supporting the work of cross-border conferences, exchanges and research in the teacher education sector. We would like to express our gratitude and appreciation to the staff of the Centre for Cross Border Studies who provide administrative support for SCoTENS, especially Ruth Taillon and Anthony Soares, Eimear Donnelly and Tricia Kelly and for their commitment, enthusiasm and expertise. We would also like to thank the management and staff of the Killyhevin Hotel in Enniskillen and Peter Simpson and the ESAGS TV team who, for the first time this year, provided live streaming of the keynotes via <http://www.esags.tv/>. Finally we thank our fellow steering committee members who give generously both of their expertise and time.

**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**

In April 2014, a number of SCoTENS member institutions – University of Ulster; St Angela's College; University of Limerick; St Mary's University College; National University of Ireland, Maynooth; National University of Ireland, Galway; Coláiste Mhuire Gan Smál; Dublin City



Minister Damien English, TD with SCoTENS Joint Chairs, Prof Linda Clarke and Mr Tomás Ó Ruairc

University; The Teaching Council – in partnership with the Centre for Cross Border Studies University of Oulu (Finland); Stichting Hogeschool van Arnhem en Nijmegen (Netherlands); Stichting Christelijke Hogeschool Windesheim (Netherlands); and Stichting Vu-VUmc (Netherlands) submitted an application to the Erasmus Plus programme under Key Action 2. The proposed project title was *Reimagining Professional Identities: Towards a Charter for Teacher Educators*. Unfortunately, our application for this project, which was intended to run for the three years September 2014 – August 2017, was unsuccessful.

A handwritten signature in black ink, appearing to read 'Tomás Ó Ruairc', with a stylized, looping flourish at the end.

Mr Tomás Ó Ruairc

A handwritten signature in black ink, appearing to read 'Linda Clarke', with a cursive style and a small flourish at the end.

Professor Linda Clarke

2014 CONFERENCE HIGHLIGHTS

The 12th Annual SCoTENS Conference on the theme, '**Always learning, always teaching: Making the journey,**' took place on 21st and 22nd October 2014. Almost 100 people attended the conference in Enniskillen's Killyhevlin Hotel and approximately 100 more tuned into a live stream of the keynote addresses via <http://www.esags.tv/>.

It has been said that teachers teach so that others can become themselves throughout their lives. If this is one of our aspirations for teaching and learning, it seems reasonable and fair to wish the same for teachers themselves. We could go further and say that it is essential for teachers to continue "becoming" themselves throughout their lives so that they can make teaching and learning all that they can be.

However, it must be acknowledged that there are a number of challenges to be addressed in bringing such a commendable vision to reality. While many teachers engage in CPD of one form or another already, it has been noted by a number of authors that the profession needs a new language to talk about what it does, and why it does that. Hence the theme for this year's SCoTENS conference – Always learning, always teaching: Making the journey.

The conference brings together teacher educators from across the spectrum to explore how they might make the journey of learning teaching, together, throughout the continuum of teacher education. SCoTENS annual conference has a proud track record of bringing teacher educators together to support such a dynamic. We look forward to your participation in this year's event to further enhance the professional conversations that are so essential to helping us all.

The conference was opened by Damien English T.D., Minister of State at the Departments of Education and Skills and Jobs, Enterprise and Innovation with Special Responsibility for Skills, Research and Innovation; and the Northern Ireland Permanent Secretary in the Department of Education, Mr Paul Sweeney.



SCoTENS Joint Chairs, Mr Tomás Ó Ruairc and Prof Linda Clarke with Mr Paul Sweeney, Permanent Secretary, Department of Education



Minister Damien English, TD



*Mr Paul Sweeney, Permanent Secretary,
Department of Education addresses the conference*

Ms Philippa Cordingley, CUREE (Centre for the use of Research and Evidence) in Education and Professor Ian Menter, University of Oxford gave the keynote addresses. Video recordings of the keynotes will be made available at www.scotens.org.

Keynote 1: Making professional learning work – harnessing evidence to realise our aspirations for our own and our pupils' learning

Ms Philippa Cordingley, Chief Executive of the Centre for the use of Research and Evidence in Education (CUREE)

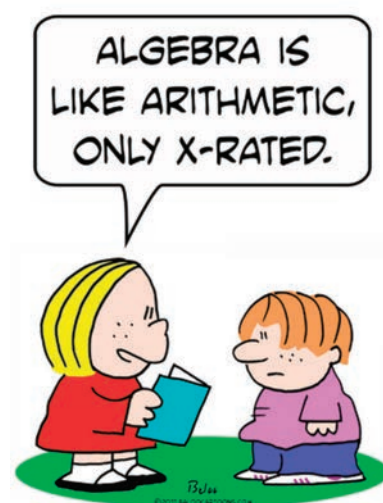
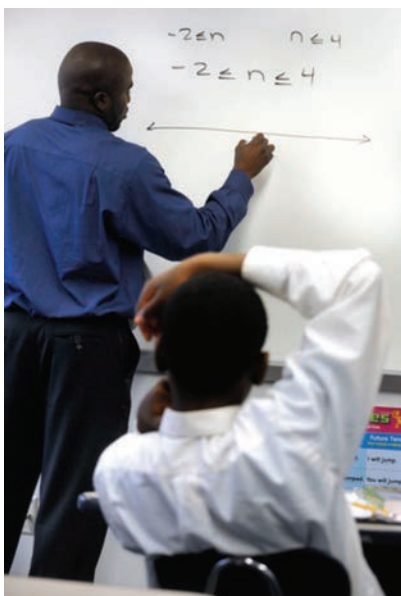


Ms Philippa Cordingley is an internationally acknowledged expert in using evidence to develop education policy and practice. She co-led the design and support for the large scale Close the Gap Test and Learn programme. She is the founder and professional adviser to the National Teacher Research Panel, 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.



Ms Cordingley started her talk with 3 examples of research by teachers that bring to life international evidence of what makes a difference to students when teachers' professional learning is made strong and vibrant.

Her first example was of algebra teacher, Alf Coles, who worked with a history teacher to investigate with Year 7 students what being a mathematician means. That is, to think for themselves; work with others; notice and write about what they do; ask why things work; look for patterns; and be organised. Within 15 weeks, pupils were using symbols to express ideas, understood algebraic statements in different contexts and could identify what was useful. They had achieved the equivalent of a GCSE in Year 7. (<http://www.ntrp.org.uk/node/205>)



The second example was a research project involving teachers from two different schools working on literacy and history focused on improving writing in history; linking reading history with writing. Teachers Mark Cottingham and John Daborn had identified a number of specific concerns such as students' inability to distinguish conclusions and supporting

evidence from irrelevant or superficial material and that they were unclear about *why* they were reading. Students could decode text, but not create meaning for others. In this case, they took a number of learning approaches that focussed on “becoming an historian” to make their learning meaningful. (<http://www.ntrp.org.uk/node/199>)

Her third example was an early years case study from an outstanding primary school in which teachers worked with a creativity expert and a research mentor. The children were introduced to sculpture and den-building outdoors and each session was recorded. The focus of the project was not on how outdoor working affects creativity, but on the impact of adult interactions on creativity; *on the relationships between adult and child* in the creative learning process. (<http://www.ntrp.org.uk/node/69>)



Ms Cordingley went on to discuss what comes out of systematic and technical reviews of teachers’ professional learning when it makes a difference in young people’s lives. In a paper commissioned from CUREE by the British Educational Research Association (BERA), she had undertaken a meta-analysis of 45 systematic technical reviews of continuous professional development and learning since 2000 to internationally accredited standards.


The examples given above reflect the evidence of these studies; that is, “Teachers’ professional learning is reaching deep into students’ lives.” There are real benefits when teachers’ learning is focused on teachers’ aspirations for students. Peer support and reciprocal vulnerability is important – when teachers take risks together. Teachers need to be given time

to learn from observing learning and time for structured dialogue.

(<http://www.curee.co.uk/news/2013/09/bera-2013>)

Referring to CUREE's Sauce for the Goose publication, Ms Cordingley suggested that there is too much focus on *teaching* teachers instead of focussing on their learning about their pupils' learning.

"I'll have what he's having!"



- Learning for leaders, staff and pupils means recognising, reviewing, and building on what people understand, and do as part of trying new things
- It means

"learning how to learn" skills for ALL learners

integrating the process effectively and efficiently into the day job

She then went on to share some challenging findings about research CUREE did about how these ideas when put into practice at school level, using the example of Palfrey School – a good high fsm primary in the Black Country. Teacher Cheryl Collis was chosen to champion Professional Learning (PL) based on Response to Intervention in year 6 as part of an EEF trial. The trial had impressive results, especially for pupils for whom other interventions hadn't worked. (<http://www.curee.co.uk/our-projects/randomised-control-trial-response-intervention-rti-achievement-all>)

After elaborating on Response to Intervention (RTI) as a research method, she went on to discuss how RTI adds value to teachers' own collaborative examples, asking "How can we harness our own contributions to in-school capacity, to embed what we offer?" She talked about translating evidence into a research tool for calibrating Professional Learning environments. (www.skein.org.uk).

Ms Cordingley continued, talking about research comparing "exceptional schools that transform lives of students in really vulnerable communities", to "strong schools that are

doing a great job” She commented that most research is between strong schools and “less good schools”, and that it was valuable to learn from the nuanced differences between exceptional and strong schools. Exceptional schools invested very systematically *at all levels* in coherent, quality assured professional learning. In contrast, in strong schools professional learning (PL) is centrally led; there is less consistent teacher ownership of or responsibility for CPD. Exceptional schools invested systematically in training CPD facilitators, e.g., for *all* mentors & coaches. In contrast, strong schools focused less on formal coaching and structured mentoring, which was sometimes informal or limited to PM meetings. Training for coaches and mentors took place occasionally.



There were also significant differences in how exceptional schools and strong schools approached Leadership. In exceptional schools, leaders modeled professional learning more and explicitly; and engaged extensively in learning through external partnerships. Induction for all was a core leadership responsibility; most people were involved in supporting ITE and NQTs; and there was an emphasis on the importance of subject knowledge. Leaders developed and required commitment to a single, coherent model of pedagogy. In strong schools leaders focused on expertise and establishing systems. They had policies for induction of colleagues at all levels, but especially at more senior levels, induction was patchier and less clear. Pedagogic skills were seen as much more important than subject knowledge.

Exceptional schools had a clear focus on developing and maintaining a cross-school, explicit model of pedagogy. In strong schools some departments expected to and did develop their own models and approaches. Subject knowledge was a high priority within exceptional schools, it was key to making pedagogic strategies relevant; whereas strong schools felt pedagogic expertise was *more* important.

Finally, she talked about a Professional Learning Programme (PLP) in Kenton school, where PLP is underpinned by co-coaching approach for *all* staff, with partners working across departments and roles supported by trained co-coaching champions. There is extensive staff consultation about PLP and staff choose from a varied programme of support and activities

in the context of their own specific goals and targets. They have a wide range of practical tools and resources available and route maps to underpin co-coaching.



<http://www.curee.co.uk/block-content/route-maps-sample>



Prof Ian Menter with SCoTENS Joint Chairs, Prof Linda Clarke and Mr Tomás Ó Ruairc

Keynote 2: Research and teacher education in the UK – where next?

Professor Ian Menter, Professor of Teacher Education and Director of Professional Programmes in the Department of Education at the University of Oxford

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). 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.

Review and reform of teacher education has been taking place in all four UK jurisdictions as well as in the Republic of Ireland. Some of the policy developments in England have had a profoundly unsettling effect on traditional providers and there are some who fear that some crucial elements of this provision may be damaged beyond repair and threaten the quality of teachers and teaching. Why is it that the developments in England seem so different from those in Scotland, Wales and Northern Ireland?

Because of its concern about the potential impact of these change on the infrastructure of educational research in the UK, early last year the British Educational Research Association set up an Inquiry into the relationship between research and teacher education. This became a joint enterprise with the Royal Society for the Arts. The final report of the BERA/RSA Inquiry was published in May this year and offers an analysis of these issues, leading to policy recommendations for all four jurisdictions in the UK.

Ian Menter has been a member of the Inquiry Steering Group and in this presentation he offered an account of the process of the Inquiry and assess its significance not only within the UK but also internationally.

He began by suggesting a revision to the conference theme: that it should be *Always learning, always teaching, **always enquiring**: Making the journey?* Because a process of continuous enquiry is central to effective teaching and learning– indeed research itself has a fundamental contribution to make.

Drawing on his mainly UK experience, his talk examined some of the issues that arise in policymaking in teacher education and he then went on to talk about the Inquiry that BERA and the RSA have been undertaking over the past 18 months. He started his presentation with three premises:



Prof Ian Menter with SCoTENS Joint Chair, Professor Linda Clarke

1. By their teacher education ye shall know them.

Teacher education may be taken to be highly symbolic of how a society sees its future and is therefore highly indicative of its underlying values.

2. We come to understand the nature of any teacher education system through examining the history, culture and politics of that system and of the society.

The particular educational traditions in any setting may be identified within the teacher education system and will reflect the relative influences of for example Western European thought, eastern philosophies, religious teachings.

3. The relationship between research, policy and practice in teacher education is far from straightforward, it is complex and dynamic but is a very important aspect of what it is we are all interested in.



Prof Ian Menter with SCoTENS Joint Chair, Professor Linda Clarke

Prof. Menter stated that it would be widely agreed that across the world a common view has emerged that the quality of teaching is a major determinant of the quality of education systems. This has led politicians and policymakers in many contexts to focus very directly on the training and preparation of teachers. This in turn has raised many questions of accountability in teacher education – whose responsibility is it to ensure the provision of high quality teacher education and what evidence is drawn upon to underpin any changes that are proposed?

Finnish educator Pasi Sahlberg suggests it has five particular characteristics: 1) Standardization; 2) Increased focus on core subjects; 3) Prescribed curriculum; 4) Transfer of models from the corporate world; and 5) High-stakes accountability policies. Finland's success is built against a very different background from that in England or even the wider UK, which is a much more stratified society with institutions of privilege for the privileged. There is a tension between globalisation and the local history and culture within nations and regions.

Within the UK, we have seen two distinctive approaches emerge over recent years – at least in the policy rhetoric that has been dominant. The 2010 Donaldson Report, *Teaching Scotland's Future* says that,

- teachers are seen as “as reflective, accomplished and enquiring professionals who have the capacity to engage fully with the complexities of education and to be key actors in shaping and leading educational change”;
- there is very strong emphasis on teaching as a *profession* based on high quality provision of teacher education;
- universities have a key role to play in the development of teachers;
- teaching is seen as a complex and challenging occupation which requires a strong and sophisticated professional development framework throughout every stage of the career;
- there is an emphasis on the link between teaching and leadership - good quality education is based on both, throughout the career.



Prof Ian Menter

In contrast, the 2010 White Paper reflecting the views of Michael Gove (then Secretary of State for Education), *The Importance of Teaching*, states that,

“We do not have a strong enough focus on what is proven to be the most effective practice in teacher education and development. We know that teachers learn best from other professionals and that an ‘open classroom’ culture is vital: observing teaching and being observed, having the opportunity to plan, prepare, reflect and teach with other teachers”,

The White Paper sets out plans to reform initial teacher training so that more training is on the job, and focused on key teaching skills including teaching early reading and mathematics, managing behaviour and responding to pupils' Special Educational Needs.

These differences in approach – the one seeing teaching as an intellectual profession where universities play a key part of learning, the other where teaching is seen as a craft learned through an apprenticeship approach, within school – have led to quite different policy developments in the two countries. In England we have seen the marginalisation of the contribution of universities in initial teacher education, whereas in Scotland this contribution has been reinforced and indeed in many ways strengthened.

In England prior to 2010, a diverse range of routes into teaching had already been established. Since 2010, we have seen the addition of: School Direct and School Direct (salaried); Teach Next; Troops into Teaching; Teaching Schools; and University Training Schools. During the summer a 'Teacher Seniors' suggestion was floated by a Conservative think tank; and now in England the Carter Review is under way. In the recently announced allocation of trainee places, 22,100 places out of a total of 45500 are 'to be delivered by schools'. It was against the backdrop of this developing scenario that BERA had set up its Inquiry.

Research and teacher education - the BERA/RSA Inquiry

Early in 2013 British Educational Research Association (BERA) working in partnership with the Royal Society for the Arts (RSA), set up an inquiry on the topic of Research and Teacher Education. The Inquiry set out to answer the following questions *ab initio*:

1. What is the role of research within initial teacher education (ITE) and how does it contribute to programmes of continuing professional development and learning (CPDL)?
2. What is the impact of research-informed teacher education on the quality of teaching and how far does research-based teaching improve learning outcomes for students?
3. How far does current provision across the UK meet the requirements of research-informed teacher education and research-based teaching? What are the barriers to creating research-rich environments at a school and system level and how may these be overcome?

Seven papers were commissioned: mapping provision; philosophical reflections; reviews of evidence; and a paper on teachers' views on research engagement. (<https://www.bera.ac.uk/project/research-and-teacher-education>)

Among the conclusions in the final report were the following:

"[The] evidence confirms that:

- 1.1 Internationally, enquiry-based (or 'research-rich') school and college environments are the hallmark of high performing education systems.
- 1.2 To be at their most effective, teachers and teacher educators need to engage *with* research and enquiry - this means keeping up to date with the latest developments in their academic subject or subjects and with developments in the discipline of education;

- 1.3 Teachers and teacher educators need to be equipped to engage in enquiry oriented practice. This means having the capacity, motivation, confidence and opportunity to do so;
- 1.4 A focus on enquiry-based practice needs to be sustained during initial teacher education programmes and throughout teachers' professional careers, so that disciplined innovation and collaborative enquiry are embedded within the lives of schools or colleges and become the normal way of teaching and learning, rather than the exception."

There were specific recommendations for each of the four UK jurisdictions but also some general recommendations, as follows:

"In building a research-rich culture, practitioners and policymakers in England, Scotland, Wales and Northern Ireland face different challenges and begin from different starting points. For this reason, the inquiry's recommendations are jurisdiction-specific. These cover a range of issues, including: initial teacher education; continuing professional development; research leadership and capacity; practitioner engagement.

With regard to both initial teacher education and teachers' continuing professional development, there are pockets of excellent practice across the UK but good practice is inconsistent and insufficiently shared. Drawing on the evidence, the inquiry concludes that amongst policymakers and practitioners there is considerable potential for greater dialogue than currently takes place, as there is between teachers, teacher-researchers and the wider research community.

It also concludes that everybody in a leadership position – in the policy community, in university departments of education, at school or college level or in key agencies within the educational infrastructure – has a responsibility to support the creation of the sort of research-rich organisational cultures in which these outcomes, for both learners *and* teachers, can be achieved."

A symposium at the BERA Conference in September 2014 summarised the processes of review are taking place in all five of our nations:

- England: The Carter Review
- Northern Ireland: current review
- Scotland: Donaldson implementation
- Wales: Furlong > Tabberer > Furlong
- The Republic: implementation of the Sahlberg review

Prof Menter continued,

"Whilst we may hope that the Carter Review will complete the pattern of careful reforms that are happening elsewhere, the experience hitherto is that England has become something of an outlier in its approaches, in 'reducing' teaching to a craft and reducing the research element of initial teacher preparation."

At the BERA symposium, it was reported that in Scotland, the BERA-RSA report provided a validation of the current direction of travel and its reception internationally has been generally favourable; the report was being used to legitimate local 'good practice'.

One thing that emerged from the BERA enquiry was the value of learning from each other. Prof Menter has been involved in establishing a new International Research Network under the auspices of the World Educational research Association, with Maria Teresa Tatto (Michigan State University) and Beatrice Avalos-Bevan (University of Chile). This network is called *Learning to Teach: Building Global Research Capacity for Evidence-Based Decision Making* and its stated aim is to:

“rescue the global wisdom accumulated through years of research on the theory and practice on teacher learning; find whether there are common features that distinguish effective approaches to learning to teach; and challenge current policies and practices not supported by sound research. In addition we aim to create capacity to engage in new research undertakings on learning to teach throughout the lifecycle with emphasis on the subjects that teachers teach and more specifically on the needs of teachers who practice in challenging contexts.”

If you are interested in joining please do get in touch.

Prof Menter concluded by stressing the “desperate need in this fast changing world of teacher education to connect,” with the ultimate aim of the shared goal of improving educational outcomes for all learners. We need to connect:

- Research, policy and practice
- Researchers, policymakers and practitioners
- Universities, governments and schools
- Our five nations – and beyond.

Launch of Publications

Following the first keynote address, conference delegates gathered at an evening reception at which the 2013 SCoTENS Annual Report and two of the reports funded under SCoTENS’ Seed Funding Programme were launched.

The report, ***‘Supporting the Role of the Supervising Tutor on School Placement’***, represents a synthesis of the findings of a collaborative enquiry by Directors of Teaching Practice North and South on the area of CPD for supervising tutors in initial primary teacher education.

The teaching practicum is a central element in initial teacher education (ITE) programmes in colleges in the North and South of Ireland. The role of the supervising tutor in supporting student teachers on school placement and managing the elements of assessment and feedback during each practicum are critical components of the work of those who supervise teaching practice. The experiences which the student teacher has of supervision, feedback and mentoring during school placement can assist or hinder their learning.

A common concern of the Directors of Teaching Practice North and South who participated in this Project* was to ensure that the teaching practice supervisor has a positive impact on the practice of the student teacher on school placement. This project developed out of a desire of Directors of Teaching Practice to provide Continuing Professional Development (CPD) for supervisors of the school practicum in the key aspects of working with student teachers during school placement so that a reflective approach to mentoring, assessment and feedback is adopted by each supervisor. The purpose of the project was to share current



practice concerning school placement, to identify priority areas of CPD for supervising tutors and to design specific modules to support the role of such tutors during teaching practice. The CPD materials designed as a result of this collaborative endeavour are intended for use in the HEIs in both jurisdictions.



Back row, left to right: Patricia Slevin, Claire Connolly, Geraldine O'Connor, Gail Eason, Bernadette Ní Áingléis

Front row, left to right: Neil Ó Conaill, Margaret Farrar and Séamie Ó Néill

*Ms Claire Connolly, St Mary's University College, Belfast; Mr Séamie Ó Néill, Froebel College, Dublin; Ms Gail Eason, Stranmillis University College, Belfast; Ms Bernadette Ní Áingléis, St Patrick's College, Drumcondra; Ms Patricia Slevin, Marino College of Education, Dublin; Ms Margaret Farrar, Church of Ireland College of Education; and Mr Néil Ó Conaill, Mary Immaculate College, Limerick

The report is presented in two sections. Part 1 contains an introduction to the project and background information about school placement. Part 2 contains the four modules which were designed as CPD units for supervising tutors. Each of these modules has background information which acts as the theoretical framework for the unit. Each also has a set of PowerPoint slides for use in the CPD sessions as well as supporting information about activities and descriptions of the organisational requirements for the workshop. Part 2 also contains the conclusion and recommendations.

Mr Micheál Ó Gríofa, Chairperson, the Teaching Council launched the report. His remarks are reprinted here:



Mr Micheál Ó Gríofa, of the Teaching Council, launching ***Supporting the Role of the Supervising Tutor on School Placement***

Thank you for the invitation to launch the report on “Supporting the Role of the Supervising Tutor on School Placement. As chairperson of the Teaching Council I regard it as a privilege and an honour to do so.

Can I begin by referring to a special issue of the *Journal of Irish Educational Studies* which was published last June to commemorate the fiftieth anniversary of the publication of the report *Investment in Education*. That report – described as “one of the foundation documents of modern Irish education” (John Coolahan 1980) – coincided with the general secretaryship of Seán O Connor of the Department of Education and followed TK Whitaker’s *First Programme for Economic Expansion* 1958 and the *Second National Programme* in 1964. Ireland had applied for membership of the European Economic Community some years earlier. Seán O Connor remarked in 1968 that the report ‘sign-posted the direction of educational reform and by highlighting our deficiencies, has offered a challenge that cannot be ignored’. From that report there followed developments that we now take for granted

but that were almost revolutionary in their day – free secondary education with an expected 100% participation rate, the establishing of community and comprehensive schools, free transport to second level schools; abolition of the Primary Certificate paving the way for the introduction of a broader, child-centred *Curaclam na Bunscoile*.

I would like to digress briefly to refer to one chapter in the journal in which Prof. Áine Hyland writes of her recollections and reminiscences of the work of the Investment in Education team from 1962 until 1965 of which she was then a young research assistant. The study team was headed up by Dr Patrick Lynch, Chairman of Aer Lingus and lecturer in Economics in UCD, and included Martin O'Donoghue an economist in TCD, Pádraig Ó Nualláin, an inspector of Mathematics in the Secondary Branch of the Department of Education and William J. Hyland from the Statistics section of the United Nations office in New York. William J Hyland, probably better known as Bill Hyland, was somewhat unconventional and intellectually questioning. A Steering Committee was set up to guide the work of the survey team; among its 10 members were Barry Desmond, Education Officer of ICTU, Seán Mac Gearailt, Assistant Secretary of the Department of Education and Dr Jeremiah Newman, Professor of Sociology, St. Patrick's College, Maynooth who went on later to become bishop of Limerick. The meetings of the Steering Committee became increasingly contentious as the work of the team progressed. Dr. Newman objected to a proposal to publicly fund school transport to second level schools on the basis that the Catholic Church would never agree to teenage boys and girls travelling together on school buses. I quote: "Bill Hyland saw his role as coming up with solutions to identified problems and at the next meeting he suggested that the buses would have a door on each side with a vertical partition down the middle of the bus – one side of the bus would be for girls and the other side for boys. Bill carefully explained that it was essential that the partition should be vertical not horizontal". Mischievous or not, his suggestion apparently caused uproar. Times have changed indeed.

I mention that report in the context of the question that faces us all in the field of education – where to education in the 21st century? Many of the graduates from our teacher-education colleges and institutes who will commence a career in teaching in 2015 will continue teaching until about 2060 and many of the children whom they will teach will live well into the 22nd century. It is a sobering thought. Of one thing we can be sure – that the change which we have witnessed in recent years will continue at an even greater pace – change in communication, in information, in economics, in social cohesion, in cultural values, in the world of work, in family life. The question for us is how we respond to that change. John Coolahan said in 1993, "There is never a shortage of reasons for sticking to old patterns and familiar bailiwicks of authority; the vision and courage to think in new ways and plan for long-term developments are usually more scarce. Tides of opportunity advance and recede; it is important to be alert to take them 'at the full'." (*Teachers as Professionals*, May, 1993.)

If we were asked to set down the signposts for educational reform into the next fifty years as Investment in Education attempted in the 1960s where would we start? I suggest that one of the key areas that we would focus on and concentrate our efforts on would be the quality of our teachers. I think that most, if not all, of us in this room would agree with that proposition. Some might argue that the purpose of education itself would need to be defined – the narrow definition that holds that every product of the education system has to graduate from it armed with the skills of life with the focus on their employability and their potential to contribute to the economy or the much richer definition that would see it as a life-long process in which the individual is constantly searching for meaning and is creating

an identity, a self. Clearly our society, if it is to function, would strike a balance between what has been described as “the business of schooling” and the deeper vision of education. I’m sure you are familiar with the published work of Ian Gilbert, *Why do I need a teacher when I’ve got Google?* in which he poses some challenging and thought-provoking questions and takes a sometimes irreverent view of present systems. He does answer his own not facetious question with the sentiment “Because my computer cannot give me a hug”.

Martin Buber, referring to education as the “personal encounter,” sees the teacher “for the time being as the window through which the child looks at and interprets the world”. Parker Palmer maintains that “Good teaching cannot be reduced to technique but is rooted in the identity and integrity of the teacher. Good teaching takes myriad forms but good teachers share one trait: they are authentically present in the classroom, in community with their students and their subject. They possess “a capacity for connectedness” and are able to weave a complex web of connections between themselves, their subjects, and their students, helping their students weave a world for themselves. The connections made by good teachers are held not in their methods but in their hearts — the place where intellect, emotion, spirit, and will converge in the human self — supported by the community that emerges among us when we choose to live authentic lives”. *The Courage to Teach: Exploring the Inner landscape of a Teacher’s Life*, 1998.

The 19 year old who has just emerged from a 5 or 6 year subject-based programme of post-primary studies and has met the very high points and entry criteria to merit their place in a teacher education programme may well aspire to Parker Palmer’s ideal of the good teacher OR not. Their concept of good teaching may well be embodied in the person that enabled them to achieve A1 in a particular subject in their very recent experience of Post Primary education or have been shaped somewhere in their childhood by a very positive experience during their primary education some 10 years earlier. In any case they will have undergone an apprenticeship of observation of over 15,000 hours. I am reminded of Ryan Tubridy’s recall at the recent FEILTE of his favourite teachers who instilled in him a life-long love of reading and of history. It was the teacher who went off-piste, off course, because of their passion for their subject and desire to have their students share this passion. They may well have been regarded as somehow maverick – somewhat off what is regarded as the group norm. What is important to remember is that many of the supervising tutors who are the subject of this report have come from these very classrooms where they plied their craft of teaching and where the student teachers now being supervised have observed their practice.

As chairperson of The Teaching Council, I welcome this report, ***Supporting the Role of the Supervising Tutor.***

In the context of reconceptualised programmes of teacher education and a new understanding of teaching it is crucial that this new understanding – particularly in so far as it relates to student placement – is shared by as many as possible of the participants in the process: the HEI itself, the student teachers, the cooperating teachers, school principals and crucially the supervising tutors. This can pose some challenge and it would be foolish not to acknowledge the hurdles that may be encountered in establishing this common understanding. The publication and dissemination by the Teaching Council of its policy on the *Continuum of Teacher Education* and the *Criteria and Guidelines for Programme Providers* were welcome developments in assisting this understanding. Recasting the school and classroom as sites for practice and learning is a most welcome development. On that

note I like the quote from Darling Hammond in the report on its Review and Accreditation of programmes the Teaching Council has “gone right within the black-box of the program – inside courses and clinical experiences that candidates encounter”. As chair of the Teaching Council I wish to commend the HEIs for their very positive responses to the Review process.

There are of course certain points made in the commentary on the research that, as chairperson of the Teaching Council I don't agree with. That will come as no surprise to you. We all agree that the pace of change over the past 5 or 6 years has been challenging. But I would submit that the Council has always ensured that those whom its work and policies affected were given every opportunity to articulate their professional voice and help shape our thinking. In the context of the report that I am launching, it is interesting to note that the *School Placement Guidelines* were developed as a direct response to a request for clarifications from many stakeholders, including HEIs. I would cite the work of the working group that developed those guidelines as an exemplar of what we can all achieve together. And the comprehensive consultative process which led to the publication of the *Code of Professional Conduct* helped it to capture the multi-faceted model of teacher professionalism.

The report recognises the many challenges North and South, in preparing the supervising tutors for their role and to keep up-to-date in supervisory practices and techniques, the variety of backgrounds of the tutors, in-house or bought in, their different perspectives, and the requirement for consistency of practice and expectations.

I would like to congratulate the authors of the report for having taken a two stage approach to the project – firstly for having provided a forum for the Directors of Teaching Practice, North and South, from the larger to the smaller provider, to exchange perspectives and practices in relation to the supervision of school based work; and secondly, and critically important for the future, for having designed and developed a CPD framework for those involved in the supervision of student teachers on their school placement. That is no small achievement. Above all the importance afforded to the promotion of reflective practice among student teachers is evident in its centrality to the CPD project, particularly so in the development of the supervisors' post-observation feed-back skills.

I would like to commend the collaboration between the eight Directors of Teaching Practice from North and South. The variety and diversity of experience and of the views brought to the table have enriched the report. So also has the research that has informed the framework for the CPD. I instance the prominence given to the notion put forward by Stones (1984) that “the supervising tutor's aim vis-a-vis student teachers should be the same as a student teacher vis-a-vis the pupils”. “The overall aim of supervising should be that of guiding student-teachers on how best to optimise pupil learning”. The qualifications for becoming a supervising tutor, he maintained, was to have ‘super-vision’. “First, acute eyesight to see what was happening in the classroom; second, insight to understand what was actually happening; third foresight to see what could be happening; fourth, hindsight to see what should have happened but didn't; and fifth, second sight to know how to get what should have happened on the observed occasion to happen at a future date.”

As a classroom teacher and as a principal who hosted many students from a long-closed College of teacher training (as it was then regarded) and from a College which has now moved to the richer plains of Co. Kildare and as a sometimes supervising tutor for one of the institutes represented in this report I welcome the very practical thrust of the report

– particularly in the priority areas addressed in the design of the four modules of CPD. I am confident that the delivery of this CPD will go a long way to ensure that the practice supervisor will have a positive impact on the practice of the student teacher and on the teaching profession.

It gives me great pleasure, indeed, as Chairperson of the Teaching Council, to officially launch the report and to thank sincerely all eight authors for their contribution to an immensely important project in initial teacher education. The beneficiaries of your work will be not only the supervising tutors and the student-teachers but ultimately the children in our schools and the society that they will go on to create.



Professor Roger Austin, Ulster University



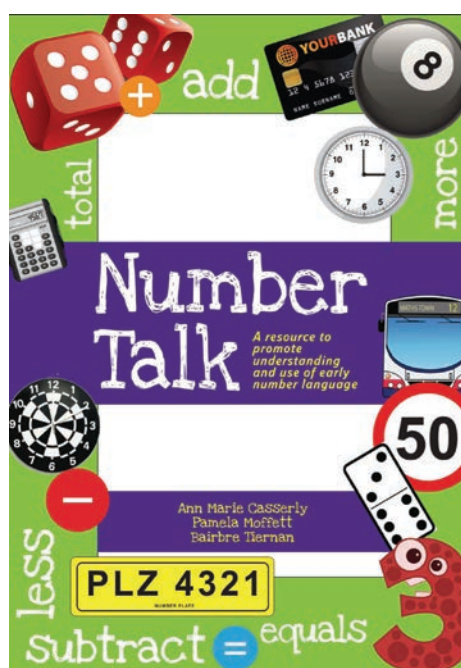


Gail Eason, Geraldine O'Connor, Claire Connolly, Neil Ó Conaill, Patricia Slevin, Bernadette Ní Áingléis, Séamie Ó N'eill at the launch of their project **Supporting the Role of the Supervising Tutor on School Placement**

Number Talk, a resource is aimed at supporting teachers in their planning and teaching in early number, was launched by Ms Audrey Curry of Stranmillis University College, Belfast.

Research evidence suggests that teacher-facilitated 'mathematical talk' in the early years has the potential to stimulate growth in children's understanding of mathematics. It is argued that acquiring the language of mathematics is important to the acquisition of mathematical concepts and to the use and application of mathematics in a variety of situations. Further, acquiring the language of mathematics, like vocabulary acquisition in general, is related to the amount of 'mathematical talk' in the classroom.

The resource includes a variety of teaching and learning strategies to support and enhance the development of key mathematical vocabulary, and builds on materials already developed for teachers. This resource has a particular emphasis on the development of mathematical language. It focuses on how teachers may promote oral



Ann Marie Casserly, Pamela Moffett and Bairbre Tiernan, **Number Talk: A resource to promote understanding and use of early number language**, The Centre for SEN, Inclusion and Diversity.(2014).

language and communication when developing early number and provides examples of how the specialised vocabulary of number can be introduced and reinforced through a range of engaging and interactive activities.



*Audrey Curry, Stranmillis University College launches the seed funded project **Number Talk***



*Pamela Moffett, Audrey Curry, Ann Marie Casserly and Bairbre Tiernan at the launch of their project **Number Talk***

SEED FUNDING WORKSHOP

The conference opened on Day Two with a workshop facilitated 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 facilitated for SCoTENS members interested in applying to the SCoTENS seed funding programme.

Seed Funding Workshop

The conference opened on Day Two with a workshop facilitated 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 facilitated for SCoTENS members interested in applying to the SCoTENS seed funding programme. They stressed that it was important for people applying to the programme to ensure, first of all, that their proposal aligns with the SCOTENS mission. Secondly, it was important to remember that the nature of 'seed funding' is that it should support the development of work from other funding sources later. The amounts available to each project are relatively small, so not only is it intended to lead to future work, but if possible should demonstrate how it builds on previous work. Proposals from teams that include new, less established colleagues will be given favourable consideration. Other key messages from the workshop related to the quality and presentation of the proposals. The facilitators stressed the importance of abiding by the requirements of the brief as set out by SCOTENS – including signatures to indicate institutional approval. Feasibility and value for money are likewise important. Proposals should be appropriately ambitious but do-able within the set timeframe; and timeframe and associated tasks should be indicated. Finally, proposals should be clear and consistent regarding focus, methods, deliverables, costs and outcomes.



Prof Teresa O'Doherty and Prof Anne O'Gara in conversation at the 2014 conference



Prof Kathy Hall

Panel Discussion

A lively panel discussion on the theme ***“Continuing Professional Development”*** was chaired by Dr Conor Galvin, University College Dublin. Panel members included Mr Tomás Ó Ruairc, the Teaching Council and Dr Carmel Gallagher, the General Teaching Council, both members of the SCoTENS Steering Committee; Professor Gary Granville, the National College of Art and Design, Dublin; Mr Martin Hagan, St. Mary’s University College; and teachers Ms Ursula Bracken, Colaiste Bride Clondalkin and Ms Michelle Rainey, Ballyclare High School.

Workshops

Five workshops, each jointly facilitated by colleagues from both sides of the border, were run concurrently on the morning of Day Two, then run again in the afternoon – thus allowing all delegates to participate in their choice of two of the workshops. Papers presented at Workshops 4 and 5 are available on the SCoTENS website: www.scotens.org

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 took 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. Mathematics 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.



Dr Seán Delaney, Marino Institute of Education in Dublin



Ms Noella Murray, St Paul's High School, Bessbrook



Mr Eugene Toolan, St Angela's College Sligo



Dr Sam McGuinness



Prof Anne O'Gara, Marino Institute of Education

Workshop 2 – Teachers supporting professional learning

facilitated by Mr Andy Nye, McKinney Primary School and Mr Michael Lawlor, Davis College, Mallow

In this workshop Andy Nye demonstrated how he has used an inter-active e-portfolio to keep track of, and reflect on his own professional development activities. Michael Lawlor's presentation on the Action Research team at Davis College, Mallow described how it has become a catalyst for a greater focus on Lifelong Learning and encouraged open professional conversation and sharing of practice within the staff that has proven to be both professionally beneficial and empowering.



Mr Andy Nye, McKinney Primary School

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 began with an overview of school leadership development opportunities that are currently available across Ireland, North and South. It will then turn to a consideration of the challenges facing school leaders. Participants were then asked to consider the four quotations about school leadership 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.

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 Bhride, Knockmay; Ms Gillian Beck, Stranmillis University College and Ms Michelle Shiels, graduate Teacher, Stranmillis University College Belfast

One of the key principles underpinning teacher education 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. This workshop provided participants with an opportunity to identify and discuss the teaching and learning needs across the continuum of teacher education. Practitioners outlined the impact of professional development on their personal and professional journeys.



Ms Michelle Shiels, graduate teacher, Stranmillis University College Belfast and Ms Máire Love, Scoil Bhride, Knockmay

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, Initial Teacher Education (ITE) courses have comprised three components: foundations/Education Studies modules; curriculum/methods modules and school-based experience. However, these programmes have been undermined by the 'perennial problem' of a 'disconnect' between the college-based elements and field experiences. This workshop explored the 'rhetoric-reality' divide in ITE regarding the approaches teacher-educators advocate to their students while often using very different approaches in their own practice. Participants of this workshop had 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.



Dr Noel Purdy, Stranmillis University College



Dr Conor Galvin, University College Dublin





FUNDED RESEARCH PROGRAMME

Funded Research Programme

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

In 2014, two funded reports were launched at the annual SCoTENS Conference:

Number Talk, a seed funded project by Ann Marie Casserly, Pamela Moffett and Biarbri Tiernan was launched by Ms Audrey Curry of Stranmillis University College, Belfast.

Supporting the Role of the Supervising Tutor on School Placement was a project researched, designed, written and presented through the work of the following contributors: Bernadette Ní Áingléis, St Patrick's College, Dublin, Claire Connolly, St Mary's University College, Belfast, Gail Eason, Stranmillis University College, Belfast, Geraldine O'Connor, The Church of Ireland College of Education, Dublin, Neil Ó Conaill, Mary Immaculate College, Limerick, Margaret Farrar, The Church of Ireland College of Education, Dublin, Patricia Slevin, Marino Institute of Education, Dublin and Séamie Ó Néill, Froebel College of Education, Dublin. The report was launched by Mr Micheál Ó Gríofa, Chair of the Teaching Council.

Eight projects funded in 2013-2014, which were awarded a total of **£34490**, are still in progress:

Navigating the Continuum: from student teacher to professional practitioner

Dr Fionnuala Waldron, St. Patrick's College, Drumcondra

Dr Richard Greenwood, Stranmillis University College

Dr Maeve Liston, Mary Immaculate College, Limerick

Project Aims:

To examine the interaction between Pedagogical Content Knowledge (PCK) and school and classroom setting with a view to identifying the factors that support or inhibit teachers in the implementation and development of the methodologies and approaches introduced during ITE

The Programming Studio

Dr Pamela Cowan, Queen's University Belfast

Dr Elizabeth Oldham, Trinity College Dublin

Dr Ann Fitzgibbon, Trinity College Dublin

Project Aims:

The Programming Studio, a virtual learning environment hosted by QUB will offer a pilot group of post-primary school ICT teachers an opportunity to experience programming as a 'digital literacy' by mastering the programming language(s) identified above through games-based learning. The wider skill of 'computational thinking' at the heart of computer programming will be embedded in the Programming Studio game plan.

All Ireland Doctoral Student Research Conference

Dr Dympna Devine, University College Dublin

Prof. Jannette Elwood, Queen's University Belfast

Project Aims:

To hold a conference which will take place in May 2013 in the School of Education in UCD for doctoral students in education on the island of Ireland. This is the fifth Doctoral Conference that SCoTENS has co-funded

Teaching Political history at primary level

Dr Fionnuala Waldron, St Patrick's College, Drumcondra

Dr Alan McCully, University of Ulster

Project Aims:

To explore the role of primary education in the teaching of political history, with particular emphasis on teaching contested or controversial history in the context of the decade of commemorations

Creative Classrooms: Insights from imaginative and innovative teaching in Ireland North and South

Dr. Anne McMorrough, Marino Institute of Education

Ms. Nicola Marlow, University of Ulster

Project Aims:

This project is a direct result of the 2012 Annual SCoTENS Conference, and aims to (a) Identify, investigate and case-report the nature and detail of teaching and learning activities within a number of creative classrooms, north and south and (b) contribute to developing better international understanding of the issue of creativity in the classroom and so to a more complete definition of the creative classroom itself and the learning experiences this affords.

Addressing fundamental movement skill training: Learning to move, moving to learn

Dr Susan Crawford, University College Cork

Dr David McKee, Stranmillis University College

Project Aims:

- (a) to prepare a summary of existing research on best practice in effective fundamental movement skill development in the work place (within and beyond education)
- (b) to analyse different models of fundamental movement skill training in physical education teacher education in two research sites, and to compare them with each other and the existing literature on effective fundamental movement skill training,
- (c) to provide an opportunity for researchers/teachers/lecturers in contact with the two research sites to comment on current practice and to identify gaps in their training and preparation for becoming an effective fundamental movement skill teacher
- (d) to prepare a position statement on effective fundamental movement skill training in physical education teacher education that can inform practice in the two research sites, underpin joint research publications and provide a rationale for further collaborative research funding.

3 PLY – Exploring the potential for transformative workplace learning for and by teachers

Dr Annelies Kamp, Dublin City University

Ms Dorothy Black, University of Ulster

Project Aims:

To test the theory that, in the context of what has been argued to be a new educational settlement (Vickers 2008) where education and employment now overlap, the transformative possibilities for workplace learning for you people are created, or not, by the learning ethos of the workplaces in which they engage and that this learning ethos is in part created by the presence of young people. Yet attention to the relevance of this dimension is in itself framed by the learning ethos of schools and teachers.

Dyslexia in Ireland: Views regarding the provision for pupils with dyslexia since the publication of the Task Force Reports, North and South (2002)

Dr Therese McPhillips, St. Patrick's College, Drumcondra

Dr Ann Marie Casserly, St Angela's College, Sligo

Mrs Donna Hazzard, St Mary's University College, Belfast

Mrs Gillian Beck, Stranmillis University College, Belfast

Dr Bairbre Tiernan, St Angela's College, Sligo

Project Aims:

- (a) to consult with members of the Dyslexia Task Force groups, North and South (DENI, DES) and ascertain their views and perspectives on the provision of support for pupils with dyslexia ten years on.
- (b) to consult with key stakeholders, North and South and to ascertain their views and perspectives on the provision of support for pupils with dyslexia and
- (c) to clarify present policy in the area of dyslexia support, North and South and to identify strategic policy which informs good practice.

The call for 2014-2015 closed on 31st Jan 2014; just three projects were funded for a total of £15,280. These projects are expected to submit their final report in 2015:

Citizenship Education North and South: Learning and Progression

QUB / DCU **Grant Awarded £5994**

Dr Lee Jerome, School of Education, Queen's University Belfast, 20 College Green, Belfast BT7 1NN

Dr John Lalor, School of education Studies, Dublin City University, Glasnevin, Dublin 9

Project Aims:

This project is intended to generate a working model to underpin a larger scale research project, to enable team to pilot a methodology and yield some initial working models for conceptual and skills progression.

Video in Stem Teacher Assessment

Stranmillis / Trinity Grant Awarded £4286

Dr John McCullagh, Stranmillis University College, Belfast BT9 5DY

Prof Colette Murphy, Trinity College Dublin, College Green, Dublin 2

Project Aims:

The Project aims to explore the affordances provided by the use of video and in particular, re-evaluate the value of micro-teaching as a valuable form of pedagogy within initial teacher education.

Reconceptualising school placement as part of Initial Teacher Education in Ireland, North and South: the role of specialist school placement

St Angelas / UU **Grant Awarded £5000**

Ms Dolores McDonagh, St. Angela's College, Lough Gill, Sligo

Dr Jackie Lambe, School of Education, University of Ulster, Cromore Rd, Coleraine, BT52 1SA

Dr Pauline Kerins, St. Angela's College, Lough Gill, Sligo

Dr Deirdre Harvey, St. Angela's College, Lough Gill, Sligo

The aim of this study is to investigate student teachers' attitudes towards inclusion and their perceptions of competence in meeting the needs of students with SEN, before and after teaching placement in a specialist setting, on concurrent and consecutive ITE programmes for post-primary teachers, North and South.

Funded Projects 2003-2014

RESEARCH AND CONFERENCE PROJECTS FUNDED IN THE AREAS OF SPECIAL EDUCATION AND INCLUSION			
Title	Date	Author/Organiser Project leaders	Institutions
Dyslexia in Ireland: Views regarding the provision for pupils with dyslexia since the publication of the Task force Reports, North and south (2002)	2013-2014	Dr Therese McPhillips Dr Ann Marie Casserly Mrs Donna Hazzard Mrs Gillian Beck Dr Bairbre Tiernan	St Patrick's College, Drumcondra St Angela's College St Mary's University College Stranmillis University College
Facing Autism Ireland Conference	2009-2010	Dr Karola Dillenburger Dr Geraldine Leader	Queen's University Belfast NUI Galway
Conference: Dyslexia, Literacy and Inclusion	2009-2010	Ms Louise Long Dr Therese McPhillips	St Mary's University College St Patrick's College, Drumcondra
Development of North/South cast studies identifying key features of good practice in the teaching of pupils from ethnic minorities	2009-2010	Mr Ken Wylie Dr Mark Morgan	Stranmillis University College St Patrick's College, Drumcondra
Consulting pupils on the assessment and remediation of their Specific Literacy Difficulties	2008-2009	Ms Louise Long Dr Michael Shevlin	St Mary's University College Trinity College Dublin
Student Teachers' perceptions of their competence to meet the needs of pupils with Autistic Spectrum Disorder in mainstream primary schools	2008-2009	Ms Mary Greenwood Dr Patricia Daly Ms Anne O'Byrne	St Mary's University College Mary Immaculate College
The Professional Development Needs of teachers working in Special Educational Needs	2007-2008	Ms Elizabeth O'Gorman Ms Mairin Barry Prof Sheelagh Drudy Ms Eileen Winter Dr Ron Smith	University College Dublin Queen's University Belfast

Funded Projects 2003-2014

Title	Date	Author/Organiser Project leaders	Institutions
Teacher Education for Special Educational Needs in the North and South of Ireland	2005-2006	Mr Hugh Kearns Dr Michael Shevlin	Stranmillis University College Trinity College Dublin
Together Towards Inclusion: a toolkit for trainers (2)	2005-2006	Ms Mary Yarr Ms Barbara Simpson Prof David Little	Southern Education & Library Board Trinity College Dublin
Special Education Needs and Initial Teacher Education in Ireland	2003-2004	Mr Hugh Kearns Dr Michael Shevlin	Stranmillis University College Belfast Trinity College Dublin
Preliminary evaluation of a teaching package for children with Profound and Multiple Learning Difficulties	2003-2004	Dr Jean Ware Dr Colette Gray	St Patrick's College Drumcondra Stranmillis University College
RESEARCH AND CONFERENCE PROJECTS FUNDED IN THE AREA OF CITIZENSHIP AND DIVERSITY			
Title	Date	Author/Organiser Project leaders	Institutions
Citizenship Education North and South: Learning and Progression	2014-2015		Queen's University Belfast Dublin City University
Inclusion and Diversity Service post primary initiative	2008-2009	Ms Mary Yarr Ms Barbara Simpson	NEELB Trinity College Dublin
Bringing School Communities together to promote education for diversity	2007-2008	Dr Ron Smith Prof Keith Sullivan	Queen's University Belfast NUI Galway
North/South Conference on Education for Diversity and Citizenship (2)	2005-2006	Ms Una O'Connor Mr Gerry Jeffers	University of Ulster NUI Maynooth
North/South Conference on Education for Diversity and Citizenship (1)	2003-2004	Ms Una O'Connor Mr Gerry Jeffers	University of Ulster NUI Maynooth

Funded Projects 2003-2014

RESEARCH AND CONFERENCE PROJECTS FUNDED IN THE AREA OF TECHNOLOGY AND MATHS			
Title	Date	Author/Organiser Project leaders	Institutions
The Programming Studio	2013-2014	Dr Pamela Cowan Dr Elizabeth Oldham Dr Ann Fitzgibbon	Queen's University Belfast Trinity College Dublin
Early number concepts: Key vocabulary and supporting strategies	2012-2013	Dr Ann Marie Casserly Dr Bairbre Tiernan Dr Pamela Moffett	St Angela's College Stranmillis University College
An exploration of mathematical identity using narrative as a tool (MINT)	2011-2012	Dr Maurice O'Reilly Dr Patricia Eaton	St Patrick's College, Drumcondra Stranmillis University College
Evaluation of the implementation of Realistic Mathematics Education (RME) within primary schools in the North and South of Ireland	2010-2011	Dr Pamela Moffett Dr Dolores Corcoran	Stranmillis University College St Patrick's College, Drumcondra
Measuring the value of Education Technologies in Ireland North and South (MVET – Ireland)	2008-2009	Dr Conor Galvin Prof John Gardner	University College Dublin Queen's University Belfast
A cross-border comparison of student teachers' identities relating to Mathematics	2008-2009	Dr Patricia T Eaton Dr Maurice O'Reilly	Stranmillis University College St Patrick's College, Drumcondra
Digital Video as a tool for changing ICT learning in schools and teacher education	2006-2007	Dr Roger S P Austin Ms Deirdre Graffin Dr Paul Conway Dr Joe O'Hara Dr Linda Clarke	University of Ulster University College Cork Dublin City University
Current Practice in ICT within teacher education	2005-2006	Dr Roger S P Austin Ms Deirdre Graffin Dr Paul Conway Dr Joe O'Hara	University of Ulster University College Cork Dublin City University
RESEARCH AND CONFERENCE PROJECTS FUNDED IN THE PEDAGOGY OF SCIENCE, HISTORY AND GEOGRAPHY			
Title	Date	Author/Organiser Project leaders	Institutions
Teaching Political History at Primary level	2013-2014	Dr Fionnuala Waldron Dr Alan McCully	St Patrick's College, Drumcondra University of Ulster

Funded Projects 2003-2014

Title	Date	Author/Organiser Project leaders	Institutions
Teaching controversial history: a symposium on the teaching of 1916 and the battle of the Somme	2011-2012	Dr Fionnuala Waldron Dr Pauric Travers Dr Alan McCully	St Patrick's College, Drumcondra University of Ulster
Science enhancement and learning through exchange and collaboration among teachers	2011-2012	Dr John McCullagh Dr Colette Murphy Dr Cliona Murphy Mr Greg Smith	Stranmillis University College Queen's University Belfast St Patrick's College, Drumcondra
Conference on findings of all-Ireland survey of student perceptions of History, Geography and Science	2008-2009	Ms Colette Murphy Mr Neil O'Conaill Ms Susan Pike	Queen's University Belfast Mary Immaculate College St Patrick's College, Drumcondra
All-Ireland survey of student perceptions of History, Geography and Science (3)	2006-2007	Ms Susan Pike Mr Richard Greenwood	St Patrick's College, Drumcondra Stranmillis University College
All-Ireland survey of student perceptions of History, Geography and Science (2)	2005-2006	Dr Colette Murphy Ms Fionnuala Waldron Dr Janet Varley	Queen's University Belfast St Patrick's College, Drumcondra
All-Ireland survey of student perceptions of History, Geography and Science (1)	2004-2005	Dr Colette Murphy Ms Fionnuala Waldron	Queen's University Belfast St Patrick's College, Drumcondra
RESEARCH AND CONFERENCE PROJECTS FUNDED IN THE AREA OF TEACHER EDUCATION			
Title	Date	Author/Organiser Project leaders	Institutions
Video in STEM Teacher Assessment	2014-2015	Dr John McCullagh Prof Colette Murphy	Stranmillis University College Trinity College Dublin
Reconceptualising school placement as part of Initial Teacher Education in Ireland, North and South: the role of specialist school placement	2014-2015	Ms Dolores McDonagh Dr Pauline Kerins Dr Deirdre Harvey Dr Jackie Lamb	St Angela's College Ulster University
Navigating the Continuum: from student teacher to professional practitioner	2013-2014	Dr Fionnuala Waldron Dr Richard Greenwood Dr Maeve Liston	St Patrick's College, Drumcondra Stranmillis University College Mary Immaculate College

Funded Projects 2003-2014

RESEARCH AND CONFERENCE PROJECTS FUNDED IN THE AREA OF TEACHER EDUCATION			
Title	Date	Author/Organiser Project leaders	Institutions
3 PLY- Exploring the potential for transformative workplace learning for and by teachers	2013-2014	Dr Annelies Kamp Ms Dorothy Black	Dublin City University University of Ulster
Developing effective mentor pedagogies to support pre-service teacher on teaching practice	2012-2013	Ms Fiona Chambers Mr Walter Bleakley Prof Kathleen Armour	University College Cork University of Ulster University of Birmingham
Managing early years inclusive transition practice	2012-2013	Dr Colette Gray Ms Anita Prunty Dr Anna Logan Dr Geraldine Hayes	Stranmillis University College St Patrick's College, Drumcondra
Assessment in teacher education north and south	2011-2012	Dr Tracey Connelly Dr Geraldine Magennis	University College Cork St Mary's University College
Teachers' views on the factors influencing their professional development: perceptions, experiences and motivation	2011-2012	Dr Helen O'Sullivan Dr Barbara McConnell Dr Dorothy McMillan	Trinity College Dublin Stranmillis University College
Directors of Teaching Practice research group for CPD for teacher practice supervisors	2010-2011	Ms Claire Connolly Mr Séamie Ó Néill	St Mary's University College Froebel College of Education
Comparative study into further education North and South: towards a framework for FE teaching qualifications	2010-2011	Mrs Celia O'Hagan Prof Gerry McAleavey Ms Violet Toland Dr Jennifer Cornyn Dr Ted Fleming	University of Ulster NUI Maynooth
Understanding the potential for capacity building in Initial Teacher Education programmes. North and South: a baseline comparative study, Phase 1	2010-2011	Dr Jim Gleeson Dr Ruth Leitch Dr Ciaran Sugrue	University of Limerick Queen's University Belfast Cambridge University
Peer Mentoring in post-compulsory teacher education	2009-2010	Ms Celia O'Hagan Dr Ted Fleming	University of Ulster NUI Maynooth

Funded Projects 2003-2014

RESEARCH AND CONFERENCE PROJECTS FUNDED IN THE AREA OF TEACHER EDUCATION			
Title	Date	Author/Organiser Project leaders	Institutions
A study of work based learning models and partnerships in support of post-compulsory programmes of teacher education	2008-2009	Prof. Gerry McAleavey Mrs Celia O'Hagan Mr Walter Bleakley Ms Sylvia Alexander Mr Harry McCarry Dr Ted Fleming	University of Ulster Belfast Metropolitan College NUI Maynooth
Developing Reflective Skills in Student Teachers	2006-2007	Dr Gerry MacRuaric Dr Juidith Harford Mr Dermot MacCartan	University College Dublin St Mary's University College
Cross border exploration of CPD needs of heads of year in a sample of comprehensive and integrated schools	2006-2007	Mr Patrick McNamara Prof. Tom Geary Ms Caryl Sibbett	University of Limerick Queen's University Belfast
School based work in the North and South of Ireland: a review of policy and practice	2006-2007	Dr Brian Cummins Ms Bernadette Ni Aingleis	Stranmillis University College St Patrick's College, Drumcondra
Diversity in Early Years Education North and South: Implications for teacher education	2005-2006	Dr Barbara McConnell Dr Philomena Donnelly Ms Louise Quinn	Stranmillis University College St Patrick's College, Drumcondra
North-South Conference on initial teacher education: The Competences Approach to Teacher Professional Development	2005-2006	Mr Barry Burgess Dr Andy Burke Ms Claire Connolly Ms Rose Dolan	University of Ulster St Patrick's College, Drumcondra St Mary's University College NUI Maynooth
North/South Directors of Teaching Practice Study Group	2004-2005	Mr Pdraig Cannon Ms Sandra McWilliams Ms Margaret Farrar	Coláiste Mhuire Marino College of Education Stranmillis University College Church of Ireland College of Education

Funded Projects 2003-2014

RESEARCH AND CONFERENCE PROJECTS FUNDED IN THE AREA OF LANGUAGE LEARNING			
Title	Date	Author/Organiser Project leaders	Institutions
A study of work based learning models and partnerships in support of post-compulsory programmes of teacher education	2012-2013	Dr Anne Devitt Dr Eugene McKendry	Trinity College Dublin Queen's University Belfast
The spoken Irish of pupils in Irish-Medium Schools	2009-2010	Mr Pádraig Ó Duibhir Ms Jill Garland	St Patrick's College, Drumcondra St Mary's University College
Lift off Literacy programme for the Irish-Medium School	2009-2010	Dr Gabrielle Nig Uidhir Sr Elizabeth Connolly	St Mary's University College Monaghan Education Centre
English as an Additional Language in undergraduate teacher education programme in Ireland	2008-2009	Mr Frank Quinn Mr Martin Hagan Dr Anne Ryan	St Mary's University College Marino Institute of Education
North-South Language Educators Conference	2008-2009	Dr Eugene McKendry Mr Patrick Farren	Queen's University Belfast NUI Galway
RESEARCH AND CONFERENCE PROJECTS FUNDED IN OTHER AREAS			
Title	Date	Author/Organiser Project leaders	Institutions
Creative Classrooms: Insights from imaginative and innovative teaching in Ireland North and South	2013-2014	Dr Anne McMorrough Dr Nicola Marlow	Marino Institute of Education University of Ulster
Nuns in education, North and south: historical sources and interpretations on Sacred Heart convent schools	2012-2013	Dr Deirdre Raftery Dr Michéal Mairtín	University College Dublin St Mary's University College
Cyber-bullying and the law: What schools know and what they really need to know	2012-2013	Dr Noel Purdy Dr Conor McGuckin	Stranmillis University College Trinity College Dublin
The creative education infrastructure of Ireland	2012-2013	Dr Patrick Collins Prof Nola Hewitt-Dundas	NUI Galway Queen's University Belfast

Funded Projects 2003-2014

RESEARCH AND CONFERENCE PROJECTS FUNDED IN OTHER AREAS			
Title	Date	Author/Organiser Project leaders	Institutions
Creative Classrooms: Insights from imaginative and innovative teaching in Ireland North and South	2013-2014	Dr Anne McMorrough Dr Nicola Marlow	Marino Institute of Education University of Ulster
Nuns in education, North and south: historical sources and interpretations on Sacred Heart convent schools	2012-2013	Dr Deirdre Raftery Dr Michéal Mairtín	University College Dublin St Mary's University College
Cyber-bullying and the law: What schools know and what they really need to know	2012-2013	Dr Noel Purdy Dr Conor McGuckin	Stranmillis University College Trinity College Dublin
The creative education infrastructure of Ireland	2012-2013	Dr Patrick Collins Prof Nola Hewitt-Dundas	NUI Galway Queen's University Belfast
Exploring and developing spaces among adult education practitioners for online and arts based reflection	2011-2012	Ms Shelley Tracey Mr Jim Mullan Ms Irene Bell Ms Geraldine Mernagh Ms Margaret McBrien	Queen's University Belfast Stranmillis University College Waterford IT
A critical analysis of north-south educational partnerships in development contexts	2011-2012	Prof Peadar Cremin Prof Peter B Finn	Mary Immaculate College St Mary's University College
Spiritual education: new challenge, new opportunity	2011-2012	Dr Anne O'Gara Dr Bernadette Flanagan Mr James Nelson	Marino Institute of Education Stranmillis University College
Writing as a professional development activity in ITE	2011-2012	Ms Rose Dolan Dr Judith Harford Mr Billy McClune	NUI Maynooth University College Dublin Queen's University Belfast
Disablist Bullying: an investigation into teachers' knowledge and confidence	2010-2011	Dr Noel Purdy Dr Conor McGuckin	Stranmillis University College Trinity College Dublin
Images and Identity (collaborative art and design education project within teacher education)	2010-2011	Ms Dervil Jordan Dr Jacqueline Lambe	National College of Art and Design University of Ulster

Funded Projects 2003-2014

RESEARCH AND CONFERENCE PROJECTS FUNDED IN OTHER AREAS			
Title	Date	Author/Organiser Project leaders	Institutions
Effective Mentoring within Physical Education Teacher Education	2010-2011	Dr Fiona Chambers Mr Walter Bleakley	University College Cork University of Ulster
Exploring Japanese Research Lesson Study (RLS) as a model of peer to peer professional learning	2010-2011	Prof John Gardner Mr Gerard Devlin Dr Debie Galanouli Dr Mary Magee Ms Kathryn McSweeney	Queen's University Belfast St Angela's College
Children exposed to Domestic Abuse: helping student teachers understand their role in a primary school setting	2010-2011	Dr Bronagh McKee Dr Stephanie Holt	Stranmillis University College Trinity College Dublin
Contribution of Primary School Physical Education to health enhancing physical activity	2009-2010	Dr David McKee Dr Elaine Murtagh	Stranmillis University College Mary Immaculate College
Developing all-Ireland research capacity in Arts-based Educational Research	2009-2010	Dr Ruth Leitch Ms Shelley Tracey Ms Caryl Sibbett Dr Mary Shine Thompson	Queen's University Belfast St Patrick's College Drumcondra
Digitisation of three volumes of Irish Education Documents	2009-2010	Prof Áine Hyland Prof Tony Gallagher	Church of Ireland College of Education Queen's University Belfast
Sixth form/sixth year religion in Northern Ireland and Republic of Ireland	2009-2010	Dr Andrew McGrady Dr Christopher Lewis	Mater Dei Institute of Education University of Ulster
Investigation into the experiences of primary school teachers with regard to their teaching of healthy eating guidelines within the curriculum	2008-2009	Ms Elaine Mooney Ms Eileen Kelly Blakeney Ms Amanda McCloat Ms Dorothy Black	St Angela's College University of Ulster
Building North-South links in whole college initiatives in global justice education	2008-2009	Mr Brian Ruane Dr Gerard McCann	St Patrick's College, Drumcondra St Mary's University College
Art and Science in Education: Moving towards creativity	2006-2007	Mr Brian Ruane Dr Gerard McCann	St Patrick's College, Drumcondra St Mary's University College

Funded Projects 2003-2014

RESEARCH AND CONFERENCE PROJECTS FUNDED IN OTHER AREAS			
Title	Date	Author/Organiser Project leaders	Institutions
Building Effective Science Outreach Strategies North and South	2006-2007	Dr V McCauley Dr C Domegan Dr Kevin Davison Dr Sally Montgomery Ms Eileen Martin Ms Emma McKenna Dr Billy McClure Dr Ruth Jarman	NUI Galway W5 Interactive Discovery Queen's University Belfast
Social Justice Education in Initial Teacher Education: a cross border perspective	2006-2007	Dr Marie Clarke Dr Audrey Bryan Prof Tony Gallagher Dr Margaret Reynolds Dr Ken Wylie	University College Dublin Queen's University Belfast St Mary's University College Stranmillis University College
PROMOTION AND DISSEMINATION OF RESEARCH			
Title	Date	Author/Organiser Project leaders	Institutions
All Ireland Doctoral Student Research Conference	2013-2014	Dr Dympna Devine Prof Jannette Elwood	University College Dublin Queen's University Belfast
Cross Border Conference for Promoting Doctoral Research in Education: Expanding the horizons of Doctoral Research in Education: Comparing, Adapting, Advancing	2012-2013	Dr Patrick Walsh Dr Dympna Devine	Queen's University Belfast University College Dublin
Cross-border conference on Integration of Academic and Personal Learning in Post Primary Religious Education	2010-2011	Mr Vincent Murray Mr Norman Richardson	St Angela's College Stranmillis University College
Doctoral Research in Education North and South conference – links, challenges and opportunities (3)	2010-2011	Dr Caitlin Donnelly Dr Dympna Devine	Queen's University Belfast University College Dublin
Doctoral Research in Education North and South conference – links, challenges and opportunities (2)	2009-2010	Dr Caitlin Donnelly Dr Dympna Devine	Queen's University Belfast University College Dublin

Funded Projects 2003-2014

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

North South Student Teacher Exchange

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

The participating student teachers spend three weeks in colleges of education and on school placements in the other jurisdiction. The Southern students were hosted and accommodated by Stranmillis University College, Belfast and in turn, the Northern students were hosted and accommodated by Marino Institute of Education, Dublin.

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

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

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

The aims of the Exchange

The aims of the Exchange are:

1. To provide opportunities for colleges of education on the island of Ireland to affirm and respect cultural difference and to promote positive attitudes towards cultural diversity.
2. To develop a model of professional practice in response to cultural diversity by supporting students who engage in a period of teaching practice in the other jurisdiction.
3. To develop a deeper sense of community among educators on the island of Ireland that recognises the contributions of different cultural and religious communities.
4. To become more familiar with a variety of curriculum programmes and methodologies, North and South.
5. To explore and develop strategies and approaches currently in practice in colleges of education and universities, North and South, and to contribute to the development of an inter-college culture of collaboration on the island.

The aims of the Exchange for participating students are:

1. To broaden students' experience of teaching practice by undertaking part of it in the neighbouring jurisdiction on the island of Ireland.

2. To increase students' cultural sensitivity by engaging educationally and socially with other students, teachers and pupils in a cross-border, cross-community context on the island of Ireland.
3. To enable students to experience the education system of the neighbouring jurisdiction.
4. To enable students to explore similarities and differences in curriculum provision and approaches in a cross-border, cross-community context.
5. To encourage adaptability, reflexivity, confidence and an increase in personal and professional self-awareness in students through engagement with culturally diverse groups.

North/South Student Teacher Exchange 2014

The 2013-2014 North-South Student Exchange Project involved 11 students from four colleges of education: Stranmillis University College, Belfast; St Mary's University College, Belfast; St Patrick's College, Drumcondra, Dublin; Church of Ireland College of Education, Dublin.

The participating student teachers spent three weeks in colleges of education and on school placements in the other jurisdiction. Students completed their exchange between Monday 17 March 2014 and Friday 4 April 2014. The Southern students were hosted and accommodated by Stranmillis University College in Belfast. The Northern students were hosted and accommodated by Church of Ireland College of Education, Dublin.

All students were assessed during the course of their placement both by their own institution and by the host institution as part of their overall teaching practice assessment.

This is an innovative cross-border exchange project and SCoTENS is interested in learning how it helps to overcome barriers, reduce prejudice and lead to increasing co-operation between colleges of education and their students on the island of Ireland. Students are



therefore required to participate in two evaluation procedures as part of their overall participation in the project: a simple questionnaire and an Evaluation Day at the conclusion of the project, during which all the student teachers are brought together for a day-long workshop, facilitated by Dr Maeve Martin.



Student Teacher Exchange Participants 2014

North/South Student Teacher Exchange 2014

It is good to be able to report that this year's North/South Student Teacher Exchange once more offered student teachers from colleges in Belfast and Dublin the opportunity to carry out their teaching practice placements in primary schools in 'the other jurisdiction'. This exchange initiative has been in place for 11 years, and has been an unequivocal success in each year of its operation. Great tribute is due to those who contribute to its success. These include the cooperating colleges and their Directors of Teaching Practice, the personnel from the Cross Border Centre in Armagh, and of course the participating student teachers. Teaching Practice represents a vital component of a student teacher's professional development. Students and their tutors alike, place great emphasis on its centrality in the overall programme of education studies. It is a courageous decision for students to opt to carry out this practical component of their undergraduate studies in an unfamiliar environment. It would be much easier to work supported by customary props, but yet, year on year, students from the participating colleges in Dublin and Belfast choose to make the leap into a new setting. For that they deserve admiration.

The findings from this year's cohort of exchange students match very much those of previous years. In general terms, students were of the view that they learned a lot about the education system in the host jurisdiction. They were able to comment with confidence on areas of similarity and of difference in the curricula north and south. They also noted different emphases on certain strands of the curricula and on the allocation of times to various subject areas. Students debated the merits of each system and showed a critical awareness in doing so. The thematic approach in the northern system was of appeal to the southern students as was the attention to literacy and numeracy. Northern students working in Dublin found that the areas of Gaeilge and Religious Education took up a lot of time in contrast to the situation in their Belfast schools. The availability of teaching resources and planning time seemed to be more favourable in the north than that experienced by the visiting students in Dublin schools. All students found that the experience made them more self-reliant and independent in ways that gave them an increased sense of professional competence.

At a personal level, the students learned that they could survive very well away from the security of family and college. For many involved in the exchange, the move away represented a 'first', so there was personal discovery and insights gained that were very valued by the students. They wrote about increased confidence and an inner resilience that came through their separation from the habitual and the predictable. This is a gain within the project that should not be underestimated.

At a professional level, students felt that their pedagogic skills had been honed. They referred in particular to the adoption of new approaches to best implement the 'other' curriculum. They also felt that both their time management and pupil management had improved. For northern students the task of teaching a whole day was a challenge, but one that they coped with well, and felt the worth of it in terms of professional development. The students were of the view that pupils north and south differed very little, and that was a source of reassurance to them. Their interactions with their pupils and the staff in their host schools were very satisfying. Students appreciated how welcome they were made to feel in their host schools. Many have tangible plans to keep up the

newly created friendships and linkages. They would have liked more out-of-school contact with people, but acknowledged that their day was busy and their evenings filled with preparation, thus limiting the opportunity to interact with the wider community.

There were some practical suggestions on how the exchange could be improved. More pre-teaching observation and more detailed clarification about on-the-job expectations would have been helpful. Also deemed to be of benefit would have been some discussion with students in the colleges who had been involved in the exchange in earlier years. Closer attention to travel and accommodation was mentioned by a few students as an area where improvement could occur.

All in all, there was a high level of satisfaction with the 2014 exchange. It was stated clearly that the project should continue, as it was 'life-changing' in a very positive sense for the 2014 beneficiaries. The opportunity should be open to others in the years ahead if the resources can be obtained to make the north/south exchange available to future students.

Dr Maeve Martin
April 2014

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Dr Noel Purdy, Stranmillis University College, Belfast n.purdy@stran.ac.uk

Dr Deirbhile Nic Craith, Irish National Teachers' Organisation dnc@into.ie

SCoTENS Members

The following institutions and organisations are members of SCoTENS

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

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The Centre for Cross Border Studies

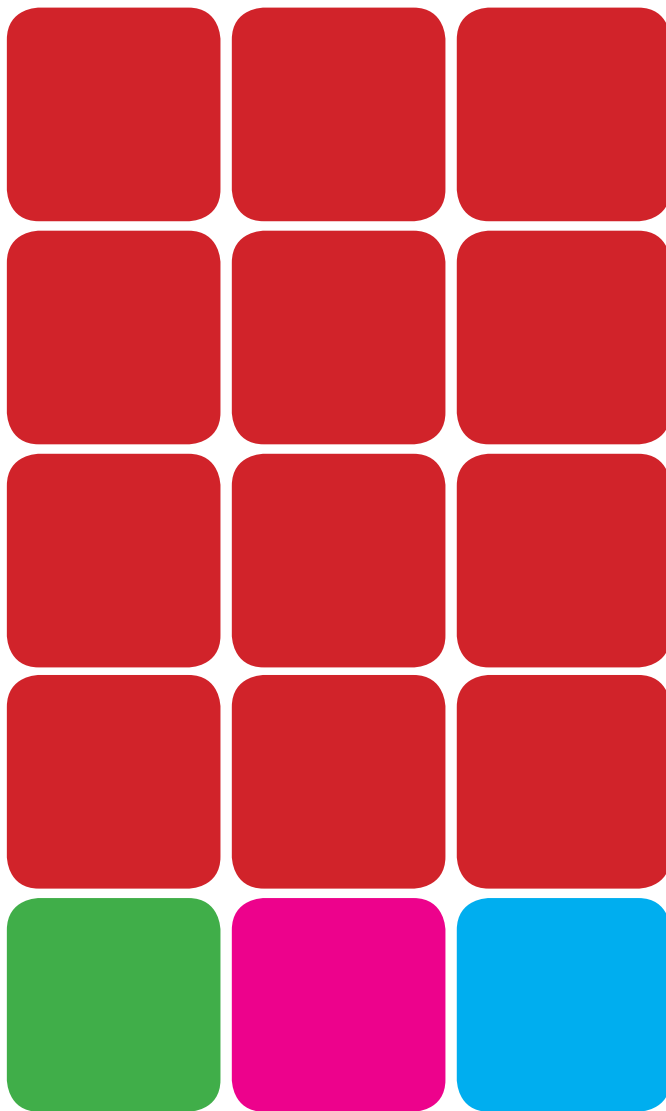
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**The Centre for
Cross Border Studies**



Report published by
The Centre for Cross Border Studies
for
**The Standing Conference on Teacher Education
North and South (SCoTENS)**
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