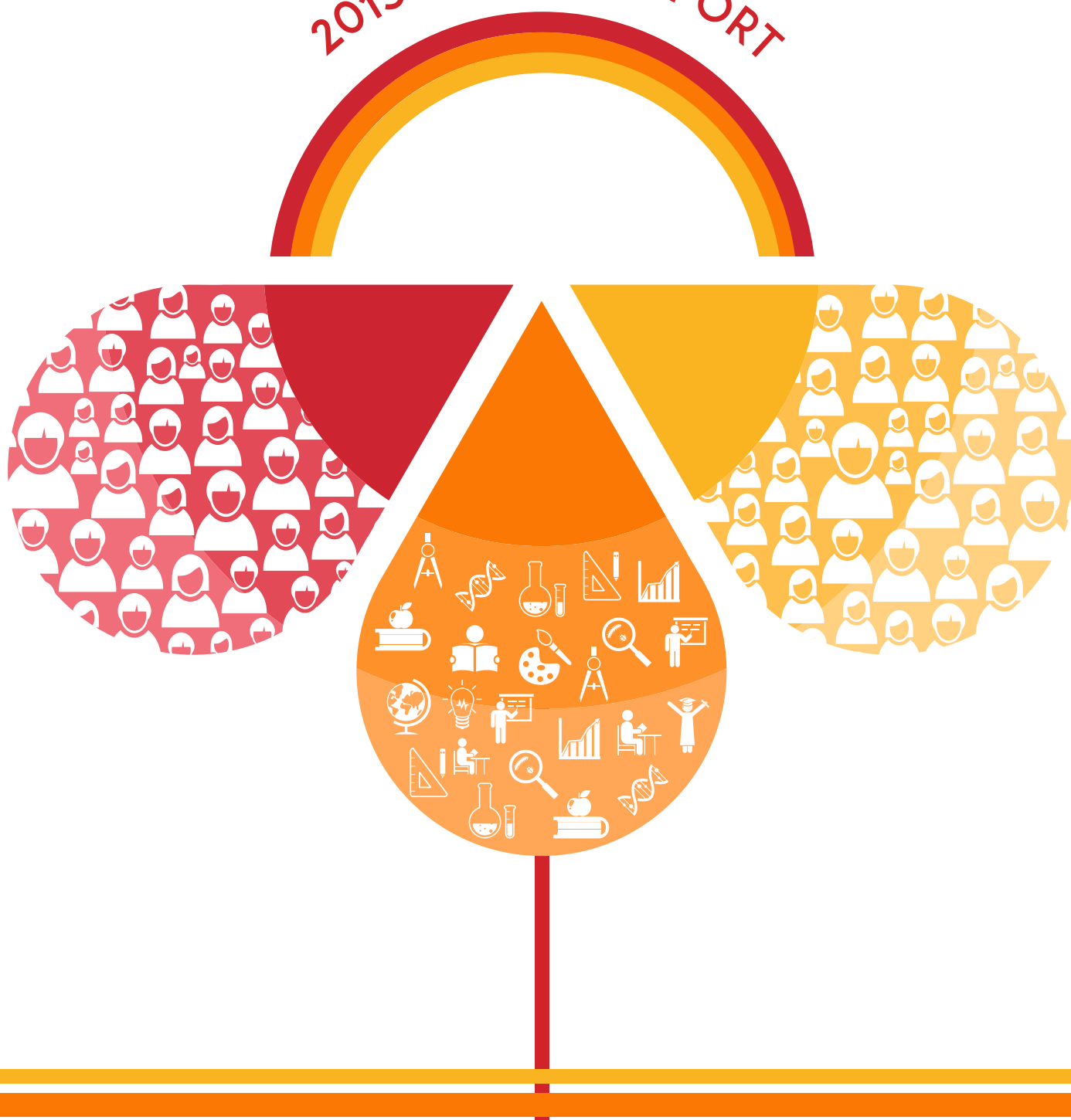


SCoTENS

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

2015 ANNUAL REPORT



WEBSITE

<http://scotens.org>

ACKNOWLEDGMENTS

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The Department of Education and Science, Dublin,
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The Department of Education, Bangor



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

2015 Annual Report



SCoTENS STEERING COMMITTEE MEMBERS AND CONFERENCE SPEAKERS 2015

*Back row: Dr Noel Purdy, Prof John Coolahan, Prof Teresa O'Doherty, Ms Ruth Taillon,
Dr Geraldine Magennis, Prof Kathy Hall and Mr Eugene Toolan*

*Front row: Prof Kathleen Lynch, Mr Tomás Ó Ruairc, Mr John O'Dowd MLA, Prof Linda
Clarke and Prof Ken Zeichner*

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Chairpersons' introduction



Professor Linda Clarke



Mr Tomás Ó Ruairc

Welcome to the 2015 annual report of SCoTENS (the Standing Conference on Teacher Education, North and South). This report incorporates highlights from our annual conference, an update on our seed funding research programme and a report on the student teacher exchange.

The 2015 annual conference was held in Limerick and focused on the socio-economic context in which all members of the teaching profession, both newly qualified and more experienced, seek to lead learning. The topic was timely in light of the increasing focus, North and South, on equity of opportunity and outcomes in our education systems, particularly for those who are educationally marginalised, dispossessed and excluded.

Government ministers and keynote speakers, workshop leaders and members of discussion panels challenged participants to consider key issues of equity from both local and global perspectives. Professor Kathleen Lynch sought to open up a different view on how we frame questions of social justice in respect of five key ideological perspectives: social justice, neoliberalism, new managerialism and the 'tyranny of numbers', anti-intellectualism and resistance to austerity in education. She encouraged us to consider how and why children can be taught to critically 'read the world' and challenged to move beyond doing this only through the dominant normative discourses of our times. Professor Ken Zeichner considered the ways in which teacher education in the United States continues to be reconfigured in the light of neoliberal ideologies. He emphasised, in particular how many 'teachers' may enter the profession via non-university-sponsored routes to work as temporary technician teachers of 'other people's children' supported by a view that teaching does not require highly specialised knowledge and skills.

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, Eimear Donnelly and Tricia Kelly and for their commitment, enthusiasm and expertise. We would also like to thank the management and staff of the Strand Hotel in Limerick and Peter Simpson and the ESAGS TV team, who provided live streaming of the keynotes via <http://www.esags.tv/> and ensure that many of the key elements of our conferences are available on the SCoTENS

website. Finally, we thank our fellow steering committee members who give generously both of their expertise and time to ensure that as SCoTENS continues to move through its teenage years it can continue to be a thriving cross-border professional community of practice.

A stylized, handwritten signature in black ink, appearing to read 'Tomás Ó Ruairc'.

Mr Tomás Ó Ruairc

A handwritten signature in black ink, appearing to read 'Linda Clarke'.

Professor Linda Clarke

2015 CONFERENCE HIGHLIGHTS

The 13th Annual SCoTENS Conference on the theme, 'Teacher Education for Social Justice,' took place on 15 and 16 October 2015. Over 100 people attended the conference in Limerick's Strand Hotel.

The conference was opened by Mr John O'Dowd, MLA, Minister of Education in the North's Executive.



Minister John O'Dowd, MLA with SCoTENS Joint Chairs, Prof Linda Clarke and Mr Tomás Ó Ruairc

Professor Kathleen Lynch, School of Social Justice, UCD and Professor Ken Zeichner, University of Washington gave the keynote addresses. Audio recordings of the keynotes are available at www.scotens.org.

Keynote 1: 'There is no view from Nowhere', Ideology, Social Justice and Teacher Education

Professor Kathleen Lynch, School of Social Justice, University College Dublin (UCD)



Mr John O'Dowd, MLA and Prof Kathleen Lynch

Professor Kathleen Lynch is Professor of Equality Studies at University College Dublin, where she also holds a Senior Lectureship in Education. Kathleen is currently Head of the UCD School of Social Justice. Her major area of equality research has been in education but for the last 10 years Kathleen has also been working on issues of egalitarian theory and practice with colleagues in Equality Studies at UCD and beyond. Kathleen has authored two significant works in this field: *Equality: From Theory to Action* (2004, 2009) and *Affective Equality: Love Care and Injustice* (2009). The latter was listed as one of Ireland's 100 best books in 2009 by the Irish Times. More recently, in partnership with Bernie Grummell and Dymphna Devine, Kathleen has also published a second edition of their *New Managerialism in Education: Commercialization, Carelessness and Gender* (2015). Professor Lynch also publishes extensively in academic journals and keynotes regularly on issues to do with social justice, inequality and education. Her work reflects a lifelong interest in equality and social justice both at the level of theory and practice.

Professor Lynch highlighted five ideologies that she feels matter and need deconstruction as regards social justice in education:

- **Equality of Opportunity**
- **Neoliberalism**
- **New Managerialism**
- **Anti-intellectualism and Charity**
- **Resistance**



Prof Kathleen Lynch addresses the SCoTENS conference

Equality of Opportunity

Professor Lynch spoke about the need, at a policy level, to eliminate major hierarchies of wealth, power and privilege so that everyone has roughly equal prospects for a good life and do not accept that inequality is inevitable.



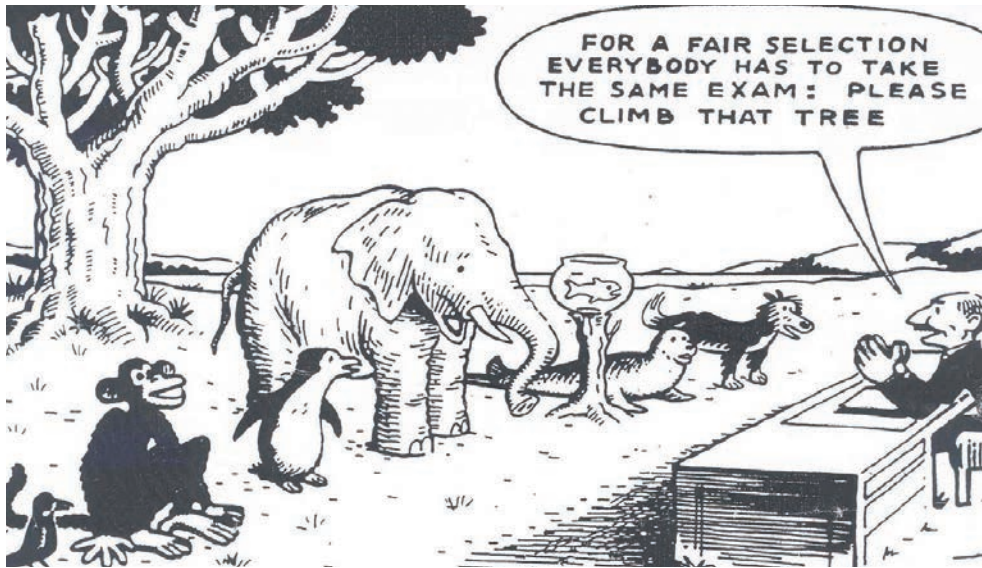
Neoliberalism

Professor Lynch spoke about neo liberalism as the dominant ideology of our time and its implications for new subjectivities that we are creating for children in schools and for young people in further, secondary and higher education.

She spoke about the new organisational forms that have developed from neo liberal brand of capitalism which we have incorporated into our education institutions and how we have started to evaluate people through numbers.

New Managerialism

Professor Lynch spoke about new managerialism and about how schools are adopting business models of operation and institutionalising commercial values. Professor Lynch advised that if we introduce values of profit, targets and key performance indicators into public education that it will lead to a really big equality and social justice problem. This model does not allow for assisting needy people. Why would you take students who are



going to lower your league table standing? Why would you take the cost of having students with disabilities?

Anti-intellectualism and Charity

Professor Lynch spoke about anti-intellectualism, the resistance to new ideas and the impact that can have if we want to bring about a just society and particularly her grave concern about justice being construed as a problem of charity rather than economic, social and cultural rights.

Resistance

Professor Lynch spoke about the importance of resistance. She questioned the effectiveness of resistance but also noted its importance. Malacca, a great professor of sociology in Rome said, 'The social movements, even if they don't succeed, matter a lot in terms of social justice because they put issues on the agenda even if they don't succeed.'



Professor Kathleen Lynch

Professor Lynch concluded that educators need to be proactive in promoting understanding and commitment to social justice; they need to engage with planet-wide information and communication networks and to engage young people themselves in planning communication.

The audio recording of Professor Lynch's keynote and her slides are available at www.scotens.org.

Keynote 2: How Teacher Education can contribute to Social Transformation and Great Justice

Professor Ken Zeichner, University of Washington, Professor of Teacher Education, University of Washington, Seattle

Professor Ken Zeichner, a former elementary teacher, is the Boeing Professor of Teacher Education at the University of Washington, Seattle. He is an elected member of the National Academy of Education, a Fellow in the American Educational Research Association (AERA), and a former Vice President of AERA. His recent publications include *"The Struggle for the Soul of Teaching and Teacher Education"* (*Journal of Education for Teaching*, 2014), *"Venture philanthropy and teacher education policy in the U.S."* (*Teachers College Record*, 2015), *"Democratizing Teacher Education"* (*Journal of Teacher Education*, 2015) and *"Teacher Education and the Struggle for Social Justice"* (Routledge, 2009). His current work focuses on teacher education policy and engaging local communities in teacher education. Professor Zeichner prepared a paper around the presentation he delivered at the SCoTENS conference and other conferences with similar themes. The full paper is available below:

Advancing Social Justice and Democracy in Teacher Education: Teacher Preparation 1.0, 2.0 and 3.0¹

Currently, about two-thirds of teachers in the U.S. are prepared in college and university programmes while the other one-third are prepared in relatively new non-university programmes run by school districts, non-profit and for-profit private providers, and by various combinations of different stakeholders (National Research Council, 2010). Regardless of the type of teacher preparation programme and who runs it, most teacher educators make claims that their programmes focus on issues of social justice and equity. This paper raises concerns about the degree to which teacher educators' claims about their programmes focusing on social justice and equity are reflected in their practices.

Teacher Preparation 1.0 and 2.0

Over the last decade, teacher education programmes in colleges and universities have come under increasing attack from a variety of critics including the former U.S. Secretary of Education, Arne Duncan (Kellor, 2013). The criticisms of these programmes focus on the issues of their intellectual rigor and practical relevance (Wilson, 2014). There have been criticisms of teacher education programmes in colleges and universities throughout the history of university teacher preparation (Fraser, 2007). What is new about the current

¹ To be published in the fall of 2016 in Kappa Delta Pi's *The Record*.

critiques as Wilson (2014) points out, is the fact that these criticisms have, with the help of philanthropists, think tanks and advocacy groups, the U.S. Department of Education, and policymakers (Zeichner & Pena-Sandoval 2015) been coupled with the emergence of a new set of non-college and university programmes that are intended to “disrupt” the teacher education field and stimulate innovation. Many of these programmes (e.g., Schorr, 2012) are fast tracks where teachers complete most of their certification requirements as teachers of record after a few weeks of preservice teacher education, and many of them focus very narrowly on the technical aspects of teaching and raising pupils’ standardized test scores and ignore other aspects of teaching as professional work such as teachers learning how to exercise their judgment in the classroom and to adapt their teaching in response to the changing needs of their students (Zeichner, 2014). Many of these programmes are also linked with charter school networks and serve as the suppliers of teachers to these networks (Stitlizen & West, 2014). Some of these programmes - like the Relay Graduate School of Education which recently opened its tenth location in Denver - are expanding very rapidly nationally and preparing more teachers each year (Zeichner & Conklin, 2017). The new programmes that have been brought into the field by social entrepreneurs to stimulate innovation in teacher education have been proclaimed as 2.0 programmes (Gastic, 2014), and by implication, college and university programmes (teacher education 1.0) have been declared to be obsolete. For example, Gastic (2014) predicts:

The next decade will see the proliferation of teacher prep 2.0 models as the benefits of their collective approach to teacher education become better known and more widely recognized...(p. 105).

Those programmes that fail to join this learning community will soon reveal their obsolescence and find themselves struggling to justify their existence. Demand will shift to more relevant, affordable and flexible programmes where teachers are held to high professional standards of knowledge and skill under advisement of strong instructors and coaches who are committed to improving a teacher’s effectiveness (pp. 109).

It is my contention that although most teacher educators in 1.0 and 2.0 programmes state that they focus on issues of social justice and equity in preparing teachers that very few programmes in both categories have enacted in their practices some of the key values of social justice teacher education.

The Absence of Culturally Responsive Teacher Education

Two examples of how 1.0 and 2.0 teacher education programmes have failed to actualize in their education of teachers the values they espouse are related to issues of power and knowledge, and to issues of cultural responsiveness. First, it is very clear in studies of the experience of teacher candidates of colour in predominately White college and university programmes that there is often a lack of recognition and responsiveness in programmes to the linguistic and cultural attributes that teacher candidates of colour bring to their preparation for teaching, and the preparation of teachers in these institutions frequently ignores the needs of teacher candidates of colour and focuses on the preparation of White teachers to teach students of colour (Villegas & Davis, 2008).

While college and university teacher education programmes in part, because of state standards and national accreditation requirements, now include course work in multicultural education and clinical placements in schools highly impacted by poverty, research has

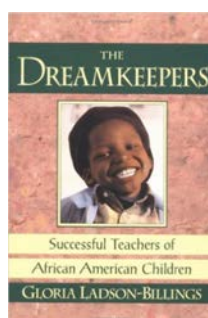
Culturally Responsive Teaching is Transformative

- Culturally sensitive education empowers and transforms students by helping them to develop the knowledge, skills and values needed to become social critics who can make reflective decisions and implement their decisions in effective personal, social, political and economic action.



continued to show an overwhelming bias of Whiteness that frames discourse and practices in many college and university programmes (Sleeter, 2001). While there are exceptions to this problem in teacher education institutions and programmes that are not predominately White (e.g., Irvine & Fenwick, 2011; Skinner, Garreton, & Schultz, 2011), most 1.0 programmes encourage their teacher candidates to teach in culturally responsive ways in their elementary and secondary school classrooms while not teaching in culturally responsive ways themselves.

From what is known about the 2.0 programmes that began to emerge in the U.S. in the early 1990s with the beginning of Teach for America, they too ignore the cultural and linguistic capital that their teacher candidates bring to their programmes and teach a standard set of knowledge and skills to everyone in the programme with little or no accommodation of the different assets and needs of their students. (Kretchmar & Zeichner, in press). A number of these new programmes like Relay focus very narrowly on teaching teacher candidates a set of classroom management skills (e.g., Lemov, 2010) to implement with fidelity, and do not even address the issue of culturally responsive teaching in elementary and secondary school classrooms. Their theory of action is that is that if teachers use the teaching and management techniques they are taught they will be able to raise student test scores and social justice and equity will be achieved. Typically, neither the outcomes of schooling beyond test scores nor the costs of obsessively focusing on raising test scores are discussed in the 2.0 programme literature (Kretchmar & Zeichner, in press).



Most of the research on the experiences of students of colour in teacher education programmes is based on experience in college and university programmes. The conclusion that 2.0 programmes are guilty of the same problem of “colourblindness” in pedagogy as 1.0 programmes is inferred from the total absence in the 2.0 programme literature of any discussion of culturally responsive² teacher education pedagogy and from the dominance of a discourse of “helperism” where the emphasis is to save students from their broken communities rather than recognizing and building on the strengths and funds of knowledge that exist in these communities.

Knowledge and Power in Teacher Education Programmes

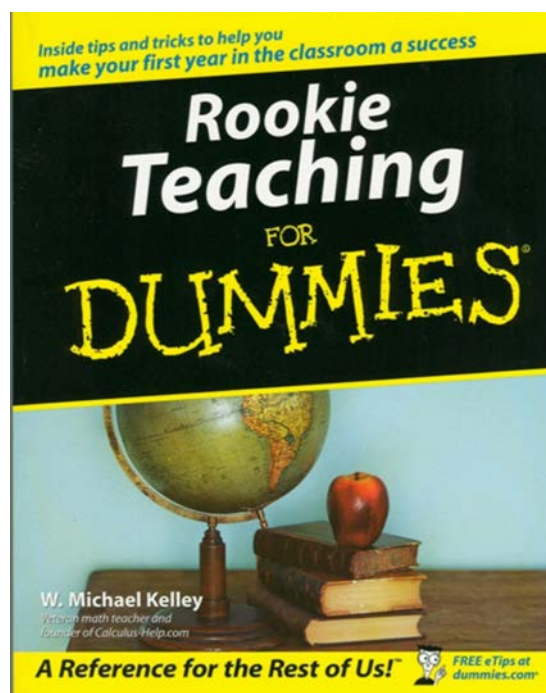
A second issue that reflects the frequent contradiction between an expressed commitment to social justice in teacher education and the realities of programme practices is concerned with the question of whose knowledge counts in the education of teachers. One would expect teacher educators in programmes that espouse a social justice mission to take a democratic approach to the issue of whose knowledge counts in the education of teachers. In such an approach, teachers in the elementary and secondary schools that serve as sites for clinical placements in programmes and local community members who provide educational and other services in communities outside of schools and the families who send their kids to the local public schools would be engaged in equitable collaboration with teacher education programmes and programmes would work to incorporate the expertise in schools and communities into their work with prospective teachers.

Here, despite the pervasive rhetoric in the literature on college and university teacher education about the importance of genuine and equitable partnerships with schools in preparing teachers (Goodlad, 1998) and the emergence of movements to establish professional development and partner schools as sites for teacher education, for the most part, these partnerships have been very university-centric and have replicated the power-knowledge relationships that existed in traditional forms of university teacher education (Duffy, 1994; Murrell, 1998; Zeichner, 2009). On the other hand, many 2.0 programmes have constructed a false dichotomy between theory and practice and have uncritically glorified the teaching practices that are a part of their already established frameworks (eg., Farr, 2010) while they demonize theory as irrelevant to daily practice in classrooms. This uncritical glorification of practice within particular frameworks is not the same thing as valuing and accessing knowledge and expertise from schools. It is a very programme-centric approach that does not open the programmes up to challenge and critique; nor does it engage K-12 educators in significant decision-making about programmes. Furthermore, the marginalization of what is referred to as “theory” in many of these programmes narrows the preparation of teachers too far and minimizes the importance of context and culture in teachers’ work. This lack of attention to culture and context in preparing teachers will negatively impact teachers’ work (Zeichner, 2009).

Also, despite the unquestioned importance of the relationships among teachers, schools, families and communities in the education of students (Cuban 1969), and the call in the literature for more attention to preparing teachers to work in respectful and equitable ways

2 There are also other ways in which many programmes have fallen short of practicing what they preach including their failure to deliver on their promises to diversify the racial and ethnic composition of teacher candidate cohorts. With this issue like the ones discussed here, there are promising examples of success in isolated programmes, but a general lack of accomplishment in the field as a whole (Sleeter, Neal, & Kumashiro, 2015).

with the families and communities of their students and for programmes to access the knowledge and expertise in local communities in service of this goal (Zeichner & Melnick, 1996), there has been little attention to these issues in both 1.0 and 2.0 programmes (Zygmunt & Clark, 2016). Despite isolated examples to prepare teachers to involve families in the education of their children (ie., to get them to listen more to what the school has to tell them), there are even fewer examples of efforts to engage or work in solidarity with families and communities (Zeichner, Bowman, Guillen, and Napolitan, in press).



Continuing to parachute well-intentioned teachers from university and non-university teacher education programmes into public schools who know little about their students, their families, and communities and who are not committed to engaging families and communities in schooling will continue to widen the opportunity and learning gaps that have persisted. It is ironic that so little of this work goes on in teacher education programmes across the U.S. when so many of them have claimed the mantle of social justice as the basis for their work.

Practicing the Values and Commitments of Social Justice and Democracy in Teacher Education: Teacher Preparation 3.0

Unfortunately, current debates about teacher education in the U.S. are mostly about which is the better vision: teacher preparation 1.0 with a greater focus on clinical practice or teacher preparation 2.0 with a focus almost exclusively on “training” teachers to engage in a set of teaching and classroom management practices that will supposedly raise student test scores. Both teacher education 1.0 and 2.0 claim the mantle of teacher education for social justice, although in reality, neither approach practices it. In order to realize in practice the values and commitments that are espoused related to social justice and equity, teacher education programmes need to be transformed in ways that model the cultural responsive teaching that they advocate for teacher candidates and that disrupts the power-knowledge hierarchies that have marginalized the voices and expertise of teachers and local community members in preparing teachers.

Teacher education 3.0 rejects the choice that is now being provided in current policy debates, and offers a model that is built on a new more democratic architecture where responsibility for educating teachers is more equally shared by different stakeholders (ie; schools, universities, local communities) who collaborate in equitable ways (Zeichner, Payne, & Brayko, 2015). In some cases, additional stakeholders such as local teacher unions and non-profits are also involved in helping to shape a programme. In this approach the epistemology of the programme brings together knowledge and expertise from the university, schools, and local community in more democratic ways, and the focus is on working with and for communities rather than to save students from them. Here teacher education becomes a part of a larger project of community development and teachers see their work in classrooms as a part of a larger struggle for social justice through a more democratic process of deliberation and collaboration across institutional structures.

Zeichner (2010) and Noel (2013) provide examples of current work in U.S. teacher education programmes that show movement toward the kind of democratic epistemology that is a crucial element in teacher education 3.0. Some teacher educators have also advocated the teacher residency model as a structure for a programme that is more inclusive of different forms of expertise located in universities, schools, and local communities (e.g., Berry, Montgomery, and Snyder, 2008). While I believe that the cross institutional collaboration that is included in teacher residencies offers the potential to represent a 3.0 stance toward teacher education, in reality teacher residency programmes vary in the ways that they include the knowledge and expertise of different stakeholders and in their ideological and political commitments (Zeichner, 2014). For example, few of the existing teacher residency programmes genuinely include the knowledge and expertise of local community educators, leaders, and families in the curriculum and employ local community members as mentors of teacher candidates. Additionally some of the existing residency programmes that involve the collaboration of universities and a local non-profit and prepare teachers for a specific set of charter schools in a district do not collaborate with districts. Finally some residency programmes that on the surface involve the collaboration of universities, only include them in superficial ways (Zeichner, 2014). We need to look beyond the organizational charts at the ways in which knowledge and expertise from the different partners is accessed and used.

Once university, school and community partners are brought together in equitably collaborative ways, the issue of culturally responsive teacher education pedagogy begins to become more visible in programmes and its presence or absence in different parts of the programme become an issue for discussion (Zeichner, Bowman, Guillen, & Napolitan, in press).

Finally, it is important to note that teacher education 3.0 is not particular to any specific programme structure. While the hybrid teacher residency model offers the potential to incorporate the central elements of the approach, it is also possible for existing 1.0 and 2.0 programmes to move in this direction as well. In the end, it is the substance and quality of teacher education programmes rather than the labels tacked on to programmes that make the most difference in preparing culturally responsive community teachers. It is time that teacher educators in all camps own up to how teacher education programmes have fallen short in practice in modeling the ideals and commitments they tell their teachers to use in schools.

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Back row: Prof Teresa O'Doherty, Ms Ruth Taillon, Dr Noel Purdy, Dr Conor Galvin, Dr Maria Campbell

Front Row: Prof Linda Clarke, Mr Tomás Ó Ruairc, Ms Jan O'Sullivan T.D. and Prof Ken Zeichner

Launch of Research Reports

Following the first keynote address, conference delegates gathered at an evening reception at which the 2014 SCoTENS Annual Report and a report funded under SCoTENS' Seed Funding Programme were launched.



Prof John Coolahan launches the SCoTENS Annual Report 2015

The annual report was launched by Professor Emeritus John Coolahan, National University of Ireland, Maynooth. His remarks are reprinted here:

I regard it as a pleasure and a privilege to be invited to launch SCoTENS Annual Report 2014.

When one notes this report, in conjunction with the previous Annual Reports, one is very struck by the richness of the compendium of material, and the story the material tells of the quality, range and vibrancy of the work of this unusual cross-border organisation. The centrality of the issues which have been explored and researched for teacher education and the education systems generally North and South, the range of researchers from so many institutions on the island, the partnerships and mutual understanding which have been fostered are of landmark importance and should be more publicly recognised and celebrated.

The teaching career and teacher education hold a distinguished historical place, as well as a distinctive esteem, in the current public consciousness of society in both jurisdictions on the island. Teaching as a career is still highly esteemed by society, and the recorded level of trust by society in teachers, among the professions, is very high. Teaching as a career is very attractive to aspiring young people, and competition for entry to teacher education is very high. Once appointment is secured, the vast majority of teachers remain within the teaching career. Teacher education is well regarded and the rigorous accreditation processes testify to its quality, as well as the satisfaction of employers. Both jurisdictions have high calibre

Teaching Councils, with extensive powers to promote quality. As was mentioned by Micheal O Griofa, Chair of the Southern Council at this Conference last year, "teacher education is in the broad context of review and development" at present. Building on the quality which has served us well, proposals are on the agenda, North and South, with massive benign potential to ensure that Irish teacher education, incorporating the best of what research evidence tells us, becomes demonstrably among the best in the world. There are significant challenges, but the rewards are great, and the potential is clearly in evidence to achieve them.

Within this scenario, I suggest that the role of SCoTENS can be a very facilitating one. Building on its tradition and resources, and harvesting the range of activity it has engaged in, it is well positioned to influence constructive engagements. It is striking that SCoTENS retains the allegiance of 43 institutions/organisations, island-wide. They include universities, teacher education colleges, education centres, the two teaching councils, teacher unions, curriculum councils, among others. This is a most striking bonding of interests with great potential for intercommunication on areas of common concern. SCoTENS seeks to achieve its objectives mainly through their annual conference, sectoral conferences, workshops, student exchanges and research. The 2014 Report testifies that this range of activity continues to thrive. As I understand it, there are about 10 research projects currently being supported by SCoTENS, on a variety of themes, set out on pp.34-37. The All-Ireland Doctoral Student Annual Conference continues to be a major stimulus to such postgrad students. The Report also lists all the funded research and conference projects from 2003 to 2014. They amount to a striking total of 93 projects, with an impressively rich and relevant range of subjects. When one includes the large number of researchers involved and the large number of teacher education institutions to which the researchers are affiliated, then one gets a tingle of excitement in relation to the achievement of SCoTENS' objectives. The 2014 Report also includes Dr Maeve Martin's evaluation of the Student Exchange Programme. This was the thirteenth successive year of the scheme. Dr Martin records significant gains made by students from the experience, both personally and professionally. She pays tribute to the initiative of the students involved and expresses the view, which I think that most of us would share, that more resources might be made available to make the scheme more attractive to a larger group of students and participating colleges.

The main elements of the Keynote Papers, *Making Professional Learning Work and Research and Teacher Education in the UK-where next* are incorporated in the Report.

There is also good coverage of the two reports published at last year's conference: *Supporting the Role of the Supervising Tutor on School Placement*, very relevant to current policy issue, and *Number Talk*, focussing on the pedagogy of teaching in early number.

To conclude I would like to record my appreciation, and I am sure yours as well, to the Joint Chairs, Linda and Tomás, and members of the SCoTENS Steering Committee for all their work, including the production of the 2014 Report. I am also long enough around to know how much we owe to the great administrative and other supports provided by the staff of the Centre for Cross Border Studies for the Report and for SCoTENS' general activity, so a very warm thank you to Ruth and her team.

I now have pleasure in formally launching the SCoTENS 2014 Report.

Creative Classrooms: Imaginative and Innovative Teaching in Ireland was launched by Professor Emeritus Harry McMahon, University of Ulster.



The research project 'Creative Classrooms: Imaginative and Innovative Teaching in Ireland' (CCIT) broadly aimed to:

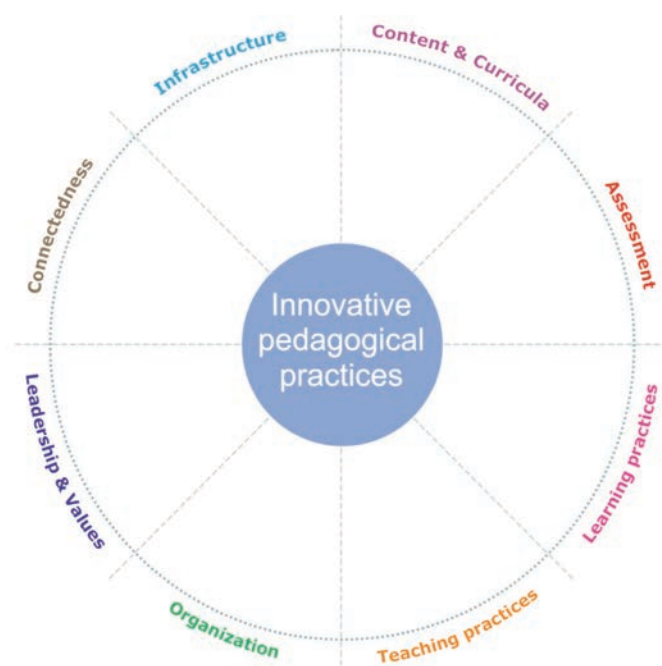
- identify, investigate and case-report the nature and detail of teaching and learning activities within a number of creative classrooms, North and South; and
- contribute to developing a better international understanding of the issue of creativity in the classroom and so to a more complete definition of the creative classroom itself and the learning experiences this affords. In turn, this informed the research questions:
- How do teachers and school leaders perceive the nature of creative classrooms and their defining pedagogies?
- What is the role of intangibles in these pedagogies and how do they impact on the inter-relationships between pedagogy, technology, school infrastructure and systemic innovative practice?
- What are the complexities of mapping creative classroom pedagogies?

The CCIT project references and draws upon understandings of the creative classroom currently being developed for DG Education and Culture by the JRC-IPTS Information Society Unit Seville and EUN Schoolnet, Brussels around how trans-sectoral creative classroom practices can be scaled-up in a sustainable and meaningful manner. It was the researchers' intention to make a contribution to this work by identifying and case-capturing good creative pedagogy practice in Ireland, North and South.

Organisation of the report:

The report is in five parts. Following the introduction that draws on some current literature to contextualise the research, there is an outline of the research methodology and data collection methods used in this project. After that, the findings, first from a primary perspective (North and South) and then from a post primary perspective (North and South). This section details the dataset and considers some of the early results from the interviews and classroom observations. These findings are then discussed from a more analytical perspective, with particular reflection on the three research questions. This is followed by some concluding comments.

Professor McMahon highly praised the authors for recognising how important this field of research is and for stepping out into hugely demanding conceptual territory. He noted that their research methodology was sound and particularly noteworthy for its inclusion of so-called consultations. He also noted that it was a wise decision to join the European mainstream and make use of the Spanish SCALE CCR Mapping Framework.



SCALE CCR Mapping Framework: Key dimensions of Creative Classrooms

Professor McMahon advised that everyone read the section, 'Findings and Discussion', for the authors' elaboration of how creative learning and teaching are perceived and practiced in Irish classrooms. He noted that many salient points emerged but noted the following two in particular:

- The first paragraph makes it clear how useful the SCALE CCR Mapping Framework was in exploring factors impacting on creative classrooms at the meta level of the school and the education system (for example, the need for ICT infrastructure development in the South or the need for revision of assessment methodology in both jurisdictions.)
- The second paragraph points out that, "Issues, such as the importance of 'trust in teachers' and encouragement to 'take risks in teaching and learning' which emerged from the interviews as being key factors for supporting creativity, do not feature explicitly in the framework".

Professor McMahon concluded that the SCALE CCR Mapping Framework should be changed to take account of this research and duly launched the report.



Conference delegates enjoying the report launch

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; Professor Kathy Hall, Head of School of Education, University College Cork and Dr Conor Galvin, Lecturer and Researcher, University College Dublin. The workshop was aimed at SCoTENS members interested in applying to the SCoTENS seed funding programme.

Panel Discussion

A lively panel discussion on the theme *Teachers need to be able to do more than talk about social justice* was chaired by Professor Kathy Hall. Panel members included Dr Brian Cummins, Head of Widening Participation, Stranmillis University College; Dr Una O'Connor Bones, Lecturer, Ulster University; Dr Kevin Cahill, Lecturer, University College Cork; Ms Rena O'Shea, Principal, Thomond Primary School, Limerick and the session was concluded by Professor Kathleen Lynch, Professor of Equality Studies, School of Social Justice, University College Dublin.

Workshops

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

Workshop 1 - The Write to Right

Mr Séan Love, Executive Director, Fighting Words, Dublin

Ms Geraldine Wilkins, Development Officer, Fighting Words, Belfast

Fighting Words host daily free creative writing workshops for primary and secondary schoolchildren. These workshops demonstrated both models. There were adaptations of their regular primary and secondary school workshop models in which the participants created together the beginnings of a couple of stories. The workshop models have been adopted in similar creative writing centres in eight other EU countries and in several other countries around the world. The workshops were creative, productive, educational and good fun – for all ages.

Workshop 2 - Rural Schools in Multi-cultural Settings

Dr Geraldine Magennis, Senior Lecturer, St Mary's University College

Dr Maria Campbell, Lecturer, St. Angela's College, Sligo

Mr Kenneth Dennedy, Principal, Scoil Iosa, Ballyhaunis

This workshop was presented by Mr Kenneth Dennedy. His school contains a high percentage of newcomer pupils which presents many challenging as well as enriching and celebratory dimensions to educational provision. He outlined their situation in terms of location, staff numbers, pupil enrolment and school environment as a means of providing the audience with a contextual backdrop. He then discussed the strategies and shared good practice that he and his staff have put in place to support newcomer children and their families in educational, social and emotional terms. He also addressed the various difficulties he has experienced over the years in meeting the needs of such changing populations. Finally, with

a look to the future, he offered his thoughts on what is next in the continued development of this aspect of educational life in modern day Ireland.

Workshop 3 - Teaching English as an additional language

Dr Barbara Skinner, Senior Lecturer, Ulster University

Dr Barbara O'Toole, Senior Lecturer, Marino Institute of Education

This workshop presented the current linguistic landscape in Ireland, North and South, and examined some of the challenges and opportunities involved in teaching English to students from minority languages. Theoretical perspectives such as social interaction theory was explored. The importance of a sociocultural/socio-political perspective on minority languages and cultures was emphasised. Within these theoretical frameworks, specific teaching approaches were presented, and the potential of these approaches in classroom settings were discussed.

Workshop 4 - Collaborating for social justice in the primary school: lessons from a literacy initiative

Ms Suzanne McCanney, Learning Support Manager, Middletown Centre for Autism

Dr Áine Cregan, Senior Lecturer, Mary Immaculate College

Dr Carmel O'Doherty, Senior Inspector, Department of Education and Skills

Ms Tracie Tobin, Principal, St Michael's Infant School, Limerick

Mr Tiernan O'Neill, Principal, Corpus Christi Primary School, Moyross

The workshop presentation focussed on the Limerick DEIS (Delivering Equality of Opportunity in Schools) primary schools' literacy initiative: its origins, implementation and impact in schools. The workshop focussed on contemporary research on models of teacher education. Vignettes of practice from an Infant School highlighted the learning from and importance of implementing a balanced literacy framework. Lessons from a vertical co-educational school emphasised the importance of teacher networks, collaboration and reflective practice.

The conference was closed by Republic of Ireland Minister for Education and Skills, Jan O'Sullivan TD



Prof Teresa O'Doherty welcomes Minister Jan O'Sullivan to Limerick



Tomás Ó Ruairc discusses conference content and speakers with Minister O'Sullivan

FUNDED RESEARCH PROGRAMME



*Dr Therese McPhillips and Ms Gillian Beck showcase their report, *Dyslexia in Ireland, North and South* at the 2015 conference*

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).**

Seven projects were awarded total funding of £34,078 in 2015-2016.

Partners

School of Education, Queen's University Belfast

Dr Marina-Stefania Giannakaki

School of Education, Trinity College Dublin

Dr Paula Flynn

Project PCI_VOICE

Teachers' Pupil Control Ideology and Children's Voice Practices in the Island of Ireland

This study will examine how teachers' PCI influences children's voice practices - eg in predominantly custodial cultures, democratisation projects may be illusory, reinforcing (not challenging) the status quo. Two research questions are developed:

1. How does PCI influence teachers' understandings of, and approaches to, children's voice initiatives (and those of their students)?

2. How do different teacher subcultures, in terms of PCI, enter into dialogue with children and each other? What dynamics emerge out of such dialogic encounters and what power differentials are discerned?
-

Partners

Queen's University Belfast

Dr Ian Cantley

Trinity College Dublin

Dr Mark Prendergast

Project PIEM

Pupil Interest and Enjoyment of Mathematics

This project seeks to ascertain student teachers' views on the effectiveness of a mathematics learning programme, Izak9, in improving pupils' interest in and enjoyment of mathematics. It will also investigate whether there are any changes in pupil enjoyment of the subject as a result of being taught using the innovative resource during a six week intervention carried out by the student teachers.

Partners

Mary Immaculate College

Dr Déirdre Ní Chróinín

St Mary's University College, Belfast

Ciaran Walsh

University of Limerick

Dr Melissa Parker

Ulster University

Paul McFlynn

Project TEmPLe

Teacher educator professional learning: Shaping the conversation of teacher education?

The purpose of this research is to examine the professional learning experiences of individual teacher educators, scaffolded within a community of learners, related to the areas of communication and how this professional learning influences their pedagogical practices with pre-service teachers.

Partners**University of Limerick**

Melissa Parker

Paul Conway

Jennifer Hennessy

Carmel Inchon

Mary Immaculate College

Aislinn O'Donnell

Queen's University Belfast

Dr Alison McKenzie

Professor Ruth Leitch

Project MMELT**Visual Inquiry: Meaningful moments and experiences in learning to teach**

This project's purpose is to explore, using a visual inquiry mode, how student teachers understand the experience of learning to teach within school placement. Specifically, what is the subjective experience? In what ways can the combined use of visual methods be employed to understand and represent learning to teach?

Partners**Waterford Institute of Technology**

Dr Anne Graham Cagney

General Teaching Council for Northern Ireland

Ned Cohen

Project SAFETTI**Study in Adult and Further Education Teacher Training in Ireland**

This study is about who is responsible for the frontline provision of further and adult education (FAE) and its multifaceted services. Being close to the frontline of a changing educational landscape also offers opportunities to construct avenues for FAE professionals to fully utilise their whole worldview while capitalising on the best of lifelong professional learning and development opportunities.

Partners**St Angela's College**

Marie Conroy Johnson

Ulster University

Gareth Parry

Project EDLAW

Conference: Contemporary Legal Issues for Management and Staff in Educational Settings: Exploring Legislation, Litigation, Approaches and Strategies and Implications for Teacher Education

The central questions to be explored are:

- How can educational management and staff prepare for, deal with and respond to a range of legal issues which challenge educational settings today?
- What implications does this have for teacher education?

Partners

St Angela's College Sligo

Dr Bairbre Tiernan

Dr Ann Marie Casserly

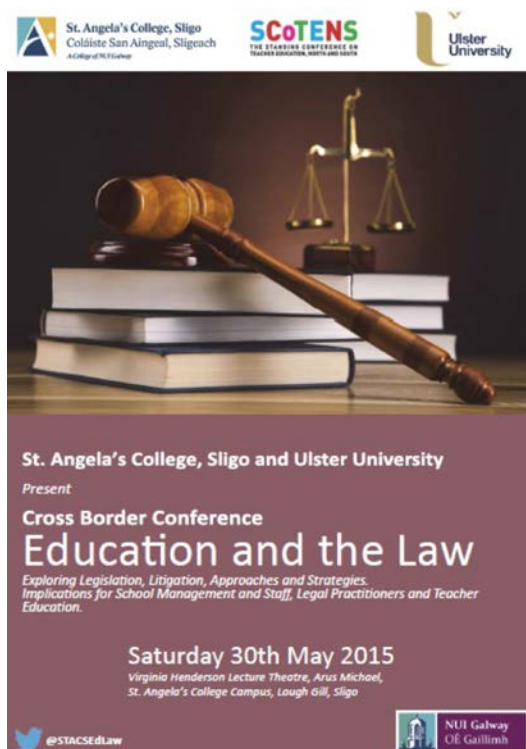
St Mary's University College

Dr Louise Long

Project SEN/MGC

Meeting the Needs of Children with Special Education Needs in Multi-grade Classrooms

This research will investigate how mainstream teachers meet the needs of children with special educational needs (SEN) in multi-grade classrooms. Current educational legislation and policy support the inclusion of children with SEN in mainstream schools (Government of Ireland, 1998; 2004; DES, 2003; 2012; DENI, 1998; 2009; 2011; The Special Education Needs and Disability (NI) Order 2005; NCSE, 2011; 2013; 2014). At present, the policy in both jurisdictions facilitates schools to be flexible in designing inclusive responses for children with SEN. However, despite the supports in place in mainstream schools, teachers indicate that the inclusion of children with SEN is an issue which they find challenging, particularly in multi-grade classrooms.



EDLAW held a conference on Education and the Law in May 2015

Funded Projects 2003-2016

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 Ms 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 case 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 2003-2016

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
Meeting the Needs of Children with Special Education Needs in Multi-grade Classrooms	2015-2016	Dr Bairbre Tiernan Dr Ann Marie Casserly Dr Louise Long	St Angela's College Sligo St Mary's University College
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	Dr Lee Jerome Dr John Lalor	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 2003-2016

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
Pupil Interest and Enjoyment of Mathematics	2015-2016	Dr Ian Cantley Dr Mark Prendergast	Queen's University Belfast Trinity College Dublin

Funded Projects 2003-2016

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
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

Funded Projects 2003-2016

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

Funded Projects 2003-2016

RESEARCH AND CONFERENCE PROJECTS FUNDED IN THE AREA OF TEACHER EDUCATION			
Title	Date	Author/Organiser Project leaders	Institutions
Peer Mentoring in post-compulsory teacher education	2009-2010	Ms Celia O'Hagan Dr Ted Fleming	University of Ulster NUI Maynooth
A study of work based learning models and partnerships in support of post-compulsory programmes of teacher education	2008-2009	Prof Gerry McAleavey Mrs Celia O'Hagan Mr Walter Bleakley Ms Sylvia Alexander Mr Harry McCarry Dr Ted Fleming	University of Ulster Belfast Metropolitan College NUI Maynooth
Developing Reflective Skills in Student Teachers	2006-2007	Dr Gerry 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 2003-2016

RESEARCH AND CONFERENCE PROJECTS FUNDED IN THE AREA OF TEACHER EDUCATION			
Title	Date	Author/Organiser Project leaders	Institutions
Teacher educator professional learning: Shaping the conversation of teacher education?	2015-2016	Dr Déirdre Ní Chróinín Ciaran Walsh Dr Melissa Parker Paul McFlynn	Mary Immaculate College St Mary's University College University of Limerick Ulster University
Meaningful moments and experiences in learning to teach	2015-2016	Melissa Parker Paul Conway Jennifer Hennessy Carmel Inchon Aislinn O'Donnell Dr Alison McKenzie Prof Ruth Leitch	University of Limerick Mary Immaculate College Queen's University, Belfast
Study in Adult and Further Education Teacher Training in Ireland	2015-2016	Dr Anne Graham Cagney Ned Cohen	Waterford Institute of Technology General Teaching Council for Northern Ireland
RESEARCH AND CONFERENCE PROJECTS FUNDED IN THE AREA OF LANGUAGE LEARNING			
Title	Date	Author/Organiser Project leaders	Institutions
Threshold concepts in language teacher education	2012-2013	Dr Anne Devitt Dr Eugene McKendry	Trinity College Dublin Queen's University Belfast
The spoken Irish of pupils in Irish-Medium Schools	2009-2010	Mr Pádraig Ó Duibhir Ms Jill Garland	St Patrick's College, Drumcondra St Mary's University College
Lift off Literacy programme for the Irish-Medium School	2009-2010	Dr Gabrielle Nig Uidhir Sr Elizabeth Connolly	St Mary's University College Monaghan Education Centre
English as an Additional Language in undergraduate teacher education programme in Ireland	2008-2009	Mr Frank Quinn Mr Martin Hagan Dr Anne Ryan	St Mary's University College Marino Institute of Education
North-South Language Educators Conference	2008-2009	Dr Eugene McKendry Mr Patrick Farren	Queen's University Belfast NUI Galway
Teachers' Pupil Control Ideology and Children's Voice Practices in the Island of Ireland	2015-2016	Dr Marina-Stefania Giannakaki Dr Paula Flynn	Queen's University Belfast Trinity College Dublin

Funded Projects 2003-2016

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 Ulster University

Funded Projects 2003-2016

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 Ulster University
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 2003-2016

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
Conference: Contemporary Legal Issues for Management and Staff in Educational Settings: Exploring Legislation, Litigation, Approaches and Strategies and Implications for Teacher Education	2015-2016	Marie Conroy Johnson Gareth Parry	St Angela's College Ulster University
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

Funded Projects 2003-2016

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.



Background to this project

The North-South Student Teacher Exchange programme came about in the early 2000s. Its purpose was to allow student teachers in both jurisdictions of Ireland to experience a short period of teaching in the other jurisdiction to the one in which they had grown up and studied as part of their initial teaching education and training. Each participating student was allocated to a school in the other jurisdiction to the one in which they had grown up and studied. This period of time was typically about three weeks. The underlying aim of the programme grew out of the desire to promote peace and reconciliation; the spirit of promoting diversity and mutual understanding is very much to the fore. Initially it attracted funding from Europe; in latter years SCOTENS have provided funding. To date well over a hundred students from a variety of colleges in Ireland have participated. The programme has been welcomed and well received by a large number of teachers, schools and teacher trainers. An annual evaluation report on the exchange programme has testified to the benefits that student teachers have gained from participating in the programme.

Specific arrangements for the academic year 2015–16

The following colleges participated in the programme

North - Stranmillis University College Belfast

South - Church of Ireland College of Education, Dublin; St Patrick's College, Drumcondra, Dublin and Froebel College of Education, Maynooth.

Only one student from Stranmillis University College participated this year. There had been three participants in the previous year. For the first time St Mary's University College were unable to participate; they propose to be involved in the exchange programme for the academic year 2016-17. Another planned exchange between one Higher Education Institution in the North and a college in the South did not materialise.

This year only one student from the North participated while seven students from the South took part. The one Northern student represents the lowest rate of participation to date for this programme for Northern students. Competition for a place on the exchange programme in the Southern colleges remains keen.

Method of Evaluation

The Centre for Cross Border Studies has always held an Evaluation Day for the exchange programme. A requirement for participants to attend this annual event has always been in place. This year a half day meeting was held on 7 May 2016 in Stranmillis University College Belfast. The views of students and their tutors were sought in an informal discussion and all were asked to fill in a short questionnaire. Only one student was unable to attend this year's event. Two Directors of Teaching practice attended, one from the North and the other from the South. Non-attending staff and students were asked to forward their comments and views as well.

Personal Benefits

Students felt that being away from home and taking on the challenge of a different curriculum boosted their confidence. They spoke of the necessity of being flexible, adaptable and resilient. They enjoyed doing something different and broadening their outlook and horizons. Some students felt that while there were differences between the two jurisdictions they were less obvious than they would have expected. The cultural events were also a good opportunity for students to relax and enjoy each other's company and these were favourably regarded. Quite a number of students hoped to maintain contact with the other students and their placement schools via email and Facebook etc after the exchange was over. Students were overwhelmingly positive on the personal benefits of this programme; no negative comments were recorded.

Planning of the Programme, Accommodation and Pastoral Care

Students were generally happy with the organisation of the programme by the Centre for Cross Border Studies. Both the Directors of Teaching Practice and the students were aware that the organisation and co-ordination of this programme is a huge and detailed task. A few students stated that emails were delayed. All students were happy with their accommodation. The Northern student was hosted by a family in the South. The student felt she had made a lifelong friend in this situation. The Southern students stayed in the Halls of Residence in Stranmillis University College, Belfast and were very positive about this experience. Overall, participating students were happy with the pastoral care support structures that were provided by the respective directors of teaching practice. All felt

welcomed and supported.

Professional Benefits

All students found the experience insightful. They were introduced to a new curriculum, new methodologies and different ways of organising learning and teaching. The Southern students noted how well resourced their placement schools were. They found they could adapt more easily than they thought they might have done. They also liked the fact that they gained new methodologies of teaching and in some cases they were involved in lesson planning and team teaching.

All students were in favour of the programme being retained for future years. Most of them would be happy to take on an ambassadorial role and talk to prospective students about their experiences and the benefits of the programme in their respective colleges.

Points for consideration when planning future exchanges

1. While this year has been different to the norm, the low number of participating students from the North needs to be addressed in order for it to be a true exchange programme.
2. Achieving a common time frame for teaching practice would assist peer support and collaboration for the students and achieve the aims of the programme more effectively. This year's programme was more disjointed than other years with each college having different designated time slots for teaching practice. This meant that there were three separate time slots of teaching practice with only a short period of less than two weeks of an overlap. Hopefully as the merger programme in the South takes shape this will be easier to achieve.
3. Some students felt that they would have benefitted from more observation days and a slightly longer time between the observation days and the actual start of the practice.
4. Some students would have liked information like the Orientation booklet a bit sooner.
5. Some consideration needs to be given to the merits of sending Year 2 B.Ed. students on the programme. While some coped well, others found it quite a challenge. Year 3 B.Ed. students seem to cope better as they were a bit older and had more experience of teaching in their own jurisdiction.
6. Students commented very favourably on the accommodation and pastoral care that Stranmillis University College provided for the Southern students. As the current co-ordinator of the programme has just retired from the university college, Stranmillis University College needs to provide a member of staff to oversee the detail of this programme and provide for the pastoral needs of students staying in Halls of Residence.
7. Students and their tutors were very positive about the exchange programme as indeed were participating schools. If the points above are noted then the programme should continue to run successfully in the future.

Conclusion

The evidence provided at the Evaluation Day event points to the fact that this is a very successful programme. Despite the specific difficulties that were encountered in the academic year 2015-16, the programme deserves widespread support. While recognising the current challenging economic environment and the reorganisation of teacher education in the South, it is hoped that the programme will continue to develop and flourish for years to come. The author of the evaluation report would like to pay tribute to the Centre for Cross Border Studies for seeking funding for this project on an on-going basis and providing the framework around which it can operate. Special thanks should go to the SCoTENS Administrator Ms Eimear Donnelly for maintaining the impetus of the programme. Thanks

should also go to both the academic and support staff involved in the different colleges that have worked hard to facilitate this exchange programme. The students have received an invaluable experience that should assist their professional development as future teachers and classroom practitioners.

Gail Eason - September 2016



Séamie Ó Néill addresses students at the orientation day for the Student Teacher Exchange

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Minister O'Dowd shakes hands with Dr Noel Purdy as he greets members of the SCoTENS Committee

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
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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