

SCoTENS

THE STANDING CONFERENCE
ON TEACHER EDUCATION,
NORTH AND SOUTH

LEADERSHIP ACROSS BOUNDARIES: CHALLENGES FOR EDUCATORS AND TEACHER EDUCATORS



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

2019 ANNUAL REPORT



SCoTENS Steering Committee Members 2019

*Ms Moira Leydon, Prof Linda Clarke, Dr Teresa O'Doherty, Dr Noel Purdy, Dr Maria Campbell,
Dr Conor Galvin, Dr Gabrielle Nig Uidhir, Dr Pamela Cowan, Dr Jacqueline Fallon*

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CHAIRPERSONS' INTRODUCTION

Welcome to the 2019 annual report of SCoTENS (the Standing Conference on Teacher Education, North and South). This annual report includes highlights from our most recent annual conference, details of the successful student teacher exchange, the latest cross-border seed funding research projects and more!



**Dr Maria
Campbell**



Dr Noel Purdy

The 17th annual SCoTENS conference was held on 17-18 October 2019 in the beautiful surroundings of the Slieve Russell Hotel, Ballyconnell, County Cavan. This year's theme was "Leadership Across Boundaries: Challenges for Educators and Teacher Educators", a theme which resonated with delegates, given the pressures and challenges resulting from the widening diversity of student needs, increasing accountability, performance management, reducing budgets and a prescriptive policy context.

Almost 100 delegates attended from all over the island of Ireland, and were welcomed by Dr Noel Purdy (Stranmillis University College – northern co-chair) and by Mr Ian McKenna, International Cooperation Section, Department of Education and Skills (funding department) who commended the outstanding work of SCoTENS.

There were two excellent keynote addresses by Prof Marilyn Cochran-Smith, Cawthorne Professor of Teacher Education for Urban Schools, Boston College and Prof Paul Miller, Head of the School of Education and Professor of Educational Leadership and Social Justice, University of Greenwich.

This year for the first time there were also research presentations following a 'call for papers'. This attracted a wide range of insightful presentations by researchers from north and south of the border, leading to stimulating questions and discussions. The conference also featured the third annual doctoral roundtable where ten doctoral students were given an opportunity to present their ongoing research work and receive informal feedback from their peers and SCoTENS committee members.

On Thursday evening Prof Cochran-Smith launched a newly published book on 'Teacher Preparation in Northern Ireland: History, Policy and Future Directions' authored by Dr Sean Farren (UU), Prof Linda Clarke (UU) and Dr Teresa O'Doherty (Marino Institute of Education). This was followed by the presentation of this year's John Coolahan Award by Prof Miller to Lorraine Harbison (DCU) and Shauna McGill (UU) for their seed funded report on 'Universal Design for Learning as a Context for Embedding technology in Primary School Mathematics'. At the close of the conference dinner, Mr Andy Pollak, founding Director of the Centre for Cross Border Studies, launched the 2018 SCoTENS Annual Report.

The final session of the conference was a Panel Discussion chaired by Dr Conor Galvin featuring both keynote speakers as well as invited guests: Sam Gallaher (Chief Executive of the GTCNI), Dr Margaret O'Donovan (UCC), Lady Rosemary Salisbury (Freelance Educational and Commercial Training Consultant) and Dr Joe Moynihan (UCC).

In his closing remarks, Dr Noel Purdy (northern co-chair) paid tribute to outgoing southern co-chair Prof Kathy Hall (UCC) and thanked her for her dedication, professionalism and commitment during her three years in office. He announced that the incoming southern co-chair would be Dr Maria Campbell, St Angela's College, Sligo.

The members of the steering committee continued to meet virtually during 2020 in order to progress the work of SCoTENS. Their endeavours resulted in the acceptance of an article for publication in a special issue of the *Oxford Review of Education* in

early 2021. The article utilises Wenger-Trayner's 'Value Creation Framework' to examine and critique the work of SCoTENS from the perspective of those who have participated in the various activities organised and supported by SCoTENS. Members of the committee also organised a number of virtual events to take place in 2020 and 2021 for member institutions and organisations including a doctoral round table session in October 2020 and a webinar in November 2020. They continued to meet, albeit virtually with politicians and policy makers both on the island and in Europe to promote and progress the work of SCoTENS.

Among the key activities of SCoTENS is the annual seed funding competition which since its inception has funded 121 collaborative projects, yielding new insights into teacher education and education more broadly across Ireland north and south, and forming valuable and often enduring cross-border research partnerships. The 2019 competition as ever attracted a high level of interest from researchers in Northern Ireland and the Republic of Ireland. A total of five innovative projects received funding in this latest round, and details are also provided later in this report.

SCoTENS continues to support the North-South Student Teacher Exchange, which, since SCoTENS was founded, has provided opportunities to over 250 student teachers to spend three weeks in Colleges of Education and on school placement in the other jurisdiction. The programme currently involves students from Stranmillis and St Mary's University Colleges in Northern Ireland in partnership with students from Marino Institute of Education, Dublin City University and Maynooth University. A report on this year's successful exchange involving a total of 10 student teachers is also included below. The student placement experience was cut short this year due to Covid 19 and the forum where participants in this programme including student teachers, programme coordinators, cooperating teachers and principals meet to evaluate the programme and suggests ways to further enhance this experience for all going forward was unable to take place. However, data was gathered using an online

survey to ascertain the thoughts and comments of participants which provided rich data and helpful suggestions going forward.

At a time of significant financial constraints, we are indebted to the Department of Education and Skills in Dublin and to affiliated institutions for their continued funding of SCoTENS, a unique cross-border organisation which, as the following pages demonstrate, continues to make an invaluable and cost-effective contribution to the teacher education and indeed wider education community right across the island of Ireland, north and south. Now more than ever, we are aware of the many appeals, requests and financial demands which organisations and institutions are facing and would like to acknowledge our sincere thanks and appreciation for their support.

As joint co-chairs of SCoTENS, 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 Dr Anthony Soares, the Director of the Centre, as well as Tricia Kelly and Mark McClatchey for their continued support, tireless commitment, enthusiasm and expertise during the past year.

We would also like to thank the management and staff of the Slieve Russell Hotel, Ballyconnell, for their service and McCuskers Pro Audio who provided recordings of the key sessions at the 2019 conference for the SCoTENS website.

Finally, we would wish to thank all our fellow members of the SCoTENS steering committee who so willingly give of their time and talents throughout the year to ensure that SCoTENS continues to grow in influence and significance as a valued cross-border space for learning, sharing and exchange. As joint co-chairs, it has been a privilege to lead SCoTENS during the past year, and it now gives us great pleasure to commend to you this annual report on the activities of SCoTENS in 2019/20.

Dr Maria Campbell
St Angela's College,
Sligo

Dr Noel Purdy
Stranmillis University College,
Belfast

2019 CONFERENCE HIGHLIGHTS

The 17th Annual SCoTENS Conference on the theme, Leadership across boundaries: Challenges for Educators and Teacher Educators took place on 17 and 18 October 2019. Over 100 people attended the conference in the Slieve Russell Hotel, Ballyconnell.

All presentations, photographs, recordings and publications are available to view and download from www.scotens.org

SCoTENS co-Chairs and Keynote speakers

Dr Maria Campbell, Prof Marilyn Cochran-Smith, Dr Noel Purdy, Prof Paul Miller



OPENING ADDRESS:

Democratic Accountability in Teacher Education*

Marilyn Cochran-Smith,

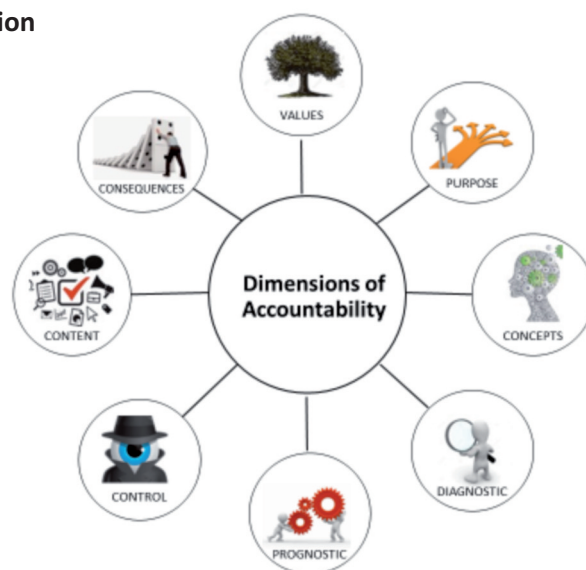
Cawthorne Professor of Teacher Education for Urban Schools
Lynch School of Education and Human Development
Boston College, USA



I have been invited to talk today about democratic accountability in teacher education. My talk draws primarily from my recent book, *Reclaiming Accountability in Teacher Education*, and from other chapters and policy briefs I co-authored with eight colleagues, all former doctoral students, now colleagues all of whom now have PhDs and are working in a variety of universities, schools, and other educational organizations (Cochran-Smith, Baker et al., 2017; Cochran-Smith, Baker et al., 2018; Cochran-Smith, Carney et al., 2018; Cochran-Smith, Stern et al., 2016).

One other note: especially in the first part of this talk, I will use examples from the United States teacher education context, which is of course, not the same as the context of Ireland or Northern Ireland. However, we live in a globalized society wherein teacher quality has been the focus on intense scrutiny for nearly 3 decades and there have been many teacher education accountability and other reforms and initiatives world-wide. I hope you will find some ideas that resonate with your experiences.

Eight dimensions of Accountability in Teacher Education



Source: Cochran-Smith, M., et al., (2018).
Reclaiming Accountability in Teacher Education.
New York: Teachers College Press.

* This talk draws primarily on the work of Project TEER (Teacher Education and Education Reform), a 5-year collaborative project to investigate the nature and impact of education reform movements and teacher education in the United States, particularly accountability. The group's published work is included in the references section at the end of this talk (Cochran-Smith, Baker et al., 2017, 2018; Cochran-Smith, Carney et al., 2018; Cochran-Smith, Stern et al., 2016). Empirical and other sources that support the arguments made in this talk can be found in these references.

My talk has three parts. In Part 1, I present a framework for sorting out and analyzing multiple overlapping accountability initiatives and then I use that framework to argue that in the United States, and to a certain extent in some other places, there is a dominant teacher education accountability paradigm that is consistent with neoliberal ideology and with top-down monitoring. Here I will suggest that this is ultimately harmful to our

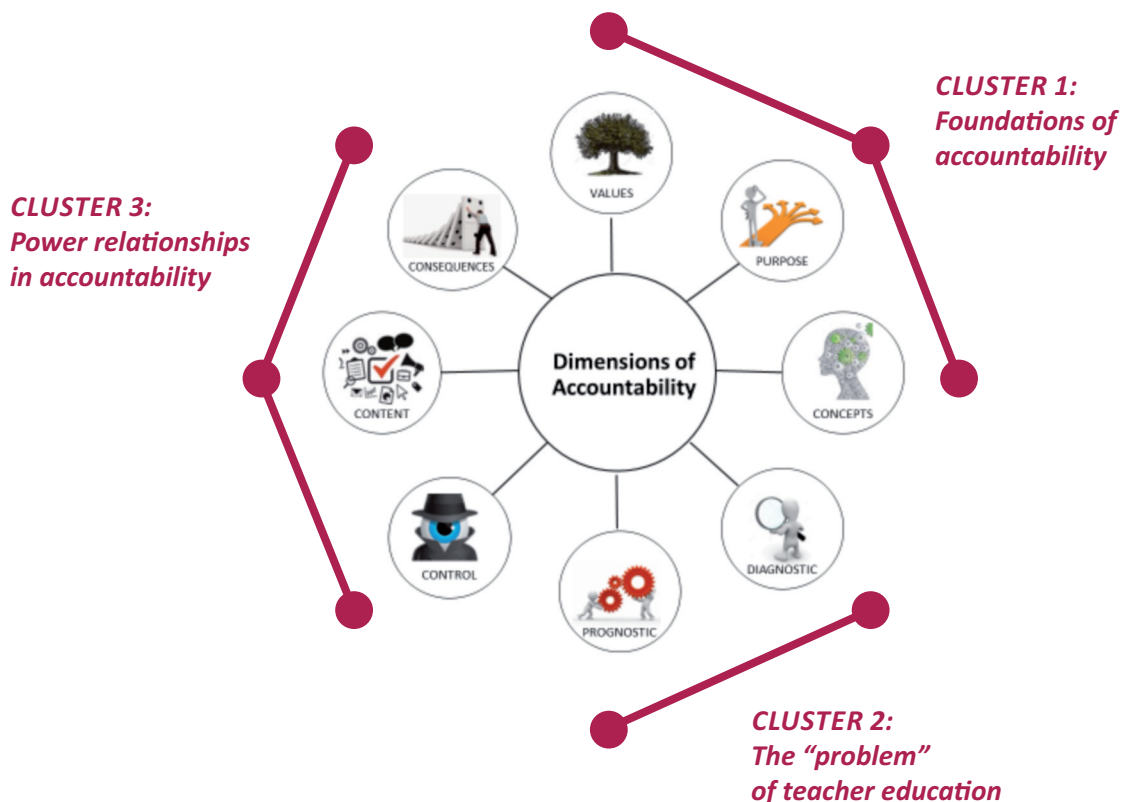
work as teacher educators. In Part 2, I propose an alternative—democratic accountability in teacher education, using the same framework. Finally, in Part 3, I describe several promising practices related to democratic accountability and raise some questions about its feasibility. In this section, I focus in particular on leadership issues, in line with the theme of the SCOTENS conference.

Part One: A framework for understanding accountability in teacher education

In the United States—and some other countries—there are currently multiple, overlapping teacher education accountability and other regulatory policies and initiatives (Romzek, 2000).

To sort these out, we developed an accountability framework for teacher education with 8 dimensions: values, purpose, concepts, diagnostics, prognostics, control, content, and consequences (Cochran-Smith, Carney et al., 2018).

Eight dimensions of Accountability: Three Clusters



These dimensions cluster together to constitute three sets of larger themes and issues in accountability. The first three dimensions—*values*, *purpose*, and *concepts*—form a cluster that has to do with the “foundations of accountability,” or the underlying ideas, ideals, aims, and ideologies of any accountability initiative or policy. The next two—the *diagnostic and prognostic dimensions*—form a cluster focused on what we call “the problem of teacher education.” This has to do with how teacher education is conceptualized and framed as a policy and practice problem as well as how solutions to that problem are operationalized. The last three dimensions—*control*, *content*, and *consequences*—form the cluster, “power relationships in accountability.” This gets at the politics of accountability, including what expectations and evidence for claims are stipulated, who has the authority to stipulate them, whom they affect, and both short- and long-term consequences and implications of accountability policies. The contribution of this framework is that its eight dimensions can be used to unpack the assumptions behind almost any teacher education accountability policy or initiative (and even many policies not directly related to accountability) within different policy and geopolitical contexts, whether or not the dimensions are explicitly elaborated. Together, these dimensions reveal the theory of change underlying accountability policies and their consistency (or not) with the larger democratic project.

We originally used this framework to sort out and analyze teacher education accountability in the United States. To do this, we identified the four most widely publicized, highly politicized, and influential current national accountability policies and initiatives (Cochran-Smith, Stern et al., 2016). I want to provide just a very brief overview of these. In the United States, only states have the authority to license new teachers (or “register” them, which is the term used in some countries) according to their established criteria; in addition,

every one of the 50 states has its own accountability standards for evaluating and “approving” teacher education programs. But especially since 1998, there has been a tug of war between the states and the federal government for control of teacher education (Kumashiro, 2015). In 2014, the federal Department of Education proposed very controversial new federal reporting requirements through the Higher Education Act to hold every teacher education program accountable for the impact of its graduates based on the test scores of the eventual students of program graduates. These reporting requirements were finally approved in 2016 at the end of the Obama administration, but then rescinded in 2017 by the Trump administration (Cochran-Smith, Carney, et al., 2018).

In addition to state and federal accountability, in the United States, there is also a national professional accreditor of teacher education programs—the Council for the Accreditation of Educator Preparation—or CAEP—and some of you know its predecessor—NCATE (National Council for the Accreditation of Teacher education)¹. CAEP has a set of standards that in many ways resembles the now-rescinded federal requirements above. All teacher education institutions seeking national professional accreditation from CAEP are accountable to these standards.

In addition, beginning in 2013, a private advocacy organization with no regulatory or professional standing in teacher education, the National Council for Teacher Quality, or NCTQ, began grading all United States teacher education programs with grades “A” through “F.” These grades were determined according to NCTQ’s own standards. The organization originally reported these grades in the highly publicized magazine, *US News and World Report*, which ranks universities and colleges, professional programs, hospitals, and other institutions. NCTQ grades, determined biennially, are now reported primarily on the organization’s own widely-disseminated website

¹ CAEP was the single national accreditor of teacher education programs in the United States from 2013-2017; in 2017, a new alternative national professional accreditor, the Association for Advancing Quality in Educator Preparation (AAQEP), was founded as a competitor to CAEP.

and in glossy fliers and brochures delivered directly to college presidents, deans, and policy makers. (One aside here—perhaps surprising, but also telling—teacher education programs at both Stanford University and Teachers College, Columbia, received a grade of “D” from NCTQ. Finally—there is also a major trend across many of the 50 states to require teacher candidates to pass a teacher performance assessment in order to be licensed as beginning teachers. The most widespread of these performance assessments is the edTPA, which holds teacher candidates accountable to a set of standards regarding classroom performance through external assessment of a teaching portfolio including teacher candidates’ written descriptions of their teaching of lessons and units as well as videotaped segments from the classroom.

To analyze these accountability initiatives, we collected and coded, according to the eight dimension of our framework, hundreds of policy documents and tools, position statements, media postings, research studies, and critiques for each of the four policy initiatives. Then, applying our framework at the cluster level, we looked across the four (Cochran-Smith, Carney, et al., 2018). Although there were differences, we found core similarities and cross-cutting themes that collectively constituted what we called a “dominant accountability paradigm.”

In terms of the core foundations of accountability (Cluster 1), we found two pervasive values underlying the dominant accountability paradigm—market ideology, on one hand, and what we referred to as “thin equity,” on the other (Cochran-Smith, Stern et al., 2016). Market ideology can be summarized in three words—“teachers matter most” in students’ learning and other desired outcomes and in a country’s international competitiveness, words that were echoed relentlessly across the globe for years (National Commission on Teaching & America’s Future, 1997; Organization for Economic Co-operation and Development, 2005). The logic behind the market ideology is very consistent—and very familiar: We live in a global knowledge society.

This means a country’s economic competitiveness depends on its human capital. It is a country’s education system that produces that capital, and it is a country’s teachers that determine the quality of its education system. If student achievement is not world-class or is uneven across socioeconomic, ethnic, language, or racial groups, it is assumed to be the failure of teachers and teacher education programs.

Some of the many issues with the above assumptions are related to the second foundational idea: the issue of “thin equity.” Many of us likely support the goal of equity, but when we looked beneath the rhetoric of the policy discourse in our analysis, it was clear that most of the major United States national accountability initiatives in teacher education were animated by *thin equity* rather than *strong equity*. That is, they worked from the dual assumptions that the unequal distribution of effective teachers is the major cause of educational (and social) inequity, and they also assumed that increasing the distribution of effective teachers could achieve equity without recognizing, calling into question, and disrupting the social and economic structures and systems that create and perpetuate inequity in the first place. Strong equity, an idea to which I will return in Part 2, assumes the exact opposite. The notion of thin equity is powerful because of course it is not called “thin equity.” It is simply called equity, so that many teacher education initiatives in the United States and elsewhere appear to address equity, but this actually masks the systems and structures that produce and reproduce inequity.

What about the second cluster of dimensions, the “problem of teacher education”? With the dominant accountability paradigm in the US, we concluded that the problem of teacher education was constructed as the result of the perception that teacher education had two major failures—a failure to earn public confidence and trust as a profession and a failure to develop a system of continuous improvement based on systematic data about impact and performance. Policy analyst, Deborah Stone (2011) suggests that policy problems usually have narrative structures with

identifiable heroes, villains, and victims. She points out that policy stories are powerful because they persuade people both how to understand a problem and what to do about it.

Our analysis revealed that in the United States, the dominant policy narrative about teacher education generally went something like this. The pervasive low level of teacher quality threatens national economic security. The cause of poor teacher quality is poor teacher preparation. Policymakers and the public rightly mistrust teacher education because programs do not have reliable, universal standard performance data. The situation is dire. But wait, the story line about teacher education continues, we now have the technology to control the problem with rigorous national data systems, cutting-edge assessment tools, and sophisticated data analytics. With these, the story goes, the problem of teacher education can be controlled—good programs will rise to the top while bad ones can be identified and excluded.

Across the discourse about the major accountability initiatives in the US, we found that this policy narrative was remarkably consistent. The villain in the story was teacher education programs because they did not have the strong data systems required to become a true profession. The victims in the story were school children and the public. And the hero was whatever policy or initiative could monitor and control the situation through data.

The third part of the dominant accountability paradigm has to do with who does—and who should—have power and control over teacher education, that is, who should hold who accountable? A number of scholars have talked about internal and external accountability (Carnoy, Elmore, & Siskin, 2003; Fullan, Rincon-Gallardo & Hargreaves, 2015) as a way to conceptualize the group in charge as either internal or external to the group being held accountable. Here, there are also matters of voice and choice—whether the groups being held accountable have a voice about standards and mechanisms of control or the opportunity to choose to participate.

With deep mistrust of initial teacher education in the United States, it is no surprise that we found that control of teacher education tends to be external to both the particular institutions being evaluated and the profession itself with little voice or choice about participation.

Part Two: An alternative. Democratic accountability in teacher education

This brings me to the second part of this talk—democratic accountability in teacher education. To elaborate this idea, I turn again to our eight-dimensional framework for understanding accountability in teacher education. With the dominant accountability paradigm, as you know, I argued that the foundations were market ideology and thin equity. In contrast, with democratic accountability, values are derived from democratic theory and from the notion of strong equity.

A basic assumption of democratic education theory (Barber, 1984; Dewey, 1916; Engel, 2000; Gutmann, 1999) is that in democratic societies, teaching and teacher education are regarded as values-oriented enterprises for the public good, rather than market-oriented enterprises based on competition for private goods. A major question here, however, is what kind of democracy we are aiming for (Engel, 2000). Passive forms of democracy do not do much more than protect individuals and property—which is fairly consistent with market ideology and fairly typical of contemporary life in many so-called democratic societies. On the other hand, democratic accountability assumes that we need participatory, community-oriented forms of democracy in Benjamin Barber's (1984) classic sense of "strong democracy." Here it is assumed there is indeed concepts such as "the public interest" and "the common good," which are more than, and different from, the sum of people's individual self interests. There is much, much more to say here, but in the interest of time, I move ahead to the idea of strong equity.

In addition to strong democracy, the foundations of democratic accountability in teacher education are also based on strong equity, which has four

core ideas, as we have conceptualized it, drawing especially on the work of Nancy Fraser (2003, 2009), Ken Howe (1997), Joyce King (2008), and other political philosophers and historians who have theorized justice and equity (Labaree, 1997; Young, 1990). First is the *redistribution* (Fraser, 2003, 2009) to all schools of teachers who are committed to working for social change and who know how to teach students not only literacy and numeracy skills (Gutmann, 1999) but also how to advocate for themselves and engage in democratic deliberation. Second is *recognition* (Fraser, 2003; Young, 1990) by teachers, school leaders, and policy makers of the school and societal structures and systems that reproduce inequities. This means it is not just teacher quality policies that have to be changed to interrupt inequality, but also policies related to education, housing, jobs, transportation, health, and early childhood services (Lipman, 2011). This also includes recognition and representation of the values and knowledge traditions of minoritized communities in school curricula, practices, and policies (King, 2008). Third is *reframing* powerful frames related to equity, especially ideas about color-blindness and meritocracy, which assume objectivity and mask the structural, economic, and racialized nature of inequality within a discourse of individualism and equal access (Hand, Penuel, & Gutiérrez, 2012). Two of the most powerful educational frames that shape the ways we think about equity are color-blindness and meritocracy (Nasir, Scott, Trujillo, & Hernández, 2016). With strong equity, access is not the sole answer to the achievement of strong equity. As Joyce King (2008) reminds us, equal access to a faulty curriculum (that is, one that aims for assimilation and does not include multiple knowledge traditions) is not justice. *Finally is resolving tensions*. This has to do with acknowledging the inherent tensions and contradictions among competing ideas about equity and managing these concretely—although not perfectly—in local teacher education programs.

With the dominant accountability framework, as I hope I made clear, the problem of teacher education has consistently been framed as the

failure of teacher education to produce a competitive work force, because of the lack of data systems and the mistrust of the public. But from the perspective of democratic accountability, the major problem is the dominance of the accountability paradigm itself and its negative effect on teacher education and teaching.

Following Angela Valenzuela (1999), we see the problem of teacher education as the subtractive impact of the dominant accountability paradigm. In the US, this paradigm has prompted uniformity and compliance, redefined how teacher educators understand their roles, emphasized narrow performance outcomes, de-emphasized local knowledge and communities, and reduced the spaces in teacher education for discussion and action related to equity, social justice, and democratic education.

With the policy narrative (Stone, 2011) that supports democratic accountability, the villain - or at least one of the villains - is the dominant accountability paradigm itself, and the hero is certainly not more data, but the collective. That is, teacher educators working with teachers, families, and communities to change the focus of accountability so it includes students' citizenship and civic participation, the public interest, and the community. This cannot be done teachers and teacher educators alone, but it also cannot be done without them.

The third aspect of democratic accountability has to do with power relationships, especially control. Here we propose the concept of intelligent professional responsibility in teacher education, which is derived from three ideas—intelligent accountability, democratic evaluation, and new external-internal accountability relationships. Onora O'Neill (2002) suggested that what she (and some others) have called the audit culture in the United Kingdom public sector had resulted in lack of motivation, mistrust, and no actual improvement in people's work. She called instead for intelligent accountability that begins with trust and with the audacious idea that the people who do the work in a particular area actually know something about it and generally want to be better

at it. The second idea comes from the key principles of democratic evaluation: inclusion, dialogue, and deliberation (House & Howe, 2000). Along these lines, House and Howe (2000) argue that all of those with “legitimate, relevant interests” (p. 5) in an evaluation should be included in decisions that affect those interests and that there should be a balance of power among stakeholders. The third idea—new external-internal relationships in accountability—was elaborated by Michael Fullan and colleagues (Fullan, Rincon-Gallardo & Hargreaves, 2015) for K-12 education. They argued that in order to support teachers’ and students’ learning, external policy makers should concentrate on creating the conditions for strong internal and local accountability for students’ learning rather than just monitoring and auditing.

We drew from these seminal ideas and elaborated them for teacher education, using the term “responsibility” rather than “accountability” to connote professional choice and agency rather than obligation or coercion. Intelligent professional responsibility in teacher education is based on the dialogue and participation of all stakeholders in the teacher education enterprise, including the participants in local teacher education institutions and programs who are being held accountable and the students, families and communities who work with them. Dialogue, inclusion, and deliberation are key. Intelligent professional responsibility leads to heightened trust, enhanced professionalism, and deep rather than superficial responses to evaluations.

Part Three: Promising practices and the challenges of leadership

This brings me to the third part of my talk, promising practices and the challenges of leadership.

So far I’ve been talking about a democratic alternative to teacher education accountability *in theory*. But we need to do more than that. So in

this last section, I want to briefly describe some innovative programs, networks, and policies that suggest promising directions for democratic teacher education accountability *in practice*. You will see that each example is in sync with one or more of the dimensions of democratic accountability I have just been talking about, such as strong equity or intelligent professional responsibility, but none is consistent with all of the dimensions. For each example, I will also say a bit about leadership—the leadership it took to create the work featured in the example, and the challenges for educators that go with each one.

I want to share six promising practices for teacher education and consider what kind of leadership is involved in each and what leadership challenges these pose:

- 1 **Democratizing teacher education:**
local programs
- 2 **Focusing on strong equity:**
scaling up from the local
- 3 **Taking back control:**
a state-level consortium
- 4 **Advocating for justice/democracy:**
a dean’s organization
- 5 **Rethinking quality assurance:**
country-wide TE reform
- 6 **Redistributing responsibility:**
country-wide TE reform

First are efforts to democratize teacher education at the level of local programs. As I’ve shown, accountability expectations in the United States are determined and monitored by agencies external to local programs. Despite this, teacher educators in some individual programs have worked to democratize knowledge and content or to make democratic education the centerpiece of the curriculum. For example,² with the “Schools within the Context of Community” program at Ball State University in the state of Indiana, community

² More detail about these examples and complete references to the work that elaborates them can be found in: Cochran-Smith (in press), Cochran-Smith, 2020, and/or Cochran-Smith, Carney et al (2018).

took back accountability. The New Hampshire group concluded that high-stakes mandated performance assessments, grounded in competition rather than collaboration, undermined the formative benefits of performance assessment and positioned teacher educators as reactive rather than proactive. Members of the group collaboratively negotiated the content, scoring rubrics, and passing standards for the assessment in a way that is consistent with the notion of intelligent professional responsibility.

The leadership challenge here hinges on the tension between collaboration and critique. The 13 New Hampshire institutions have collaborated closely with one another, partly by avoiding any sort of critique of each other's programs. But, as we know, there is room for critique and nearly always a need for it.

Here is a fourth promising practice at a different level of leadership. Founded in 2016, the Education Deans for Justice and Equity (EDJE) is a nationwide alliance in the United States comprised of deans/former deans of education schools intended to advance equity and justice in education by speaking collectively about issues related to justice and equity and by working in solidarity with other communities on policies, reform proposals, and public debates. It is worth noting here that this group does not represent the majority of teacher educators in the United States in that they are not aligned with the dominant accountability paradigm as I had laid it out here. However, the group's statements about democratic education were signed by more than 200 deans and by other civil rights, multicultural, and fair testing advocacy groups. The group's first official act was a *New York Times* open letter that sharply criticized a *Times* editorial for praising proposed federal teacher education reporting regulations. The letter asserted that the *Times* editorial was rhetoric—rather than research-based and that the editorial presumed, without evidence, that teacher education programs were mediocre and underperforming. The group argued that when we treat education as a competitive marketplace fueled by privatization, we set up a system that

ensures that some win while many others lose. Last year, the group issued a new report with a new “Framework for Assessment and Transformation” that calls on teacher-education programs to confront head-on the reality that educational institutions are not neutral politically or ideologically. The report calls on teacher education institutions to acknowledge seven trends that perpetuate inequity and to move in a different direction.

The explicit goal of this dean's group is to reframe the public debate about education and teacher education with equity and justice at the center. The leadership challenge for the deans' group is actually to enact these commitments across all the many tasks and levels that are necessary for leading a faculty of education and to persuade others that there is *not* a mutually-exclusive choice between justice and equity goals, on one hand, and students' learning and achievement goals, on the other. Along these lines, a rival deans group—Deans for Impact—founded the same year as Deans for Justice and Equity, is working hard to persuade people you can not have both.

My next promising practice comes from Norway where, as of 2017, a national reform requires that all teacher candidates for primary and lower secondary schools must earn a master's degree and complete a master's thesis. The Norwegian agency for quality assurance in higher education, NOKUT, is the group responsible for evaluating the implementation of the reform and auditing the compliance of all of the higher education institutions involved. In an unprecedented move, NOKUT established an international advisory panel, which I had the opportunity to chair, to help ensure that this teacher ambitious education reform was successful and that Norway's teacher candidates—and its school children—received the best education possible. Although I cannot claim that the Advisory Panel or NOKUT had the wisdom to do this from the beginning, over time we developed an approach that has to a great extent reinvented NOKUT's role in teacher education by shifting it from an external auditor and compliance monitor to an external agency that is working *with*

mentors help teacher candidates learn about the funds of community knowledge in children's lives outside school, which is considered essential to the knowledge they must have to teach those children. At the University of Washington, some teacher education programs feature field placements not just in schools, but also in community-based advocacy organizations; and a community-family-politics program strand is intended to shift power relationships by incorporating the knowledge of community members and families as co-teacher educators. A special education teacher education program at Lesley University requires teacher candidates to position the autistic students they work with as equals in the community; candidates are evaluated on their ability to respect and account for student voice as they make decisions related to students' placements, programs, and services in keeping with the goals of democratic education. And finally, at the University of California, Los Angeles, teacher candidates are expected to be activists and are evaluated on their mastery of "activist skills" in working with immigrant families and other minoritized communities.

It is important to note that the leadership for each of these programs came at the individual level—that is, a single teacher educator (or a small group) with a good idea, a strong commitment to democratic goals, and the willingness to build relationships with communities was behind these programs. The leadership challenge here, of course, is the other side of the same coin—how to move beyond local pockets of reform and move beyond the individual with a good idea.

My second example speaks to this. As I have suggested, most teacher education reforms include equity as a goal, but most are consistent with the notion of "thin equity" (Cochran-Smith, Stern, et al., 2016). However, one example of a program with strong equity goals is the National Exceptional Teaching for Disadvantaged Schools program, which began at Queensland University of Technology in Australia. Partly in response to Teach for Australia's approach, this program recruited top-performing teacher education students to

work long-term alongside teachers and families in historically marginalized, high-poverty communities in rural and urban Australia. In this program—very unlike Teach for Australia—teacher candidates have extensive coursework that rejects individualistic and access-based definitions of equity. Perhaps this sounds again like one person's or group's good idea, and it was at first. But this local program scaled-up to seven universities supported by funding from the government and private foundations. Funding was forthcoming because the leaders of the program collected evidence showing that the program had increased the number of high-achieving teacher candidates who chose to teach—and to stay—in high-poverty and lower-performing schools. This program has now been carried along and revised into a new program by Jo Lampert, one of its co-founders, at LaTrobe University in Victoria, Australia, where it's called the Nexus program. The leadership challenge here was turning on its head what it meant to recruit high-achieving students into teaching and what it meant to measure outcomes—here, measuring commitment to teaching and staying in high poverty schools.

Here's a third promising practice from the state of New Hampshire in the United States. The New Hampshire Institutions of Higher Education (NH IHE) Network, is a voluntary consortium of all 13 teacher education programs in the state. The group was founded—and is run—by teacher educators themselves explicitly to put aside competition, build trust, and get to know each other's programs while working collegially both to influence the decisions of policy makers and to engage practitioners. One of the consortium's key accomplishments is the development and state-wide use of the New Hampshire Teacher Candidate Assessment of Performance. The group explicitly rejected a single-measure, high-stakes, top-town, and externally-controlled state policy such as those in place in other states that require a specific teacher performance assessment for teacher certification.

The leaders here were teacher educators from every institution—collaboratively, they essentially

the teacher education institutions to create the conditions for strong internal accountability. Our advisory model over 3 years was based on participation and collaboration within and across regions; inclusion of the voices and viewpoints of multiple stakeholders, including the higher education institutions, their school partners, teachers unions, teacher candidates, and municipalities; and, rather than a compliance-oriented approach to quality assurance, an approach that enhanced the capacity for agency, empowerment, and autonomy at the local level. This means, of course, that we did not try to tell the higher education institutions what to do. Rather we tried to help create the conditions wherein together they figured out what to do by learning from us and from each other and by engaging in an ongoing process of studying their own practice. The leadership challenge here is to sustain this work and maintain the empowerment orientation once the international panel has exited from the scene.

My final promising practice is from one of your neighbors. I was recently invited to write an article about teacher education reform in Wales for a special issue of the *Wales Journal of Education*. To do this, I reviewed many of their materials and then used the framework I offered in the first part of this talk in order to organize my response. What I found was that Wales is no exception to the larger trend in teacher education in that its approach to reforming teacher education is a new set of accreditation criteria to which initial teacher education programs at universities are now being held accountable. But here's what I found especially interesting—despite Wales' admittedly mediocre performance on international assessments, the reformed Wales accreditation system reflects an ideology less focused on the expectation that the teacher's job is to prepare the workforce for the competitive global economy and more on the need for teachers to prepare competent, well-rounded, engaged, and principled young people ready to live and work productively in society. In other words, the foundations of the Wales new accreditation requirements lean more toward the educational discourse of UNESCO and

other humanist organizations, which propose curriculum and learning standards based on ideas about a global common humanity, than they do on the educational discourse of OECD and other economic organizations, which propose curriculum and learning standards based on assumptions about global job markets. Wales is not the only country with goals like these, of course. But I found its goals very different from the dominant approach in the United States, England, and other outcomes-based accountability systems.

The new Wales initial teacher education accreditation system also requires universities and schools to be equal partners with joint responsibility for teacher education with the contribution of the schools more publicly recognized and supported through new resources. The leadership challenge here involves what we might think of as the tension between imposition and agency. Even when the goals are worthy—humanist and learner-centered, rather than market-driven—if those goals are experienced by teacher education institutions as top-down and imposed, then they are difficult to sustain.

Conclusion

You remember that the title of this presentation is “democratic accountability in teacher education.” If there were a sub-title, it might be—“the need for leadership, now more than ever,” which I want to say a few words about in conclusion. In the United States, we have a lot of problems related to education and teacher education, including a president who shows no interest in issues related to equity and justice. But we also have way bigger problems and deeper fault lines that are not unique to the United States and, although dramatically exacerbated by Trump, were not invented or introduced by him. Across many developed countries, we have: growing—and in some cases intergenerational—income inequality and serious “gaps” between historically privileged and disadvantaged groups in educational opportunities and outcomes; the emergence of a strong conservative nationalism; a backlash against immigrants and immigration policies; and, the acute polarization of people who are animated by

deeply dissimilar values, including some people whose values are defined by intolerance—even hatred—of conflicting viewpoints and those who hold them. Now more than ever, we need leadership at all levels for democratic education and democratic accountability, which are indispensable to the future of our democracies.

I want to be clear here that I am not suggesting we reject accountability at any level of education, but rather that we reinvent it consistent with the democratic project. In short, I am proposing that we reclaim accountability at all levels of leadership—from the individual, to the collective power of consortiums of individuals, to the leaders of faculties and schools, to regulatory agencies and ministries of education. We need to see all of these levels as potential levers for reconstructing teacher education’s targets, purposes, and consequences and reclaiming them for democracy and equity. I am using the word, “reclaim,” here very deliberately. Many definitions of the word focus on the idea of retrieving or getting something back that was previously lost or denied (like reclaiming

your right to the throne) or temporarily separated from the owner (like reclaiming your luggage). But definitions of “reclaiming” also include the idea of rescuing something from an undesirable state or reforming something from wrong or improper conduct.

My use of “reclaiming” to talk about accountability is closest to this latter sense. I explicitly want to rescue teacher education accountability *from* its current immersion in market ideology and the human capital paradigm. I want to rescue teacher education accountability *for* democratic education, which not only prepares students for participation in democratic deliberation, but also identifies and works to eradicate the structures and systems that produce and reproduce inequity.

In closing then, let me be clear. I am taking the stance that accountability should serve democracy, not the market. And I think we, as educators—no matter what our own sphere of influence is—should work in that sphere to take leadership to remake teacher education together.

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CLOSING ADDRESS:

Equity work as social justice: is there a role for teachers, school leaders and teacher educators?

Paul W. Miller, PhD
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Students of BAME heritage in England

- January 2017: circa 8.67 million pupils enrolled in state-funded and independent schools in England. This is an increase of just under 110,000 pupils, or 1.3%, since 2016.
- 4,689,660 at primary schools; 32.1% (1,505,381) are of BAME heritage;
- 3,223,090 at secondary schools; 29.1% (937,919) are of BAME heritage (DfE, 2017a).
- The proportion of students from BAME heritage has risen steadily since 2006, and make up 66.3% of the increase in primary school students between 2016 and 2017.

Teachers of BAME heritage in England

- September 2017, there were 451.9 thousand full-time equivalent (FTE) teachers in state-funded schools in England. 86.2% of these were White-British.
 - 'Other White Background' (3.8%) 17,176
 - White Irish (1.7%) 7,684
 - BAME (including teachers of mixed heritage) [25,716]
 - Indian (1.8%), 8,136
 - Pakistani (1.0%) 4,520
 - Black Caribbean (1.0%) 4,520
 - Black African (less than 0.8%) 3,116
 - Mixed: White/Black African (0.1%) 452
 - Mixed: White/Black Caribbean (0.3) 1,356
 - Mixed: White/Asian (0.3%) 1,356
 - Mixed Other: 0.5% 2,260

- 93.1% of Headteachers are White British
- 90.4% of DHTs and AHTs are White British
- 278 Headteachers and circa 900 DHTs and AHTs of BAME heritage.

Higher Education Students

- Circa 1,829,200 UK-domiciled students in higher education.
- Of this number, the ethnicity of 33,290 is unknown.
- Of the 1,795,910 whose ethnicity is known, circa 21% (or 377,225) are of BAME heritage (HESA, 2016).

Staff

- Circa 192,000 academic staff at UK universities, only 6.7% or 12,864 are from BAME heritage.
- In 2017, of the UK's circa 14,205 male professors, more than 12,000 were white, while only 90 are black.
- Of the UK's circa 4735 female professors, more than 4,000 are white, while only 25 are black.

Lander 2011 - "An exploration of the perspectives of White secondary student teachers about race equality issues in their initial teacher education"

- How is race equality addressed on ITE programmes in a mainly White institution?
- How do White student teachers preparing to teach in secondary schools reflect on this part of their training?
- What are the student teachers' professional and personal views and reflections on the race equality component and to what extent are their perceptions influenced by their own ethnicity?
- Stuart....We are told to be aware of gender issues and race issues but you weren't told necessarily what they were or what to do when they arose...no specifics, no sort of case study type thing.
- Stella: ...every school is different, policy wise, I wouldn't know how they would want me to handle it. I wouldn't know how I would like to handle it either to be fair..
- Stuart....There have been a few instances in school which I thought I would have been prepared for but they took me aback ... some of the language heard used by students [pupils] and non-teaching staff I found quite shocking. I wasn't sure how to actually deal with it, especially the staff because that is something you don't expect and it took me aback.
- ... I was trying to work out whether that was malicious or just because it was different... I hadn't a clue how to deal with it. I didn't know whether I was meant to take it further...so I had to ask around what would you do and different teachers said different things.

Lander's conclusion...

- educating student teachers in a predominantly White area poses additional challenges in terms of their starting points regarding race and [there is] need to educate some of them to develop a positive disposition to the presence of pupils from BME backgrounds, or those for whom English is an

additional language and not to perceive them as a problem to tackle or ignore.

- Arshad et al (2011) "Educating the teachers of tomorrow 'race' equality and diversity in 21st century schools"
- How do teacher educators understand themselves and their roles, in relation to 'race' equality issues in general within the context of England and Scotland?
- How do teacher educators see 'race' equality issues located within initial teacher education?
- In what ways are the issues of 'race' equality addressed within the practice of initial teacher education?
- What kinds of knowledge, experiences and resources do teacher educators identify as supportive in enabling them to develop greater confidence in addressing issues of 'race' equality in their practice?

Main findings – Scotland

- Sexual orientation and "race" were the least talked about equity issues among teacher educators.
- Teacher educators' awareness of equity issues varied and were influenced by:
- Personal experiences of equality issues
- Previous experience of living and working in diverse settings
- Having an ideological or theoretical basis for engaging with social justice issues
- And on the subject of 'race' equality in particular:
- Geography and location shaped opinion
- As well as learning from:
- Students, as diversity increases
- The media
- Personal exposure to instances of racial discrimination

- These issues were compounded by:
- Cultural attitudes: ‘We are all Jock Tamsin’s bairns...’ meaning ‘we are all the same
- under the skin’ (a belief that as a nation, Scotland is fair, tolerant, welcoming and
- friendly)
- Low numbers of visible minorities keeps issues hidden or marginal
- Homogeneity of ITE staff and student cohorts

Main findings – England

- Among teacher educators in England, they found the following challenges
- to embedding race equality in practice:
- Representation is a problem. Few BAME lecturers, few students
- No change without changing the culture of schools
- Curricular time constraints
- Staff recruitment and selection ignores competency in engaging with social justice issues
- Erosion of placement opportunities
- Teacher educators lacked confidence to talk about, and the tools to challenge racism
- Teacher educators felt underprepared (needed training) to talk about race/ racism
- Time and space to change things: too many competing priorities

Training

- I feel I need an awful lot, and I’m sure most people...even down to the basic... the correct terminology to use, you know the labels bandied about and I don’t know in some area which is politically correct, politically incorrect... I am aware that terminology is changing ...but I’m not up to speed with that (Male lecturer, primary)

- What I’ve found when I’ve talked with other staff who are from nonminority ethnic background on ‘race’ and ethnicity is that everybody is on the defensive. People are on the defensive often because they think you are suggesting that they are not working sensitively with students, or if they are not aware of the issues they are racist (Female lecturer, secondary).

Tools to challenge racism

- By the time they come to us do they have their views already fixed in their minds on ‘race’ Is it something that they have inherited from their home life? And also, on the other side do we actually give them enough tools to deal with ‘race’ in the class room? I don’t think we do. We tell them this is what you should do in the classroom as far as teaching materials are concerned but how to deal with it in the class room, I don’t think we do that at all (Female lecturer, secondary).

Confidence to talk about race/ racism

- I find that students generally...two things that they don’t like talking about are ‘race’ and class. Those are the two things that they avoid if possible. And we get their essays back at the end of the year and they are allowed to choose from the topics that we do. They are allowed to choose two or three to talk about in their essays, those two are generally avoid, ‘race’ definitely, class some people will talk about, but they don’t talk about ‘race’ (Female lecturer, secondary)

Wilkins 2014: Race, Ofsted and ITE

- Key question for providers regarding: “Statutory guidance for Teachers’ Standards/Professional Standards”
- Does the trainee encourage and draw on the contribution of diverse groups to enhance the learning and progress of all children and young people?

- Does the trainee promote equality and inclusion of all learners in their teaching strategies and choice of resources?
- Does the trainee avoid and, where necessary, challenge stereotyping?
- Does the trainee know how to deal with sensitive and/or controversial issues that might arise through children and young people's perception of difference?
- trainees from underrepresented groups of all diversity strands?
- How would we know if trainees experience discrimination during training? How do we prepare trainees, mentors and ITT staff for dealing with such incidents if they arise?
- Are all trainees confident that we are meeting our commitment to ensure equality of access to training? (29)

Analysis

- Wilkins, p.451: These questions however seem crafted to deliberately reduce racism to its surface phenomenon of individual prejudice, overlaid by notions of 'difference' and 'diversity', rather than as a structural phenomenon.
- ... the emphasis, was on "awareness over action, since it refers to students' awareness of 'the range of policies that support school practice, for example those that relate to equality, behaviour – including bullying, racial harassment and abuse – and special educational needs?'"(S11)
- This in turn limits schools to simply addressing the outward manifestations of racism (harassment, abuse) rather than challenging it as a structural matter, as a fundamental social justice issue.

TA/TDA guidance for ITT Requirements – key questions

- Do our procedures and practices for selection, training and assessment promote equality of access?
- How effective is our monitoring of equality of access?
- Do we have appropriate support systems for trainees?
- Do we need to provide further training for staff in relation to the needs of

Analysis

- Wilkins: "These questions suggest a preoccupation with policy, procedures and tutor training needs; much of the guidance is taken up with listing the relevant legislation providers are obliged to respond to" (p.452).
- And that, "...The message is that these providers are successful in the core elements of their provision but simply have some minor weaknesses in peripheral areas such as race equality" (p.454).
- Miller et al (2019): Social justice work as activism: The work of education professionals in England and Jamaica
- The main question asked in the study was: "How do different education professionals do social justice work?" The subsidiary questions were:
 - What does social justice mean to you?
 - How do you do social justice work in your job role?
 - What impact does your practice as a social justice leader/ practitioner have on your organisation as a whole and/ or individuals within your organisations?
 - In what ways can you improve your practice as a social justice leader/ practitioner? What support do you need and how can this supported be obtained?

Social justice leadership...

- OECD (2016): Equity in education is a matter of design and concerted policy efforts (p.270).
- Bogotch (2000): Social justice, like education, is a deliberate intervention that requires the moral use of power (p. 2).

Social justice leaders...

- Miller et al, 2019: "Social justice leaders actively try to right wrongs inflicted on marginalised groups, as well as use their position to create safe spaces and opportunities that promote equity between individuals and groups. Thus, social justice leadership is activist both in its intent and its approach, and social justice leaders understand the material, economic and social differences between different groups. It is with this understanding that they focus on creating equitybased opportunities for all. Social justice leaders move beyond equality debates to equity debates, by setting out to change systems, processes and structures to better respond to the needs of students (Dantley & Tillman, 2006).
- Education professionals with this orientation are activist leaders who work to create justice in schools for all who study and work in them, and social justice leaders interpret their role as not one which is limited to being a teacher or leader, but also one of activism, working towards [student] empowerment and equity for all".

Understanding social justice ("What does social justice mean to you?")

- Social justice means respecting the rights of individuals, demonstrating equity and distributing resources, privileges, and opportunities among the members of society/community and in the setting in which I operate (in this case, the school setting). It is about fighting for the rights and reasonable interests of my students, my colleagues and

myself (University lecturer, Jamaica).

- Social justice means equity and fair treatment in how resources are allocated, how workloads are designed, how individuals and groups are treated - in particular, those from minoritised backgrounds/ communities (University lecturer, England).

Doing social justice work ("How do you do social justice work in your work context?")

- I use the University's rules, policies and regulations... (University lecturer, Jamaica);
- I ensure students are not short-changed by delivering on the University's obligations to them (University lecturer, Jamaica);
- I consider students' interests and create opportunities for them... (Secondary teacher, Jamaica);
- I lobby for the students and colleagues by making representation on their behalf to different committees.... I do my job without partiality (University lecturer, Jamaica);
- I advise students and colleagues, and I work with them to identify strategies to better maximise their time and resources; and I suggest ways they could behave... (Primary Principal, Jamaica);
- I raise concerns of inequity with school leaders and I challenge practices that foster or encourage mistreatment of others (University lecturer, England).

Impact of social justice work ("What impact does your practice as a social justice leader / practitioner have on your organisation as a whole and / or individuals within your organisation?")

- [M]y staff and students have taught me lessons about my role as a leader, and as a result, I have been forced to be more reflective before and after my encounters with them to ensure that I have not been unfair in any way... (Primary Principal, Jamaica).

- My practice also impacts my students as I demonstrate equity in distributing resources and privileges; and I fight for the rights and reasonable interests of individuals - particularly my students – to ensure they are not short-changed. For example, when students fail marginally and my colleagues remark and re-mark with the aim of finding a mark or two to “save” those students, I insist that I am not getting involved in such a practice because it is unfair.... I insist that if such re-marking will be done for a few students, it should be done for all students. In the few instances where I have faced such a dilemma, I have provided the entire class or group with an opportunity to resubmit their work, thereby giving everyone the opportunity to score higher (University lecturer, Jamaica).

Widening and deepening social justice work (“In what ways can you improve your practice as a social justice leader/ practitioner?” “What support do you need and how can this support be obtained/ provided?”)

- ... I will seek to more effectively model emotional intelligence towards all levels of staff. I will ensure that appropriate programmes are put in place from the Guidance Department to help staff and students. I will also ensure that all levels of staff are provided with training and developmental workshops to build them professionally, intellectually and emotionally. I will model social justice practices that teachers can emulate. I will ensure that appropriate parenting workshops are provided to parents to build their self-esteem, which will in turn help to build the self-esteem of their children (Primary Principal, Jamaica).
- I will continue to speak out against race/ ethnic inequality issues in education and in our educational institutions. But to stand a chance of having an impact, I will have to work much more collaboratively with other colleagues - White and non-White, to get the message across that race/ethnic inequality is wrong and

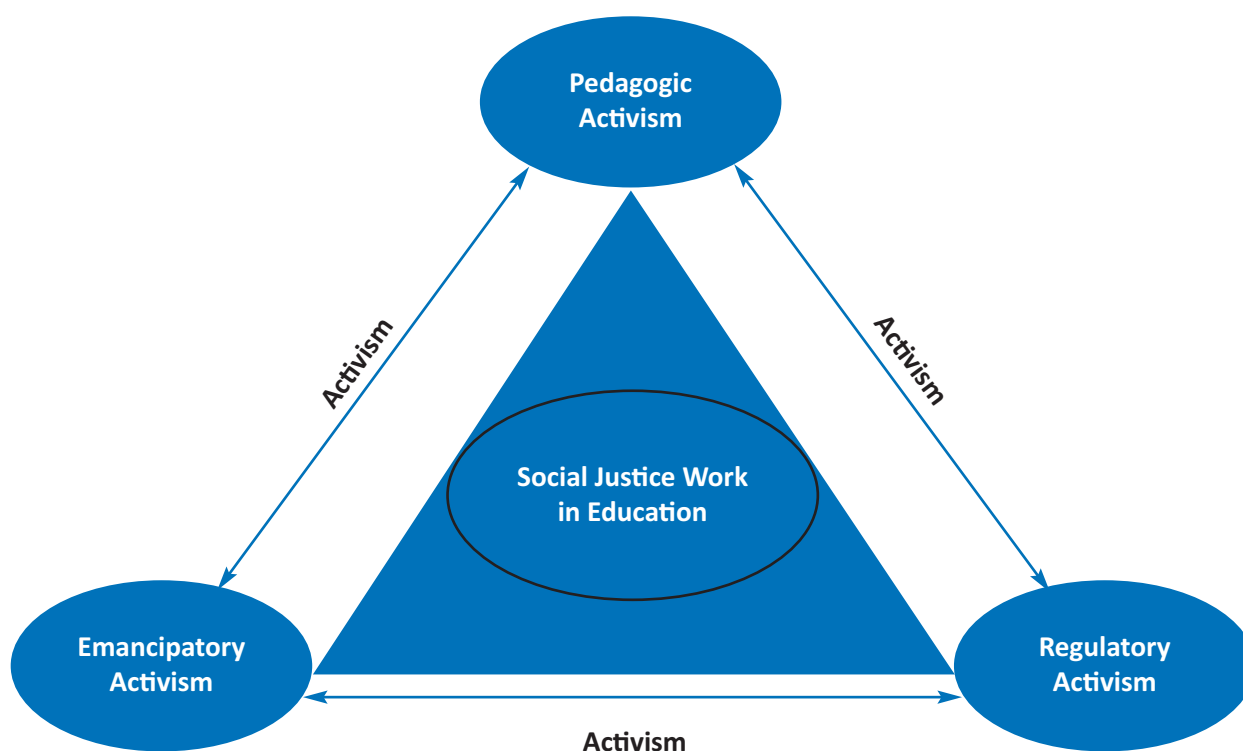
is impeding the progress of not just individuals and schools, but also of society.

- Perhaps then, school leaders and governors will commit to taking responsibility for implementing interventions at institutional levels (University lecturer, England).
- I can improve my practice as a social justice practitioner by engaging my colleagues more in related discussions that could make us more aware of social injustices within our work environment. This could allow us to turn away from injustice and act in the best interest of those we serve - our students (University lecturer, Jamaica).
- Furthermore...
- Improving social justice work will need the support from all my colleagues. This support is their commitment to impartially doing their jobs and to appropriately represent our students at the various meetings and committees. I will also need the support of students in terms of their compliance with the University’s regulations and guidelines; and I will need their understanding and patience as we work through issues in seeking to serve their needs and best interests (University lecturer, Jamaica).

Analysis

- Miller et al (2019): There is no doubt, there are multiple factors that may impact students’ ability to thrive at school. However, education professionals were clear that their pedagogic practices, and that of their colleagues, should not be held up as one of those factors.
- Consequently, there was a consciousness and a mindfulness among education professionals that sought to challenge classroom and other practices which could be interpreted as having the potential to be detrimental to students.

Figure 1: Social Justice work as Activism



The scale of the current and future challenge

Educating teachers for the challenges of diversity is a complex and multifaceted endeavour.... There is a serious challenge involved in changing practices and behaviour since, despite best intentions, the most common form of practice is that which has been observed and experienced personally. There is ample evidence that one-off modules on a topic - any topic - do not suffice to make lasting behavioural change. Rather, there is a need for ongoing and continuous support for planning, development and practice in order to break old habits and create new ones. Although most initial teacher education programmes include some form

of diversity training it is often in the form of a single module or elective, which is unlikely to have a major lasting impact throughout teachers' careers. There is a need to holistically integrate the coverage of diversity throughout the programme. The question thus becomes: what is the best way to design a systematic approach to elements that should be covered in initial and in-service teacher education, and how should they be linked in order to create a true continuum between these two stages that, currently, are quite discrete? (OECD, 2010, Educating Teachers for Diversity: meeting the Challenge)

RESEARCH PRESENTATIONS

This year for the first time there were also research presentations relevant to teacher education following a 'call for papers'. This attracted a wide range of insightful presentations by researchers from north and south of the border, leading to stimulating questions and discussions.

Thursday 17 October 2019

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



Friday 18 October 2019

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



LAUNCH OF PUBLICATIONS

At the end of day one, conference delegates gathered at an evening reception at which **Prof Marilyn Cochran-Smith** launched a newly published book on *'Teacher Preparation in Northern Ireland: History, Policy and Future Directions'* authored by Dr Sean Farren (UU), Prof Linda Clarke (UU) and Dr Teresa O'Doherty (Marino Institute of Education).

<https://books.emeraldinsight.com/page/detail/Teacher-Preparation-in-Northern-Ireland/?k=9781787546486>

Book authors Dr Sean Farren, Dr Linda Clarke and Dr Teresa O'Doherty with Prof Marilyn Cochran-Smith



JOHN COOLAHAN AWARD

In recognition of John's contribution to the foundation of SCoTENS, the John Coolahan award is made to the authors of the Seed Funding Report which is recognised to be most in line with the values and ideals of SCoTENS. This award is awarded annually at the SCoTENS Annual Conference.



Through his pioneering work on SCoTENS since 2003 John immeasurably enhanced cross-border cooperation in teacher education, such that the SCoTENS mission is synonymous with his name. Thanks to John's vision, teacher educators, student teachers, serving teachers and doctoral students have learned to work across boundaries, to build bridges and to recognise common interests and challenges facing contemporary education on both sides of the border. The opportunities provided for

cross-border working through SCoTENS have yielded new knowledge and understandings that shape daily practices and attitudes.

Prof Paul Miller presented the John Coolahan Award to the winning research report on 'Universal Design for Learning as a Context for Embedding technology in Primary School Mathematics' to Lorraine Harbison (DCU) and Shauna McGill (UU).

Prof Paul Miller presenting the John Coolahan Award to Shauna McGill and Lorraine Harbison



2018 SCoTENS ANNUAL REPORT

At the close of the conference dinner, Mr Andy Pollak, founding Director of the Centre for Cross Border Studies, launched the 2018 SCoTENS Annual Report.

Thank you for asking me to launch the SCoTENS annual report. In my 14 years (until 2013) as director of the Centre for Cross Border Studies, helping to set up and providing the secretariat for SCoTENS was one of our proudest achievements. That great educationalist, the late John Coolahan, said that in his long and distinguished career, the setting up of SCoTENS (along with Prof Harry McMahon of University of Ulster) was *his* proudest achievement. So I am in good company.

I am proud of these wonderful international conferences, which are now an integral part of the teacher education calendar in Ireland, north and south; of the hundreds of teacher education students who have done part of their assessed teaching practice in the other Irish jurisdiction; and of the nearly 120 cross-border research projects funded by SCoTENS since 2003. Truly, in the words of the lead author of its “overwhelmingly positive” 2011 evaluation, Prof John Furlong of Oxford University, SCoTENS is an “incredible achievement” which has produced “an enormous amount.”

I have personally seen the fostering of a new sense of confidence – both among the teacher education students and the pupils they are teaching – through this cross-border initiative. I have seen fear and shyness being broken down, and students and pupils establishing more of their own identity by learning about the identity of another. This goes with a challenging of stereotypes, with a reaching out to the other person by realising that there is a lot more to him or her than the received stereotype. I remember listening to the story of a student from Leitrim doing teaching practice in Belfast as part of the SCoTENS-sponsored North/South student teacher exchange project, who in three short weeks totally undermined the anti-Catholic prejudices of both his fellow-teachers and his pupils in a primary school in an overwhelmingly Protestant area of East Belfast by his brilliant leadership of a project on the Titanic.



Mr Andy Pollak launching the 2018 SCoTENS Annual Report

The impact in terms of mutual understanding over the longer-term is, of course, more difficult to measure. Education is a very slow burner in terms of its societal effects. However Prof Furlong said in his evaluation that without SCoTENS’ leadership and organisation a whole range of all-island activities – conferences, research programmes, student exchanges – simply would not have happened. It had developed important North-South networks; allowed teacher educators to develop a greater understanding of educational systems and practices across the island; stimulated genuine professional and personal development among its members; and developed forms of collaboration which have contributed to the peace process by helping to normalise relationships within and between North and South.

Can you imagine what would have happened if SCoTENS’ successful model of North-South working together for mutual benefit in this particular educational sector had been replicated elsewhere in education on this island? If the teaching councils, the curriculum councils, the education

trade unions, the inspectorates, the Departments of Education themselves, had come together to work seriously and in a sustained and systemic fashion on educational issues of mutual concern? I believe there could have been a genuine explosion of mutual learning and creative thinking in education in Ireland, with potentially far-reaching consequences in transforming the attitudes and prospects of our young people. I give you two small examples: the South could have learned from the North's internationally recognised success in the implementation of ICT in schools, and the North could have learned from the South about the value of an extra non-exam 'transition year' in helping schoolchildren grow into more mature and rounded young people.

Of course it didn't happen. And then three years ago came the dreadful Brexit referendum and the whole concept of cross-border cooperation as part of the Irish peace process was thrown into jeopardy. I hope and pray that the last gasp compromises which have been won in the past few days in Liverpool and Brussels to try to ensure a soft Brexit – and particularly a soft border in Ireland – will take away some of the worst effects of that piece of folly by the British (or more accurately English and Welsh) electorate.

Maybe I am being naive and over-optimistic, but I believe the SCoTENS experience could still point the way towards a real meeting of minds between education administrators, teachers and even parents in an area where everybody wants one thing – what is best for the children of Ireland. Because for me such a meeting of minds around something that is of clear mutual benefit to everybody is the real meaning of unity: the voluntary unity of people in a common cause, not the unenforceable unity of states with clashing identities. If I have a plea this evening it is that despite the reverses caused by Brexit we should continue the slow, painstaking work of building towards such a meeting of minds using the benign structures of the Good Friday Agreement, and thus do our best to relegate the useless, divisive slogans of unionism and nationalism to the history books.

Of course education administrators are not always wise people. The mean-minded, short-sighted decision by the people at the top of the Department of Education in Northern Ireland to cut its £12,500 annual grant to SCoTENS (thus precipitating an equal cut from the NI Department for the Economy) has meant the network has £25,000 less to spend on its wide range of 'reconciliation through education' projects (the amount of work a largely voluntary all-Ireland network like yours does with a total annual budget of a little over £100,000, now £75,000, is quite astonishing). One immediate result has been that this year, out of the 17 applications for seed funding for North-South research projects, most of them of a very high standard, SCoTENS could only fund only five.

Such a move by blinkered senior civil servants to undermine the vital work of one of the most outstandingly successful cross-community, cross-border networks since the Good Friday Agreement beggars belief. I understand that representations are being made at the highest level in the Northern Ireland Civil Service to have this decision reversed. I trust common sense and right thinking will prevail.

Let me finish with a quote from one of my favourite republicans, the United Irishman William Drennan. After giving up being a revolutionary, he became an educationalist. In 1814, giving the address at the opening of one of Ireland's oldest and finest secondary schools, the Royal Belfast Academical Institution, Drennan said that the school's founders were "of nothing more desirous that the pupils of all religious denominations should communicate by frequent and friendly intercourse, in the common business of education, by which means a new turn might be given to our national character and habits, and all the children of Ireland should know and love each other." That is the noble business of SCoTENS – to borrow the slogan of the Irish development agency, Trocaire, "until love conquers fear." God bless your continuing cross-border work for education and peace.

PANEL DISCUSSION

The final session of the conference was a Panel Discussion chaired by Dr Conor Galvin featuring both keynote speakers as well as invited guests: Sam Gallaher (Chief Executive of the GTCNI), Dr Margaret O'Donovan (UCC), Lady Rosemary Salisbury (Freelance Educational and Commercial Training Consultant) and Dr Joe Moynihan (UCC).

In his closing remarks, Dr Noel Purdy (northern co-chair) paid tribute to outgoing southern co-chair Prof Kathy Hall (UCC) and thanked her for her dedication, professionalism and commitment during her three years in office. He announced that the incoming southern co-chair would be Dr Maria Campbell, St Angela's College, Sligo.



Dr Conor Galvin preparing to get the panel discussion underway

Prof Paul Miller, Mr Sam Gallaher, Lady Rosemary Salisbury, Prof Marilyn Cochran-Smith, Dr Margaret O'Donovan and Dr Joe Moynihan



DOCTORAL WORKSHOP

SCoTENS invited proposals for participation and working papers at the 4th SCoTENS Doctoral Studies Roundtable. The Roundtable provided a mix of short presentations by participants on their work in progress and also featured participation by SCoTENS colleagues who are leaders in the field of Teacher Education and related research in Ireland and beyond.

This roundtable brought together doctoral researchers working on topics relating to teachers, teaching, and teacher education in its broadest readings on the island of Ireland. We explored the changing landscape of teacher formation, the emergence of new voices and perspectives, and the evolving debates around teacher professionalism as a primary concern, both as a focus for our community and a methodology for constructing knowledge. We invited doctoral students interested in these and related issues to apply for a place at the roundtable to discuss their work with like-minded peers and SCoTENS network colleagues.

Accepted contributions addressed issues in the general field of teacher education, teaching, teachers' lives, and teacher professionalism – ideally in light of the concerns of the conference theme. The roundtable provided a space for doctoral researchers who are university-based and/or from the wider professional arena to meet and discuss their interests, to showcase their work, and to participate in the conference more broadly.

Prof Marilyn Cochran-Smith along with SCoTENS committee members Dr Noel Purdy, Dr Maria Campbell, Dr Jacqueline Fallon, Dr Pamela Cowan and participants of the fourth SCoTENS Doctoral Studies Roundtable



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).**

Five projects were awarded funding in 2019-2020.

PROJECT	PARTNERS
PAINT Self study Research Investigating Possibilities and Pitfalls of Arts Integration	Dr Michael Flannery and Dr Máire Nuinseann <i>Marino Institute of Education, Dublin</i> Dr Frances Burgess and Denise Elliot <i>Stranmillis University College, Belfast</i>
EuCLER An Exploration of the use of Children's Literature in Early Reading within a Balanced Literacy Framework in the North and South of Ireland	Dr Tara Concannon-Gibney <i>Dublin City University</i> Dr Geraldine Magennis <i>St Mary's University College, Belfast</i>
SIMTLE Use of a Simulated Teacher Learning Environment for Providing Preservice Science Teachers the Opportunity to Practice Teaching Students with English as an Additional Language	Dr Sultan Turkan <i>Queen's University Belfast</i> Dr Karen Maye <i>University College Dublin</i>
TWEET Teacher Wellbeing from Engaging with Educational Technologies	Mr Sammy Taggart <i>Ulster University</i> Prof Deirdre Butler <i>Dublin City University</i> Prof Don Passey <i>Lancaster University</i> Mr John Anderson <i>NI (EN) Innovation Forum</i>
InAN - standing for Interactive Apps and Narrative Interactive apps and narrative writing: children's and teachers' perspectives in primary schools in socially disadvantaged areas (Acronym)	Dr Jill Dunn <i>Stranmillis University College, Belfast</i> Dr Gene Mehigan <i>Marino Institute of Education, Dublin</i>

Funded Projects 2003-2019

RESEARCH & CONFERENCE PROJECTS FUNDED IN THE AREAS OF SPECIAL EDUCATION AND INCLUSION			
TITLE	DATE	AUTHOR/ORGANISER PROJECT LEADERS	INSTITUTIONS
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
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 Dillenburg 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
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
Together Towards Inclusion: a toolkit for trainers (1)	2004-2005	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		Dr Bairbre Tiernan/Dr Ann Marie Casserly Dr Louise Long	St Angela's College Sligo St Mary's University College

RESEARCH & CONFERENCE PROJECTS FUNDED IN THE AREA OF CITIZENSHIP AND DIVERSITY			
TITLE	DATE	AUTHOR/ORGANISER PROJECT LEADERS	INSTITUTIONS
Religions and Beliefs in Changing Times: Perspectives of Student Stakeholders in Third Level Educational Contexts in Ireland North and South	2016-2017	Prof Marie Parker-Jenkins Dr. Aideen Hunter Dr. Niall Coll Dr. Norman Richardson	University of Limerick Ulster University St. Mary's University College Stranmillis University College
'Where to now?: Human Rights Education on this island, these islands and beyond'	2016-2017	Rowan Oberman Dr. Gerard McCann	Dublin City University St Mary's University College
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

RESEARCH & CONFERENCE PROJECTS FUNDED IN THE AREA OF TECHNOLOGY AND MATHS			
TITLE	DATE	AUTHOR/ORGANISER PROJECT LEADERS	INSTITUTIONS
Integrating children's literature in numeracy education	2017-2018	Dr Lorraine Harbison Shauna McGill	Dublin City University Ulster University
Readiness and Practice: An investigation of ITE Students' Readiness for Teaching and Learning in a Digital World	2017-2018	Dr Pamela Cowan Dr Martin Brown Dr Stephen Roulston	Queen's University Belfast Dublin City University Ulster University
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

RESEARCH AND CONFERENCE PROJECTS FUNDED IN THE PEDAGOGY OF SCIENCE, HISTORY AND GEOGRAPHY			
TITLE	DATE	AUTHOR/ORGANISER PROJECT LEADERS	INSTITUTIONS
Pupil Interest and Enjoyment of Mathematics	2015-2016	Dr Ian Cantley Dr Mark Prendergast	Queen's University Belfast Trinity College Dublin
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 & CONFERENCE PROJECTS FUNDED IN THE AREA OF TEACHER EDUCATION			
TITLE	DATE	AUTHOR/ORGANISER PROJECT LEADERS	INSTITUTIONS
Virtual Reality in Initial Teacher Education - a model for Professional Development	2018-2019	Dr Pamela Cowan Dr Martin Brown Dr Stephen Roulston Rachel Farrell	Queen's University Belfast Dublin City University Ulster University University College Dublin
Documenting early year-career primary and post-primary principals' identity formation	2018-2019	Dr Alan Gorman and Prof Catherine Furlong Dr Claire Woods Dr Alicia Curtin and Dr Kathy Hall	Dublin City University Ulster University University College Cork
Leadership Learning in Initial Teacher Education	2017-2018	Dr Fiona King Dr Sam McGuinness Prof Margery McMahon	Dublin City University Ulster University
Student Teachers and Retired Teachers Together Project	2017-2018	Dr Trudy Corrigan Dr Brian James Cummins	Dublin City University Stranmillis University College
Knowing your Neighbour: Educating in Multi-belief contexts in Northern and Southern Ireland	2017-2018	Dr Aideen Hunter Dr Jones Irwin	Ulster University Dublin City University
Sharing the learning: lesson observation and reflective practice in vocational education and training	2016-2017	Cathal de Paor Celia O'Hagan	Mary Immaculate College Ulster University
Music and Initial Teacher Education in Ireland and Northern Ireland: A Study of Provision, Attitudes and Values	2016-2017	Dr Gwen Moore Dr John O'Flynn Dr Frances Burgess and Dr Jayne Moore	Mary Immaculate College Dublin City University Stranmillis University College
Embedding and Nurturing Enquiry-based Learning - developing a two-level model of Initial Teacher Education through enquiry	2016-2017	Dr Sandra Austin/Dr Karin Bacon Dr. Richard Greenwood Dr. Susan Pike	Marino Institute of Education Stranmillis University College Dublin City University
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

Visual Inquiry: 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
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, Belfast University of Limerick Ulster University
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
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
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
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 MacRuairc 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 Aingléis	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 Pádraig Cannon Ms Sandra McWilliams Ms Margaret Farrar	Coláiste Mhuire Marino College of Education Stranmillis University College Church of Ireland College of Education
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, Belfast University of Limerick University of Ulster
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 & CONFERENCE PROJECTS FUNDED IN THE AREA OF LANGUAGE LEARNING			
TITLE	DATE	AUTHOR/ORGANISER PROJECT LEADERS	INSTITUTIONS
Exploring Teacher Confidence in the Teaching of Poetry at Leaving Certificate and A level	2016-2017	Dr Jennifer Hennessy Nicola Ward	University of Limerick Ulster University
Oracy in Schools, North and South: the perceptions, experiences and practices of oracy in primary and post-primary schools in Northern Ireland and the Republic of Ireland	2016-2017	Dr. Aisling O'Boyle and Mr. Ian Collen Dr. Anne O'Keeffe and Dr. Fíodhna Gardiner-Hyland Mary Immaculate	Queen's University Belfast Mary Immaculate College
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

RESEARCH & CONFERENCE PROJECTS FUNDED IN OTHER AREAS			
TITLE	DATE	AUTHOR/ORGANISER PROJECT LEADERS	INSTITUTIONS
Outdoor Learning – an inclusive pedagogy for an integrated connected curriculum?	2018-2019	Dr Orla Kelly Dr Richard Greenwood	Dublin City University Stranmillis University College
The Importance of Teachers' Religions or Beliefs in Appointments and Promotions in Schools	2018-2019	James Nelson Catherine Stapleton DCU	Queen's University Belfast Dublin City University
Contested Childhoods across Borders and Boundaries: A North-South Comparative Study	2018-2019	Dr Leah O'Toole Diane McClelland	Froebel 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
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
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 Ivor Hickey Ms Deirdre Robson Mr Donal O'Donaghue	St Mary's University College Mary Immaculate College
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 University of Ulster

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
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

Background to this project

The North/South Student Teacher Exchange programme is funded by the Standing Conference on Teacher Education, North and South (SCoTENS). It has been operational since the early 2000's. Its purpose is to provide primary student teachers with the opportunity to experience teaching in both jurisdictions of Ireland with a view to widening their professional knowledge and experience. The underlying aim is to build understanding of educational and cultural similarities and differences between the two neighbouring jurisdictions. Initially, the programme grew out of a desire to promote peace and reconciliation across the island of Ireland. The spirit of promoting mutual understanding and an appreciation of diversity through professional experience is very much to the fore. Initially the

exchange project attracted funding from Europe; in later years this has been provided by SCoTENS.

Each participating student is allocated to a school in the other jurisdiction to the one in which they are familiar with. This period of time is typically about three weeks with additional preparation time. To date over 250 students from a variety of colleges in Ireland have participated. The programme has also provided the academic staff in participating colleges the opportunity to engage in professional development. This collaboration has resulted in a number of publications. Additionally, the programme has been welcomed and well received by a large number of teachers, schools and teacher trainers.

Each year an annual evaluation is conducted and this year's findings are set out below.

Directors of Teaching practice and students participating in the 2019-2020 exchange



Specific arrangements for the academic year 2019 – 2020

This year's programme has taken place against the political uncertainty regarding Brexit. Additionally, its operation has also been affected by the corona virus/Covid -19 pandemic. Schools in the South closed first thus curtailing the length of the student experience in Southern schools to four days with an additional two days of observation.

The participating universities/colleges in 2019-20 were as follows:

North

- Stranmillis University College Belfast
- St. Mary's University College Belfast

South

- DCU Institute of Education, Dublin
- Marino Institute of Education, Dublin
- Froebel Department of Primary and Early Childhood Education, Maynooth University

Method of Evaluation

The Centre for Cross Border Studies carries out an annual evaluation of the exchange programme, part of which is subsequently published. It provides evidence of the benefits that student teachers have gained from participating in the programme and makes recommendations for further enhancement of the student experience.

In the past the pattern has been to hold a half day celebratory/evaluation event each year after all placements had taken place. At this event the views of students and their tutors were sought in an informal discussion and all were asked to fill in a short questionnaire. This formed the basis of a written evaluation report. This year a similar event was due to take place in Stranmillis University College on 27th March 2020. However, Government guidelines dictated that all HEI's were closed before the above mentioned date owing to the escalating pandemic. As it was not possible to conduct this event as originally planned, students and Directors of Teaching Practice were asked to fill in an online questionnaire. Three responses were received

from the Directors of Teaching Practice and three from the students, making a total of six responses. One of the students was from the North and the remaining two from the South.

Review of the findings of the evaluation of 2018 - 19

In reviewing the recommendations of last year's report the following items were noted.

- 1 Last year three points focused on issues regarding accommodation. The evidence from this year's sample suggests that these have been addressed to the students' satisfaction.
- 2 Last year a point was made regarding communication and lack of contact with the students of the host colleges. This year mention was made of the friendliness of students in the host colleges, which is a very positive sign.

Review of the findings of the evaluation 2019 - 20

Personal Benefits for the participating students in this year's cohort

Students commented that being away from the familiar surroundings of their home environment boosted their confidence and this encouraged them to be more flexible and adaptable. They gained some degree of independence. One student noted that this experience broadened their mind. The students felt that while there were differences between the two jurisdictions, this was the reason for coming on the programme in the first place. They enjoyed the religious and cultural diversity. One student stated the following...

'...We would never go into schools of different religions in the south. However, it was a whole day event in the school, where children from schools of other religions came in... There was not as much prejudice around as I anticipated.'
(Rol)

All of the students in the sample stated that the opportunity to visit cultural sites and attend a few events was also welcomed by the students. Quite a number of students hoped to maintain contact with the other students and their placement schools through social media when the exchange was over. One participant expressed the aspiration of making lifelong friends with teachers and other students after the placements were over with face to face contact and social media facilitating this. Here are a few of the recorded comments:

'My understanding of the North has been hugely enhanced... I will always hold fond memories of this experience...' (RoI)

It should be noted that students were very positive regarding the personal benefits of this programme and have good memories of the experience. They expressed gratitude for the opportunity.

'I am so grateful for the opportunity I was given...' (RoI)

'I found it was a very good experience...when I returned (home) everyone was eager to hear about the differences between the two (jurisdictions)...We really got a feel for life (in the North).' (RoI)

'It is important to have opportunities like this...' (NI)

Planning of the programme, Accommodation and Pastoral Care

Students found the Orientation Day in November 2019 to be helpful as it set out the parameters of the programme. The three day orientation period was also helpful in assisting them to acclimatise to their different jurisdiction. The participants on the programme felt welcomed by their host colleges and in one case reference was made to the friendliness of the students in the host institution. No specific comments were made regarding accommodation or meals.

Mention was made of the fact that arrangements that had been set out in November were changed at short notice a few days before teaching practice

began. This may have been occasioned by the fact that the pandemic escalated very quickly across Ireland.

Professional benefits for the participating students

Some general comments were made by the participating students. One student said that they would consider seeking a teaching post in the other jurisdiction, especially as teaching posts are scarce. They felt they grew in confidence and that they were grateful for the opportunity to participate in the programme. All felt they had a greater awareness of religious and cultural diversity across the island of Ireland. One comment was made that they did not experience any kind of prejudice. There was general recognition that they were out of their 'comfort zone', but they relished this challenge.

The rest of this section is split in two; the first section will consider the benefits the Northern students felt they gained from their placements in the South while the second section will discuss what the Southern students gained from their Northern placements.

Northern Students on their Southern placements

The one response indicated that lessons were shorter with more emphasis placed on the use of textbooks and workbooks. The use of worksheets was less than would have been the case in Northern schools. Another feature was decreased emphasis on Literacy and Maths than was the case in the North and increased time devoted to the Arts. The inclusion of the Irish language and culture was welcomed and enjoyed. A student stated that she always had an interest in Irish and now had a better understanding of how this is integrated into everyday school routines. The view was expressed that they would consider applying for a post in the South after qualifying as a teacher, given the challenges of securing full-time posts north of the border:

'It's important to have opportunities like this as there are so few teaching posts available in the

North, therefore for many teachers it's necessary to apply further afield which brings a whole new set of policies/curriculum/teaching expectations. This programme would help students to understand how other curriculums can differ and how to make connections with the NI curriculum.' (NI)

Southern students on their Northern placements

Most students felt that there was a stronger emphasis on Literacy and Numeracy than was the case in the South and this meant that less attention was paid to the Arts. Students were struck by the amount of assessment that was conducted – especially for pupils in Primary 7. One student recommended that placing a Southern student in a P7 class in the month of November was not a good idea as pupils were being prepared for the Transfer (to Secondary education) tests. Students welcomed the religious and cultural mix that existed; one student was placed in a school that offered Spanish and Mandarin to pupils. A student commented that she had been placed with an excellent teacher and that she had learned a lot from her. She also hoped to stay in contact with this particular teacher. Comment was made that the taxi drivers were a rich source of information on life in Northern Ireland! One student added that the experience had helped her to dispel her prior expectations around sectarianism in Northern Ireland:

'There is not as much prejudice around as I anticipated. I was also there for the activity with the IPADS when children from schools of other religions came in. It was a very good experience to see how the children interacted with each other.' (RoI)

The Perspective of the Directors of Teaching Practice – North and South

The Directors of Teaching Practice felt that this programme enabled students to step out of their comfort zone and embrace a new challenge which afforded them the opportunity to engage in meaningful professional development. They gained

insight into a different cultural background and curriculum. This difference encourages reflection and reflective practice is at the heart of the Bachelor of Education degree. A number of Directors mentioned the good collegial relationships that have developed over the duration of the programme. A spin off has been collaboration in research and scholarship. All Directors mentioned that sharing practice has been beneficial as they have all gained insight into how other institutions organised their school placements. A point was made that the project is now well established and highly regarded by participants and participating institutions.

Points for consideration and recommendations when planning future exchanges

A number of points, arising from this year's experiences, are listed below.

- 1 The issue of *communication* and changes to organisational arrangements came up. This has come up in previous years when plans etc. have been changed at short notice. However, the qualification needs to be made that this year has been somewhat unique in that the pandemic escalated very rapidly. It was inevitable that sudden changes would have to be made in light of a fast changing situation.
- 2 Students raised the matter of the *use of Primary 7* classes – especially in the month of November when Transfer tests take place in the North. They felt that too much time was devoted to matters associated with assessment and not enough time to actual teaching. This matter should be borne in mind when placing students in the future.
- 3 A clearer outline from the schools regarding their *expectations* was requested. Mention was also made that this should be provided earlier in the timescale for this project.

- 4 Delays in sending *funding* to students were mentioned by both students and staff.
- 5 *Harmonising the time of the exchange* between North and South to one period of time would be useful in future.
- 6 Plans to *extend this exchange programme* to post-primary students have been discussed in the past and there is also the potential to extend the programme to other primary ITE providers on both sides of the border. There is merit in discussing both these options post-pandemic.

To summarise - a particular strength of the programme was that students had made new friends with both fellow students and teachers in their placement schools. The fact that they came from different backgrounds to their own was articulated and valued. They hoped to maintain contact (largely via social media) after the completion of the exchange programme. The Directors expressed the view that this was a wonderful opportunity for professional dialogue for both themselves and students. It was an excellent programme that students could refer to when attending future job interviews.

Conclusion

Students, their tutors and the Directors of Teaching Practice were very positive about the exchange programme. There is evidence that the programme's main aim, as set out in the first section of this report i.e. to promote mutual understanding and an appreciation of diversity, has been achieved.

Particular thanks should go to SCoTENS for continuing to fund this project on an annual basis and to the Centre for Cross Border Studies for managing the organisational complexities on a day to day basis. Thanks should also go to the academic and support staff involved in the different universities and colleges across the island of Ireland who have worked very hard over many years to keep this programme going. The students

recognise the unique opportunity that this programme provides. The valuable experience gleaned should assist their professional development as future teachers and classroom practitioners.

All students plus the Directors of Teaching Practice recommended the retention and development of this programme for future years. The evaluator is conscious of the fact that at the time of writing both jurisdictions are emerging from the lockdown brought about by the pandemic. The global economy faces a very uncertain future which will inevitably mean that worthwhile programmes such as this will struggle and compete with others to secure funding. Additionally, schools will have to cope with complex attendance arrangements for the next academic year which presents a difficulty when organising teaching placements. The evaluator however welcomes the willingness of the SCoTENS steering committee to explore online options for the coming year.

The SCoTENS website states

'We believe that SCoTENS is the only network of its kind operating across a contested border in the world'.

The North/South Student Teacher Exchange Programme is an innovative project that promotes professional learning, dialogue and a culture of collaboration across the island of Ireland. Despite all the current practical difficulties arising from the covid-19 pandemic, this unique exchange programme has the potential to grow and develop further if continued funding can be secured from departments north and south of the border.

The hope is expressed that this valuable programme survives and flourishes for years to come.

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The following institutions and organisations are members of SCoTENS

Institute of Education, Dublin City University; Mary Immaculate College, Limerick; St Angela's College, Sligo; Marino Institute of Education, Dublin; St Mary's University College, Belfast; Stranmillis University College, Belfast; Dublin City University; University College Dublin; Trinity College Dublin; National University of Ireland Galway; Maynooth University; University of Limerick; University College Cork; Queen's University Belfast; Ulster University; Waterford Institute of Technology; Irish Federation of University Teachers; Irish National Teacher's Organisation; Association of Secondary Teachers in Ireland; Teachers Union of Ireland; National Council for Curriculum and Assessment; The Teaching Council (Ireland); General Teaching Council for Northern Ireland; Letterkenny Institute of Technology.

The Secretariat of SCoTENS is provided by
the Centre for Cross Border Studies.

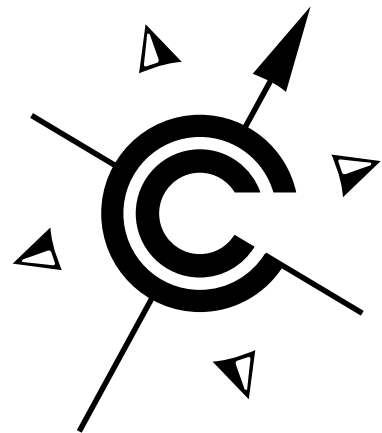
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