

Eighteenth Annual Conference
#SCoTENS2020

SCoTENS

THE STANDING CONFERENCE
ON TEACHER EDUCATION,
NORTH AND SOUTH

TEACHER EDUCATION in the COVID Moment



2020 ANNUAL REPORT

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

2020 ANNUAL REPORT



SCoTENS Steering Committee Members 2020

*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*

CONTENTS

CHAIRPERSONS’ INTRODUCTION 1

2020 WEBINAR HIGHLIGHTS 3

FUNDED RESEARCH PROGRAMME 20

SCoTENS STEERING COMMITTEE 30

SCoTENS MEMBERS31

CHAIRPERSONS' INTRODUCTION

Welcome to the 2020 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 student teacher exchange, the latest cross-border seed funding research projects and more!



**Dr Maria
Campbell**



Dr Noel Purdy

Throughout 2020, the members of the steering committee continued to meet virtually in order to progress the work of SCoTENS. Their endeavours resulted in the acceptance of a paper for publication in a special edition of the *Oxford Review of Education* in early 2021 and which utilises Wenger-Trayner's 'Value Creation Framework' to examine and critique the work of SCoTENS from the perspective of those who participate in the various activities organised and supported by SCoTENS. Members of the committee also organised a number of virtual events which took place in 2020 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.

Due to the restrictions posed by Covid 19, we did not host the annual face to face conference and instead, held a webinar with over 200 registered participants from across the globe, the details of which are on the following page.

Among the key activities of SCoTENS is the annual seed funding competition which since its inception, has funded 126 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 2020 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. The restrictions associated with Covid 19 meant that student teachers had to withdraw from schools during the second week of their placement, in keeping with Government directions. In light of such challenges, The forum where participants in this programme including student teachers, programme coordinators, cooperating teachers and principals meet to evaluate the programme and suggest 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 and organisations 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, Tricia Kelly and Mark McClatchey for their continued support, tireless commitment, enthusiasm and expertise during the past year.

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

2020 WEBINAR HIGHLIGHTS

The 18th Annual SCOTENS Webinar on the theme, **Teacher Education in the COVID Moment**, took place on Wednesday 21 October 2020. Over 220 people participated in the online event and there was representation from 17 different countries.

All presentations, recordings and publications are available to view and download from scotens.org/conferences/teacher-education-in-the-covid-moment/

WEBINAR WEDNESDAY 21 OCTOBER 2020

- 10.00am **WELCOME**
Dr Maria Campbell, Director of Graduate Programmes, Education Department, St. Angela's Sligo and co-Chair SCOTENS
- INTRODUCTION TO KEYNOTE SPEAKER**
Prof Linda Clarke, Research Director, Department of Education Ulster University, Coleraine
- 10.15am **KEYNOTE ADDRESS**
Prof Neil Selwyn, Research Professor in the Faculty of Education, Monash University Australia
'Teacher Education in the post-COVID moment'
- Question and Answer Session**
Prof Linda Clarke and **Dr Pamela Cowan**, Senior Lecturer (Education), School of Social Sciences, Education and Social Work
- 11.15am **VIRTUAL COFFEE BREAK**
- 11.30am **PANEL DISCUSSION**
'Educating in the COVID Moment'
Dr Noel Purdy, Director of Research and Scholarship and Head of Education Studies, Stranmillis University College and co-Chair SCOTENS
- CHAIR: Dr Conor Galvin**, Director of Doctoral Studies; Education, University College Dublin
- Alistair Hamill**, Blended NI, Lurgan College
Prof Tony Gallagher, Professor of Education at Queen's University Belfast
Dr Melanie Ni Dhuinn, Assistant Professor of Teacher Education, Trinity College Dublin
Amanda Jolliffe, DreamSpace/HomeSpace Lead, Microsoft, Ireland
Dr Stephen Roulston, Course Director for PGCE Geography at Ulster University
Rachel Farrell, Director of the Professional Master of Education University College Dublin
- Question and Answer Session**
Dr Conor Galvin and **Dr Gabrielle Nig Uidhir**, Senior Tutor for Development, St Mary's College Belfast
- 12.45pm **PANEL CLOSE**
- 7.00pm **DOCTORAL WORKSHOP**
Facilitator for the Doctoral Roundtable Feedback Session
Dr Céline Healy, Maynooth University Department of Education

KEYNOTE SPEAKER:

Prof Neil Selwyn

Research Professor in the Faculty of Education,
Monash University Australia.

Teacher Education in the post-COVID moment

The entire conference, including Prof Neil Selwyn's presentation, can be viewed at:
scotens.org/conferences/teacher-education-in-the-covid-moment/

The following is a transcript of Prof Neil Selwyn's keynote address.



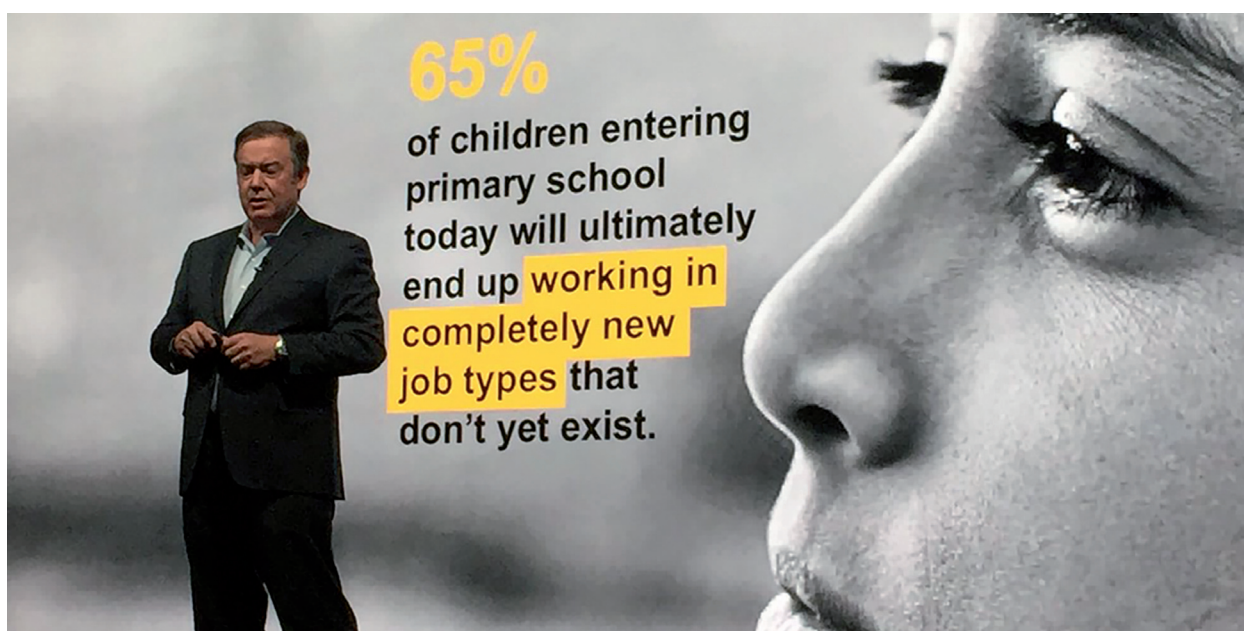
Hello from Melbourne. It's a real pleasure to be speaking with you. I'd like to thank SCoTENS and the SCoTENS committee for inviting me to do this. It's a pleasure. I've always wanted to give a talk in Ireland because I've never actually been to Ireland. I'm not sure if this counts or not but, anyway, it's great to be here. You've given yourself a huge task with this conference title, so hopefully in the next 45 minutes I can just begin to raise some ideas that hopefully we can take forward into the Q&A and the rest of the day, and beyond.

I just wanted to start off by acknowledging that these are extraordinary times, and I don't mean extraordinary in a good way. I think we need to acknowledge before talking about COVID and education that these are highly unsettling times. This is a public health crisis, but when you add in the social and the economic and the political turmoil that has accompanied it, it's really worth reminding ourselves that I think everyone is just doing really well to still be here, to still be functioning and still concentrating on our day-to-day job. It's also really important to acknowledge that nobody can be really sure of what's going to happen next. In fact, no one's really sure of what's going on at the moment. But it's a really good thing to begin to have these conversations as an education community. In one sense, I'm getting really tired of having to think every day about COVID and what COVID means for education. But in another sense, this is something that we cannot afford to get bored of. This is something where we

cannot afford to take our eye off the ball. We need to make good sense of what has happened and we need to make good sense of what is happening. Most importantly, as an education community, we need to make sense of what might happen next. That's kind of what I wanted to talk about today.

So, in terms of education, at least, I think my key message is this is something definitely that's not outside of our control. That's the spirit of the talk. I don't have any answers. I've got a bit of weary hope and I do have a lot of things that I think we should be concerned about, as well. Hopefully there's going to be a little bit of hope and a little bit of disappointment. That's generally my schtick.

If I was you and I was the audience for this kind of talk, there would be three likely reactions that I might have at the prospect of having to sit through somebody talking about post-COVID education. On the first hand, I might think COVID is a blip. We're going to get back to how things were sometime soonish. In fact, that's what Stephen Ball was suggesting in the podcast interview that Linda was talking about. I might think, on the other hand, that COVID is an ongoing crisis. There's no post-COVID, This is something we're going to have to learn to live with and adjust to. We're not going to get past this. This is just the new normal. And the third option is becoming increasingly popular, as well. That COVID is a tipping point for a completely different education.



Now, each of these reactions might well be right. As I said, no one really knows what's going to happen. So, I don't want to try and convince you that one of these arguments is correct and everyone else is wrong. Instead, I think it's more useful to keep an open mind. In fact, each of these three positions, I think, is well worth considering. Each of these three positions opens up some different issues and highlights some different responses that we might like to consider. So, I think in the presentation I want to tackle the question of what post-COVID education is from each of these three different angles and see where it takes us. So, again, I'm not saying anyone's right and anyone's wrong. Let's just see what we think we can come up with in terms of ideas.

Before I come to those three scenarios now, I just wanted to briefly think about how we think about the future, particularly when we talk about education. Although I work in the area of technology in education, I've always been really a little bit wary of talking too much about the future, for a couple of reasons. First of all, as Linda was kind of hinting at, I'm definitely a glass half empty type of person. I've always thought that imagining a better future is a little bit of a, kind of, hippie indulgence and I'm definitely not a hippie. Secondly, because I work in education technology, this is an area where a lot of people talk in a very loose, sloppy way about the future. In education

technology, everything is a game changer. Everyone has a solution. There are lots of disruptors. Ed tech has taught me, I think, that there's a real danger that when you talk about the future of education, it's very easy to descend into hype and speculation and straight out nonsense. It's very easy to appear to be saying very profound things about education and the future of education, but actually be saying very little of substance. So, I don't want to be one of these people that wears a sharp suit and comes out in a kind of TED Talk style and starts just trotting out truisms that sound plausible, until you actually look and see what they're actually saying. "65% of children entering primary school will ultimately end up working completely new job types that don't yet-," you see this stuff perpetuated around the education conference circuit. It doesn't really help us very much. In fact, when you look at these things, it doesn't make any sense whatsoever. Why is it not 66% or 64%? Actually, hasn't education always been preparing students for jobs that don't yet-, anyway, we need to move beyond that.

But having said that, the older I've got and the more into those 25 years I've gone, the more I've found myself having to think about the future of education because that's where a lot of conversations go in terms of policy and in terms of practice. So, before COVID at least, I'd kind of reconciled myself to thinking about the future of

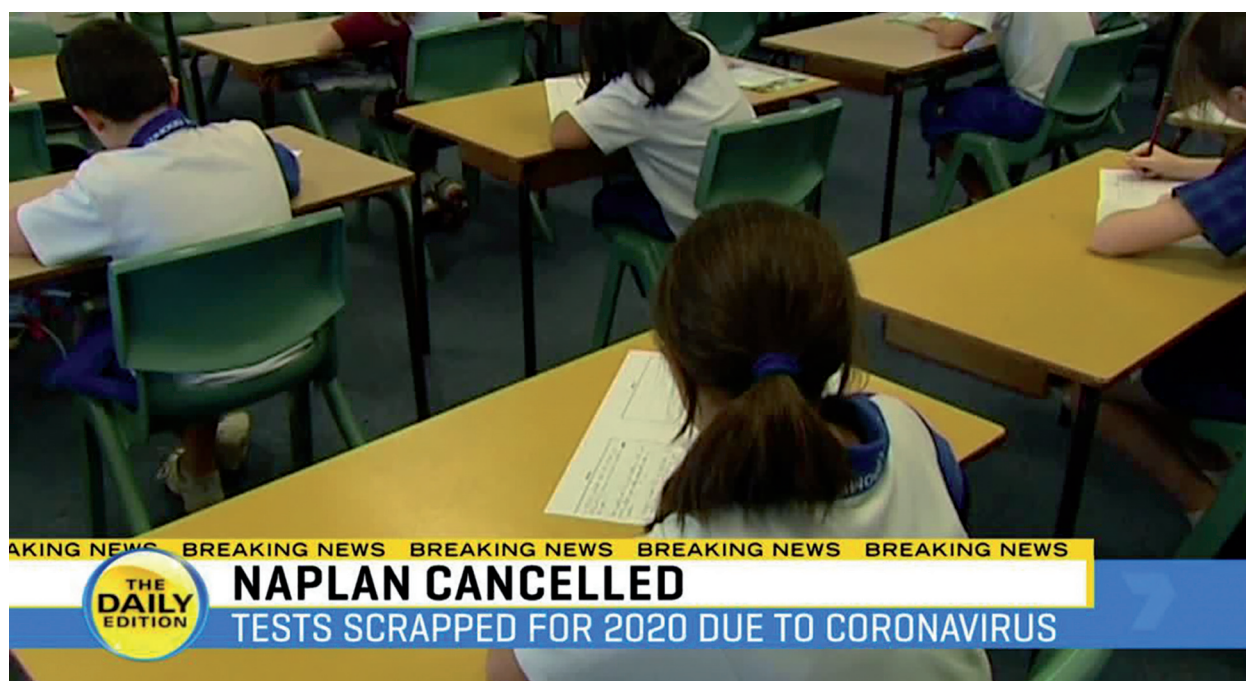
education along three kind of rules of thumb. The first is to think about and speculate on the future of education on plausible - rather than fantastical - terms. I think it's really important not to be too, kind of, pie in the sky. People remember Back to the Future 2 for one reason and it was because they talked about hoverboards, and we've never had hoverboards. But we need to be more plausible. So, that's a good rule of thumb.

Second is this distinction between talking about probable, possible and preferable futures. There's a fine line between talking about what you think will happen, and what you want to happen. I think it's always really important to make that distinguishing feature. When anyone talks about the future of education, are they just talking about what they want or are they talking about what they think will happen?

Last of all is this idea of futures, plural, which you see a lot but I think really makes sense. In other words, to be open to the idea of lots of different variations and lots of different directions that may well unfold over the next few years. Now, I think these are still good basic rules of thumb to employ when thinking about a post-COVID era.

But, on the other hand, there's something about COVID I think has made me think slightly differently.

Maybe think a little bit about the dangers of only thinking about the plausible continuation of the status quo, the 'same old, same old' approach. I think, whatever you might have experienced over the past eight or nine months, they have certainly blown apart the idea that everything carries on along roughly the same lines. So, I'm also prepared to try and think a little bit bigger and a little bit, kind of, more disruptively about where a post-COVID future might be taking us. COVID has shown us that big things can change. As, I think it was Linda was saying that your government were actually buying laptops and internet connections for students. Who knew that could happen? In Australia, cancelling the NAPLAN exams was just a seismic change. We've been told for years that you have to have NAPLAN, NAPLAN's a great thing. All of a sudden, government cancelled it. I saw that Scotland is cancelling its National 5 examinations for 2021. Things we thought were set in stone no longer seem so untouchable. You're seeing this outside of education, as well. Governments introducing universal basic income, housing the homeless in hotels. So, I guess like many people who have never really experienced a real major crisis or major upheaval before COVID, I'm beginning to get shaken out of this idea of being complacent. Big change could be possible.





But ultimately, it doesn't really matter what I think and I think this is actually key to everything else I'm going to say. It doesn't matter what I personally think. It doesn't matter what you personally think is going to happen, or how any of us are personally processing the future. We should be trying to approach the question of the future of education as a collective, together. I draw here on one of my old colleagues, Keri Facer, who I started my career with a long, long, long time ago. Keri has gone on to become a professor of educational and social futures, and write some really interesting stuff about educational futures. Recently, she blogged about what her area of education futures means for COVID-19. It was really interesting to see her talk about how we should begin to start processing what's taking place in order to move forward, in order to have a little bit of hope. Keri makes the point that ultimately different people make sense of the future in different ways. You may love a good disaster story, or you might be all for stories of hope and transformation. It doesn't matter. You might be a utopian, or you might be a dystopian. You may be wanting to talk about big change, or talk about no change at all. None of these approaches are better than the others. Each story that we prefer to tell will dial up some aspects and some issues and dial down some others. It's key that when we're talking amongst ourselves that

we're respectful of what our default setting is for thinking about the future, but also what the default setting for others is and not to dismiss other views as being too extreme or too moderate. I think our collective end goal is the same. We want to get through this to the other side in better shape, hopefully, than we are at the moment. The point is, I think, to work this out together. So, with all that in mind, I just wanted to think about what post-COVID education and post-COVID teacher education might mean on all three of these different lines. Hopefully this is something we can talk about in the Q&A.

So, first of all, this idea of COVID as a blip. This idea that we'll be back to where things were sometime soonish. This is a really nice thought. I mean, it's not personally where I'd be going with it but it's a really nice thought. But I think even if you do take this approach, I don't think anyone would assume that we want to go straight back to where we were at the end of 2019. Nothing might substantially change if we do get through COVID, but it is worth bearing in mind what better aspects of education might have been shown up during the remote schooling disruptions. What different practices might be worth holding on to. So, I'd want to take this approach as beginning to think about what positives we might be able to take from the COVID experience so far. To be a bit glass half full for a moment. It's interesting to think about what we might want to take into a post-COVID future from our recent experiences. There's at least five things I can think of that are worth rehearsing, at least.

First of all, as Linda was saying, is this idea of different types and new perspectives on teachers and professional learning. So, from my own observations in Australia, it seems that the COVID remote schooling period has seen teachers engaging in professional learning in different ways. Not just for the credit, but because they actually needed to work stuff out very quickly. So, we've seen a rise in micro content. We've seen a rise in just in time and on demand professional learning. A lot of it, as Linda was saying, using technology. I've been really interested in the growth of professional learning communities that have grown

up on apps like WhatsApp and Tik Tok. On the other hand, we've seen initial teacher education have to pivot to virtual school placements. The idea of having a school placement online, rather than in a face to face campus. We've seen the launch of virtual teacher training programmes and we're now seeing people like PWC arguing to reimagine teacher education along these accelerated, agile lines. Now, I'm not an expert in teacher education, so I'd be fascinated to hear from you and your experiences about what new forms of teacher education you've been seeing over the past eight months or so. But I think we're certainly seeing some different dynamics in the area of professional learning and teacher education that might well be worth holding on to.

The same goes in terms of new perspectives we now have on the home as a site of schooling. We know a lot more now about how the home works as a place and a space for schooling. We've developed platforms, we've developed resources and we've developed practices to support home-schooling, which I think we can take forward even when we're teaching in a face to face manner. The remote schooling vernacular, I think, has proven to be quite distinct from the homework vernacular. COVID might be seen as an opportunity to reimagine the ways that we teach at home. Homework as an active process of teaching, rather than a passive sense of just setting tasks.

Third thing, which is clearly a big game-, possibly a game changer is this idea of technology. I could go on about technology for a long, long time but I won't because it does tend to get a bit boring. But the tech side of remote schooling, I think, has been a shock and also a surprise. One of the first things that everyone has realised is that teaching through technology is a completely different skill set to teaching with technology in a classroom. I think the best forms of technology use that have surfaced are not those that we normally associate with school technology. The best forms of technology, I think, have been looser, have been more improvised, have been more 'bottom up' and often more student driven as well. We've seen teachers quickly work out that the best way to teach

through video is in an asynchronous manner, or to teach with the video off. Teachers have been confident to make, kind of, 'good enough' uses of technology and also to let their students take control as well. We've seen this rise of new digital competencies for teachers. It's not just the skills of being able to turn the platform on and use it, but skills like digital empathy, digital differentiation, digital improvisation and also digital diversity. The technology uses that have come to the fore, I think, over the past eight months have been more human, more organic, possibly even more fun in comparison to school technology. I think those are things that we could possibly take forward into future forms of schooling.

I'm also fascinated about the new relationships that have grown up between parents and schools. And I know pre-COVID, you know, the issue of parental engagement has been a perennial headache for schools. We know that not all families have been on board with remote schooling – and I'll come to that in a minute. But there has certainly been, I think, increased connections and involvements with many, especially the silent majority of parents that never necessarily came to the forefront of schools' attention. Many parents and carers I think have been more closely involved in their children's education than ever before through remote schooling, which raises a number of possible opportunities. I think we might have a generation of home-school allies: parents that now are really willing to play an active part in supporting homework and school at home. We possibly have a generation of more supportive and engaged parents in terms of school politics, getting involved in the running of the school and the school community. This is possibly a frightening thought but you might even have a generation of parents who might consider themselves to want to go on and become teachers. A kind of boom in second career teachers, which I think we should see as a good thing.

And actually, that brings me on to my last possible positive. COVID has thrown up this idea that we have a much, much more diverse set of workers who would class themselves as teachers than



perhaps we realised. We've seen a new diversity of people who have been acting as teachers. Not just Joe Wicks, but a range of home tutors, Zoom tutors. I think we call them Zootors in Australia. I don't know what you call them elsewhere. Home-school bubbles, micro schooling, online platforms. So, there's a new kind of economy of home-schooling which has taken hold and I think looks set to stay. If you want a quick heads up to what I'm talking about, then check out Prenda, which is touting itself as a new Uber for schooling. They have non-licensed guides, instead of teachers, that teach in bubbles in homes rather than schools. It's kind of becoming a new, monetised form of home-schooling. Now, again, this might seem horrific for those of us that work in kind of conventional education, but you can flip it the other way and see this as an opportunity. There's a whole range of new professionals now who want to consider themselves to be teachers and educators, and I think maybe could now be perceived in what we see as teacher education. These are people that can perhaps be professionalised. These people that can perhaps be supported. These are people that we can perhaps encompass in what we see as the remit of teacher education.

So, all told, a lot of things are not quite the same as they were before. I think if we're being optimistic, there's plenty we can build upon. So, to

recap, new forms of professional learning, new forms of technology enhanced learning, revitalising home and homework as a site of schooling and expanding the notion of the teacher workforce. So, this all sounds great. I have been warning you, though, that I'm actually a very pessimistic person.

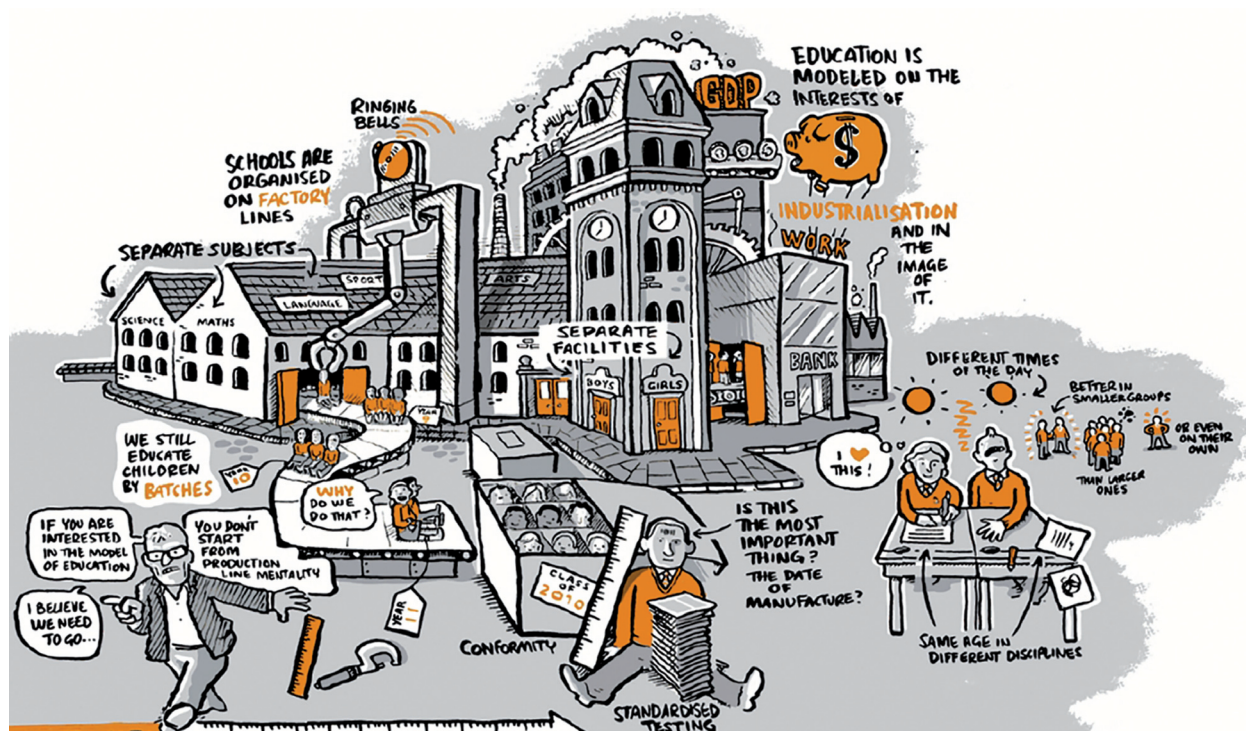
So, move on to my second and slightly less upbeat message. This is the idea that COVID is an ongoing crisis. The message from Melbourne is, which, we were, the most locked down city in the world. Clearly COVID isn't over and I see that you guys are now seeing that in Europe as well, and in Ireland, the whole island. Secondary school kids are still off school in Melbourne. I've seen that Northern Ireland is delaying reopening schools. Moscow's closed down its schools. We can see that I think we need to prepare for further shutdowns and shifts to remote schooling. This is still a matter of coping, so I don't want to think that we are anywhere near a post-COVID moment, myself. And if I am being glass half empty, I think there's a lot we need to think about in terms of surviving. Before we can build better, I think we just need to try to get through this.

I don't know about you, I am absolutely exhausted. So, one thing I think we really do need to acknowledge is the huge impact that COVID has had on the teaching workforce. We've got teaching

workforces that are increasingly worn out, if not burnt out. COVID has had a huge impact on teachers and teachers' work. We know workloads have increased. Workloads have completely changed. There's been a whole bunch of new tasks that teachers have had to take on. New skills they've had to learn. Before COVID, Monash did a survey last year finding 71% of teachers reported feeling underappreciated and disenchanted with their profession. Those figures have gone through the roof. Now we've got teacher burnout, teacher wearing out as an even bigger problem. Even the most enthused and energetic teachers are still doing it tough. The magic of teaching is missing for a lot of people at the moment. Teaching through a mask, teaching online, not knowing if the school term is going to be completed or not. All the reasons that people got into teaching are not necessarily there at the moment. I think there's a real, kind of, collective trauma that we perhaps need to work through as a community because teaching is a collective experience. We're all part of a communal workforce and we work in the presence of others. So, a lot of what we've done over the past nine months has really disrupted the relationships and the connections, and what it means to be a teacher. I think all of this needs to be restored and rebuilt and repaired. There's a

huge task of care and repair for teachers that we need to engage in.

The same goes for students, as well. I think we're seeing now a changed student cohort. A changed body of students. Certainly in terms of students' mental health, COVID has been a huge source of disruption in terms of student education, but also in terms of their household turmoil. Students have gone through unemployment, parental upheaval, illness and even the death of loved ones. So, in terms of mental health, students are really doing it tough. There was a recent UNICEF survey in Australia of teenagers at the end of May, which found that the number of teenagers that felt that they were able to cope well with life had plummeted from 81%, down to 45%, with over two thirds of these teenagers worried about their education being disrupted or held back. So, we're seeing big changes in just the mental health of our students. We're actually seeing big changes in who we're actually teaching now, as well. We're seeing this in the US and in Europe, as students are coming back to the new school year. Families are moving around a lot. Workers are moving around to different towns. Zoom towns, for example. In the US, in some schools enrolments have plummeted, some schools enrolments have gone through the



roof with just a new set of students that we weren't expecting to see. The same in the UK. I was reading yesterday in The Guardian, I think it was 5% of students for 400,000 children off school in one week due to COVID. So, just kids are not in the classroom. There was also that Sunday Times story from the weekend about the lost children of COVID. Thousands of students that just haven't returned to school in September, and a rise of absenteeism. This tends to be the students that had a previously precarious relationship with school. Those relationships have been made even more precarious. If your family have lost their job, and you're in an unemployed household that's transient anyway, school is the last thing on your mind. So, I think we need to really think about, again, a job of care and repair with our student body.

I think as both Linda and Maria said, COVID has shown up some big inequalities, pre-existing inequalities that really need fixing. We saw immediately as we went into remote schooling, the homework gap, the so called homework gap. The ability of students to actually do work at home, both in terms of digital technologies but also in terms of analog technologies. We had charities in Melbourne that were supplying thousands of desks and chairs, pencils and pens and paper to households that just didn't have those resources at all. We've seen students have been shuttling around three different households, really struggling. Students that have caring responsibilities. All of these issues have been pushed to the fore over the past eight months and exacerbated. Indeed, COVID has caused additional inequalities as well, which we're now having to deal with. The myth that we're all in this together certainly wasn't borne out through the last period of remote schooling and won't be borne out through the next period of remote schooling. The school closures have opened a chasm in terms of the education of low income students and those from better off families. We've seen the 'Matthew effect'. the idea of those that are already advantaged being advantaged more, in terms of those that go to well-resourced schools, as opposed to less well-resourced schools. The private

sector, as opposed to the government sector and those that have the parents and the family backgrounds with the time and skills to actually, kind of, plug these deficits and those that don't. So, there's a genuine concern, I think, about the learning loss that's been incurred during the pandemic. This is another big issue that we're going to have to address. Another big recovery operation.

Then, last of all if this wasn't gloomy enough, we're entering a global financial crisis. Schools are going to be defunded. Budgets are going to be cut. Schools are already struggling to cover the cost of the extra COVID responsibilities and obligations that have been landed on them. It looks like schools are going to be in a really difficult place for the next few years financially.

There you go. Glass half empty, glass half full. Post-COVID, we may well have a school system that's on its knees. Big issues with teacher retention and student wellbeing, and a hostile financial environment to address these issues. So, there's a lot to be thinking about. There's a lot to be bearing in mind when we talk about where we want to be going. That's before we get to this third idea of COVID as just being a huge tipping point for a completely different education.

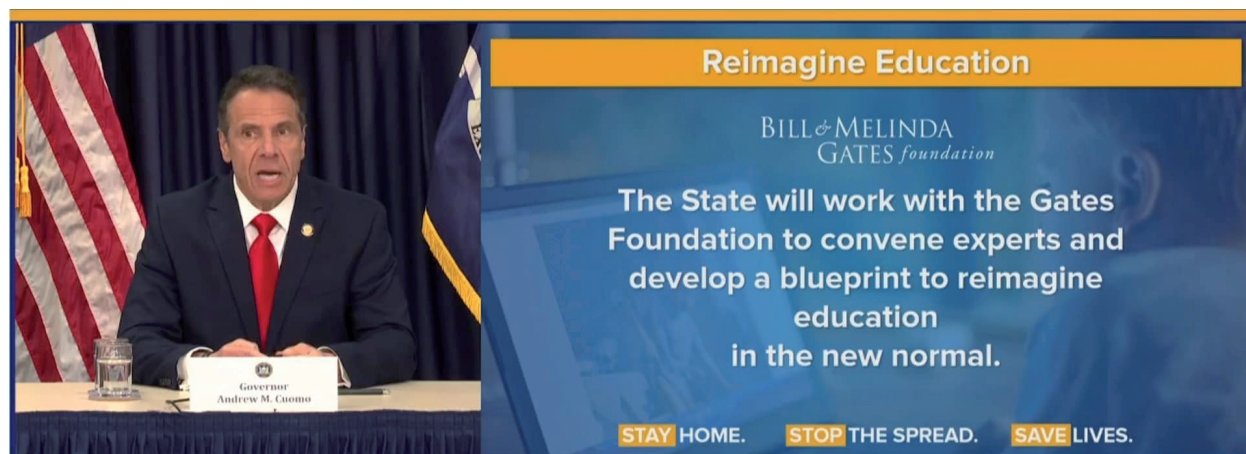
Now, this might seem a bit more far-fetched. But as I said earlier, I also want to be open to more radical change. There are two things to bear in mind when you hear these arguments about how we're now entering a completely transformative, revolutionary stage. First of all, people have long been arguing for education needing to change. So, it's not a new thing to be arguing this and I don't think it's a particularly good thing either. I want to kind of argue against this a bit. But the idea of the transformation of schooling has been going along for the past 10, 20 years. People have been talking very passionately about how terrible it is to have a factory model of industrial era schooling from the 19th century. You know, this idea of the outdated-, all the stuff Ken Robinson had in his RSA slides. You know, the idea of a batch model. All of those clichés. I could go to conferences in ed tech arenas for the last 20 years. People could stand up and say,



“Schools are broken and no longer fit for purpose. We need to reinvent,” and everybody would nod. COVID is giving all of those people a really excuse to make these arguments, times a hundred. We're seeing a big, global pivot to a lot of people using remote schooling as an excuse to justify long-standing ambitions for really significant education reform. Over the past five months or so, we've seen a continued production of roadmaps and blueprints for new types of schooling. So, you know, the likes of McKinsey and OECD and all of these consultancy firms and the World Economic Forum. Lots of big ideas are being thrown around at the moment and I think we need to take these seriously as an education community. In Australia, for example, we've seen very powerful arguments for back to basics, work-ready skills, curriculum. All of the usual arguments that commercial interests

need to be better involved in education, corporate reform of schooling, etc., etc.

It's interesting actually to take a look at these in a little bit more detail. These McKinsey ideas that were floated last month. The idea of resilience and radical innovation. When you look at what's being argued, a lot of it's familiar to those of us that look at future talk about education. But there are some radical things being suggested here. Not just harnessing technology or some of these other things, unbundling the teacher, new models of teacher preparation. When you look at the suggestions in this McKinsey report about teacher preparation, it's possibly scary, possibly innovative, depending on which way you look at it. But they argue here, teacher preparation and development falls short in many systems. They're arguing for a

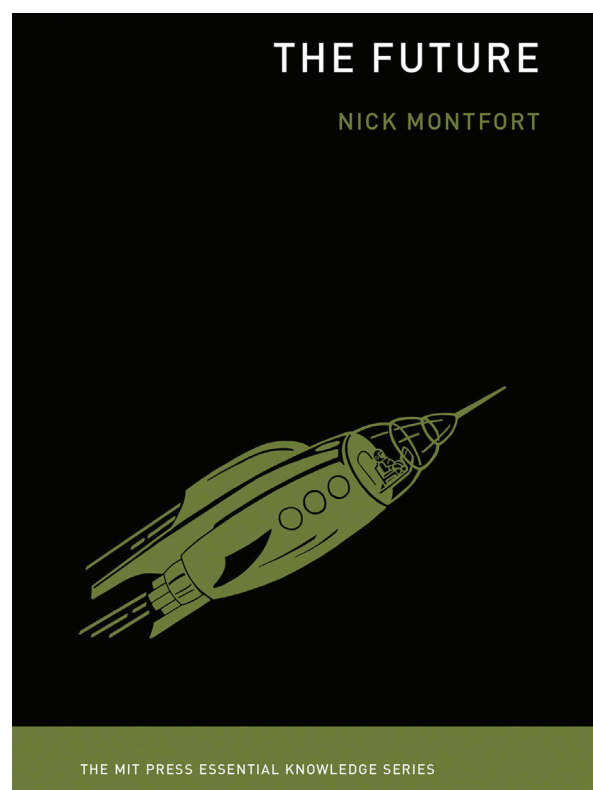


clinical model of teacher education. A bit like teaching hospitals. They're saying, well, corporate professional training makes good use of simulation, so why don't we have classroom simulators where student teachers can go into computer based classroom simulations for a couple of years to learn to teach before they get loose in the real world? We can give teachers scripted lesson plans on iPads to help them cover core areas they have no expertise in. Lots of these ideas. Now, that hopefully sounds a bit horrific to those of you that work in teacher education. But these ideas are now being put on the table as a solution to all of the problems I've just outlined: not much budget, teachers that are leaving the profession.

Now, you might think that these more radical ideas are nothing to be concerned about. After all, this is what consultancy firms and people like OECD do all the time. But I think we're entering a tipping point where a lot of policymakers are willing to take these ideas more seriously and run with them. So, one of the things that's been catching my eye over the last few months is what's going on in New York state, for example. We've got people like Andrew Cuomo, the state governor, running with this. Inviting the Gates Foundation and Eric Schmidt, who used to be part of Google, to come up with a new blueprint. So you've got the governor of the state of New York arguing that we don't need classrooms. We don't need schools. This is the tipping point. It's hard to change the status quo but this is one of those moments in history where people say, "Okay, I'm ready. I'm ready for change. I get it." So, this is serious stuff.

"The old model of everybody goes and sits in a classroom and the teacher is in front of that classroom, and teaches that class, and you do that all across the city, all across the state, all these buildings, all these physical classrooms ... why, with all the technology you have? ... It's hard to change the status quo. But you get moments in history where people say, 'OK I'm ready. I'm ready for change. I get it'. I think this is one of those moments."

Governor Andrew Cuomo



If I was in New York at the moment, I would be very, very concerned about the future of public schooling. The idea of a new normal might sound benign, but I think we definitely need to be careful what we wish for.

So, anyway, those are three perspectives on where we might be going. As I say, I think we should take them all seriously and see what ideas come from all three of them. I'm not saying one's right, one's wrong, one's going to happen, one's not. I can't predict what's going to happen. In some ways, we just need to keep talking about these ideas. I like this idea by Nick Montfort, actually, that we can't predict what's going to happen. The future is not something to be predicted, but something to be made. Something that's constructed through the stories that we begin telling about the future, but also the conversations that we have. I think that's one of the things I would take from all of these different perspectives on where we might be going in a post-COVID moment. We need to establish local, national and global conversations about education and the future of education. This involves talking amongst ourselves in communities like this, but it also involves engaging with the wider public opinion. Any public forum, I think,

where people are interested in talking about education in the future, we should be there. We should be telling people from our own professional point of view what we think is possible. We should also be telling people from our own professional point of view what we think is preferable. I don't think post-COVID education should be the preserve of consultancy firms, think tanks, IT companies and career politicians. Teachers should be involved, but we know how hard it is. Teachers, as I said, are worn out. They're exhausted. They're not very good at dealing with the future. Teachers are great at firefighting and dealing with what's thrown at them. They're less proactive in actually, kind of, stepping up and talking about where they want to be going. But I think we need to be proactive, rather than just reactive.

So, I think there are at least four points of action, I would like to say, a call to arms for the education community around the world. We definitely need to remind ourselves and remind others of what was different but also what was positive about this year so far, despite all of the horrific nature of it. What might we want to take forward from the past nine months? But, at the same time, we don't want

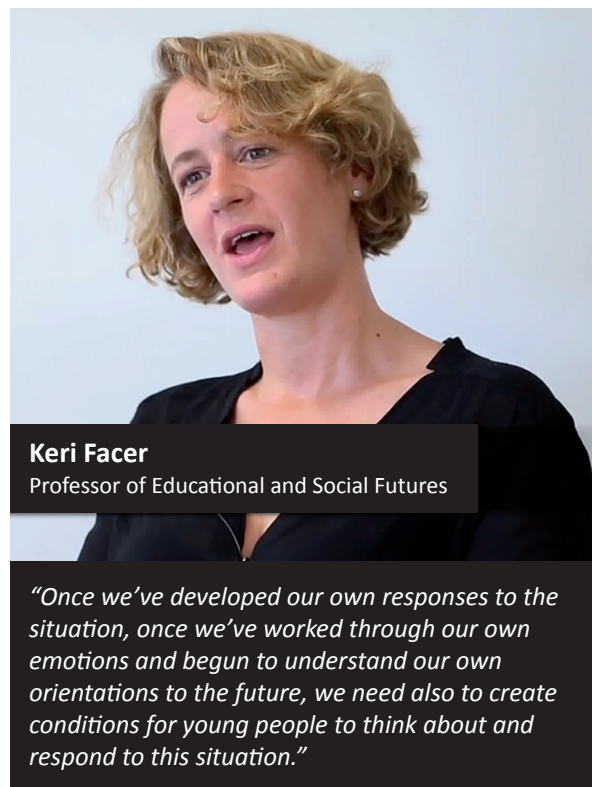
to be too, kind of, utopian about this. We need to recognise and act upon the negatives that have arisen and will continue to arise. I definitely think we need to improve our preparedness for more remote schooling. I didn't really go into this too much but we have experience of what happened the first time around. Melbourne has been in a second wave of remote schooling for 12 weeks, and I fear that a lot of Europe is going into more rounds of remote schooling. We need to start talking about what worked last time and what didn't work, and what we need to do differently because we may be going in and out of remote schooling for a long time yet. Last of all, whilst doing all of that we need to engage in these bigger debates. We need to engage in the debates about the change of education.

Now, just before I finish, I just wanted to just have a reality check in a way. This is very depressing but despite everything I've just said, we shouldn't get too consumed by everything COVID. I remember at the end of 2019, I was talking a lot about what the 2020s might have in store. I didn't mention once a pandemic. There was a whole heap of other stuff I was talking about. None of this is going to go away.



These other issues have not disappeared. In Australia, we were talking about the need to really engage with Indigenous education. We were talking about massive curriculum reforms, rethinking the links between education and the economy in the age of precarious labour, moving beyond 21st century skills, which I don't think are fit for purpose, and actually rethinking broader notions of skills and competencies and aptitudes. The big elephant in the room last summer when we had the bushfires here was how do we rethink education provision that's appropriate for an age of climate change. All of those issues still need to be talked about. In fact, all of those issues are intertwined with all of the issues that we're now experiencing through COVID. Then we have things like Black Lives Matter and so much other stuff going on as well. So, it all seems very overwhelming and I don't want it to seem overwhelming. In some ways, I think it helps just to think about everything in very small steps. Addressing all these issues is not anyone's individual responsibility, but it's a collective responsibility. Everything I've touched upon is a collective responsibility.

Just to go back finally to my colleague Keri Facer. I like her argument here, that maybe our task is simply to just create conditions to respond. When she talks about supporting young people to be able to engage with the future, we can think about supporting students and young teachers and student teachers to engage with the future with critical hope. Everything I've just mentioned are issues and challenges or conditions that we all will be facing. I think our job perhaps as academics working in faculties of education and colleges of education and unions is just to foreground these issues in the things that we do, the conversations we have, the work that we do, and just try and engage everyone that we work with in the task of trying to work out together where education needs to go next. Better still, where we all think education wants to go next. So, I think as professional educators we have a leading role to play in these discussions but we're not ultimately responsible for sorting it out ourselves.



Keri Facer

Professor of Educational and Social Futures

"Once we've developed our own responses to the situation, once we've worked through our own emotions and begun to understand our own orientations to the future, we need also to create conditions for young people to think about and respond to this situation."

PANEL DISCUSSION

The PANEL DISCUSSION 'Educating in the COVID Moment' was opened by Dr Noel Purdy, Director of Research and Scholarship and Head of Education Studies, Stranmillis University College and co-Chair SCoTENS.

Dr Conor Galvin, Director of Doctoral Studies; Education, University College Dublin chaired the panel discussion involving the following panellists:

Alistair Hamill,
Blended NI, Lurgan College, Co. Armagh

Prof Tony Gallagher,
Professor of Education at Queen's University Belfast

Dr Melanie Ni Dhuinn,
Assistant Professor of Teacher Education, Trinity College Dublin

Amanda Jolliffe,
DreamSpace/HomeSpace Lead, Microsoft, Ireland

Dr Stephen Roulston,
Course Director for PGCE Geography at Ulster University

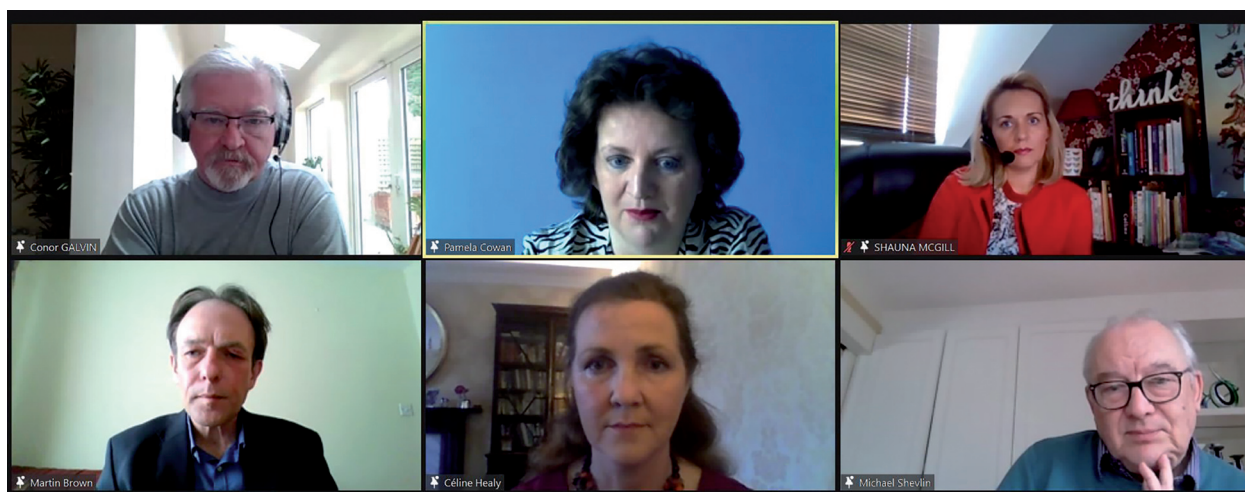
Rachel Farrell,
Director of the Professional Master of Education University College Dublin

Opening video presentations were followed by a question and answer session moderated by Dr Conor Galvin and Dr Gabrielle Nig Uidhir, Senior Tutor for Development, St Mary's College Belfast.

The panellist explored a wide range of themes, encouraging conference delegates to look for learning opportunities from the current unprecedented 'shock' to the education and teacher education systems as a result of the Covid-19 pandemic: reimagining and embracing the educative potential of technology, recognising the enormous sacrifices of the teaching profession, working to ensure that the spirit of collaboration evidenced during the pandemic continues, addressing the educational inequalities exacerbated by home-schooling, and seeking to re-establish interaction and the power of relationships, even in the midst of enforced distance of remote teaching and learning.

As in previous years, SCoTENS is indebted to the panellists who so willingly gave of their time to ensure a stimulating and insightful discussion.





RESEARCH EVENT

This event was held for members of SCoTENS and comprised of short presentations by a small group of team members who were successful in recent seed funded projects:

- **the launch of last year's Annual Report** by James Noble-Rogers, Executive Director of the Universities Council for the Education of Teachers (UCET);
- **the presentation of this year's John Coolahan Award** to the authors of the Seed Funding Report which is recognised to be the most in line with the values and ideals of SCoTENS; and, finally,
- **a short Q&A session** which supported potential applicants for this year's seed funding programme.

2019 SCoTENS ANNUAL REPORT

Last year's Annual Report was launched by James Noble-Rogers, Executive Director of the Universities Council for the Education of Teachers (UCET).

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 Linda Clarke presented the John Coolahan Award to the winning research report on Readiness and Practice to Teach and Learn in a Digital World (RAP) Pamela Cowan, Queen's University Belfast, Martin Brown, Dublin City University, Stephen Roulston Ulster University and Rachel Farrel, University College Dublin

DOCTORAL WORKSHOP

SCoTENS invited proposals for participation and working papers at the 5th SCoTENS Doctoral Studies Roundtable which took place online.

The Doctoral Roundtable session was facilitated by Dr. Céline Healy (Maynooth University, Department of Education) and enabled doctoral students to present and discuss their doctoral work in progress to small groups of fellow doctoral students. Each small group session was facilitated by SCoTENS colleagues who are also leaders in the field of Teacher Education and related research in Ireland, north and south.

This roundtable provides an important space for doctoral students to engage with each other, share their research design and findings and foster supportive relationships on the island of Ireland. The Roundtable session brought together doctoral researchers working on topics relating to teachers,

teaching, and teacher education in its broadest readings on the island of Ireland. Topics explored included 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, special curricular areas including early maths, to mention but a few. Doctoral students with an interest in education and teacher education were invited to apply for a place at the roundtable to discuss their work with like-minded peers and SCoTENS network colleagues, ideally in light of the concerns of the conference theme.

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).**

Ten projects were awarded funding in 2020-2021.

PROJECT	PARTNERS
ASSESS - Active Seminar Series for Early-Career Students Introducing a Shared Programme of Support for 'Assessment as Learning' Post-Pandemic for Post-Primary Early Career Teachers: From Case Study to Praxis	Dr Niamh Dennehy and Dr Joao Costa <i>University College Cork</i> Dr Celia O'Hagan and Dr Frances Burgess <i>Stranmillis University College, Belfast</i>
ExDMTE - Exploring Democracy through Music Teacher Education	Dr Regina Murphy <i>Dublin City University</i> Dr Jayne Moore <i>Stranmillis University College, Belfast</i>
MITENS - Migrant Teacher Experience North and South: A replication and comparative study by QUB and MIE	Jennifer Roberts <i>Queen's University Belfast</i> Rory Mc Daid <i>Marino Institute of Education, Dublin</i>
PIE - Play for Inclusive Education on the island of Ireland	Dr Sinéad McNally <i>Dublin City University</i> Dr Victoria Simms <i>Ulster University</i>
REEPP-NS - Determining Student Teachers' Engagement with, and application of, Educational Research to Enhance Professional Practice in two North and South Teacher Education Institutions	Dr Aimie Brennan and Dr Julie Uí Choistealbha <i>Marino Institute of Education, Dublin</i> Dr Claire Connolly and Dr Martin Hagan <i>St Mary's University College, Belfast</i>
REEPP-NS - Determining Student Teachers' Engagement with, and application of, Educational Research to Enhance Professional Practice in two North and South Teacher Education Institutions	Dr Aimie Brennan and Dr Julie Uí Choistealbha <i>Marino Institute of Education, Dublin</i> Dr Claire Connolly and Dr Martin Hagan <i>St Mary's University College, Belfast</i>
SCHOLAR - Scholarship through the Collaborative Hosting of Online Learning for Aspiring Researchers	Dr Frances Burgess and Mrs Celia O'Hagan <i>Stranmillis University College, Belfast</i> Dr Deirdre Harvey and Dr Maria Campbell <i>St Angela's College Sligo</i>

PROJECT	PARTNERS
STAND - Standing Together for Autism and Neuro developmental Difference	Dr Carol-Ann O'Síoráin <i>Hibernia College Dublin</i> Dr Jessica Bates and Dr Una O'Connor Bones <i>UNESCO Centre</i> <i>Ulster University</i> Dr Neil Kenny <i>Dublin City University</i> Dr Conor McGuckin <i>Trinity College Dublin</i> Dr Craig Goodall <i>St Mary's University College, Belfast</i>
TLC-IME - Developing Teacher and Leadership Capacity in Irish-Medium Education: An analysis of immersion-specific competences	Dr Gabrielle Nig Uidhir <i>St Mary's University College, Belfast</i> Dr TJ Ó Ceallaigh <i>Mary Immaculate College</i>
VOTE-PE - Value Orientations of Teacher Educators in Physical Education: investigating beliefs, curricula, and programming in two jurisdictions	Maura Coulter <i>Dublin City University</i> Ciaran Walsh <i>St Mary's University College, Belfast</i> David McKee <i>Stranmillis University College, Belfast</i> Tony Sweeney <i>NUI Maynooth</i> Suzy Macken <i>Marino Institute of Education, Dublin</i>

Funded Projects 2003-2020

RESEARCH & CONFERENCE PROJECTS FUNDED IN THE AREAS OF SPECIAL EDUCATION AND INCLUSION			
TITLE	DATE	AUTHOR/ORGANISER PROJECT LEADERS	INSTITUTIONS
Interactive apps and narrative writing: children's and teachers' perspectives in primary schools in socially disadvantaged areas	2019-2020	Dr Jill Dunn Dr Gene Mehigan	Stranmillis University College, Belfast Marino Institute of Education, Dublin
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 Dillenburger Dr Geraldine Leader	Queen's University Belfast NUI Galway
Conference: Dyslexia, Literacy and Inclusion	2009-2010	Ms Louise Long Dr Therese McPhillips	St Mary's University College St Patrick's College, Drumcondra
Development of North/ South cast studies identifying key features of good practice in the teaching of pupils from ethnic minorities	2009-2010	Mr Ken Wylie Dr Mark Morgan	Stranmillis University College St Patrick's College, Drumcondra
Consulting pupils on the assessment and remediation of their Specific Literacy Difficulties	2008-2009	Ms Louise Long Dr Michael Shevlin	St Mary's University College Trinity College Dublin
Student Teachers' perceptions of their competence to meet the needs of pupils with Autistic Spectrum Disorder in mainstream primary schools	2008-2009	Ms Mary Greenwood Dr Patricia Daly Ms Anne O'Byrne	St Mary's University College Mary Immaculate College
The Professional Development Needs of teachers working in Special Educational Needs	2007-2008	Ms Elizabeth O'Gorman Ms Mairin Barry Prof Sheelagh Drudy Ms Eileen Winter Dr Ron Smith	University College Dublin Queen's University Belfast
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. Aileen 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
Teacher Wellbeing from Engaging with Educational Technologies	2019-2020	Mr Sammy Taggart Prof Deirdre Butler Prof Don Passey Mr John Anderson	Ulster University Dublin City University Lancaster University NI (EN) Innovation Forum
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
Use of a Simulated Teacher Learning Environment for Providing Preservice Science Teachers the Opportunity to Practice Teaching Students with English as an Additional Language	2019-2020	Dr Sultan Turkan Dr Karen Maye	Queen's University Belfast University College Dublin
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
Self study Research Investigating Possibilities and Pitfalls of Arts Integration	2019-2020	Dr Michael Flannery and Dr Máire Nuinseann Dr Frances Burgess and Denise Elliot	Marino Institute of Education, Dublin Stranmillis University College, Belfast
An Exploration of the use of Children's Literature in Early Reading within a Balanced Literacy Framework in the North and South of Ireland	2019-2020	Dr Tara Concannon-Gibney Dr Geraldine Magennis	Dublin City University St Mary's University College, Belfast
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 Janette 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

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

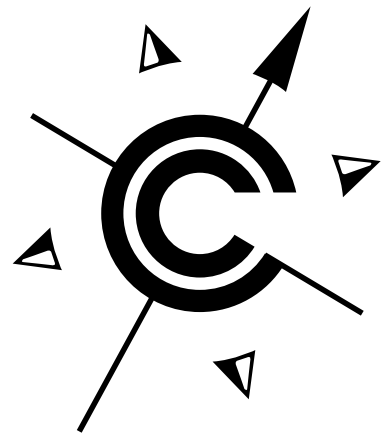
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