

SCoTENS

THE STANDING CONFERENCE
ON TEACHER EDUCATION,
NORTH AND SOUTH

Nineteenth Annual Conference

#SCoTENS2021

2021
**ANNUAL
REPORT**



All in this together!
TEACHER EDUCATION
and **Social Justice**

WEBSITE scotens.org

ACKNOWLEDGMENTS

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The Department of Education and Skills, Dublin



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

2021 ANNUAL REPORT



SCoTENS COMMITTEE (2021)

Dr Maria Campbell and Dr Gabrielle Nig Uidhir (co-Chairs), Dr Noel Purdy, Professor Linda Clarke, Professor Kathy Hall, Dr Conor Galvin, Dr Pamela Cowan, Des Carswell, Gerry Devlin, Carmel Kearns, Dr Lorraine Harbison

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CHAIRPERSONS' INTRODUCTION

Welcome to the 2021 SCoTENS Annual Report. The process of writing this report provided us with the opportunity to reflect on a year that was imbued with a sense of global crisis. For many people throughout the world, social, economic and political tensions impacted on their lives in critical and concrete ways during this past year. The wider educational community stepped up to meet the challenge. Remarkable, creative collaborations between educational partners emerged as teachers and teacher educators shared concerns, solutions and resources.



Dr Maria
Campbell



Dr Gabrielle
Nig Uidhir

Throughout 2021, schools and teacher education organisations continued to extend traditional roles and seek out transformative ways to reach students and to re-imagine our vision for education. Against that backdrop, the SCoTENS community has continued its work with a steady focus on our founding principle that recognizes the value and power of positive relationships in education. Some aspects of our core work had to be redeveloped in virtual format order to manage restrictions on public events. Other aspects of the 2021 programme were enhanced by new initiatives and new partnerships. The Annual Report highlights core activities from SCoTENS programme of work during 2021. We outline key information about our successful annual conference held virtually this year, the SCoTENS funded research initiatives, the virtual student teacher exchange initiative and some new developments and initiatives.

The annual conference entitled *"All in this together! Teacher Education and Social Justice"* with Professor Stephen Ball as keynote speaker, was streamed live from a recording studio in Belfast in October. Minister for Education Norma Foley opened the conference in a live stream from Dublin. This was a new experience for SCoTENS and enabled SCoTENS committee members and guest speakers to come together within a physical space and over 240 people to attend virtually. The Committee worked hard throughout the year, organizing other virtual events including a Research event in March where previous seed funding

recipients shared their experiences and lessons learned and a Q&A session was held for potential applicants. Meanwhile the annual call for seed funding was issued in February and the 2021 competition attracted a high level of interest in Northern Ireland and the Republic of Ireland. Seven innovative projects receiving funding with further details of these provided later in the report. Behind the scenes, the SCoTENS committee members were busy reading new applications for seed-funding and the completed reports by research teams. It was apparent that researchers throughout the island were not allowing Covid -19 restrictions to stop their work but adapted their projects and continued to work on a wide range of creative, collaborative initiatives, supported by the seed funding programme.

Committee members began planning for a reimagined virtual iteration of our Student-Teacher exchange initiative. Planning continued throughout the autumn of 2021 with a view to launching a series of workshop style events in March 2022, on the theme of Sustainability.

A significant development occurred in 2021 and was part of a wider movement to support collaborative research projects and shared understanding on the island. The Shared Island Unit in the Department of the Taoiseach and SCoTENS partnered to issue a funded call for research to be undertaken in 2021-2022, that would contribute to enhanced understanding and action-oriented research to inform professional and policy development considerations on a

shared island basis. This new partnership sought to complement the existing activities of SCoTENS, to contribute to the wider research programme of the Shared Island Unit, and, importantly, to enhance understanding of the shared island, north and south.

We are very grateful to the Department of Education and Skills in Dublin for their continued support and funding of SCoTENS, as a unique cross-border organisation that promotes shared understanding within the education community throughout Ireland. We express our gratitude to the Department of Education in Northern Ireland for the decision taken to restore funding of SCoTENS and we thank them for their support. We also thank affiliated institutions and organisations who endorse the SCoTENS vision for teacher education across the island with their continued support.

As joint co-chairs of SCoTENS, we would also 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 tireless commitment, support, flexibility and professionalism during the past year.

Finally, the achievements of 2021 would not have been possible without the dedication and commitment shown by the members of the SCoTENS committee. As co-chairs, it has been a privilege to work with this team of professionals who gave so generously of their time and expertise throughout the year.

Dr Maria Campbell
St Angela's College,
Sligo

Dr Gabrielle Nig Uidhir
St Mary's University College,
Belfast

2021 WEBINAR HIGHLIGHTS

The 19th Annual SCoTENS Webinar on the theme, *All in this together! Teacher Education and Social Justice*. The event took place on Thursday 21 October 2021 and was streamed live from a recording studio in Belfast. Minister for Education, Norma Foley opened the conference and streamed live from her offices in Dublin. Over 240 people participated in the online event and there was representation from 17 different countries.

This exciting new venture enabled educationalists from across the island, along with international delegates, to convene both in person in limited numbers in the recording studio and online to discuss challenging questions in education and

teacher education through the lens of social justice. A lively debate ensued, chaired by Dr. Noel Purdy as the panel of experts, present in the studio, further explored the theme from different perspectives by a panel of experts. The live streaming also enabled panelists to interact with the audience of teacher educators, teachers and others who joined the online event. That evening, the doctoral roundtable event was inspiring as doctoral students spoke to their areas of critical study in smaller groups. This event was designed to enable dialogue between participants and to provide useful feedback to the presenters and more experienced researchers.

All presentations, recordings and publications are available to view and download from:

scotens.org/conferences/all-in-this-together-teacher-education-and-social-justice/

The screenshot shows the SCoTENS website interface. At the top, there's a navigation bar with links: Home, About, News, Conference, Research Projects, Annual Report, Student Teacher Exchange Series, and Seed Funding Scheme. Below this is a 'Conferences' section. The main content area features a large banner for the 2021 conference, 'All in this together! Teacher Education and Social Justice'. It includes the conference year (2021), location (Online), and a link to view the 2021 conference online. A text block describes the theme of social justice in education, mentioning the need to consider linguistic background, class, culture, gender, ability, and race. Below this is a list of keynotes and a 'Download Programme' button. To the right, there's a 'Recent Conferences' section listing the 2022 conference: 'Reflecting, Reconnecting and Re-Engaging with the Core Purpose(s) of Education'.

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Conferences

All in this together! Teacher Education and Social Justice

Conference Year: 2021
Conference Location: Online

View the 2021 Conference Online
<https://youtu.be/NSchqylanbU>

Education is meant to be the great leveller, the great equalizer that also enables all learners develop their capacities and excel. From a social justice perspective, there is agreement that full appreciation of differences in linguistic background, class, culture, gender, ability, and race should be taken into account in our education policies and practices. How do we understand and enact social justice so that we can ensure we are 'all in this together'? This year's SCoTENS conference offers a timely opportunity to critically consider this major theme and examine questions such as:

- How can teachers, teacher educators and education leaders be both educators and advocates for social justice?
- To what extent can and should education be held to account for reducing inequalities?

SCoTENS
THE STANDING CONFERENCE ON
TEACHER EDUCATION, NORTH AND SOUTH

21 October 2021

All in this together! TEACHER EDUCATION and Social Justice

WEBINAR scotens.org

Download Programme

Recent Conferences

2022 - Reflecting, Reconnecting and Re-Engaging with the Core Purpose(s) of Education

- 10.00am **WELCOME**
Dr Maria Campbell, Director of Graduate Programmes, School of Education, St. Angela's Sligo and co-Chair SCoTENS
- 10.05am **OPENING OF CONFERENCE**
Minister Norma Foley, Minister for Education (South)
- 10.15am **INTRODUCTION TO KEYNOTE SPEAKER**
Dr Maria Campbell
- KEYNOTE ADDRESS**
Professor Stephen Ball, Emeritus Professor of Sociology, University College London (UCL) Institute of Education
Against School: creating a space in which to think education differently
- Question and Answer Session**
Facilitators:
Prof Linda Clarke, Professor of Education, School of Education, Ulster University, Coleraine and **Dr Maria Campbell**
- 11.15am **VIRTUAL COFFEE BREAK**
- 11.30am **PANEL DISCUSSION**
Education is meant to be the great leveller: Are we all in this together?
- Introduction:
Dr Gabrielle NigUidhir, Senior Tutor for Development, St Mary's University College, Belfast and co-Chair SCoTENS
- CHAIR: Dr Conor Galvin**, Director of Doctoral Studies; Education, University College Dublin
- PANEL SPEAKERS**
Koulla Yiasouma, Children's Commissioner for NI
Tracie Tobin, Principal, St Michael's National School Limerick
Dr Niall Muldoon, Ombudsman for Children
Dr Geraldine Mooney Simmie, Director of EPI*STEM The National Centre for STEM Education at the University of Limerick
Dr Alison MacKenzie, School of Sociology, Education and Social Work, Queen's University, Belfast
Stephen Ramsey, St Gerard's School & Support Services
- Question and Answer Session**
Facilitators:
Carmel Kearns, Head of Teachers' Learning and Research, Teaching Council and
Des Carswell, Lecturer at Mary Immaculate College, Ireland and representing ASTI, IFUT, INTO, TUI on SCoTENS Committee
- 12.45am **PANEL CLOSE**
- 7.00pm **DOCTORAL WORKSHOP**
Facilitator for the Doctoral Roundtable Feedback Session
Dr Céline Healy, Maynooth University Department of Education

KEYNOTE ADDRESS:

Prof Stephen Ball

Emeritus Professor of Sociology, University College London (UCL) Institute of Education

‘Against School’: creating a space in which to think education differently

The conference can be viewed on the link below:

www.youtube.com/watch?v=N5chqvianbU



Question and Answer Session

Facilitators: Prof Linda Clarke, Professor of Education, School of Education, Ulster University, Coleraine and Dr Maria Campbell

The following is a transcript of Prof Stephen Ball's keynote address.

Thank you for that kind introduction. I hope what I'm going to say does turn out to be enjoyable. That remains to be seen. What I want to do today, the point of my presentation is to challenge you and in doing that, I recognise that I may annoy or upset or outrage you. And that's a necessary risk and an important risk. I don't intend to mince my words, to condescend, to patronise. I want to make it, to try to make it impossible not to think, not to question and not to doubt. And I want to say that I'm drawing in part on some work that I've done with a Catalan colleague, Jordi Collet-Sabé. I'm very grateful to him for enabling me to think better about education.

The conference preamble has a series of questions, the first of which asks how can teachers, teacher educators and education leaders be both educators and advocates of social justice? Essentially, that is the question that I want to address today, and the premise and the arguments underpinning my presentation is a very simple one. And that is that if we want to bring about an educational experience that is socially just and contributes positively to social justice, we must begin to think about education without the school. We have to start to think beyond or, indeed, against the school. If we care about social justice and, indeed, if we

care about education, we must accept that the school is an intolerable institution and that it is irredeemable.

And yet for all intents and purposes, when we now think about education, we think about the school and schooling. Education and the school have become totally fused when we think, talk and practice what it means to be educated. My argument is that we need to separate out education and the school.

The problem underlying this is that we misread and misunderstand the school and its role and purpose in modern society. The school is a quintessential institution of modern industrial society that came into existence with the purpose of managing the population, alongside other such institutions like the barracks, the prison, the welfare office. And it is intended, it was brought about to produce a docile and productive workforce. So contrary to the sensibilities of educational research and education policy that look for more and/or better schooling as a way of making education more equal and socially just, my point here is that the modern European school is, by definition and purpose, an institution of division, categorisation, allocation and exclusion within which equality and social justice are always fundamentally impossible.

Nonetheless, the dominant trajectory of educational criticism and the focus of the bulk of critical educational activity does not begin from whether education is compatible with schooling, but rather most of the time simply asks what kind of school is best. And this dominant and decadent mode of criticism operates primarily within an instrumental perspective rather than a substantive one. The major arguments put in relation to schooling and its effects and consequences are not based on questioning its existence. It's not based on substantive or moral questions. But from various technical and ideological perspectives, it focuses on the estimation of advantages and disadvantages, inequalities and exclusions from an instrumental or calculative point of view. We are therefore satisfied and, at the same time, disappointed by a school that is good enough for some, or even for most, but which above all in our thinking is necessary.

In this view of things, inequalities and exclusions are seen as the untoward side effects of an institution that simply requires technical reform, concrete improvement, more rational forms of organisation in order to be better or to be more effective. The school as an institution is taken to be the sensible and necessary building block of modern life, but one that is badly designed and procedurally unfair. It just needs to be reformed.

However, in retrospect, many of these so called reforms of schooling since the introduction of schools in the 19th century that were intended to help achieve a more inclusive, just and equal education would appear to have had little effect or, in some cases, perverse effects – actually producing more or different, new kinds of inequalities of access or treatment or outcome or resources and, in the process, perpetuating forms of symbolic violence. The moral and radical critique of education has been displaced by a discourse of equity and social justice that rests on a taken-for-granted point of departure, which is that school is unquestionably good and/or necessary, and the best and proper site for the education of children. This redemptive discourse of school improvement, school reform, school change, school innovation is

indicative of or perhaps responsible for the lack of attention given to other possibilities for educating that do not begin with the school. Other ways of socialising children. Other ways of being human. Other ways of relating to ourselves and to others. So the history of the failure of school reform becomes the failure to open up deeper questions, like what education means today and what it is for, and what it might mean if we were to think about education without the hindrance and necessity of the school.

One of the consequences of the failure to open up substantive questions about the school for researchers and social and political movements seeking to reform or improve education is, then, the submission to a constant cycle of hope and despair. Of progress and defeat, of challenge and incorporation. As educational researchers, as practitioners within the European enlightenment tradition, with few exceptions, we find it impossible to walk away, to admit defeat and move on. There is always more hope to be had. New possibilities of reform to explore. So, despite constant criticism, despite continual reform failure, a vague romantic impulse remains, which just about sustains the educator, which just about fends off the shift into cynicism. And this impulse is the product of a belief that despite it all, despite everything, education is still motivated by an essential goodness.

I assert that this belief and the hope it sustains are misguided. The problem is not with the ambitions of goodness, but its vehicle – the school and schooling as the default signifiers of education. The project of social justice and reform thus misunderstands the school as a site of opportunity and possibility, and we are always disappointed. We forget, ignore or avoid the fact that the essence and the *raison d'être* of the school is normalisation and categorisation. That, as a result, education as currently conceived and represented by the school, as far as social justice is concerned, is a lost cause.

Despite the debates around segregation, inequality, exclusion, despite or perhaps because of innovation, what is sought and desired and struggled for in movements of school reform of

virtually all sorts is not something different, but rather is another version of the same thing. Using the same architecture and paraphernalia that provide for and deliver in old and new ways, division, exclusion, normalisation and categorisation.

Thus, I take the school to be both intolerable and irredeemable. To be clear, this is not just simply addressed to the bad school, or the neoliberal school, or the unequal school, or the failing school or the excluding school, but to the epistemology of the modern school tout court and the conditions of possibility that produce it. Rather than its organisational form or mode of delivery, what I want to focus on is its epistemic bases from which the school emerged, was consolidated and on which it still operates. These constitute forms of productive violence that act upon our subjectivity as learners and teachers, our relation to ourselves and our possibilities of self recognition – how we know and understand ourselves.

I understand the difficulties involved in writing and I always assume – and I've found on other occasions of listening to such statements – these difficulties are very telling in themselves. The school is deeply ingrained in our modern psyche as necessary and inevitable. Saving the school is, for many practitioners, researchers and writers on education, their vocation, their project, their purpose. But I want to argue for the discarding of that purpose and suggest instead that school is one node in a network of intolerable institutions, part of the carceral archipelago of modern society and requires, therefore, our opposition rather than our support. The point here is that the school is not as necessary as all that. Indeed, it is a block, an obstacle, an inhibition to freedom, to social justice and to learning.

The school is one of the major institutional sites of our social intelligibility. It provides a language, a method and a system of representation that constructs particular regimes of truth about who we are and who we might become. That is, it constitutes the terms on which self recognition is possible and it pre-empts our subjective possibilities. Closes them down. Our relation to

ourselves and others are in part, therefore, only realisable in its esoteric, discursive currency as qualifications, categorisations, performances of various kinds. We are located, evaluated, labelled in an entanglement of physical, cultural, cognitive and emotional elements that the practices of the school enable. This is the framework for experience and social relations within which we learn and within which we learn what learning is. The school, together with other cognate institutions, makes us natural, objective, transparent in social and political terms. Key aspects of our singularity are produced through processes of constant aggregation, sorting and comparison. The school is a particular site, a point of concatenation, at which the student and teacher as subjects are concentrated and enacted through patterns and clusters and models. We call them things like levels, sets, streams, bands, specialisms, withdrawal units. The school hails and labels us, and we must respond as a social entity if we are to be recognisable socially. As a learner, as a social fact, we become a competence, a level, a qualification, a score and an achievement.

MOVING ON

In order to move on, to fail better, we need to “violate the claim that the school embodies universality both as this pertains to the structure of reason and the truths of human nature.” In other words, we need to address the school as ‘a question that remains for us to consider’

(Foucault, 2000b p. 182).

Given all that, what are we then to do? In order to move on, to fail better, we need to violate the claim that school embodies universality both as this pertains to the structure of reason and the truths of human nature. In other words, we need to address the school as a question that remains for us to consider. So, let me unpack a little more carefully the epistemology of the modern school, and what I mean by that is its grammar, the

THE EPISTEMOLOGY OF THE SCHOOL

1. School as a site of government
2. School as a site for the articulation of the norm
3. School as an enactment of the universal
4. School as a site of categorisation and division – for the production of inequality
5. School as a site for the processing of individualism
6. School as a site of expertise

assumptions and premises and truths on which it rests. The self evidence of the school. I think we can identify six elements to this epistemology, although these are not mutually exclusive. They're interwoven and overlap in various ways.

So, there's the school as a site of government. The school as a site for the articulation of the norm. The school as an enactment of the universal. The school as a site of categorisation and division. The school as a site of the processing of individualism, and the school as a site of expertise. I want to talk briefly through each of these and give an indication of the assumptions embedded within them, which then form what it is that we understand by the idea of the school.

1. SCHOOL AS A SITE OF GOVERNMENT

The origins and rationale of modern schooling and its pastoral disciplinary procedures are the production of nation-state subjects, productive and useful workers and moral and responsible 'Christians' – a 'moral orthopaedics' as Roger Deacon calls it.

I'll begin with the school as a site of government. Once government was conceived in terms of the optimal management of a particular territory or country and its population in the 18th century, the politics of schooling brought into existence a set of institutional practices as a means for the moral training of the population with a view to enhancing the strength and prosperity of the state, and

thereby the welfare of the people. That is, the origins and rationale of modern schooling and its pastoral disciplinary procedures are the production of nation state subjects, productive and useful workers, moral and responsible Christians. A moral orthopaedics, as Roger Deacon nicely puts it. Schooling taught not only punctuation, but also punctuality. It taught not only reading, but also hygiene. It taught that learning should not only entail gratification, but also requires chastisement. We misread the school if we attempt to reconcile it with socially radical concepts like social justice, equality, critical thinking, solidarity, or self flourishing. And thereby lies our disappointment.

2. SCHOOL AS A SITE FOR THE ARTICULATION OF THE NORM

School enacts and stand for a clear separation of society and nature, civilization and chaos, reasoning and emotion, childhood and adulthood – that is, a set of boundaries and binaries that circumscribe the form, purposes and modalities of education.

The school as a site for the articulation of the norm. Schooling acts and stands for a clear separation of society and nature, civilization and chaos, reasoning and emotion, childhood and adulthood. It provides a transition. That is, a set of boundaries and binaries are underpinning the school that circumscribe the form, purposes, and modalities of education. One of the tenets of the modern school was to create a clear distinction between light and shadow, civilization and barbarity, infancy and adulthood. The project of schooling was to transform the young from a state of nature, of untamed childhood, to a state of culture as an assiduous pupil. That is, a move from the magical to the rational. From the enfant sauvage to the reasonable and reasoning learner. And this is a system of divisions established around the clarity and power in particular of the norm and in relation, therefore, to the abnormal. And the word normal, as Ian Hacking writes, uses a power as old as Aristotle to bridge the fact/value

distinction. Whispering in our ear that what is normal is also right. Obviously, if there is a normality, a right way of being and acting, there must also be a non-normality, a bad morality. And in school terms, normality is intertwined with success and failure with abnormality. Failure, as attributed to both pupils and families, is not just a matter of ignorance or poor performance. It is a moral failure.

3. SCHOOL AS AN ENACTMENT OF THE UNIVERSAL

The school episteme works from and reproduces a set of universals that articulate and normalise one way of being.

The deep roots of the universal as a defining characteristic of the modern school prefaces the continuing exclusion and rejection of 'other' human bonds, needs and attachments and delimits and polices the field of valid experience and identity.

The hidden curriculum of schooling is made up of those truths that speak about what being a normal human is.

And the school as the enactment of the universal. The universal. The school episteme works from and reproduces a set of universals that articulate and normalise one way of being. In the contemporary school, one overbearing and very specific version of the universal currently dominant or in play is male, white, Western, heterosexual, middle class, being without special needs or requirements. The intersection of these different normativity's may be a point of privilege for some. It is a point of abjection for others. From this basis of universality, the modern school episteme ignores or excludes or stigmatises other possibilities of being, of culture, class, gender and sexuality, capability. The deep roots of the universal as a defining characteristic of the modern school prefaces the continuing exclusion and rejection of other kinds of human bonds, needs, attachments. It delimits and polices the field of what we consider to be valid experience and

identity. These universals are then anthropological. That is to say the school proposes an exclusive recognition of the rational subject, although the definition of rationality, what we consider to be rationality, may change over time. And that form which is currently predominant or hegemonic is that of the improving, competitive, self-interested creature that we can call *homo economicus*. The school, over and against this, the school experience for those who fail, those with behavioural difficulties, those who are hard to reach, those who lack character or resilience or aspiration, or have the wrong kind of parenting, have special needs, is essentially the experience of not truly or properly being human. In the past and in different ways now, those who are deemed as not properly human are exposed to the dark side of the school experience. Punishment, exclusion, abuse, assimilation, shame, civilization. Evoked by the failure to fit within the school universal, the hidden curriculum of schooling is made up of those truths that speak about what being a normal human is.

4. SCHOOL AS A SITE OF CATEGORISATION AND DIVISION – FOR THE PRODUCTION OF INEQUALITY

The modern school is above all a place where inequalities are verified, it is not a place where they are reduced or challenged. The modern school operates as a site for the 'description of groups, the characterisation of collective facts, the calculation of the gaps between individuals, their distribution in a given population' (Foucault, 1977 p. 190).

These categories and programmes feed the proliferation of subjectifying discourses in which the truth of the individual is produced.

And the school as a site of categorisation and division. The modern school is a bubble. A place where inequalities are verified. It's not a place where they're challenged or reduced. The modern school operates as a site for the description of groups and the characterisation of collective facts.

A calculation of gaps between individuals and their distribution within a given population. And these categories and programmes feed the proliferation of subjectifying discourses in which the truth of individual is produced. It is creation of universally objective social categories in relation to this distribution that legitimates various treatment programmes. Programmes of intervention for those who fall within or fall outside of certain of their boundaries. These categories and programmes feed the proliferation of subjectifying discourses in which the truth of the individual is produced. There is nothing covert or mysterious about these techniques. They are built upon and into the very structure and routine of the school. Learners are seen, modified, and broken down by age and sometimes by gender, by ability, by need in relation to the identification of talents or capabilities, or forms of speciality or abnormality. In these terms, the school is quintessentially a disciplinary institution, which, through the organisation and division of space and time, and a concomitant organisation and division of learners, formed a key part of the new urban landscape in the late 18th and 19th centuries, as a constituent of the urban grid of power. And so, it remains. Indeed, the very idea of the school, its materiality, its imagery, its articulation within policy and practice has come to be centred on and enacted in terms of a machinery of differentiation and classification. In many ways, now more than ever before school is reduced and represented in terms of sets of performances. We understand what it means to be educated in these terms.

5 SCHOOL AS A SITE FOR THE PROCESSING OF INDIVIDUALISM

The modern school is about the practical production of humans as cognitive individuals and individual subjects rather than as relational subjects. School is about the creation of a space/gap between ourselves and others. The individual has become the basic, taken for granted and irreducible unity of social life.

The school is also a site for the processing of individualism. There was the appearance of specific modes of individualisation as part of the shift in the mode of government rationality around the end of the 18th century. At this time, social truths were no longer being related to a family or a community but to isolated individuals. It was at this point that the school became a key technology in the production of these individual subjects en masse as a form of batch production, but an agglomeration of individuals known in terms of their individual identity, capability, normality. And, again, the school was one site among many for the management of the population in this way, and the regulation of the population as a multiplicity of individuals. So, the modern school came to be about the practical production of humans as cognitive individuals and individual subjects, rather than as relational subjects. The school is about the creation of a space or a gap between ourselves and others, and the individual became the basic, taken for granted and irreducible unity of social life. The individual emerged as a key constituent of what we understand as society. And government and the procedures and architectures, technologies of the school made their specific contribution to this. The school indeed offers a precise and effective set of conditions and contexts within which individuals are produced and made up and within which the individual subject is a reality fabricated by discipline.

6. SCHOOL AS A SITE OF EXPERTISE

Expertise consists of 'intellectual techniques for rendering (pupils) really thinkable and practicable and constituting domains that are amenable - or not amenable - to reformatory interventions' (Rose, 1996 p. 42).

But the school is also a site of expertise. In the infrastructure and practices of the modern school, the task and duty of education is entrusted to professionals with specific techniques and with a certified legitimacy as teachers or pedagogues or psychologists, leaders. Such expertise consists of

specific intelligible techniques for rendering pupils, students thinkable and practical, and constituting domains that are made amenable or not amenable to particular reformatory interventions. This expertise enacts versions of the science of the state and they are set over and against other forms of unprofessional knowledge – the forms of knowledge held by parents and communities. And these other forms of knowledge are rendered immaterial in a double sense. These other knowledges are filtered out and, in the process, the student as an object of knowledge is reduced to what is educationally relevant. Professional knowledges and their technologies are productive and critical in relation to a subordinate, productive learner's subject. And these professional knowledges work to bring about an essentialised subject of ignorance. A student who needs to be taught. A residualised subject made meaningful only in relation to the teacher and teaching. And in these regimes of practice, the work done by scientific knowledges and done by the dividing practices that are inherent within them constantly carve out new objects of power. The student. The pupil. Those with behavioural difficulties. The excluded. The professional gaze and its art of seeing render the student as a category or a type. The pedagogical gaze de-socialises and objectifies the student as a cognitive entity who can only be properly understood within a certain kind of expertise.

BEYOND SCHOOL REFORM

We should give up on hope, accept that the modern school is intolerable, and move on. Reform is not the possibility of a new start but rather, typically, an intensification of power, reform is indeed a key trope of social regulation, both in maintaining attachment to institutions and extending their reach and scope. Reform does nothing to change the deep structure of schooling. Our efforts to 'save' the school by reforming it can only lead to a reiteration of despair.

So, given all this, to continue to hope for a school that is truly and durably equal or socially just is to ignore the epistemic foundations of the school as an institution and as a node in the disciplinary way of population management. Rather, we should look for an end to the modern school. Look beyond the school and, in a certain way, look to our own end as modern educational subjects and refuse what we are. Only and through that refusal can we begin to think of ourselves and our social relations differently. That is to say we should give up on hope, accept that the modern school is intolerable and move on.

Reform is not the possibility of a new start, but rather typically an intensification of power. Reform is indeed a key trope of social regulation, both in maintaining attachment, our attachment to institutions, and frequently extending their scope and reach. Reform does nothing to change the deep structure of schooling and our efforts to save the school by reforming it can only lead to a reiteration of despair. Whereas social justice is normally, and I would say paradoxically, articulated as the need for more school, I'm suggesting here that social justice only becomes possible if we have less school. What is needed here then is a form of critique that is radical, uncompromising and non-reformist. A form of critique that refuses any attempt at arriving at a new disposition of the same arrangements of power.

This requires us to undertake a reversal and a negative refusal. And the art of refusal here involves politicising all aspects of the truth of the school and its consequences, and aggregating the self evidence of the school in order, therefore, to open up basic questions that conserve to both destabilise the modern school episteme and its particular forms and manifestations of power, pedagogy, curriculum and assessment. And also to refuse the forms of self interested individuality that school currently fosters. We must give up on all of those orderly truths that have defined our purpose and our relation to and for education. We must seek a disengagement from and a renunciation of our intelligible self, and become willing to test and transgress the limits of what we're able to be.

However, there is a further, considerable difficulty here. What I'm arguing for is the creation of a space in which it is possible to think education differently, but without, as is usually expected, specifying in advance what that difference might be. What it might look like. So, when I speak this way, I'm always confronted first and foremost by one question. That is, what is the alternative? Well, I do not have an alternative as such to propose, in the normal sense of what is expected. The problem with the tyranny of alternatives is that they inevitably rest on and are constrained by the epistemological conceptual and linguistic resources of the here and now. They are different versions of the same. In particular here, the challenge is to think of education without the conceptual paraphernalia of the school, without curriculum, pedagogy and assessment. Once we've swept away those epistemological necessities, the task is to think differently about education within the space that's then created. Not to anticipate or close down that space in advance, but to see it as an opportunity for experiment and for different kinds of failure.

For myself, I would want to begin to think about that space, about education, as an ethical practice. As the cultivation of a set of agentic skills. As a theatre of subject creation, of new practices of the self, and of new kinds of social relations. Education in these terms would be a political and aesthetic project of self-formation, where self-formation is the active and engaged process based on questioning and learning from the immediate and the quotidian forming and testing at the same time. That exercise of oneself in the activity of thought.

This is a commitment to fostering ethical learners with a healthy suspicion of the present, while at the same time being able to acknowledge their own fallibility, and the adoption of a critical stance that moves between experiments in living intended to recreate ourselves and the world. This has some parallels with John Dewey's sense of learning as a cooperative and collaborative activity centred upon experiential, creative responses to contingent sets of relations. To cope with uncertainty in a

THE CHALLENGE IS TO THINK EDUCATION WITHOUT THE CONCEPTUAL PARAPHERNALIA OF THE SCHOOL – CURRICULUM, PEDAGOGY AND ASSESSMENT.

Once we have swept away our epistemological necessities the task is to think differently about education within the space that is then created – not to anticipate and close down that space, but to see it as an opportunity for experiment and failure.

never-ending quest, as he put it, learning becomes an exploration of limits, mapping, testing and crossing them when possible. All of this means recognising students as independent, ethical beings capable of reflection and decision making and of taking responsibility for their identity and their social relations. And, at the same time, accepting the necessity of failure, of dissonance and of conflict. And this we might think of as a kind of consequentialist pedagogy. In this, education and what we might call the teacher and what we might call pedagogy, if we need to use those terms, are articulated as the formation of moral subjectivity that gives priority to ethics rather than truth. Thus, within this, what is at stake is the production of a certain kind of experience. A reconfiguring of experience that we might name as education.

In other words, this is the care both of the self and of others and the world. The work of the politics of the self, a continuous practice of introspection, which at the same time is attuned to a critique of the outside world and our relations, our social relations in the world. And some writing and action in relation to the climate change emergency are couched exactly in these terms. So Komatsu and Rappleye, they say we need to radically rethink our starting assumptions about modern mass schooling, one rooted in the modernist Western paradigm, its epistemology, as I'd put it, and consider whether education is in fact a solution or a cause of the trouble we now face. It is clear that

CONFRONTING CLIMATE CHANGE

"We need to radically rethink our starting assumptions about modern mass schooling, one rooted in the modernist western paradigm, and consider whether education is in fact a solution or a cause of the trouble we now face ... it is clear that the Earth does not need more 'educated' consumers of knowledge – a mere refurbishment of the long-standing Western-turned-modern assumption that knowledge alone will allow us to reach the 'good' life. Instead, we must first fundamentally change ways of being, then (re)describe the world including education in those terms."

(Komatsu and Rappleye, 2017).

the Earth does not need more educated consumers of knowledge, a mere refurbishment of the longstanding Western turned modern assumption that knowledge alone will allow us to reach the good life. Instead, we must first fundamentally change ways of being, then re-describe the world, including education, in those terms.

THINKING EDUCATION DIFFERENTLY – JUSTEN INFINITO

First, there is the fostering a learning environment that encourages experimentation. Here the classroom is an ethical space, a political space, and a concrete space of freedom.

Second, enabling the development of an awareness of one's current condition as defined and constructed by the given culture and historical moment.

Third, encouraging an attitude of critique with a focus on the production of particular sorts of dispositions that would be valued and fostered, made explicit (questions of subjectivity) – like skepticism, detachment, outrage, intolerance and tolerance.

This then calls for what the American writer Justen Infinito calls a political pedagogy. She identifies three different aspects involved in working on oneself in this way that might be translated into educational practices. Although she goes on to say how these technologies are applied, and what they might look like specifically in daily life or in the classroom, are important questions that call for further theoretical analysis or practical application, she does work through some practical applications. First, she suggests there is the fostering of a learning environment that encourages experimentation. And here in the classroom comes an ethical space, a political space and a concrete space of freedom. Second, this would be based on enabling the development of an awareness of one's current condition, as defined and constructed by a given culture and a particular given historical moment. Third, it is the encouraging of an attitude of critique with a focus on the production of particular sorts of dispositions that will be valued and fostered. Things like scepticism, detachment, outrage, intolerance, and tolerance. This will involve facilitating audacity and fearlessness, and valuing difference as the basis of community.

And these three aspects are, of course, interlinked. A learning environment that rests on self-formation is a condition for the possibility of refusal, and the denaturalisation of subjectivity, power, and truth. The classroom here is reconceived as a space of freedom. The curriculum becomes curiosity, and pedagogy becomes the fostering of agency and autonomy. The point here would be to encourage ethical teachers and learners who have a healthy suspicion of the present, but who are also able to acknowledge their own fallibility. This would be a space in which agonism would be valued and failure would be a constructive opportunity to learn more and to change, both of which take time. The pace of education would need to slow down. In such a space, it would also always be possible to start again. And who one is and what one thinks and what one is committed to in the world would remain tentative and always open to revision. In stark contrast to the modernist classroom, the concern is not with what is true, but with the how

of truth. How do some things become regarded as true? So, knowledge becomes a problem, rather than a question. And above all, this is a classroom in which the aim is to cultivate the orientation to curiosity. A readiness to find what surrounds us strange and odd. A certain determination to throw off (TC: 01:00:00) familiar ways of thought, and to look at the same things in a different way. A lack of respect for traditional hierarchies of what is important and fundamental. Curiosity is one means of loosening our relation to a fixed identity and creating the possibility of erring, moving away. Of no longer being or doing or thinking what we are, do or think.

And the learning processes involved here may be part of what Zembylas and others call the pedagogy of discomfort. That is, students and teachers are challenged to embrace their vulnerability and accept the ambiguity of self and their dependence on others. Part of the pedagogical challenge for the teacher is then to create a social and ethical environment within which discomfort is productive. Teaching becomes a process of asking questions without providing answers. The goal becomes to explore to what

extent it might be possible to think differently. This is necessarily a very concrete and palpable experience and is the art of living dangerously. Emotions and intellectual risks and trust would become intermingled in complex and very difficult ways.

All of this begs many questions about how we get from where we are now to somewhere different. Wedded as we are to an education system that is patently absurd and divisive, and that conflates education with schooling, the possibility of education as something different is obviously difficult to achieve. How do we move from an education that rests on an assumption of ignorance and reverence to the past, and that can only function through practice or practices of exclusion and humiliation, to a form of education that eschews system altogether and offers no privilege to the past, and rather consists or a process of creative self-fashioning, the opening up of vulnerability, unruly curiosity and frank speaking? I have no simple answer to those questions, but this involves a task and a challenge that we might begin to address today, together. Thank you very much.

Sources

Stephen Ball & Jordi Collet-Sabé (2021): Against school: an epistemological critique, *Discourse: Studies in the Cultural Politics of Education*, DOI: 10.1080/01596306.2021.1947780

Stephen J Ball (2019): A horizon of freedom: Using Foucault to think differently about education and learning, *Power and Education* 11(2) 1–13, DOI: 10.1177/1757743819838289

Ball, S. J. (2017) *Foucault as Educator*. Cham, Springer.

PANEL DISCUSSION

The panel of experts addressed the question:

Education is meant to be the great leveller: Are we all in this together?

The discussion was chaired by Dr Noel Purdy, Director of Research and Scholarship and Head of Education Studies at Stranmillis University College. The following panellists made presentations and participated in the debate:

Koulla Yiasouma,
Children's Commissioner for NI

Tracie Tobin,
Principal, St Michael's National School Limerick

Dr Niall Muldoon,
Ombudsman for Children

Dr Geraldine Mooney Simmie,
*Director of EPI*STEM The National Centre for STEM Education at the University of Limerick*

Dr Alison MacKenzie,
School of Sociology, Education and Social Work, Queen's University, Belfast

Stephen Ramsey,
St Gerard's School & Support Services

The question-and-answer session was facilitated by Ms Carmel Kearns, Head of Teachers' Learning and Research, Teaching Council and Des Carswell, Lecturer at Mary Immaculate College, Ireland and representing ASTI, IFUT, INTO, TUI on SCoTENS Committee.

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

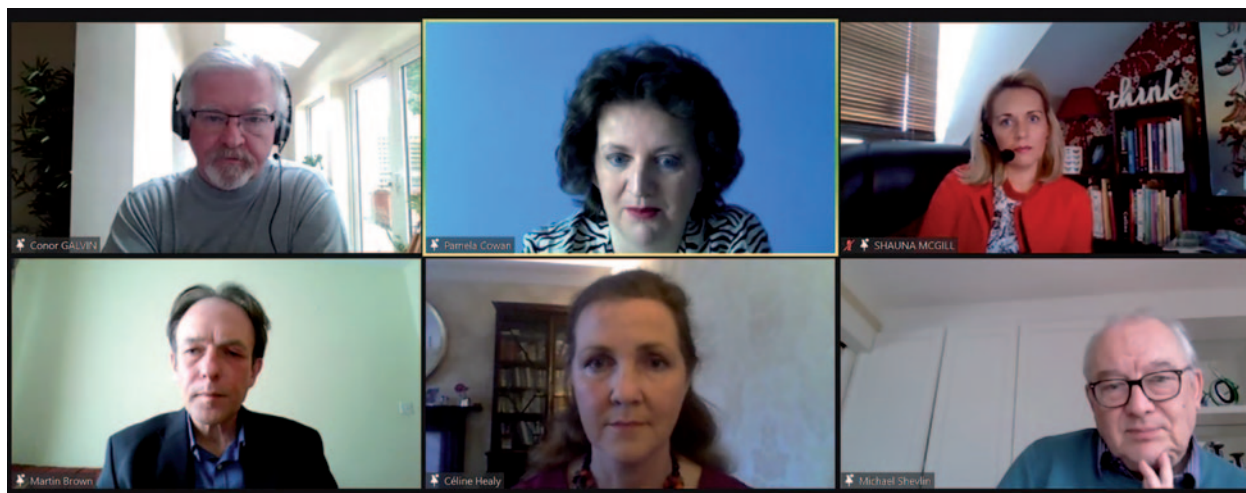
DOCTORAL WORKSHOP

SCoTENS invited proposals for participation and working papers at the 6th 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 work in progress to small groups of fellow doctoral students. Each small group session was chaired by SCoTENS colleagues who are also leaders in the field of Teacher Education and related research in Ireland, north and south.

The Roundtable event 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. Some participants presented the rationale for their

chosen topics and discussed the methodology, theoretical framework and early findings. Other participants were at a more advanced stage in their study and presented a short concise overview of work that was near completion. Each student was invited to avail of the opportunity to ask questions relating to current issues or challenges. The students were generous in their feedback to fellow presenters and were able to share insights into useful resources and lessons from their own experience. SCoTENS committee members provided individual feedback on presentations and addressed specific questions. Dr Healy brought the event to conclusion with an inspiring, dynamic, response to the students' work in progress and all participants were congratulated and thanked for their contributions.



RESEARCH EVENT

This event was held for members of the SCoTENS organisation 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.

JOHN COOLAHAN AWARD

In recognition of Professor John Coolahan's role as a founder member of SCoTENS, and his contribution to world of education, 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 has become one of the highlights of the SCoTENS Annual Conference.



Throughout his pioneering work on SCoTENS since 2003, Professor Coolihan advanced cross-border cooperation in teacher education, leading to many innovative professional collaborations and inspiring a whole island commitment to shared learning. It is widely acknowledged that the Professor Coolihan's vision for SCoTENS is one aspect of his celebrated legacy that continues to grow. The opportunities provided for cross-border collaboration through SCoTENS have yielded new knowledge and understandings that shape daily practices and attitudes. As teacher educators, teachers and student teachers across the island work together to improve the educational

experience of children, supported by SCoTENS, we remember our debt of gratitude to a pioneer in his field. This award honours the life and work of Professor John Coolihan.

Prof Linda Clarke presented the John Coolahan Award to the research team, ***Pamela Cowan, Queen's University Belfast (Lead Partner: North) Martin Brown, Dublin City University (Lead Partner: South) Stephen Roulston, Ulster University Rachel Farrell, University College Dublin***, for their winning research report on *Readiness and Practice to Teach and Learn in a Digital World (RAP)*.

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).

NEW DEVELOPMENTS: THE SHARED ISLAND - SCOTENS FUNDED RESEARCH PARTNERSHIP

SCoTENS was delighted to partner with the Shared Island Unit, Department of the Taoiseach, in a development that would promote research on the theme of *“Enhancing educational attainment: sharing experience and learning on a shared island”*.

The Irish Government's Shared Island initiative was launched by the Taoiseach, Micheál Martin TD in October 2020, to harness the full potential of the Good Friday Agreement to enhance cooperation, connection and mutual understanding on the island, engaging with all communities and traditions to build consensus around a shared future. As part of a wider movement to support collaborative research projects and shared understanding on the island, the Shared Island Unit in the Department of the Taoiseach and SCoTENS partnered to issue a funded call for research to be undertaken in 2021-2022, that will contribute enhanced understanding and action-oriented research to inform professional and policy development considerations on a shared island basis. This new partnership sought to complement the existing activities of SCoTENS, to contribute to the wider research programme of the Shared Island Unit, and, importantly, to enhance understanding of the shared island, north and south. A call for applications was issued by SCoTENS, with funding of up to €25,000 for successful projects. To be eligible, projects needed to involve North-South research partnerships, with contributions from international experts. Research teams were asked to plan action-based research that would focus on tackling educational underachievement.

The first two successful projects were announced in December 2021:

“BUDDIES” - led by Dr Glenda Walsh, Stranmillis University College, Belfast, in collaboration with Dr Seaneen Sloan, University College Dublin and Clíodhna Martin, Marino Institute of Education, Dublin. Building on discussions of the role of Home-School Community Liaison at the Shared Island Dialogue on education, this study will seek to gain a clearer understanding of the valuable but under-researched work of HSCLs across the island.

“SHARED” - led by Dr Melanie Ní Dhuinn and Dr. Julie Uí Choistealbha from Marino Institute of Education, Dublin, in collaboration with Julie Hamilton, from St. Mary's University College, Belfast. This project explores how teacher educators can prepare and support student teachers to negotiate and engage with the challenges of educational underachievement while on their school placement.

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).**

Nine projects were awarded funding in 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>
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>
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 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>

PROJECT	PARTNERS
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>

VIRTUAL STUDENT TEACHER EXCHANGE PROGRAMME

The SCoTENS committee also worked in partnership with teacher education institutions to continue our support for pre-service teachers. The student teacher exchange programme was re-envisaged as a virtual experience with a series of short workshop-style events. The student exchange committee focused their attention on planning for the virtual event to be held in Spring 2022. A dynamic programme of workshops and resources were planned, based on the theme of *Sustainability and Living Sustainably*.

The programme was designed to maximise opportunities for students to work together. The varied programme was designed to include practical suggestions for School Experience and to deepen students' shared understanding about Sustainable Living and the role of the teacher.

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 Chroínín 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

SCOTENS STEERING COMMITTEE 2020 -2021

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Mr Gerry Devlin, General Teaching Council Northern Ireland

Mr Des Carswell, Mary Immaculate College, Limerick
and representing teacher unions (ASTI, IFUT, INTO and TUI)

Ms Carmel Kearns, Teaching Council

Assoc Prof Lorraine Harbison, School of STEM Education, Dublin City University

SCoTENS MEMBERS

The following institutions and organisations are members of SCoTENS

Association of Secondary Teachers Ireland (ASTI); Dublin City University; Education Authority; Hibernia College Dublin; IFUT; Irish National Teachers Organisation (INTO); Letterkenny Institute of Technology; Marino Institute of Education, Dublin; Mary Immaculate College, Limerick; Maynooth University; National Association of Head Teachers Northern Ireland (NAHTNI); National Association of Schoolmasters Union of Women Teachers (NASUWT); National Association of Principals and Deputy Principals (NAPD); National College of Ireland; National Council for Curriculum and Assessment; National Education Union; NUI Galway; Queen's University Belfast; St Angela's College, Sligo; St Mary's University College, Belfast; St Nicholas Montessori College of Ireland; Stranmillis University College; Teachers' Union of Ireland; The General Teaching Council; The Teaching Council; Trinity College Dublin; Ulster University; University College Cork; University College Dublin; University of Limerick; Waterford Institute of Technology

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

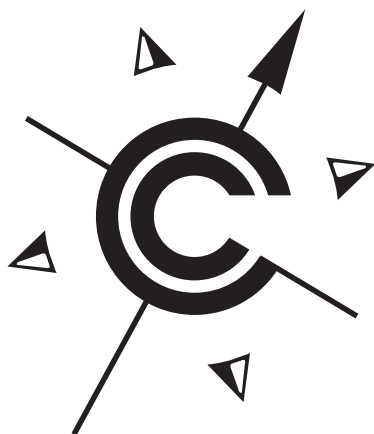
The Secretary of the Standing Conference on Teacher Education, North and South is Anthony Soares, and its Administrator is Tricia Kelly.

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**Centre for
Cross Border Studies**