

Twenty-first Annual Conference
#SCoTENS2023

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SCoTENS

THE STANDING CONFERENCE
ON TEACHER EDUCATION,
NORTH AND SOUTH

CELEBRATING 20 YEARS OF SCoTENS • FICHE BLIAIN AG FÁS

Hopes, dreams and possibilities

FOR TEACHER EDUCATION

2023 ANNUAL REPORT

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Department of
Education

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

2023 ANNUAL REPORT



SCoTENS Committee 2023

*Left to right: Prof Noel Purdy, Dr. Julie Uí Choistealbha, Carmel Kearns, Dr Shauna McGill,
Dr Pamela Cowan, Dr Lorraine Harbison, Dr Maria Campbell (Southern Co-Chair),
Nuala O'Donnell, Dr Conor Galvin, Prof Kathy Hall, Des Carswell.*

Absent from photograph: Dr Gabrielle Nig Uidhir (Northern Co-Chair).

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CHAIRPERSONS' INTRODUCTION

Welcome to the 2023 annual report of SCoTENS (the Standing Conference on Teacher Education, North and South).

2023 was a special year for SCoTENS as we celebrated our 20th Anniversary or 20 years since we were established, following the Good Friday/Belfast Agreement. From that first meeting in the Hilton Hotel in Belfast, the SCoTENS network has grown and today is delighted to have a membership of 35 organisations and/or institutions.



**Dr Maria
Campbell**



**Dr Gabrielle
Nig Uidhir**

The committee worked tirelessly this year, to enable and expand all our initiatives including the annual conference, Seed Funding research projects, the student teacher exchange, both in-person and virtual, the research webinar and our collaboration with the Shared Island Initiative and the Irish American Partnership. This report provides a snapshot of all our events and initiatives, our network members and partners and we hope that the images we selected, capture the enthusiasm, fervour and friendships that embody SCoTENS.

The global events that have occurred this past year, highlight the importance and significance of maintaining collaborative partnerships across borders. Against a backdrop of political, social and economic unrest, SCoTENS has continued to uphold the principles and values of the founding members in 2003. SCoTENS continues to provide a safe space where teacher educators and the wider educational community across the island, can engage in open, critical and constructive analysis of current issues in education, with a view to promoting a collaborative response to these issues by learning with and from each other.

At a time of significant financial constraints, we are indebted to the Department of Further and Higher Education, Research, Innovation and Science in Dublin and to the Department of Education, Northern Ireland for their continued support of

SCoTENS. We would also like to acknowledge the support of all our member organisations and institutions and wish to thank them for their engagement with and support of SCoTENS. With your support, SCoTENS, a unique cross-border network, continues to make an invaluable and cost-effective contribution to teacher education and the wider education community across the island.

As joint co-chairs of SCoTENS, we would like to express our gratitude our gratitude to all the members of the SCoTENS committee for their professionalism and dedication to the work of SCoTENS throughout the year. We also express sincere 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 their administrator, for their continued support, tireless commitment, enthusiasm and expertise during the past year.

Finally, we hope you will continue to engage with SCoTENS, to share your ideas and insights with us, to enable us to continue to grow as the unique network we are, well into the future.

Dr Maria Campbell
St Angela's College,
Sligo

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



2023 CONFERENCE HIGHLIGHTS

The SCoTENS annual conference has become one of the highlights of our calendar, and we were delighted to hold the event this year on Thursday 19th and Friday 20th October in the Lough Erne Resort in Fermanagh. In this special year, the 20th anniversary of the establishment of SCoTENS, our conference was a celebratory one, and inputs followed a slightly different format than those at previous conferences.

The conference was designed to facilitate conversation, creativity and connection. We had the pleasure of welcoming **Dr Mark Browne**, Permanent Secretary, Department of Education Northern Ireland to open the conference this year. Dr Browne stated he was delighted to address the conference and that since its establishment SCoTENS has brought together educators, researchers and policymakers, reflecting the collaborative nature of our jurisdictions in the provision of education. The committee welcomed the good wishes sent by Simon Harris, Minister for Further and Higher Education, Research, Innovation and Science who was unable to attend the conference.

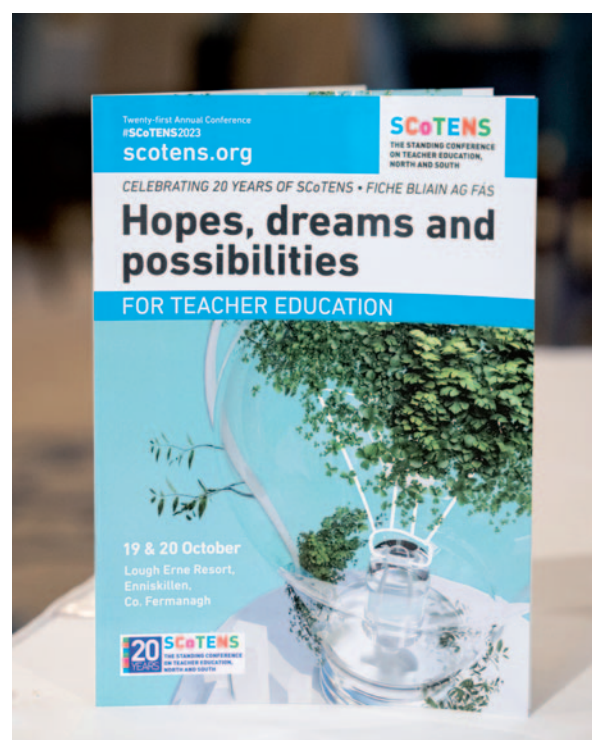
Over the two days, our three keynote speakers challenged and inspired the participants, who had the opportunity to engage with each other in roundtable sessions over the two days. Following the launch of one of the SCoTENS Shared Island Research projects on the Thursday evening, a heart-warming account of the history and impact of SCoTENS was delivered by Andy Pollack at the conference dinner. The panel session on Friday provided the opportunity for robust engagement and aspirations to be aired and critiqued, which drew the conference to an end.



*Left to right: Prof Noel Purdy, Prof Teresa Cremin,
Dr Mark Browne, Dr Maria Campbell*

All presentations; recordings and publications are available to view and download at the following link:

scotens.org/conferences/scotens-conference-2023



Dr Mark Browne, Permanent Secretary, Department of Education Northern Ireland delivering his opening speech at the conference.



HOPES, DREAMS AND POSSIBILITIES
FOR TEACHER EDUCATION

THURSDAY 19 OCTOBER

- 10.30 STUDENT TEACHER EXCHANGE GROUP** (Directors and Heads of School Placement)
Facilitated by SCoTENS Committee Members
- 11.00 DOCTORAL WORKSHOP**
Chaired by Dr Conor Galvin and Dr Pamela Cowan
- 12.30 LUNCH AND REGISTRATION**
- 13.15 WELCOME**
by Dr Maria Campbell, SCoTENS Co-chair
- 13.20 OPENING REMARKS**
by Dr Mark Browne, Permanent Secretary, Department of Education Northern Ireland
- 13.45 KEYNOTE ADDRESS: [Developing Reading Teachers: A matter of social Justice](#)**
by Prof Teresa Cremin, Co-Director, Literacy and Social Justice Centre, The Open University
- 14.45 REFRESHMENTS**
- 15.00 FIRST ROUND TABLE CONVERSATION**
Facilitated by Mr Des Carswell
- 15.50 KEYNOTE ADDRESS: [Resources of Hope for Teacher Education in the 21st Century](#)**
by Prof Ian Menter, Emeritus Professor of Teacher Education, University of Oxford
- 16.50 CLOSING REMARKS**
by Dr Maria Campbell, SCoTENS Co-chair
- 18.30 DRINKS RECEPTION**
Yvonne Jackson from Shared Island Unit, Department of the Taoiseach
Focus on Shared Island / SCoTENS Research Initiative 2022 Reports - Projects SRASI and CRiTERiA
- 19.00 CONFERENCE DINNER**

FRIDAY 20 OCTOBER

- 9.30 OPENING REMARKS**
by Prof Noel Purdy, SCoTENS Committee Member
- 9.40 PANEL DISCUSSION**
Chaired by Dr Conor Galvin, Director of PhD Programmes, School of Education, University College Dublin
- Prof Linda Clarke, Ulster University
 - Mr Andy Pollak, Former Director of the Centre for Cross Border Studies
 - Mr Tomás Ó Ruairc, Assistant Secretary, Department of Education
 - Ms Rachel O'Connor, Deputy Director of National Association of Principals and Deputy Principals
 - Mr Geoffrey Cherry, Principal, Pond Park Primary School, Lisburn
- 10.45 REFRESHMENTS**
- 11.00 SECOND ROUND TABLE CONVERSATION**
Facilitated by Mr Des Carswell
- 12.00 KEYNOTE ADDRESS: [SCoTENS at 20: Some Thoughts from Abroad](#)**
by Prof Joanna Madalińska-Michalak, Titular Professor of Social Science at the University of Warsaw
- 13.00 CLOSING REMARKS**
by Prof Noel Purdy, SCoTENS Committee Member
- 13.15 LUNCH AND CONFERENCE CLOSE**

FIRST KEYNOTE ADDRESS

On Thursday afternoon the first keynote address was given by **Prof Teresa Cremin**, Co-Director, Literacy and Social Justice Centre, The Open University.

The title of her talk was

Developing Reading Teachers: A matter of social Justice

Teresa's animated presentation style captivated the participants and the points she raised challenged them to think about the importance of how and why reading is taught.



I addressed SCOTENS back in 2012 and found my keynote PowerPoint, which was quite naïve – oh, that's much better, thank you, whoever's done that – to focus, at that time, on creativity and developing creative teachers. I'm with Mark in believing that the profession is going to be enriched and is continually enriched by the professional development and understandings of our teachers and, therefore, of our student teachers.

Today, I've taken the focus of developing reading teachers. I believe reading teachers can give us hope. I believe they already do. I know several who are not only giving us hope as educators, but the young people hope by shifting the agendas in that way because, as we all know, reading for pleasure, choosing to do so, is the single most important indicator, as the OECD articulate for us, of where our children will be. Where they're going. That slide doesn't say 'being able to read', it says 'choosing' to do so. Choosing to be that avid, enthusiastic reader. Reading for pleasure is choosing to do so. Clearly, as we all know, many of you I'm sure are hugely aware of it, and I'll go through some of those benefits later, that reading for pleasure, choosing to do so, is a mediator both of gender and of socioeconomic disadvantage. So that sense of delivering social justice, which is, after all, a shared responsibility we have as institutions and individuals working towards greater fairness for all, is enabled or supported by this focus on reading for pleasure.

The emphasis in my talk, at least on social justice, is a deliberate attempt to foreground the collective and the shared alongside that sense of the individual. We collectively own responsibility to move this further forward, increasing fairness, dignity and worth for all folk.

So what am I drawing on? A range of studies over the years in this particular talk that relate to reading for pleasure and, in particular, drawing on a study that was undertaken over three years for student teachers as readers and their development. My trajectory in this talk is threefold. I want to explore initially the potential power of reading for pleasure. I want to then focus more on our student teachers, as readers. Then I want to develop the argument about ways forward, about developing these enhanced professionals who explore that link between being a reader in my life and being a teacher of reading in my professional life, and that kind of interplay between the two.

Now, I'm very conscious that many of you here are not English specialists. You're not supporting the literacy course within your institution. You're supporting a wide range of other strands of development and are responsible more generally. But I want to try and make a segue each time and ask you to make a segue with me into the context that you're working in. Reading is powerful right across the curriculum in any case. But equally if

you're sitting there as a geographer, subject specialist geography or whatever, subject specialists religion and read your studies, then there are parallels to be understood, I would argue, about the personal in the professional. We chose as educators to specialise in particular areas within the primary curriculum or, indeed, within secondary. There was a personal passion, potentially, within that choice that has then been developed over the years. So I'm going to be inviting you to try to find the parallels and provide pauses for you both as readers, but also as thinkers, and with subject specialisms as we travel.

Just to clarify a few terms before we get going, and I'm going to read a story to move us forward. Reading with pleasure. Well, what is it? The ILA suggest it is reading freely, voluntarily and with delight. Nobody's going to check. Nobody's going to for the questions. You chose to do it and you chose what it was you were reading. It can involve any kind of text, of course. It could be on your phone, and it could take place anywhere. It isn't on your own necessarily. It could be two or three of us looking at the newspaper, or two of us sharing a story in the corner of the classroom because it's a funny story and there are jokes in it, and I want to share it with Nathan. That sense of reading for pleasure is not a solitary act but, of course, as we all know, it's hugely dependent on the text that you're reading and the context you're in. As Mark referred to, we need teachers who are therefore able to flex both the text and the context with affective consequence for young.

In terms of reading teachers, I would argue that all of our teachers, whatever age and phase they're teaching, are teachers of reading. They're supporting reading within the discipline that they're exploring, but only some of them become those enhanced professionals who are highly agentic, highly reflective and think about their own identities as readers or, indeed, their identities as geographers or mathematicians, and then explore the young people's identities. Learning and education is a space of identity relationships. Education, as we all know, is based on relationships. So we need to know who we are, and who the young people are, and what

their dispositions are towards these different aspects, in order to build, progress and offer more socially just experiences within school and beyond.

In our own work and those of others, we've seen reading teachers - those who exploit those multiple identity positions - begin to impact more on young people choosing to read. So I believe there's hope in a position, which takes us more to be a personal stance within education, alongside the professional requirements and competences and compliances needed. So we need more balance, I would argue. At least in the context which I've worked in, I've argued for more balance between the knowledge and the skills, but also that sense of identity positioning, so that we give our young student teachers both the opportunity to develop competencies and be compliant within the system, but also to develop their own agency and possibilities for all.

Yeah, you can see where I'm coming from as a kind of stance at least. I hope you're beginning to think, "There may be something in this, but I'm not sure I agree with her yet." Well, I'll try and persuade. But what I'd like to do now is move on to a story. This story is called, subtitled, actually, a story of hope. So I'm just going to pause for a moment and ask you to think about your family. Your family, not your work. Your family. What do you hope for in the next 5, 10 years, for those young people, very young, older? What are your hopes?

Wisp: a story of hope by Zanna Fraillon and Grahame Baker Smith. Idris lived in a small, small world. A world where fences grew from the dirt and where shadows ruled. A world with no trees to give shade, no rivers to drink or seas to swim. A world full of people, but where everyone was alone. Until one day, a wisp flew in on the evening wind. Dust rose up in swarms around it. Feet trampled it into the dirt. Nobody noticed it. Nobody, except Idris. Idris gentled the wisp from the ground. He softlied away the dust and the dirt and the footprints. And that was when he felt it - the smallest whisper of what. The wisp began to wriggle. Fluttering and frittering, it bustled Idris past rows of tents, over the moonlit dirt and along the fences' glare until it stilled at the feet of a man, ancient and cracked. "Is this yours?"

Idris asked. The man's eyes were long ago dulled, but he took the wisp in his hand, he held it to his ear and, slowly, the spark of a smile lit his lips. "Once," he whispered. The wisp pulsed bright and the man lifted his voice, and music poured into the night. A swirling sea of remembering twirled on the air and shimmered in the breeze. The people stopped, they smiled, and together they listened to the blazing, bright heartbeat of a song. And when the man's voice quietened, there was just a hint of a hum in his step and the bright in his eye, where the dullness no longer settled. When the next wisp flew in on the evening wind, Idris knew what to do. He let himself be bustled over along until the wisp found who it was seeking. The woman looked at Idris, sad etched deep into her face, and she held that wisp to her ear, and a light flickered softly in her eyes. "Once," she whispered, and the wisp quivered with delight. The memories spun on the woman's fingers and rippled through the air. A forest blossomed from the dirt and pulled free a storm. The people stopped, they smiled, and together they watched as a thunder of colours rained down from the sky. When the woman's fingers stilled, there was just a splash of happy in her words, and the sad on her face was not as deep as before. More days passed and more wisps flew in on the evening wind. "Onces" were whispered and rememberings released. Idris tasted the pull of the moonlight, explored the soft scent of new knowings. He felt the rumbles of the earth and the tremble of stories from a thousand kingdoms.

And then one evening, a wisp appeared that didn't wriggle or flutter or flit. Instead, it settled itself it was this feat and Idris wondered was this wisp meant for him? He waited and he waited, but no memories appeared. Idris had lived his whole life in this small, small world. There was nothing else to remember. Then Idris held the wisp close, and slowly his ache was calmed and a seed of understanding began to grow deep inside his heart for, you see, Idris's wisp wasn't a memory. It was a promise. Idris felt his feet begin to move and his arms begin to shake, and he danced free his promised, sending it shooting from the stars and bright soaking the dirt. And the people stopped, they smiled, and, together, they felt the promise of a dream. And Idris lifted his hand and let the wisp catch on the wind. He watched it wing

higher and higher, over the fences to where people had forgotten how to welcome wide feel. It splashed in the rivers and it danced in the trees. It carried with it the heartbeat of a song, the colours of rain, the scent of new knowings and the tremble of stories from a thousand kingdoms. And the promise grew stronger with each person it touched, and soon it whispered, "Someday."

Wisp: a the story of hope by Zanna Fraillon and Grahame Baker Smith. I'm going to pause. Please, turn to your neighbour. Do you feel that gives you hope? And what's the story exploring for us, or you? What are you thinking? Over to you for a quick conflag before we move on.

Okay, I'm going to move us on. But I suppose I wanted to set the context with a piece of narrative that can lift but also a piece of narrative that's conveying a message about the memories that Idris has, as it were. The other people in the camp, the refugee camp, have lots of memories of the past that shape their current and build their future hope. He can create hope out of the future that's going forward. So both work - the identity shaping of the past and the identity shaping of the future. We're in a privileged position in initial teacher education to be able to capitalise on both with our student teachers - their past identities as readers and thinkers and people in the world, and to help shape their future forwards.

Let's think, though, in that first stretch, then. That potential of reading for pleasure itself. Student teachers need to be research informed, we know that. We, therefore, need to be research informed. And if some of this is not new to you, my apologies. But in order to mould our future teachers, we need to be conscious of the research evidence around this particular space.

So reading for pleasure is extensively studied now. Across the last 10 years, mostly based on PISA and PIRLS, because they're open access databases, then researchers can mine them. Yeah. We've seen very strong evidence from longitudinal studies, both of these, Sullivan and Brown and Sun et al, that reading for pleasure impacts on cognitive development. It's not a causal, it's correlational. But it's hugely large

scale studies, very significant. Sun's just came out this year and early reading for pleasure, as they are arguing in that, very strongly evidenced, is longitudinally associated with advanced brain structure with higher levels of cognitive performance in adolescence, and, indeed, better mental health. So catch up for academic performance and catch up for my sense of wellbeing, being encapsulated for those young people who choose to do it.

But, of course, we can't make them, can we? We can't tell them to read for pleasure. We have to entice. We have to invite. Therefore, it's easier to invite me to a party if I'm already part of the party, which means I may need to develop as a reading teacher, rather than a student teacher who doesn't read much and never did and doesn't like it. Do you see where I'm coming from? Yeah? Okay, so that's first strand. Cognitive development.

It's also hugely and extensively linked to higher comprehension and related attainment. There are studies across the world, including your own here from the last PIRLS studies in Ireland and in Northern Ireland, but right across from Korea, Finland, Turkey, you name it, and many, many more. I've just finished a very extensive review of 50,000 words around this space. So, yeah, you can be really reassured that this is an extensive international phenomenon. You're going to get better comprehension if you're choosing to read regularly outside school. You're going to get richer vocabulary too, aren't you? Look at the language from *Wisp*. I don't know whether you noticed the trio - that people stopped, they smiled and together they listened to the blazing, bright heartbeat of a song, or whatever it is. You get that trio three times through the text. Repeated refrain, like a verse pushing the message home. Richer vocabulary, richer word boards are given to those young people who choose to read. There is no question about it. McQuillan's work is a meta analysis of this field and he argues that it's much more impactful to just be a reader than to have vocabulary teaching every week. But he does say don't let's give up on vocabulary teaching because we don't have enough young people who are choosing to read.

So, vocabulary, comprehension, cognitive development. Indeed, related to all of these is that whole notion that reading for pleasure provides that kind of bridging function from the oral discursive language we participate in towards the academic language, towards the sub technical vocabulary that's needed to advance your understanding in Key Stage 3 and beyond. We also develop, of course we do, wider general knowledge through reading. So we learn more about the planet we're on. We learn more about Shackleton's adventures. Or, indeed, we learn more about being a refugee by Kate Milner's 'My Name is Not Refugee' or Elizabeth Laird's 'A House Without Wolves'. As we read fiction, not just nonfiction, as we read fiction, we absorb and understand more prior knowledge, which widens our understanding that we can then bring to any given particular focus that we're engaging in in school. Lots of evidence around that. In fact, for example, Schugar and Dreyer's study there of 56,000 young people in the States. 11 year olds. There's a relationship - not causation, but a relationship - between those who are reading for pleasure most avidly outside school and those who achieve most highly in the humanities in school. Not in English comprehension tests, but in understanding the wider general knowledge that they're being asked to deploy. Then, of course, there are strong studies, aren't there, that focus on the social and emotional and relational benefits of reading. We saw in lockdown, as the National Literacy Trust highlight here, so many young people who voiced the view that reading gave them time out. In fact, we saw reading for pleasure spiking in the National Literacy Trust surveys during lockdown because there was more time to read and more space to read. Therefore, I could breathe out and step away from the possibly uncomfortable, fearful, stressful situation with mummy and daddy at home and what's happening in the wider world, and read and lose myself in a book and feel safe and escape.

I've just finished a new study or new analysis - we haven't published it yet - on reading and wellbeing with Year 5, nine year olds. It's fascinating how much they use reading as a tool to support their wellbeing. Mum and dad are having a row downstairs, I go up and read. Not just to get away, but to get away. I

mean, we didn't ask them about wellbeing at all, and we get evidence on evidence. These very keen, avid readers, how they use it. Then you think, well, what about all the children who aren't keen and avid and don't have a book to take away from? So they're listening to that row and they've got no tool, except perhaps their own phone, yeah, to go onto the net, or whatever, to then meet more rapid internet connections. I'm not against the digital. I'm just saying one's a calming, world living space and the other is a frenetic, magazine style space - potentially, unless they've found something on the net that's going to take them there. So it is supported in diverse ways and we're seeing increasing numbers of studies, for example, a Mak and Fancourt study highlighting how at the onset of adolescence, those young people who are going into secondary school are more comfortable if they're readers. They can cope with secondary school better, because they have that greater sense of self assurance and wellbeing. It's tough in secondary, suddenly. It's different. I haven't got one teacher. I can hardly cope. But if I'm a reader, I'm coping better. Again, longitudinal study highlighting this for us.

So last strand, highlighting the power of affective engagement and how that leads to improvement in empathy, making social actions in the world, making wise choices and being able to develop an understanding of others' contexts and cultures. So lots to summarise there, very quickly. Reading for pleasure makes a difference. Choosing to read. At one level, why wouldn't it? If children are going to read regularly outside school, even if I only read 10 minutes a day. Well, seven days in a week, that's 1 hour 10. So I'm reading 1 hour 10 and I'm choosing to do it. So an hour and 10 minutes, I'm giving myself more lessons. So which child in the country isn't going to benefit from an hour and 10 minutes' extra education every week? Education they gave themselves, because they chose to participate in it and we didn't require it or set it as homework. They chose to engage in that agentic fashion. So, as the OECD and many others have highlighted, the will to read influences the skill and vice versa. The operation of bidirectional relationship, that reading for pleasure, therefore, gives me hope. Therefore, we need to begin to think, we already are, how

might be inform and enable our young people in student teacher education and, indeed, teachers themselves to understand the power of this potential and then begin to say how can we entice, develop, engage? One of the concerns, or at least one of the positives, that OECD highlight is that engagement has the potential to address some of our more challenging social justice issues, as it were, Inequality of opportunity. For example, some of our young people are living in what Neuman and Moland have called book deserts. They're living in a space in the world where they don't have access to resource, for financial reasons, to buy books off the net. They have no local library, or the library is so far away they can't get to it. And the local book shop, if there are bookstores, are very impoverished in areas of high socioeconomic challenge. So the differences for some young people. Where they are literally living means they are living in a book desert, as opposed to others. So there are injustices there.

There are certainly injustices in relation to classroom practice. Those teachers who don't understand this agenda and haven't explored it fully-, why, many, as we've seen in our own research, we wrote a paper, Amelia Hempel-Jorgensen and I, called the Pedagogy of Poverty. Building on others' work in that space clearly, but looking in relation to reading for pleasure practices, where these for four, no rudeness to you, might be less experienced readers, so my expectations of you are lower. I wouldn't read it Wisp to you, because you might not get it. But I'll give you these simple ones over here. You're brown box readers, okay, you four? You can go over there and you can choose from the brown box. It's not very motivating but it's about your level, so you'd better go and choose from that. I'm being rather rude and kind of characterizing, but you see where I'm coming from? We saw practices like that in schools that were identified as doing a good job with reading for pleasure.

I went there, in a classroom I was in in a particular town, and we had four case studies across a whole week, I went there excited to go and see. I'd interviewed the head teacher. I'd interviewed the teacher who I was studying, Year 5. By about 15 minutes into first day, I thought, how did we get

here? What are we doing here? We did an interview. Why are we in this school? It was meant to be exemplary. What we could see was exemplary was window dressing of reading for pleasure. Positioning of reading for pleasure. There was a boat in one classroom and sheds and all sorts around the place. But the reality of the interaction, the affect, the relational, the social, was completely absent. It was almost the antithesis. So the literal window dressing of the space was very powerful, really impressive. That meant the local authority had suggested them. Then when we talked to them, you know, they could talk it too. The head could talk it, lots of book talk. But the book talk wasn't you and me blathering, like you just did about Wisp. It was answering questions for Miss, and then Miss saying, "Get your vocabulary book out now. Azure. Let's get the word azure down. Let's define it."

I mean, I was not frightened for my life but I was so uncomfortable, I was like this. You know, at one point I nearly interrupted. As a researcher, you all know, we don't do that. But I nearly did, because this teacher berated a boy because his parents hadn't signed in the book. Because if you don't keep the reading record up, we might not win the readers of the week on Friday. The readers of the week on Friday got a bag of popcorn and they could watch a movie. I'm like, this is horrendous extrinsic motivation of reading when we know that what matters is intrinsic reading, because you're involved, because you're curious, because you want to know what happens next, or you're interested. I'm not trying to decimate a particular classroom, although it sounds like it. But I'm trying to say it's more complex. It's not just about, oh, tick a few things. Cover the place in lovely, you know, fairy lights in the reading corner until we've solved our business, as it were. No, much harder than that, as we know. So it is an issue that we need to address. We also need to recognize, don't we, that despite very high standards in England and in Northern Ireland, and in Ireland in particular, Republic of Ireland in particular, for standards in relation to reading, we do see that our countries are caught up in the decline internationally, and agenda challenges internationally.

So if we look at these in the last PIRLS study, which is Progress in International Reading Literacy Study, for our 10 year olds in Northern Ireland, 24% of the young people who polled responding reported not liking it, whereas the international median was 18%. If we look in the Republic, we see 23% reporting not liking it. So more children than across the 57 countries and nation states that took part are not enjoying reading. So we've got this, kind of, we can do it but we don't choose to. The 'can but don't' readers as Gemma Moss called them years ago. "I can do it, Miss, and when you test me, I can do it but I don't do it. Get a life. I don't want that, thanks very much." So there are challenges for us as educators before the push and the pull of the performative agenda in relation to schools, literally in schools, and initial teacher education.

Can I just ask you to turn to somebody next to you and just say what are one or two of the challenges that you see in your context for fostering young people as readers and then young people, the student tutors, fostering the even younger, the kids in schools? Over to you for a quick couple of suggestions on the challenges.

Some of your challenges are reflected on the screen here. During lockdown when I was doing various keynotes about this, I asked the question always and then collected them and had a rather fascinating figure. The most challenging element of the figure that I could tell you is that more teachers told me during lockdown, the problem is that one there that begins with P and ends with U. I thought money. I thought time. No, it was about parents. Parents don't do it. It was othering, which is quite concerning. Othering if the agenda too – parents should take responsibility for this. In New Zealand, they've just moved into a new draft national curriculum that includes reading for pleasure. We've had reading for pleasure in the English National Curriculum since 2014. It's been mandated. You're required to enable children to find pleasure in it, although, as I said before, it's a bit challenging. But at least it's now coming into the New Zealand curriculum, being recognised as a tool for social justice. Previously, it was very clear in New Zealand it was the expectation - if you don't read for

pleasure, it's the parents' problem. Now, it's beginning to say, actually, it's a professional problem too. A professional responsibility to address this space.

So if we don't want inequality of opportunities, we need our student teachers to develop their sense of understanding in this space. What I'm trying to kind of argue is just summarised here, really. My social justice stance is fuelled by discrepancy between those many educational theories that honour Luis Moll's work and others, children's diverse funds of knowledge. What they bring to this agenda. What are their identities? What are they really reading? What are they wanting to read, rather than what we're requiring them to read, or expecting them to read? And then educational practices, such as we saw in that study, that reduced success to a set of measurable indicators. So are we measuring only the attainment? I'm not trying to suggest we measure the pleasure, but we need to develop the pleasure and document the behaviours, the attitudes, the dispositions of those who are the keen readers. So, I would argue, we need to explore translating the lived experiences into future realities, and to mobilise the personal dispositions and attitudes our student teachers have, and to mobilise the personal dispositions - and they may be negative - and attitudes that our Year 6, Year 2, Year 9 have, as it were, that can therefore nurture volitional reading. If you take a child who is 11 or 12, and they have been doing "No, thank you," for the last few years. No, thank you. You know, that kind of no, thank you. It's nothing to do with me. I don't want it. I'll play your game, I'll do your writing, I'll do your tests but I'm not a reader. Just go away. If we've got a lot of those and they're 13 years old and they've started that pattern because they perhaps weren't skilled in the early stages of reading because there was a book desert, they weren't read to and they didn't show in any way that they needed to be supported to read at all. Nobody supported them. Perhaps they did show that. Then they were 5, 6, 7, 8, 9, 10, 11, 12. They've done nine years of not being a reader. Of rejecting the identify position of a reader. done nine years of not being a reader of rejecting the identity position of a reader. That's hard work to shift that one. Our student teachers who are coming in, also

some of them have negative attitudes. So we have to start from where they are, not from where we want them to be, which is hardly news to any of us but you can see what I'm digging for at least, and honouring their realities and their lived experience to build on.

So let's focus on those student teachers as readers. Here, I reach a point where so many of my slides are crossed out that I don't know what's coming next. So we'll just go with the flow. You must have been there, (laughter). Okay, yeah, I think it speaks for itself. Reader identities do matter. How teachers conceive of reading and how they construct notions of reading in their classrooms has a significant effect on our young people's identities as readers. We know that identities are fluid, and they're going to shift depending on context. We also know they're shaped in interaction. That's how we develop our identity, through the way you view me. Through the way we then interact with one another and, indeed, through the kind of models that your teacher programme, teacher education programme for your student teachers, models about reading itself and the community that they're invited to participate in.

So if we look at studies of student teachers as readers, some have even gone as far as to call them aliterate, which I think is flaming rude. But there we are. That's a matter of opinion. So it's that bad, yeah. There are plenty of studies that show that students rarely read. I've tried to order these in date order. Hopefully I've been almost accurate, because it's showing that over time, this is still a problem. There are many studies that show student teachers view this as instrumentally only. View reading as instrumentally. You're reading, in order to get better scores. You're reading in order to be able to understand and respond, not in order to lose yourself and think about the world. Not in order to have a debate on Saturday morning about the horrendous situation in Israel, as it were, or indeed the floods in Middleton. Not in order to think and engage, but in order to get through and tick it and be done with it, and then get on with my life, which is separating schooling.

Then we see studies that also show a diminishing desire, which is quite worrying, and the scar one is

in Finland, which was surprising too. Diminishing desire to connect to literature. You know, I'll read other stuff, but not stories. Thanks very much. Poetry, not even thank you very much, even there. They'll not even know the name. Then, many, Gespass there in Singapore, and indeed Jen Farrar's in Scotland, highlighting that many student teachers see it as utterly irrelevant. It's nothing to do with being a teacher, whether I read. My identity's got nothing to do with it. Get real. Give me the skills and the competencies I'm meant to deliver, then I'll be the teacher you want me to be, rather than see this as part of who you are and part of who you are is also part of who you're going to be as a teacher.

So a group of us in OU had worked with some of our Open University Reading for Pleasure partners, and we worked on a study which involved 11 different HEIS. We gave them a survey. This is more recently, in, well, 2021 they filled it in but we started the planning earlier. We look at quant and qual analysis using Corpus Linguistics, because we had lovely colleagues from the linguistics department working with us, and amongst the questions we began to explore what were their identities and in what ways have their past experiences as readers shaped their current understandings. So the space we're in in relation to that study-, and that's a brilliant book, if you don't know it. I'm using it both as a, kind of, notion for the moment but also a book recommendation. We found that predominantly they were rarely readers. They reported reading about a month or less. That was a category where drew the line, so 70% read monthly or less. But what we found was that actually, surprisingly, they weren't unenthusiastic about it. They weren't negative. When we look back at the previous studies, like Applegate, for example, they said, "They don't read regularly, so they're unenthusiastic. They don't like it." Then assumptions were built into some of those earlier studies that said, if you don't do it often, then you don't like it. Well, there are some things in my life that I don't do often, like stay in a fabulous hotel like this. But it doesn't mean I don't like it. I love it! So, hang about, let's get some-, it just came into my mind. I was thinking. I rang my husband last night. I said, you wouldn't believe it! You should have come!

(Laughter). Beside the point, sorry. Back to the point. Being far too personal.

So then we began to find that these young people have barriers. They have honest to goodness to goodness barriers that seem not unreasonable. You know, one of mine for staying here would be cost potentially, and distance. But some of theirs were related to cost but were related to, well, I've never really found books since I read X – Harry Potter, say – very interesting. I haven't found another one that did the same for me. A lot of them talked about commitments. When we were interviewing these young people, we did the survey and then we did follow up interviews. We were like, whoa, there are so many commitments and pressures on their lives, and many of them are handling young children at home and they're still training at one of the universities in England trying to be a teacher, as it were. PGCEs and undergraduates, as it were. So it struck us as perhaps we were asking too much, you know. That we need to start from another starting point and not call you rarely readers, but call you potentially very keen readers. But we just need to work in this space to enable you to journey.

So we'll look at some of the research evidence around what makes a difference to our positions as readers, identities as readers. Plenty of evidence suggests that early positive experiences make a difference. So if we can break this chain, which is why I feel there is hope, if, as teacher educators, we can enable more of our young people to become reading teachers and fully developed, then when they've got children or already got children, introduce not only in the classroom but to their own children that pleasure in reading, and see that move on. We also saw the significance of reading role models. Reading role models in the home, and male as well as female leading role models. So there is some hope. Well, we also saw-, oh, I was expecting the next slide to be something else, but it isn't there.

So I'll just move to this one. Maybe it's coming in a moment. So I was going to just ask us to think for a minute about our own reading histories. This is the picture of a place I know very well in Scotland. My parents had a tiny place up there in (? 34.33). It's got

two bedrooms, as it were. It's minute. This is the view. Well, it was the view a few years ago. There's a caravan site now but anyway, let's not go into that detail. But for me - 10 minutes, glory be - for me, reading there was, you know, normal. My childhood. We went there every summer. That's what you did. You went there and you read. I mean, my brother didn't read. He went fishing. My sister didn't read. She went looking for flowers with mum. I didn't care about flowers or fishing. I just read on my own. Don't care. That was lovely. It was fantastic, in fact. I'm going to pause and ask you to think about where your childhood memory of reading is. Over to you for a quick conflagration while I move on.

I'm just sharing there on your screen, some of the many things I've read while there in Scotland. Is anyone else in the room prepared to admit? Good! I remember reading Jackie. So wonderful. It was actually named after Jacqueline Wilson, for those who know Jackie Wilson. She was the girl in the shop, in the office when they were making that magazine. As she openly tells people, they said, "Oh, we want to name it after a sort of young person, like that lassie who makes us tea. What's her name? Jackie. Let's call it Jackie." Which is wonderful, isn't it? But, anyway, there are some visuals. You remember those anybody? No, maybe not. Far too many young people in the room. It's too bad, really. There are some visuals from inside. Now when I was given this through, actually, the Observer did some stuff on Sundays, giving away. This is dated from the period I would have read it. I knew I'd seen that page. I actually remember going, oh, and feeling that kind of sense of affective connection – does that make sense? – to my past. So what I'm highlighting here is our reading histories are different. There's a teacher I've been working with, Steph. Her reading history is utterly different. She had MSN and Myspace in her reading history. More contemporary text but also digital text, which I didn't have available to me in my own space.

So our childhood reading histories may have been influenced by Dogger. And look at this lovely picture of the real Dogger. It was lost in Shirley Hughes's home, and then she wrote a story about it. But those

childhood reading histories are part of us and we bring them to teacher ed. We don't have to spend weeks on them but if we can open up around them and begin to understand what they're telling us. What are they telling us when we talk? That was the hardest time to interrupt you, might I observe. Mirror up. So you've had three times to chat with one another. So far, that was the hardest because it was you. It wasn't your response. It was you. Your lived experience. Your memories. That, of course, makes a difference. So we need to honour those spaces and begin to say to one another isn't reading social? Isn't it affective? Isn't it relational? If we understand more about reading, then we can tempt the young people into this relational community of engaged readers, rather than into "you need to read on because we've got to get on to the next book," or "I'm reading this book to you because I chose it." Well, why should I choose it, excuse me? Why don't we choose and vote for the books in this classroom that we're going to hear Miss read for pleasure?

So what I'm trying to highlight here is the personal and the professional. I want to explore, highlight some possibilities, really, about finding out more about your student teachers' attitudes, dispositions and identities as readers, exploring their expertise and their life experiences. Some of them will have very negative. A colleague of mine, Emma, has been working with student teachers and PhDs on this, and she's been interviewing, you know, embeddedly negative student teachers. Now, that isn't impacting that teacher's capacity to teach literacy and reading for pleasure. It is impacting her capacity of reading and maths and RE and geography, right across the curriculum. It's impacting her capacity, because she doesn't want to read the books that go with any of that and just sees it as, well, you get out the topic book, don't you, and you give it out. Or you have a copy of it and you borrow it from the internet, and you land it on the page, and then we do the work from it. Rather than engaging with the issue of pollution within that particular text and finding some narrative that will go with pollution and enable my class to read more about pollution, in order to widen their prior knowledge when we study it.

We also need to think about the mentors that our students teachers are working with too. What kinds of role modelling are they offering, in the context of the classroom? Are they only doing window dressing? Or are they doing more than that and is that making a difference? Then we need to examine the consequences of placement. You can see when young people go out onto student placement and they come back in, they're surprised by X or Y. They love the activities, they want to go towards the activity. But, I'm sorry, I want them to understand the principles and the dispositional shifts and the relationships in the classroom, not just which six activities seem fun and the kids liked it. Well, that's not education. that's doing activities that are under the banner of reading for pleasure. I'm anti-activities under the banner. I'm for a research-led understanding of the nature of reading that makes it more authentic, more relevant, and more real to the young, as well as those involved. Indeed, for example, one teacher here, the same lady, said when we'd been doing our own reading history, she said, "You know, I'm going to do that with the class. I hadn't thought about it." So she offered her class the opportunity to find three books at home or find three books on the net they'd read before in the past and bring them in on the Monday. One of her class came up said, "Miss, I've made a slide on it but I haven't done three. I can't do three and you're wrong to ask three. I've got nine." I think that says so much about their relationship, that she could push back against Miss's activity. Steph said she thought she'd spend about 20 minutes on it but in fact it took nearly two hours, with all of them discussing. She went back down to some earlier years classrooms and got some boxes of books. The kids were delighted to revisit what they had read, who they were.

Now I'm terribly conscious of time, so I'm going to just flick through a quick argument now. Yes, I can see that. Teachers textual knowledge. I've done many studies of this. I'll just show you Roald Dahl's pretty dominant. Indeed, in children too. So the bottom line is children. You have 2021. We published it in 2022, but children's-, so if we only as readers read from a small collection, then we're constraining the children's access to it. In England, doing a survey,

in lockdown Dahl was dominant in the survey. In the States, we found that – or Conradi-Smith et al – found that the average date of the books that the teachers were reading aloud in 2021 was 1997. That was the average date. They've removed things like Swiss Family Robinson. So they're ancient, these books. 1,000 teachers in that survey. When we asked 854 student teachers from that study what six authors they'd recommend? Well, I don't think you're going to be surprised. We're also working alongside some Finnish colleagues, so we asked them too. The student teachers in England, this was a collection. The student teachers in Finland, this was the collection.

Now if we look at another visual representation of that, you can see the top 11 authors in England, not books, they didn't name the Hungry Caterpillar, they named Julia Donaldson. Do you see what I'm saying? So those are the top 10 in England and the top 10 named authors. There were two overlapping. I'm sure you can guess one of them, at very least, which was Roald Dahl. James and the Giant Peach. 1961, that was written. You're celebrating 20 years. James and the Giant Peach, which was read by the highest percentage of teachers in the Centre for Literacy in Primary Education study in England, during lockdown, 1961. 62 years ago. And Harry Potter. So what I would argue is we, collectively across different countries and nation states, have our own popular childhood canon of kids lit. Why shouldn't we? Those are the books we were introduced to when we were 6, 7, 8, 9. If we were lucky to be introduced to them, they formed part of our repertoire. There's nothing wrong with having a cultural canon from your childhood. But what is wrong is if you don't widen it. If you don't develop a more diverse canon, which enables your young people today, who are born many years after James and the Giant Peach was written, to develop theirs.

So we get all the paraphernalia that goes with that, that helps, that persists that cannon. But we need to take responsibility for developing our student teachers, with regard to their identities as readers and future teachers to understand the construction of those reading repertoires, and the very big gaps in them, and bring critical literacy to bear within that

and with reference to widening contemporary texts. Where's the diversity in terms of LGBTQ agenda? Where's the diversity in terms of own voice stories, in relation to social cultural backgrounds? A whole wide range of different diversities that exist now that weren't recognised or written about before, and need to be recognised and understood as we move on.

So my question to you would be, just before I close, how might contemporary and diverse texts be woven more fully in your teacher education courses? Not, I'm trying to say loudly, in English only but right through, so that we are dealing with really new, big issue texts, but that help young people, the student teachers, then know books they could then go and use in the classroom that are contemporary. Not from our own childhood pasts, as it were. So a challenge for you to think through that one and to begin to say in initial teacher ed, we have a personal, social and moral responsibility to expand our student teachers' repertoires of children's literature and other texts, because then they can, in a more effective way, advance educational equality, both through the text they're using and the actions they take.

Now, I am conscious that is reaching now my third strand and we have five minutes. It's called bad planning. I feel sure you've been there. I'm going to ask you just to tell somebody next to you what two messages you've got. I'm going to flick while you're doing that towards the end to get to the final, kind of, three or four slides. So over to you for a quick conversation. What message are you getting so far as we move through this?

Okay, colleagues, I'm going to move us on. Cue last slides, just to try to summarise. I apologise for massively over preparing. One quick example of developing reading teachers would be to be more authentically engaged ourselves. So I'm happy to stand here and say to you, "I didn't finish *Wild Swans*, by Jung Chang." I know that many of you have read it and think it is, you know, a literary masterpiece. I'm afraid for me, it didn't work. I just got lost with the Chinese relatives. That's not to diss the book, it's just to simply say Teresa Cremin couldn't find enough connections in it, it didn't work.

I'm allowed to say that because I'm me, and I'm a reader. We need to encourage our student teachers to voice that, so that they can, in the context of the classroom, explore young people's rights as volitional readers to give up on some books, not every book, but to give up on some books, so that we can explore and understand that. As this young man says, "I once started reading *Lord of the Rings* by Tolkien. I got to page 56 and I stopped. The reason I stopped was because he had good description, but it took him forever to get to the main plot. There was no action. The pages were big and the writing was small. I think I'll enjoy it when I'm older. I thought I'd enjoy it as much as *The Hobbit* but I was wrong." Now, although it's funny at one level, what we know and understand about metacognition is that this young person is consciously aware of his choices as a reader, and has made the choice not to continue to engage. Yeah? Even though somebody might have leant upon him, nudged him, expected him, mummy might have wanted him to. So our reading teachers, or indeed our reflective geographers or mathematicians, are thinking about reading or maths or geography in the real world and their engagement with it, their desire to go on walking holidays, to see Oxbow Lakes, or whatever it is, to reflect upon that process, and then to say, so what are the consequences? Can I hold a mirror up to my practices and then turn around and say, how might I reflect some of the consequences for my young people, so that reading, or maths or geography becomes more real and less school? Of course, we're going to deliver the school curriculum. But we want them to volitionally engage in being fascinated by Oxbow Lakes, or whatever it is, or, indeed, reading for pleasure. So in order to do so, we're trying to balance that agency and desire alongside the expectation. My hope is that reading pleasure gives us a space in which we can begin to do that, and then apply it more widely.

So characteristics of reading teachers, I would argue, have an openness to learn about-, it could be reading, could be maths. Seeing pattern in maths. Valuing pattern in maths. Commitment to developing their knowledge in that space and their own identity. Then, have a pedagogy which is responsive to that does not put on one side the

pedagogy of reading instruction. Of course, that must happen. Not suggesting this overplays it. It's about a balance between providing instructional skills and understanding, at the same time as fostering volitional understanding, so that I'm constantly reflecting and responsively reacting my pedagogy to the young people. On our Reading for Pleasure website, and I'll pass around some things later, there are some examples of teachers who have worked at just this and who have tried to find ways in classrooms to become those reading teachers. On the site too we have loads of other stuff that helps because it's a site for the community, not a site for researchers to tell teachers what to do. But a site for research and practice coalition to dialogue around these phases. They've helped us, so many of these teachers understand the challenges that they've met in so doing.

We also have partnerships with 36 universities who are out facing Reading for Pleasure work in order to develop reading teachers. We are working with, at St Mary's, Donna Hazzard, University College in Belfast. But if anybody else is interested, do blether to me. I can explain what that involves. We have student teacher reading ambassadors in those universities. Not in every one. They choose wherever they want to do it, but where they are. Some student ambassadors work with us across the years in OU RfP

to try and give them the confidence to position themselves as reading teachers and help their students teachers too. Then we run reading teacher groups. Volunteers run them all over the country and abroad. We don't have many here, so we'd love some more because it would be a space in which we get structure and support but a space in which your teachers, current teachers, professional development, back with this again, but it's voluntary attendance. Five sessions across the year and it's very much nationally structured, but locally owned. We run a Reading for Pleasure quality mark with the UK Literacy Association too, trying to celebrate where schools have developed those communities and develop volitional reading where children want to read, do read and love reading.

So that was my trajectory. I think I'm trying to highlight the personal inner professional. Stephen Ball has shown us how the performative agenda can take away teachers' souls, as it were, or at least reduce that kind of sense of personal engagement in the process. I'm trying to revisit that space and, as Fielding argues, rehumanise the curriculum to coming from where we are who we are, and meeting our student teachers and our young people where they are too. I hope that was useful to you. Thank you.

SECOND KEYNOTE ADDRESS

Later that afternoon the second keynote address was given by **Prof Ian Menter**, Emeritus Professor of Teacher Education, University of Oxford.

The title of his talk was

Resources of Hope for Teacher Education in the 21st Century

Ian offered an in-depth critique of what constitutes teacher education today and going forward, against the backdrop of a selection of seminal texts and ideas put forward by educational theorists and activists.



Firstly, I offer my congratulations to all involved in SCoTENS on your achievements over the past 20 years... It is a remarkable achievement to have maintained this cross-border initiative over this period of time especially when we consider how much change there has been in teacher education in both parts of Ireland.

Second, I must say I feel very honoured to have been invited to this historic conference to give this presentation. I was last here in 2014, when the theme of the conference was 'Always learning, always teaching: making the journey' and my talk was entitled "Research and teacher education in the UK - where next?"

I have indeed been very fortunate to have visited this island many times during my career in teacher education. Examples include being on a steering group for a project on Values in Initial Teacher Education, led by Alan Smith at the University of Ulster. I subsequently became a Visiting Professor there and have worked closely over the years with Linda Clarke. I have examined doctorates and have also had associations over the years with Queen's and with Stranmillis.

In the Republic I have had associations with UCD, Limerick, UCC and NCAD, including quality reviews and steering group membership, as well as sitting on the Teaching Council's advisory group for COSAN, the innovative approach to cpd for teachers. In 2009 I

gave a keynote at the ESAI conference in Kilkenny (when Maggie and I travelled together, as we have done on this occasion). And I am looking forward to visiting the Marino Institute in Dublin later this year.

The book series that I edit for Critical Publishing, *Critical Guides for Teacher Educators*, includes several volumes by colleagues based in Ireland, including Linda Clarke, John McCullagh and Colette Murphy.

Throughout these times I have been deeply impressed by the commitment of colleagues in Ireland both to maintaining high quality provision but also to ensuring that research informs policy and practice in teacher education. Goodness knows you have experienced enough reviews, reports and restructurings - the latter not always successful - to satisfy even the most prolific of reformers and possibly in spite of these, rather than because of them, you have managed to maintain those commitments.

Part of what I want to do today is to reflect on what has changed in teacher education both here on the island of Ireland as well as in other parts of the world. In so doing I take as my inspiration the phrase used by Raymond Williams in his book called *Towards 2000*, published in 1983, "Resources for a journey of hope". That phrase was taken up in slightly abbreviated form as the title of a posthumously published collection of Williams's

essays, edited by Robin Gable, in 1989. Williams was not known as an educationist, but rather as a socialist intellectual, a specialist, indeed some would say a founder of cultural studies, as well as having been a novelist. But more of that later. The other inspiration for me today is Paulo Freire, born in the same year as Williams, 1921, but on a different continent and very much known as an educator, whose work on adult literacy led to him being exiled from Brazil. One of his books was *The Pedagogy of Hope*, a theme that I hope underpins much of what I will say this afternoon.

So here is an outline of what I want to say today.

Both Freire and Williams first became known to me in the early 1970s when I was undertaking a BEd course in Bristol, in preparation for becoming a primary school teacher. In those (heady!) days undergraduate teacher education programmes included considerable study of history, psychology, sociology and history. Williams' early classic *Culture and Society 1789-1950*, published in 1958, was a core text on a course on my BEd called "Great Ideas of the Twentieth Century". I had to discover Freire for myself and his early works, *Cultural Action for Freedom* and *Pedagogy of the Oppressed* were among the Education Specials published by Penguin in the early 1970s.

So what is it that a reading of Williams and Freire can tell us about education and more specifically teacher education in the 21st century? Although they were both fundamentally optimists, they also shared deep concerns about the emerging neoliberal policies coming to dominate global politics towards the end of the 20th century. The perils of populism and performativity were predicted by both Williams and Freire, as we shall see. But they also shared - in their different ways - a commitment to public provision of high quality education as a necessary underpinning of democracy and freedom. In short they shared a deep humanism.

Williams grew up on the border between Wales and England and his first full length novel, *Border Country*, is a largely autobiographical account of how he crossed not only geographical but also cultural and social borders during his lifetime. In my own recently published book *Raymond Williams and*

Education, I explore how his own biography - including grammar school in Abergavenny and studying at the University of Cambridge - shaped his insights and helped to inform his theoretical thinking. Perhaps I can best summarise his understanding of education by quoting from another early book *Communications*:

I wish, first, that we should recognize that education is ordinary: that it is, before everything else, the process of giving to the ordinary members of society its full common meanings, and the skills that will enable them to amend these meanings, in the light of their personal and common experience.

(Williams, *Communications* 1962/66:14)

This book was developed from his input to a conference organised by the National Union of Teachers in the early 1960s. The commitment to permanent education was part of his vision of *The Long Revolution* (1961/2011), his belief - indeed hope - that in the 1960s Britain was becoming a more democratic, more inclusive, less class-differentiated society. Referring to the contribution education should make to these processes, he wrote:

It is a question of whether we can grasp the real nature of our society, or whether we persist in social and educational patterns based on a limited ruling class, a middle professional class, a large operative class, cemented by forces that cannot be challenged and will not be changed. The privileges and barriers, of an inherited kind will, in any case go down. It is only a question of whether we replace them by the free play of the market, or by a public education designed to express and create the values of an educated democracy and a common culture.

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And then writing about his 'resources for a journey of hope' in the 1980s, in the early days of what became known as Thatcherism, the British version of neoliberalism, we have this:

... the objective changes which are now so rapidly developing are not only confusing and bewildering; they are also profoundly unsettling.

The ways now being offered to live with these unprecedented dangers and these increasingly harsh dislocations are having many short-term successes and effects, but they are also in the long term, forms of further danger and dislocation.

(Williams, 1983:268)

Indeed, before turning to Freire, I should encourage you to read *The Long Revolution* itself, most especially the chapter headed 'Education in Britain', which is actually most concerned with education in England. It is a deeply insightful account of the historical development of an education system emerging out of the industrial revolution, a system incorporating many of the social inequalities that were fundamental to English or British society.

Freire's ideas on education bear a remarkable similarity to Williams's. His first published book *Cultural Action for Freedom* expressed how education itself - if properly provided - is a revolutionary and liberating process. Indeed his success in empowering rural populations in South America through adult literacy was the reason he was exiled. Education is a political process in Freire's conception.

In his second book to be translated into English, *Pedagogy of the Oppressed*, he developed his critique of the 'banking concept' of education, that is the simplistic view of education as the transmission of pre-defined knowledge into the minds of the learner. He contrasted this with 'the problem-posing concept of education' which is a kind of social constructivist view of teaching and learning or what is today seen as a lynchpin of 'critical pedagogy'.

His later work, *Pedagogy of Hope*, which I mentioned earlier, is sub-titled *Reliving Pedagogy of the Oppressed* and is in essence Freire reflecting on many debates, discussions and criticisms he had encountered relating to this previous work. He strenuously refutes attempts to separate education and politics and suggests that hope is indeed an essential element of pedagogy - and I think many, if not all, teacher educators would recognise this and concur:

One of the tasks of the progressive educator, through a serious, correct political analysis, is to unveil the opportunities for hope, no matter what the obstacles may be. After all, without hope, there is little we can do.

(Freire, 1994:3)

So, against the backdrop of these two sets of ideas, what is our sense of the current prospects for teacher education, locally, regionally and globally? Where can we find evidence of the contribution that teacher education may make to democratic, just and sustainable futures for citizens of the world? What indeed, and where, are our resources of hope in teacher education?

Personally, in trying to make sense of teacher education in many parts of the world, I find I have been taking an increasingly anthropological perspective on these matters. I tried to capture this in my introductory chapter to *The Palgrave Handbook of Teacher Education Research* which I edited and was published earlier this year:

it is ... striking how a synthesis of all that has been written and collected here may be seen to offer a strongly anthropological perspective on the significance of teacher education within contemporary global culture. In so many chapters we see how the authors have located their analyses within the history and culture of particular societies. Furthermore, when we see the full assemblage of chapters, we get a strong sense of the ways in which teacher education reveals much about the contemporary world and the changes we are experiencing....

If anthropology focuses on culture and in particular on the transmission of culture, then surely education must be a matter of central concern, for that is surely what education is - the transmission of culture, whether the educational processes are formal or informal.

(Menter, 2023:25)

Thus, I suggest, the education of teachers becomes offers a key anthropological insight to societies. For me, this growing perception arises partly through an increasing involvement in comparative studies of teacher education. This perspective started to

develop with my move very early in the 21st Century from the peculiarities of the English (to borrow a phrase from EPTompson) approach to teacher education to the very different but internationally more recognisable approach in Scotland. This was the beginning of a process continuing to this day of showing the significance of the connections between the nation state and teacher education.

Back then, we established a five nation research group, the Teacher Education Group, and worked on an edited collection called- *Teacher Education in Times of Change*. It was here that we began to suggest that although it had the largest educational system in these islands, England was very much an outlier when considering approaches to teacher education. So this was a review of policy in the four main parts of the UK as well as the Irish Republic. We had contributions from the north and south of Ireland, Linda Clarke and Geraldine Magennis in the north and Teresa O'Doherty in the south.

A few years later, working on a project conceived by the late Geoff Whitty and based at Bath Spa University it became very clear that during the second decade of the 21st century teacher education in England was not only an outlier, it was becoming increasingly complex and diverse - other less neutral words could also be applied! This process of English divergence has accelerated since that time with a range of reviews, most notably - and some would say cynically - a Market Review of Teacher Education, that has led us to a situation where the university contribution has been increasingly marginalised and several long established providers (as well as some newer ones) are in the process of having their accreditation removed. These include Durham, Sussex, Plymouth and UWE. How can this be? How has it come about?

The last three years of my full-time employment were spent back in England, based at the University of Oxford, where I was able to develop further my interest in comparative studies in teacher education. Maria Teresa Tatto and I led a WERA IRN which gave rise to a publication *Knowledge, Policy and Practice in Teacher Education*, which considered teacher education in twelve countries around the world.

This study gave me a much better understanding of how globalisation and national cultures come together in teacher education to create similar but different scenarios around the world. The phrase 'vernacular globalisation' was devised by Appudurai and then adopted by other scholars, capturing the essence of these processes. Another term glocalisation has been used by Marginson and others, but it has a very similar meaning. In this work with Teresa Tatto, I identified six, later seven, themes that could be used to demonstrate these processes in our twelve countries.

1. The professionalisation / universitisation trajectory
 2. The positioning of research in relation to policy and practice
 3. Partnership and roles in teacher education
 4. Power and control in teacher education
 5. The impact of performativity and accountability and the rise of Standards
 6. Technology and communication - the impact of digitisation
- Plus
7. The continuum of professional learning

Another study with Tatto and some other colleagues at Oxford looked at policy and practice in England and the USA, taking an explicitly sociocultural and ecological approach considering what was affecting the processes of teacher education at macro - ie national, meso - ie institutional and micro - ie personal, levels. A key idea to emerge from this study was that of alignment. We identified how differences of values and beliefs between governments, institutions and individuals could significantly affect the processes and experiences encountered within teacher education.

Under the auspices of the ATEE, led by Marta Kowalczyk-Waledziak in Poland, four of us co-edited a study of teacher education in CEE, taking 21 countries all of which during a major part of the 20th century had been under the influence of some version of communism. Themes to emerge from this...

1. There is great richness and diversity in the 21 accounts. In particular, we identify a large number of common features, but also a range of fascinating differences.
2. The 21 cases offer a perspective on 'vernacular globalisation'. The effects of educational globalization are clear but yet the individual histories of each nation have their effect.
3. There is sometimes a disjunction between reforms on school education, teacher education and higher education more generally. Additionally, some reforms focus on structures and organisation, others on curricula and learning.
4. The influence of European integration processes is very apparent in a number of the cases considered. Teacher education across the region is moving towards Masters level programmes.
5. The impact of 'the communist legacy' and the struggle for independence can create further challenges. The complex political geography of CEE, especially since 1989, has had an important influence on subsequent developments and often gives rise to a turbulent policy context. There can be continuing tensions and conflicts in societies going through rapid social transformations.
6. There are links between education development (especially teacher education), economic development and cultural development.
7. The importance of cultural and ethnic diversity within many of the countries is apparent and perhaps especially significant are questions around languages.
8. There is great significance in the standing and status of teachers and of teaching as a profession in these 21 settings and the relationship of these with the supply of teachers.

And currently I am working on a study of teacher education in the fifteen nations, now at least formally independent nations, that were previously

part of the USSR. Here again, we see not only the legacy of communism but the impact of centralised and often repressive control of an imperialist nature.

- The role and significance of teacher education in post-Soviet reform – denationalisation **and** nation-building
- Teacher education structures – 'universitisation'
- Alignment between schools and teacher education
- Partnership developments
- Processes – curriculum, pedagogy, assessment
- Digital technologies
- Linguistic, religious and ethnic diversity
- The status of teachers and teacher supply
- Research and teacher education

Following that, I am also currently at work with other colleagues, arising from another WERA IRN, on teacher education in the BRICS group of countries. Here we have five very different countries which between them comprise about 40% of the world's population. That alliance is currently being expanded with the addition of at least six more countries. Although BRICS is primarily an economic alliance, we are already identifying a number of common themes merging from current reforms in their approaches to teacher education, not least the significance attached to the practice-based and research elements of the programmes.

- Theory and practice
- Standards
- The continuum of professional learning
- The influence of global organisations
- Teachers' status and pay
- The management of change
- The impact of the global pandemic
- The use of ICT
- Research, policy and practice

So in the light of this range of studies conducted over recent years, what, where and who are our resources of hope for a positive future in teacher education?

What?

1. Theory and practice - practical theorising (Donald McIntyre; Burn, Mutton and Thompson)
2. Partnerships - especially schools and universities (Mutton in TEG; Mutton, Burn, Hagger and Thirlwall)
3. The distinctive contribution of universities (Bob Moon; Scottish Deans; Loughran & Menter)
4. Research leading to evidence-based policy rather than policy-based evidence - Palgrave Handbook provides 64 examples of cutting edge research that can make a contribution... and Tatto & Menter shows how these relationships vary between different countries
5. International collaboration and cooperation rather than nationalism and xenophobia - the importance of comparative studies with a high degree of context sensitivity (Tatto & Menter)

Where?

It is perhaps easiest to say where they do not appear to be at present. You would not be surprised that I would suggest that in England there are currently fewer resources of hope than in many other parts of the world. The USA is in many ways in a similar situation to England. In Europe, Finland is still cited as offering one of the most effective approaches and we should also acknowledge developments in other Nordic countries.

It must be said that the efforts to democratise and improve the quality of teacher education in countries going through major political changes appear to be more hopeful. I would indeed suggest that the island of Ireland, perhaps in spite of the huge number of reviews that have been undertaken, seems to show a deeper awareness of the importance of teacher education, than we see in England - and the same could be said of Wales and Scotland. The efforts in Central and Eastern Europe, as well as in the former Soviet republics also provide numerous examples of attempts to humanise and democratise not only schooling but also teacher

education. But of course some such efforts are seriously undermined by violent conflict and also by natural disasters.

Who?

In the final analysis the key resources of hope must be the human beings involved in the processes of teacher education. This must include teacher educators, teachers themselves, school leaders, education policymakers and researchers. But it must also be recognised that the main resource of hope lies in those people who can be attracted into the teaching profession and who have a desire to improve the lives of the young people of today and tomorrow.

The damage done in many parts of the world to education and teacher education by populism must be reversed. I did not include politicians in my list of who are our resources of hope. There may be some who do understand the significance of teacher education in society, but I am afraid they are few and far between. There are far too many who see teachers and teacher education as an easy target for criticism, or in Stephen Ball's (another former SCOTENS speaker) phrase, a target for a discourse of derision. Teaching is an intellectual activity and teacher education is a complex process in this fast-changing world that is in a perilous state through conflict and environmental degradation.

Raymond Williams' acknowledgement of the wider social and political challenges, towards the conclusion of *Towards 2000*, is surely highly applicable to teacher education around the world today:

If there are no easy answers there are still available and discoverable hard answers, and it is these that we can now learn to make and share. This has been, from the beginning, the sense and impulse of the long revolution.

(Williams, 1983:269)

And this long revolution requires an underpinning of hope.

To conclude.... If it's twenty years since the birth of SCoTENS, it is ten years since the death of Seamus Heaney, another anniversary that is important to mark. So, I will finish with some of his words, on the subject of hope. The first has been used by presidential visitors from the other side of the Atlantic and is likely to be familiar to you:

History says, *Don't hope*
On this side of the grave.
But then, once in a lifetime
The longed-for tidal wave
Of justice can rise up,
And hope and history rhyme.

So hope for a great sea-change
On the far side of revenge.
Believe that a further shore
Is reachable from here.
Believe in miracles
And cures and healing wells

(Chorus in Heaney, S., 1990,
The Cure at Troy .p77)

Or elsewhere he draws on the words of one of the moving forces of democratisation in central Europe. Heaney wrote..

Hope, according to [Vaclav] Havel, is different from optimism. It is a state of the soul rather than a response to the evidence. It is not the expectation that things will turn out successfully but the conviction that something is worth working for, however it turns out. Its deepest roots are in the transcendental, beyond the horizon.

(from a *Sunday Tribune* article,
"Cessation, 1994", reprinted in Heaney,
S. Finders Keepers, 2002:47)

Over the next twenty years let us endeavour to look beyond the horizon.

Thanks for listening.

ROUND TABLE CONVERSATION

This year, SCoTENS introduced a new segment to the conference, the Round Table Conversation. This segment allowed for a series of parallel conversations in the main conference room.

In total we had 13 tables with two contributors, one facilitator, and several delegates at each of them. Contributors at each table presented separately on their chosen topic, while the facilitator encouraged delegates to respond to what they had heard, offer feedback, or pose questions to the two contributors.

The format was designed to facilitate speakers and delegates in reflecting on the last twenty years, celebrating all that has been achieved in teacher education, and looking to the future with hope. This format proved very successful with delegates expressing how much they liked the new format.

Round Table Conversations taking place.





PANEL DISCUSSION

On Friday morning there was the Panel Discussion chaired by Dr Conor Galvin featuring Prof Teresa Cremin, as well as invited guests: Mr Andy Pollak, Former Director of the Centre for Cross Border Studies, Mr Tomás Ó Ruairc, Assistant Secretary, Department of Education, Ms Rachel O'Connor, Deputy Director of National Association of Principals and Deputy Principals and Mr Geoffrey Cherry, Principal, Pond Park Primary School, Lisburn.

As in previous years, SCOTENS is indebted to the panellists who so willingly gave of their time to ensure that a stimulating and insightful discussion was enjoyed by delegates.

FINAL KEYNOTE ADDRESS

The final keynote of the conference was given by **Prof Joanna Madalińska-Michalak**, Titular Professor of Social Science at the University of Warsaw and the subject was:

SCoTENS at 20: Some Thoughts from Abroad



Ladies and gentlemen, esteemed colleagues, dear friends, if I may, it's both an honour and privilege to stand before you today to share the view from abroad on the themes of hopes, dreams and possibilities within the SCoTENS. I extend my heartfelt gratitude for the opportunity to deliver this keynote speech and I'm profoundly grateful to the SCoTENS committee for the warm welcome and hospitality.

So thank you, again, very much for this invitation and I really agree that the mission was almost impossible. But as a leader of different organisation, I said to myself, if I received such a lovely invitation, why I shouldn't say no. I should say yes. So, today you will observe, let me say, my learning, what I have learned about your organisation and what I see, what might be important for you for the future. So as far as my knowledge about SCoTENS is concerned, I had some possibilities to broaden my knowledge about this organisation. The first time when I heard about your organisation was Easter 2016, which I think was very important for the colleagues from Ireland because it was the European Conference of Educational Research, which was held at UCD. The title of the conference was *Leading Education: the Distinct Contribution of Educational Research and Researchers*. For me, the conference was also special because I had at that time on (? 07.42), the one of the central events, it was the keynote, which was held by Jorunn Møller, and you should believe me

that I was even more afraid than now, because the audience was more than 500 participants. As a speaker from Poland, even though, you know, I can speak sometimes easily in English, I know that it is not the most, let me say, my strongest point. The audience was talkative. I said to them, "May I have your attention, please." I repeat, and then it was such a peaceful atmosphere. Quiet, you know. You can hear the flies. And then I felt, oh my goodness, I would like to go away (laughter). When I have to manage with that. It went well. So during this conference, you presented about your organisation and then I had the opportunity-, it was the first time when I met-, I usually say Professor Conor Galvin to encourage my friend to think about the future. So I met Conor at one of the European Educational Research Association Council meetings. We were talking about your organisation. For me, it was really difficult to understand about the organisation. Why? Because it is a very unique organisation. It is based on this cross border cooperation and it comprises not the, let me say, individual memberships, but it's about the faculty of education, different units. It's very good from my point of view. It is supported by the Departments of Education from both sides, north and south. So, yeah, this message was quite new for me.

Then, I participated at this American Educational Research Association 2018. It was held in New York and at that time, still they printed the programme.

As you know, the programme is very large. I noticed that your colleagues, they presented about this organisation. I have some thought that it's a good opportunity also for my organisation, Polish Educational Research Association, to present our achievement at such a prestigious forum. So, as I say, these initial thoughts, they were very foggy. I know a little bit about SCoTENS and I can say that at that time, I understood SCoTENS as a conference that unites educators, researchers, policymakers from both Northern Ireland and the Republic of Ireland based on collaboration and networking. Now, let me say, it was the time of this lovely invitation. I received the invitation to address this keynote from both cultures, Dr Maria Campbell and Dr Gabrielle Nig Uidhir – sorry if it's not properly said – and I felt deeply honoured to receive this invitation and to offer this keynote. As I mentioned, I said, yes, but then, as you know, there are very good beginnings and then there is the hard job.

So I look at the website, your website, and it is full of information and it is a very nice design, so congratulations. Also, I tried, as a researcher, to read some papers about your organisation. Three of these papers, they were put in the repository of the American Educational Research Association. But the paper that I would like to draw your attention to is the paper which is published at a very prestigious journal, Oxford Review of Education. The title of this paper is 'Assessing the value of SCoTENS as a cross-border professional learning community in Ireland using the Wenger–Trayner value-creation framework'. It is very well written paper and, really, I think it's a lesson for you to read this paper not only from me, because it shouldn't be the situation that I will not know more than your colleagues about your organisation. The paper was written by Linda Clarke, Conor Galvin, and the other colleagues. On the basis of these papers, I broadened my horizons and I found the SCoTENS value imperative. I found that the organisation is a profound and unique one, deeply rooted in the historical context of Northern Ireland and the Republic of Ireland. The central mission of your organisation is two-fold, reflecting its distinctive role and significance. The primary motivation for the creation of SCoTENS lies in the imperative of peacebuilding, and I think the value of

peace nowadays. As usual, it's one of the most important values for everyone. But nowadays, what we are observing in the world and we are afraid about the future because of the time of uncertainty, the time of crisis, we can say in this way, this value really should be put in the centre of any organisation and any consideration of what we would like for the future. So I appreciate a lot your central mission of your organisation. The other motivation, which is connected with the central mission of SCoTENS, is about cross-border cooperation for educational enhancement. SCoTENS places a strong emphasis on its core mission of enhancement of teacher education in the region. So it underscores the value of education as a catalyst for positive change, as a means of building bridges between communities, contributing to a more peaceful, equitable and prosperous future. So, from all these papers, I found the SCoTENS value imperative as the most important thing that helped me to look at the organisation through the specific lenses.

Now, I'm going to offer you some observations that might be useful, helpful for you. Let me say that the first things that strike me when I visited several times your website – and it was a pleasure, really – I enjoy a lot your advertisement. It is on YouTube, the short movie about the organisation. So I look at the different activities, different elements of the structure of the organisation. Among these activities I think that you should be proud as colleagues who gather around SCoTENS, is the small-scale seed funded project, the John Coolahan award, the student teacher exchanges, annual conferences, the different forums that you offer during these annual conferences. I mean, the doctoral roundtable, these roundtables that have just finished, the panel discussion, and so on.

So please give me a few minutes. I will share my observations about these different activities. So I found especially interesting and important, these small scale, seed funded collaborative research projects. I try to stress out the type of the product that you introduce and you try to disseminate this kind of product. They should be collaborative research projects. From the website, we can learn that up to date we have 126 research projects that

were founded. Conor said to me yesterday that there were almost 140 projects that were accepted. What is interesting about this project, they have, like, three different dimensions. The first one is about the innovation and experimentation, fostering creativity and empowering educators. The first dimension, I think it's connected with the SCoTENS support for small scale and seed funded projects. It reflects a commitment to innovation and experimentation in teacher education. This project, they offer educators and researchers the opportunity to explore new ideas, approaches and methods. Fostering creativity by providing seed funding, SCoTENS nurtures creativity within the educational community. It encourages educators to think outside the box and develop projects that have the potential to address pressing challenges in education. The third dimension that I found in this project, I think that this project empowers educators to take ownership of the ideas and initiatives. They enable educators to become active agents of change. If we think about this, the first motif for building SCoTENS, I think this is very important to perceive researchers as agents of change to work for peace in the world. This project, they contribute to the improvement of teacher education. Then if we will look at the topics of the project, what we can find, you can observe that there is a range of different topics. Diverse perspectives, amazing topics that are really important for improving teacher education and for designing the future of teacher education. So this broad spectrum of topics covered by SCoTENS reflects the diverse perspectives and interests of the educational community. So you should be proud about your, let me say, professional capital that you share amongst yourself.

This project, as I mentioned, addresses issues ranging from pedagogy and curriculum development to teacher training and student engagement. What is also interesting about this project, it's about the cross disciplinary collaboration. It is an incredible range of topics that foster a cross disciplinary collaboration, as educators and researchers from various fields come together to explore innovative solutions to complex educational challenges. Also I found in this project what is typical for teacher education, that not only do we do research, but we

try to develop, improve practice, practical relevance of this product. So, I think that's my observation about this. Of course, this project is a main philosophy of organisation that is based on north-south partnership application, and also focuses on involving new researchers to the project and to look at the current teacher education concerns.

In recognition of Professor John Coolahan's contribution to the foundation of SCoTENS, the John Coolahan award was made to the authors of the seed funding report. This report, that I recognise to be most in line with the values of SCoTENS. I really appreciate the coherence, which is observable in your way, how you would like to perceive your organisation. I had the privilege to meet Professor John Coolahan and yesterday, we were surprised when we had-, it was, sorry, two days ago when we had dinner together and we started discuss our different experiences. I said that I had the opportunity to visit St Patrick's College in Dublin and it was at the beginning of my career, and I participated in the conference. Conor, he was so kind. He let me do research. He said, Joanna, it was not 16 years ago. It was more than 23 years ago. 1990. Firstly, Conor thought that it was 1996 but it was 1991, so time is passing so much. Nevertheless, it was my pleasure, really, to meet the professor who is the father of education in your country, I think.

The other aspect of SCoTENS work which is very, very important – because it is about the capacity building, professional development and about the future – this aspect is connected with the student teacher exchanges. As we know, the time is not easy for us. You introduce the student teacher exchanges in person and the way in which it has developed, it was great. Also, the emphasis was put on north-south placement and it was put also on cultural exchange. We learn because we travel, because we have the opportunity to be close to the different values and to see how people, they live. How do they perceive education? In this case, these student teacher exchanges in person, I can say that this kind of mobility helps students and also to teacher educators foster rich cultural exchanges between students and teacher educators from the north, Northern Ireland, and the Republic of Ireland. So, we should be happy that we are now in the post

pandemic time and we can develop these student teacher exchanges. But what I found very important, that organisations tried to do as much as possible. Even though we had the time of the real crisis in the world, you didn't give up and you offered the students and the teachers these virtual exchanges. I think it is a kind of advantage and I have some suggestions for the future, how you can use these student teacher exchanges in the future.

The other very important activity of SCoTENS that I found is about Shared Island SCoTENS Research Partnership. I could say that it is a testament to the power of collaboration. It brings together researchers, educators and institutions to undertake collaborative research projects. This partnership enhances knowledge and has the potential to inform educational policy makers and decision makers.

It is not finally, but we celebrate the situation here. I'm smiling that I'm here. Thank you. The SCoTENS annual conference. I found this as a flagship event of the organisation. This annual conference stands at the heart of SCoTENS. You can look at the themes of this annual conference and we see that they provide a structure for ongoing dialogue and cooperation and are very carefully chosen by the organisers of these annual conferences. The themes, they reflect the most pressing and relevant issues in the field of teacher education. I talked to Conor yesterday about these annual conferences, themes. I asked about the theme from 2003, from the beginning. However, I think it's the kind of homework. They're not still recorded and put on the website. So you can see these different themes. 2013, it was the theme that's really important for me, Learning Teaching: Reimagining the Profession. Because what we can observe now in Europe, not only in Europe, that the status of teaching is diminishing. It's going down. In Poland, we have hope for the new government. We don't know because the opposition parties, they won the election, but we are not sure about what will be in the future. But what was really unacceptable for us, that the Ministry of Education in public, instead of pointing out the positive aspects of teachers who work for the future of education, he criticises publicly teachers. It is the first time in our country that we observed from three years the teacher shortage. Usually when I attend different

conferences, I had this privilege that I could say that we have more teachers than we needed. We were able to select the teachers. The head teachers, they have the responsibility to recruit teachers. So they have this opportunity, really, to invite the best, in their own opinion, to their own schools. Nowadays, they have to look for the teachers. Of course, when we look at the statistics, we see that it is around 3% of the teachers that we should have in the profession. But if you look at the individual school, you'll see that it is a huge damage to the education. Our Minister, he's talking only in general, that we have no problem with the teacher shortage. But we are afraid because if such a trend emerges, we can have negative consequences.

So coming back to the SCoTENS annual conferences theme, as I said, they're carefully chosen to reflect the most pressing and relevant issues in the field of teacher education. The theme from this year, it sets a positive and forward looking tone for the conference. I think now we are at the end of the conference, but you'll agree with me that the atmosphere was exceptionally friendly and thankfully to this atmosphere, especially young researchers, they have very good opportunities to present their research in these welcoming surroundings. So this is very good. The film conveys a sense of reflection, a celebration and forward-looking hope and optimism – and hopefully we still have.

What I found, you work very carefully to select your keynote speakers. Usually, you have such keynote speakers that their speeches, they can provoke and inform. Yes? So during our conference, Teresa Cremin, if you remember her presentation about reading for pleasure, and the implications and the research findings that she presented. Professor Ian Menter who is with us, and yesterday's keynote was very good. For me personally as well, because Professor used the notes and I said, oh, if a professor can use them, why not me? This is good, because after the first presentation I said I should go home (laughter). I was so much afraid, even though I loved this presentation. I think each of us shared the same feeling.

Another activity, as you know, the SCoTENS doctoral roundtable. Professor Conor invited me. "Joanna, there is no obligation. You can do whatever you wish, but we will have these doctoral roundtables before the official opening of the conference." I said it's so easy to just only go one floor down. Why not enter this? I was really pleased with the presentation, and we still have our PhD students with us. What I found at the presentation, again, I think that the atmosphere of collegiality, this dialogue that we can observe amongst the experienced researchers and these emerging researchers is very important for the quality of the presentation. But not only for this, because it is, like, one step in our professional development. The memories from the conferences that young researchers have, it's very important for the future. I can share with you my own story. The first international conference that I had, the presentation was held in Lisbon. Also this European Conference on Educational Research, 2001. I was really surprised with the atmosphere. After this conference, when I had the huge applause, I said, oh, it's good place to present because in Poland, if I have had the presentation, usually I was very much afraid because our researchers are very critical. At these international conferences, first of all, the value of equity is important. It means that everyone has the same time, no matter who you are, where are you in the in the career path, but we should have the same time for our presentation. So I found yesterday that the topics there were very amazing. They were amazing, high quality presentations. The presentations were based on the rigorous methodologies, and all the observations that students share with themselves, they were very important. I think that part of the success is connected with the people who turn these doctoral round tables. I had, again, an opportunity to work with Conor and he told me that usually you have such a scheme that you can share positive observations. So it is a lesson - how we can support each other. At least we are pedagogues, we are educators, so we should do it in this way.

The SCoTENS roundtables. We just finished the roundtables. Each year, you have different topics, different themes. It depends on the interest. Yesterday, I noticed that we had 13 different themes.

Among them, there were issues of wellbeing. There were issues of wellbeing, social justice. Oh, yes. My roundtable six about the SCoTENS. I said I have to attend this because it is important for me. My colleagues, they said I like very much this presentation, standing on the shoulders of giants. SCoTENS as a hopeful space. So this was a very good experience for me. Another form of your activities which is also very important, it is the SCoTENS panel. I think it is an excellent idea to incorporate different voices. It is an exceptional situation that firstly, we try to encourage, for example, policymakers to be with us as researchers, as educators, and to create the dialogue and share our ideas, our perception on education. But for me, it's important also not to finish at the conference, but to continue this dialogue to develop education. What I found in your organisation and what you are doing, it is building a culture of collaboration, which is the most important value for any activities we would like to have.

The view from abroad on hopes, dreams and possibilities. Yesterday at this roundtable six, SCoTENS. Doctoral students, they posed these questions. The questions were about what has SCoTENS offered us? It was about intercultural collaboration. About the opportunity to compare practices, about the research. All these things. I was thinking what I can offer you. Of course, it is very challenging, because I'm not a part of the organisation and don't want to impose anything on you. But if I can have some suggestions, I will be happy if you in the future will use some of them to make your organisation even better.

So I think that it's good, because you have such situations that as I said, you should be proud of yourself. But it's good to show, to broaden the perspective beyond Ireland. So SCoTENS has a lot to offer, a lot to bring to the wider audience about teacher education. For example, you can pay attention to international collaboration. Of course, I'm happy to be invited as, let me say, a researcher from abroad, but I'm not thinking about only keynote speakers. But I think that you can expand your horizons by fostering collaboration with teacher education organisations beyond the island. This could involve your partnership with different organisations in Europe or even globally. So, for

example, you can join as an organisation the World Education Research Association, because this association not only focuses on the individual members, but also the institutional members. This type of kind of organisation will be very well welcomed by WERA. For now, they have only one institutional member. It is the organisation that works on the treatment and evaluation. It is based in Amsterdam. So you can consider joining them.

International conferences. I know that it is a huge effort to organise at least one annual conference. But it doesn't mean that this international conference should be held each year, but maybe every third year. You can think about showing your achievement and join the efforts with another organisation, and organise such international conferences. Your topics that we can observe. For example, in this research project, they have a kind of global perspective. I think it's important to show them to the others. So these kinds of events, they could attract educators. They could attract also policymakers from different countries. You can organise the conference with WERA. Next year, the World Education Research Association, as we know, will have the conference together with the British Education Research Association. WERA is really now eager to organise the conference with another organisation, another association. As the vice president of this Association, I can say that the partnership is valuable for this organisation. It's really worth it to do it.

Also, what is important for you, which is connected with your values, it's the issue of diversity and inclusion. SCOTENS can focus on diversity and inclusion – not just in the context of Ireland, but with global prospects, culturally responsive pedagogy. For example, at WERA, its structure, we call this international research network. I had the privilege to chair this network and each year WERA sends out the calls for the networks. You can be such a network. Even though WERA as an organisation doesn't support financially the work of the networks, but professor Ian can say it is a good umbrella to develop cooperation amongst researchers from different countries, and also to present your own achievements. For me, the topic of diversity and inclusion might be very important.

I think that also these research exchange programmes between Ireland and other countries can be interesting. I mentioned about the student teacher exchange in real and in virtual. So, of course, in this case, it's easier at the beginning to offer this virtually. We can say research exchange programme or we can base this original idea, student teacher exchange programme. SCOTENS as an organisation can incorporate global issues in education and research on these global issues, because I think it is your identity when we look on your achievement. What, really, I would like to invite you to do, it is the Teacher Education Policy in Europe. We call this TEPE Scientific Network. I had the privilege to chair this network for more than six years, and still I am a member of the committee of this Network. It was my idea to introduce at Brill this TEPE book series. We really welcome the contribution from researchers to publish at the series. The series is about the key issues in teacher education, policy, research and practice. What is important in our series is to pay attention to comparative European perspectives, to look at teacher education as a continuum. I know that it was in the past that Ireland even didn't have the induction regarding teacher education. Now the situation has changed. So this continuum of teacher education, which is perceived as teacher education at different institutions, like universities, different higher education institutions. Induction and continuous professional development, it is one of the, let me say, values that is important for the TEPE book series. Another value to accept, the proposals that try to bridge the gap between research, practice and policy. They are the things that you do in your organisation. Also, I would like to see the proposals that focus on implications for the local, national and international policies, practices and research.

So far, we published two volumes. Now we will publish, it's already prepared the volume four. We have two volumes that are on the way to be published. I'm so happy that in volume two we have two chapters, chapter three and chapter four, with the contributions from your colleagues. So keep journeying together. It is my recommendation. Collegiality, I think it's one of the most important values for SCOTENS, and networking and working

together. I think that collegiality is the glue that holds a professional association together. It creates a cadre of collaborations that support continuous learning, making associations effective.

If you give me five minutes, if I can ask, coming back to the title, to the theme of this conference, I would like to finalise my presentation in some specific ways. Hopes, dreams, possibilities. Hopes are the heartbeats of education. They drive us to seek a better future to improve the lives of students and to uplift communities. Hopes are the bedrock upon which all great educational endeavours are built. In the context of SCoTENS, I see hope in the faces of all of you who are here. In the faces of educators who envision classrooms where every student thrives, regardless of their background. I see hope in the researchers who strive to uncover innovative methods that will unlock the full potential of their students. I see hope in the policymakers who work diligently to create an education system that is accessible, inclusive and transformative. Dreams. Dreams are the architects of innovation. They are the sparks that lead to progress and change. Dreams encourage us to step outside the boundaries of the norm, and venture into uncharted territories. Within SCoTENS community, I see dreams of

pioneering new teaching methodologies that cater to the diverse needs of students. I see dreams of educational technologies that open doors to boundless possibilities for interactive and immersive learning. I see dreams of collaborative approach to teacher education that transcend geographic borders. Possibilities. Possibilities are the fruits of our collective hopes and dreams. They're the outcomes that emerge when we unify our efforts, share our knowledge and work together with dedication and passion. In the context of SCoTENS, I see possibilities in the potential for cross-border collaboration that can revolutionise teacher education. I see possibilities in the chance to create a more inclusive and equitable educational landscape. I see possibilities in the research initiatives and policies that can shape the future of education in both Northern Ireland and the Republic of Ireland. So the hopes, dreams and possibilities that we cultivate here at SCoTENS have the power to resonate far beyond our borders. Everything is possible, thankfully, to you, to this organisation. So please accept my sincere congratulations. I have a small present for you, as well. If I can give this to Noel. I can give the book, and another one. Thank you.



DOCTORAL WORKSHOP

The conference also featured the seventh annual doctoral roundtable where twelve doctoral students were given an opportunity to present their ongoing research work and receive informal feedback from their peers and SCoTENS committee members.

Áine Lyne	University of Limerick	An exploration of how cultural identities are developed amongst migrant and native Irish children and adults in contemporary Ireland
Grace Cardiff	Mary Immaculate College, Limerick	Student voice pedagogies and promoting meaningful experiences in primary physical education
Gregory Harris	University of Galway	What factors impact on Irish post-primary teachers' understandings of intercultural education?
Natasha Kiely Fennelly	University College Dublin	Exploring Digital Strategy implementation in Rural Primary Schools
Elizabeth Flanagan	Dublin City University	Mainstream Social Inclusion for pupils enrolled in Special classes with a Diagnosis of Autism and a Significant Learning Disability
Geraldine Parks	St Mary's University Belfast	Implementing Mastery approaches to reduce maths anxiety using pedagogical action research
Pamela O'Brien	University College Dublin	Learning Moments and Cognitive Presence; a study in the nature and promise of informal and incidental learning
Maggie Green	Student at DCU AL at ATU Donegal	Autistic and Gender Diverse: A Phenomenological Study of the Lived Experiences of Autistic Gender Diverse Students in the Republic of Ireland
Siobhán Canavan	Dublin City University	A Q Methodology Study of Early Childhood Teachers' Attitudes to and Perception of Universal Design for Learning (UDL) in Irish Pre-Primary Schools
Toirdealbhach Ó Lionáird	University College Cork	The influence of the Policy for Gaeltacht Education on the experience, identity and role of post-primary Principals in Gaeltacht Schools: a case study of four schools
Aoife Munroe	Mary Immaculate College, Limerick	Understanding the Mainstream Educational Experiences of Autistic Girls: A Multi-Informant Study Mixed Methods Study
Jayne Hamilton	Queen's University Belfast	An exploration of the evolution of children's identity in a post conflict society

On Thursday evening Yvonne Jackson from Shared Island Unit, Department of the Taoiseach launched the Shared Island / SCoTENS Research Initiative 2022 Reports – Projects SRASI and CRITERiA and the project leads spoke on the findings of their research.



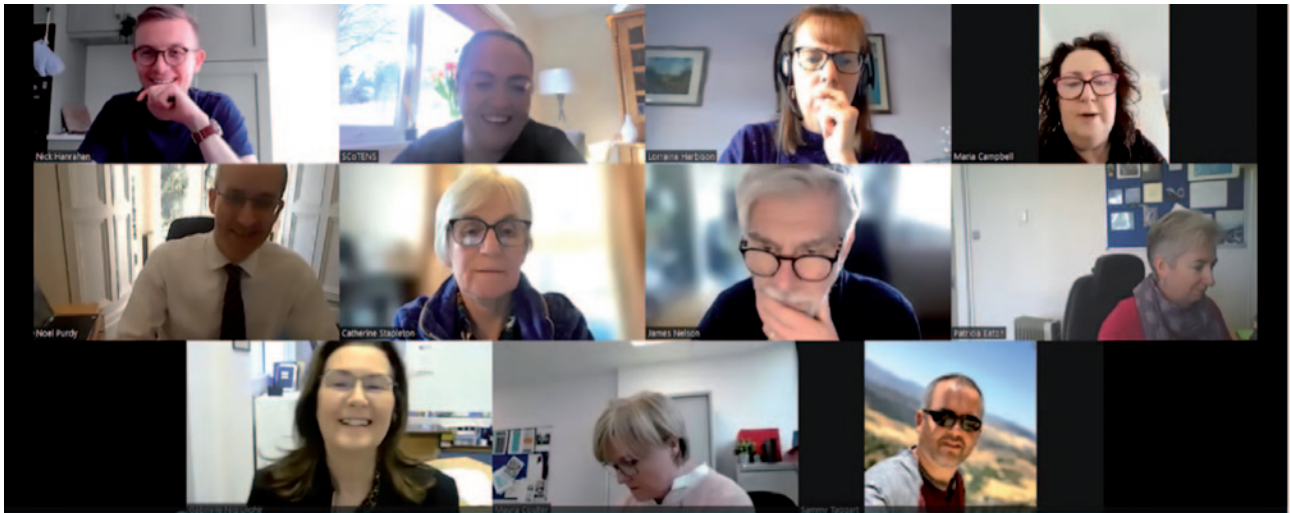
Yvonne Jackson, Shared Island Unit, Department of the Taoiseach **delivering her speech on Thursday evening.**



Prof Trisha Eaton from the CRITERiA Project indicating the findings and outcomes of the project and sharing insights into the process and experiences of the researchers.



Dr. Maria Campbell introduces **Prof Ann MacPhail** and **Dr Paul and Flynn** from the SRASI Project, who outline the findings and outputs of the project and most importantly, the experiences, learning and friendships that occurred for all involved in the project.



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 Andy Pollak, founding director of the Centre for Cross Border Studies;
- **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.

As the quality of seed funding reports was so high the committee decided to award two projects this year. Prof Kathy Hall presented the John Coolahan Award to the research teams:

James Nelson, Queen's and Catherine Stapleton, Mary Immaculate College for their project ***ITRB - The Importance of Teachers' Religions or Beliefs in Appointments and Promotions in Schools***

Maura Coulter, Institute of Education, Dublin City University, Ciaran Walsh, St Mary's University College Belfast, Suzy Macken, Marino Institute of Education, Tony Sweeney, Maynooth University, David McKee, Stranmillis University College Belfast and Elaine McLoughlin, St Mary's University College for their project ***VOTE PE - Value Orientations of Teacher Educators in Physical Education***

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).**

Following a large number of submissions, SCoTENS was delighted to fund eight projects in 2023

PROJECT	PARTNERS
AIREd Artificial Intelligence Readiness in Education: the Student Teachers' Journey	Rachel Farrell <i>University College Dublin</i> Pamela Cowan <i>Queen's University Belfast</i>
INVITE Inclusion of Newcomers - Video Diaries in Initial Teacher Education	Peter Tiernan and Joe Usher <i>Dublin City University</i> Matthew Martin and Karen McGivern <i>St Mary's University College</i>
EKARA Exploring Knowledge and Awareness of Reasonable Accommodations/Adjustments for ITE Students with Disabilities in ROI and NI	Dr Camelia Nadia Bran <i>University College Cork</i> Mr Joe Hughes <i>St Mary's University College</i>
PerQ Perceptions of, and practices towards achieving quality: voices of early childhood teachers on the island of Ireland	Dr Glenda Walsh <i>Stranmillis University College, Belfast</i> Dr Leah O'Toole <i>Maynooth University</i> Prof Nóirín Hayes <i>Trinity College Dublin</i>
CoPPEEY A Community of Practice for Placement Enhancement in the Early Years	Dr Alison Moore <i>University College Cork</i> Mrs Catriona Rogers <i>Stranmillis University College, Belfast</i>
ExISTeNS Exploring Integration of STEM with Teachers North and South	Michelle Fitzpatrick <i>Mary Immaculate College</i> Beverley McCormick <i>Ulster University</i>
Nuts+Bolts An Anti-Bullying Policy Reflective Framework	Seline Keating <i>Dublin City University</i> Karen Orr <i>Stranmillis University College, Belfast</i>
HETPE Home Economics Teachers' Perspectives and Experiences of strengthening the divide between nutrition theory and practical culinary skills to ensure best practice in teaching practical food lessons at Junior Cycle and Key Stage 4	Dr Elaine Mooney <i>St Angela's College Sligo</i> Mairead Davidson <i>Ulster University</i>

FUNDED PROJECTS 2003-2022

RESEARCH & CONFERENCE PROJECTS FUNDED IN THE AREAS OF SPECIAL EDUCATION AND INCLUSION			
TITLE	DATE	AUTHOR/ORGANISER PROJECT LEADERS	INSTITUTIONS
Standing Together for Autism and Neuro developmental Difference	2021	Dr Carol-Ann O'Síoráin Dr Jessica Bates and Dr Una O'Connor Bones Dr Neil Kenny Dr Conor McGuckin Dr Craig Goodall	Hibernia College Dublin UNESCO Centre Ulster University Dublin City University Trinity College Dublin St Mary's University College
Play for Inclusive Education on the island of Ireland	2021	Dr Sinéad McNally Dr Victoria Simms	Dublin City University Ulster University
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 Aideen Hunter Dr Niall Coll Dr Norman Richardson	University of Limerick Ulster University St Mary's University College Stranmillis University College
'Where to now? Human Rights Education on this island, these islands and beyond'	2016-2017	Rowan Oberman Dr Gerard McCann	Dublin City University St Mary's University College
Citizenship Education North and South: Learning and Progression	2014-2015		Queen's University Belfast Dublin City University
Inclusion and Diversity Service post primary initiative	2008-2009	Ms Mary Yarr Ms Barbara Simpson	NEELB Trinity College Dublin
Bringing School Communities together to promote education for diversity	2007-2008	Dr Ron Smith Prof Keith Sullivan	Queen's University Belfast NUI Galway
North/South Conference on Education for Diversity and Citizenship (2)	2005-2006	Ms Una O'Connor Mr Gerry Jeffers	University of Ulster NUI Maynooth
North/South Conference on Education for Diversity and Citizenship (1)	2003-2004	Ms Una O'Connor Mr Gerry Jeffers	University of Ulster NUI Maynooth
RESEARCH & CONFERENCE PROJECTS FUNDED IN THE AREA OF TECHNOLOGY AND MATHS			
TITLE	DATE	AUTHOR/ORGANISER PROJECT LEADERS	INSTITUTIONS
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
Exploring Democracy through Music Teacher Education	2021	Dr Regina Murphy Dr Jayne Moore	Dublin City University Stranmillis University College
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	2021	Dr Niamh Dennehy Dr Joao Costa Dr Celia O'Hagan Dr Frances Burgess	University College Cork Stranmillis University College
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 Aingleis	Stranmillis University College St Patrick's College, Drumcondra
Diversity in Early Years Education North and South: Implications for teacher education	2005-2006	Dr Barbara McConnell Dr Philomena Donnelly Ms Louise Quinn	Stranmillis University College St Patrick's College, Drumcondra
North-South Conference on initial teacher education: The Competences Approach to Teacher Professional Development	2005-2006	Mr Barry Burgess Dr Andy Burke Ms Claire Connolly Ms Rose Dolan	University of Ulster St Patrick's College, Drumcondra St Mary's University College NUI Maynooth
North/South Directors of Teaching Practice Study Group	2004-2005	Mr Pdraig Cannon Ms Sandra McWilliams Ms Margaret Farrar	Coláiste Mhuire Marino College of Education Stranmillis University College Church of Ireland College of Education
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
Developing Teacher and Leadership Capacity in Irish-Medium Education: An analysis of immersion-specific competences.	2021	Dr Gabrielle Nig Uidhir Dr TJ Ó Ceallaigh	St Mary's University College Mary Immaculate College
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'Keefe and Dr Fiodhna Gardiner-Hyland	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
Value Orientations of Teacher Educators in Physical Education: investigating beliefs, curricula, and programming in two jurisdictions.	2021	Maura Coulter Ciaran Walsh David McKee Tony Sweeney Suzy Macken	Dublin City University St Mary's University College Stranmillis University College Maynooth University Marino Institute of Education
SCHOLAR: Scholarship through the Collaborative Hosting of Online Learning for Aspiring Researchers	2021	Dr Frances Burgess Mrs Celia O'Hagan Dr Deirdre Harvey Dr Maria Campbell	Stranmillis University College St Angela's College Sligo
Determining Student Teachers' Engagement with, and application of, Educational Research to Enhance Professional Practice in two North and South Teacher Education Institutions	2021	Dr Aimie Brennan Dr Julie Uí Choistealbha Dr Claire Connolly Dr Martin Hagan	Marino Institute of Education St Mary's University College
Migrant Teacher Experience North and South: A replication and comparative study by QUB and MIE	2021	Jennifer Roberts Rory Mc Daid	Queen's University Belfast Marino Institute of Education
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 Debbie Galanoui 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'Donoghue	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

FUNDED RESEARCH REACHING NEW HORIZONS

Reports on successful funded research projects are published on the SCOTENS website. Some of the successful authors go on to develop their collaborative SCoTENS work and achieve other international publications, disseminating their research findings on an international basis.

In this 20th celebratory year, we were also particularly delighted that the Editorial Team of the Irish Journal of Education decided to produce a special SCoTENS-themed edition. This was released as a single volume titled *Teachers as Researchers: A Cross-Border Collaboration on the Island of Ireland*. This special issue, Volume 47, 2023, contains two editorials (from ERC and SCoTENS) plus eight papers from SCOTENS contributors and can be downloaded from www.erc.ie/publications-reports/irish-journal-of-education/special-issues/

STUDENT TEACHER EXCHANGES

VIRTUAL EXCHANGE

The annual Virtual Student Teacher Exchange focusing on *Teaching for a Sustainable World and Way of Living* commenced on 18 January 2023 with a keynote presentation from Elaine Nevin of Eco-UNESCO entitled *Why we need to teach Sustainability in school and how to start doing so*. This introduced the student teachers from nine Initial Teacher Education institutions from North and South to the core ideas and resources available when teaching and learning about sustainability in their classrooms and how to learn together.

The presentation was followed by inputs from a group of enthusiastic, experienced primary and post-primary teachers who shared ideas and insights from their practice and offered suggestions on how to initiate and manage a diverse range of projects from the simple to competition level submissions. Recommendations and discussions on how some of the SCoTENS event materials could be embedded within the curriculum provided exciting and interactive highlights to the session. Event input focused not just on the classroom but on how this practice could be used to support preparation for European awards and projects such as the ECO-UNESCO *Young Environmentalists Award*, or EU *Climate Coalition Challenges* was shared by the speakers over the two hour session.

The following evening addressed a more international perspective to the theme with a Brussels-based policy maker as the keynote presenter discussing *Why we need to teach Sustainability in our schools; a view from Europe*. Again this was supported by the sharing of experiences by additional teachers from North and South with wide ranging expertise in the area of sustainability and the environment. This webinar, like the others, very much supported a collaborative, cross-sectoral, cross-community approach to learning and teaching about sustainability and living sustainably. It promoted an awareness of the responsibilities of the individual, institutions, and

communities in helping achieve the UN Sustainable Development Goals. The session closed with a sharing of ideas about how small teams of student teachers could work together to do cross-border teaching on the theme of sustainability as part of teaching practices on school-based placement.

The final webinar of the series took place in mid-March and explored the use of serious games for the teaching, learning and assessment of the impact of climate action through the *'Save the Village'* activity. This game offers a range of learning opportunities about disaster preparedness and survival to develop learners' problem-solving, negotiation, and critical reasoning skills. It can be used individually or with groups in a teaching setting and is an ideal platform for micro-scale north/south inter-schools projects. To facilitate the collaboration and exchange of ideas between the student teachers attending the event, a Padlet wall for these newly established 'Eco-Pals' was used to post resources and allow for the dynamic exchange of real world and virtual experiences of teaching about sustainability. All participants in the 2023 SCoTENS Virtual Learning & Exchange Event received a *SCoTENS Certificate* for taking part in this North-South webinar series.

The external evaluator of the Virtual Student Teacher Exchange Series commented

"The combination of Primary and Post primary student teachers on these sessions provided rich opportunities for learning about primary and post-primary curricula across the two jurisdictions. The blend of presentations by subject experts and by practising teachers gave the sessions a liveliness and sense of significance. It is of note that presenters and teachers from last year were happy to contribute again this year as they enjoyed it and found it worthwhile. The planning, co-ordination and collaboration that enabled the relevance and accessibility of the content, the ideas and resources to all student teacher participants at these sessions is to be commended."

Grateful thanks are extended to the guest speakers and presenters, the event facilitators, external evaluator and the student teachers for their enthusiasm and commitment to the Virtual Student Teacher Exchange concept. Thanks are also extended to the Department of Education (NI) for their funding and to the SCoTENS committee members for publicising and supporting the event.

IN PERSON EXCHANGE

The North South Student Teacher Exchange has been operational since the early 2000s and aims to:

- Enrich students' experience by undertaking placement in the neighbouring jurisdiction on the island of Ireland.
- Increase students' cultural sensitivity by engaging educationally and socially with other students, teachers and pupils in a cross-border, cross-community context on the island of Ireland.
- Enable students to experience the education system of the neighbouring jurisdiction.
- Enable students to explore similarities and differences in curriculum provision and approaches in a cross-border, cross-community context.
- Encourage adaptability, agency, reflexivity, confidence, independence and an increase in personal and professional self-awareness in students through engagement with culturally diverse groups.

The Exchange ran every year up to 2019, but then it was paused due to the COVID-19 Pandemic. However, in SCoTENS's twentieth year work commenced in earnest to re-establish the programme for the 23/24 academic year. The Committee were delighted to be in a position whereby, thanks to the generous funding from the Irish American Partnership and the Departments of Education North and South, the North South Student Teacher Exchange could be expanded to provide a cross border student teaching experience for twelve initial teacher education student.

The following Higher Education Institutions (HEIs) are involved in the Programme:

- Stranmillis University College, Belfast
- St. Mary's University College, Belfast
- DCU Institute of Education, Dublin
- Marino Institute of Education, Dublin
- Froebel Department of Primary and Early Childhood Education, Maynooth University

The North South Student Teacher Exchange is more than just a three-week placement experience as, with the support of the placement teams in the HEIs, planning in the first half of 2023 led to the creation of a full year programme for 2023/24 including:

- An in-person orientation programme for students (including get to know you sessions, sharing of curriculum information North and South, logistics and placement expectations)
- Virtual connect sessions to ensure a continuum of connection between students
- Cultural events for all students during each of the placement blocks which allow students from the North and South to meet and share experiences outside of school
- An in-person evaluation days for students

Funding is key to ensuring that those involved in the Programme (committee members, HEIs North and South and administrators) have opportunities to:

- meet and plan for the placement programme and associated activities (e.g. the Directors of Placement North and South met in person at the SCoTENS 2022 and 2023 Annual Conference)
- review previous programme evaluations and student feedback
- visit host schools to ensure that the schools are fully briefed on the Programme
- source appropriate accommodation for students
- engage in consultations/ workshops with students in their home HEI
- share learning from the Programme with faculty and students

The School Placement Coordinators involved in this exchange programme have formed a vibrant professional learning network and are presently embarking on a four phase research project which, inspired by the 20th anniversary of SCoTENS, looks back on what is to be celebrated from the last 20 years of the Exchange Programme and what we should be aspiring to for the next 20 years. Phase 1 of the research was presented at the 2023 Annual SCoTENS Conference when, at two Roundtable discussions, a synopsis of documentation and

literature related to the North South Student Teacher Exchange Programme was used to encourage deeper dialogue on how the programme has contributed to school placement and initial teacher education North and South over the past 20 years.

The 2023/24 programme will conclude in May 2024 and the external evaluation of the first in-person exchange since the COVID-19 pandemic will be published in the 2024 Annual Report.

SCOTENS STEERING COMMITTEE 2023

Dr Maria Campbell

St Angela's College, Sligo (Joint Chair)

Dr Gabrielle Nig Uidhir

St Mary's University College, Belfast (Joint Chair)

Dr Noel Purdy

Stranmillis University College, Belfast

Dr Pamela Cowan

Queen's University Belfast

Dr Conor Galvin

School of Education, University College Dublin

Prof Kathy Hall

Department of Education, University College Cork

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

Dr Shauna McGill

Ulster University

MEMBER INSTITUTIONS

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,

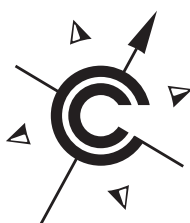
Ulster University,

University College Cork,

University College Dublin,

University of Limerick,

Waterford Institute of Technology



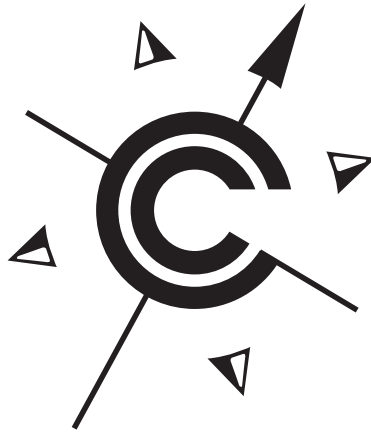
Centre for
Cross Border Studies

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, its Administrator is Tricia Kelly.

They can be contacted at the
Centre for Cross Border Studies
39 Abbey Street
Armagh BT61 7EB

Emails: a.soares@qub.ac.uk and tricia.kelly@qub.ac.uk



**Centre for
Cross Border Studies**