SCoTENS

THE STANDING CONFERENCE ON TEACHER EDUCATION, NORTH AND SOUTH

2016 ANNUAL REPORT

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

2016 Annual Report

SCoTENS STEERING COMMITTEE MEMBERS AND CONFERENCE SPEAKERS 2016
*Back row: Dr Noel Purdy, Mr Tomás Ó Ruairc, Prof Etienne Wenger-Trayner,
Dr Geraldine Magennis, Ms Ruth Taillon
Front row: Dr Conor Galvin, Prof Teresa O'Doherty, Dr Maria Campbell, Prof Kathy Hall
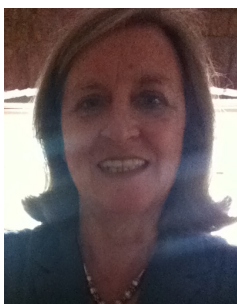Dr Pamela Cowan, Mr David Duffy and Prof Linda Clarke*

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Chairpersons' Introduction

Professor Kathy Hall   **Dr Noel Purdy**

Welcome to the 2016 annual report of SCoTENS (the Standing Conference on Teacher Education, North and South). This annual report includes details of the successful student teacher exchange, the latest cross-border seed funding research projects and highlights from our annual conference 2016.

The 14th annual SCoTENS conference was held in Armagh on 13 and 14 October 2016 and had as its theme "Communities of Practice: Learning Together to Teach Together." The conference featured keynote addresses from Professor Graham Donaldson, Honorary Professor at the University of Glasgow and former head of Her Majesty's Inspectorate of Education in Scotland (2002-2010) and Professor Etienne Wenger-Trayner, the renowned Swiss-born social learning theorist now based in California. The conference also included five workshops, each co-led by partners from north and south of the Irish border, and addressing the themes of models of HEI-school professional partnerships, cluster approaches to CPD among schools, 3D printing across the curriculum, training programmes for autism and early years and emerging policies and innovative practices in teacher professional learning and leadership development. For the very first time the 2016 conference also featured a doctoral roundtable where a total of 15 education doctoral students gave brief presentations on their ongoing research and were able to engage in discussion with and gain constructive feedback from their peers as well as the keynote speakers. Following the success of this innovation, it is hoped that the SCoTENS doctoral roundtable will become a regular feature of the annual conference programme.

Throughout the two-day conference keynote speakers, workshop facilitators and discussion panellists challenged participants to consider the relevance of communities of practice to the professional learning context of teacher education today. In the opening keynote address Professor Graham Donaldson chose as his theme "From Ambition to Reality". He gave an insightful account of his 40 year long career in education during which he had experienced a number of different dominant educational paradigms and government discourses, including work on curricular reform most recently in Wales. In contrast to the recent largely unsuccessful paradigm of "implementation" and "effectiveness" which, he argued, aims to force resistant teachers and schools to do what they simply don't want to do, Professor Donaldson advocated a paradigm shift towards changing hearts as well as minds through collaborative dialogue in communities of practice and recommended greater humility in our approach to change: not so much implementing a one-size-fits-all model and suggesting we have all the right answers but rather leading others in a "strategic exploration" towards

an awareness of the right thing to do in a particular educational context. This new humbler educational paradigm is undoubtedly more complex, Professor Donaldson concluded, but is ultimately empowering and liberating.

Professor Etienne Wenger-Trayner provided a fascinating and interactive closing keynote to the 2016 conference, by which time he had participated in the doctoral workshop and generously engaged with various individuals about their ongoing work. His fundamental assumption is that learning is a social act and thus he is interested in how we create spaces for "intelligent conversations". His presentation and interaction with us sought to help us think about how to develop what he calls "strategic capabilities" and how to design effective knowledge-oriented organisations, which he sees as a major challenge for education today. Among the many messages of his presentation and insightful discussion with delegates was that while there is an important role for experts and researchers, their contributions have way more impact when they are integrated into the ongoing learning process that is led by practitioners themselves. One of several myths that has developed around the idea of Communities of Practice is that it is too difficult to measure impact. However, he says that this is "mostly false" arguing that while it may be difficult to attribute 100 per cent cause and effect as in to attribute the activities of a community of practice to specific outcomes, it is possible to "build a good case using quantitative and qualitative data to measure different types of value created by the community". Doing this involves tracing how members are changing their practice and improving performance. Professor Wenger-Traynor worked with the SCoTENS Committee to develop a set of evaluation tools for the work of SCoTENS, based on his new value-creation framework (2015). This evaluation is a follow-up to the one which was undertaken by John Furlong (Furlong et al., 2011) and is particularly timely because it is set in the broader global context of increasingly buttressed borders, the course towards Brexit and within the distinctive historic-political crucible of Ireland, North and South.

SCoTENS is funded by the Department of Education and Skills; the Department for the Economy and the Department of Education NI and through the subscriptions of our affiliated institutions and organisations. We are much indebted to the generosity of these funders for their on-going commitment to supporting the work of cross-border conferences, exchanges and research in the teacher education sector. We would like to express our gratitude and appreciation to the staff of the Centre for Cross Border Studies who provide administrative support for SCoTENS, especially Ruth Taillon, Eimear Donnelly and Tricia Kelly and for their commitment, enthusiasm and expertise.

We would also like to thank the management and staff of the Armagh City Hotel for their service and Peter Simpson and the ESAGS TV team and McCuskers Pro Audio, who provided recordings of the keynotes via http://www.esags.tv/ and ensure that many of the key elements of our conferences are available on the SCoTENS website.

Finally, we would wish to thank all our fellow members of the SCoTENS steering committee who so willingly give of their time and talents throughout the year to ensure that SCoTENS continues to grow in influence and significance as a valued cross-border space for learning, sharing and exchange. As we look to the future in times of challenging financial strictures, we commend to you this annual report as evidence of the unique value represented by the numerous rich communities of practice created by SCoTENS in 2016.

2016 Conference Highlights

The 14th Annual SCoTENS Conference on the theme, Communities of Practice: Learning together to teach together, took place on 13 and 14 October 2016. Approximately 100 people attended the conference in Armagh City Hotel.

Professor Graham Donaldson and Professor Etienne Wenger-Trayner with SCoTENS Joint Chairs, Prof Linda Clarke and Mr Tomás Ó Ruairc

Professor Graham Donaldson, Honorary Professor, University of Glasgow and Professor Etienne Wenger-Trayner, Social Learning Theorist and Consultant gave the keynote addresses. Audio recordings of the keynotes are available at **www.scotens.org**

Keynote 1: From Ambition to Reality

Professor Graham Donaldson, Honorary Professor, University of Glasgow

Professor Donaldson addresses the delegates at the SCoTENS annual conference 2016

A former teacher, Graham Donaldson headed Her Majesty's Inspectorate of Education (HMIE) from 2002-10. He radically reformed the approach to inspection, combining external accountability with self-evaluation and capacity building. As chief professional advisor to Ministers on education, he has taken a leading role in a number of major reform programmes.

Following retirement from HMIE, his report 'Teaching Scotland's Future' (2011), made 50 recommendations about teacher education in Scotland which have all been accepted by the government and are the subject of an ongoing reform programme. He has also undertaken a review of the national curriculum in Wales and the 68 recommendations in his radical report, 'Successful Futures' (2015), have also been accepted in full and embodied in a major, long-term reform programme.

Graham has worked as an international expert for OECD, participating in reviews of education in Australia, Portugal and Sweden. He was made a Companion of the Order of the Bath by the Queen in 2009 and given the Robert Owen Award as an Inspirational Educator by the Scottish Government in September 2015.

In addition to various forms of consultancy and continuing to act periodically as an international expert to OECD projects, he was appointed as an Honorary Professor in Glasgow University in 2011 and an advisor to the Minister for Education and Skills in Wales in 2015. Graham is also a member of the First Minister of Scotland's International Council of Education Advisors (2016).

> "...no education system can remain static. The world is changing rapidly, technology is transforming our lives. The skills needed in the future will be very different from those needed today. Education offers each individual and nation the best chance

of navigating an unknown future – coping with uncertainty, adapting to evolving conditions and learning how to learn."

Lee Hsein Loong, Prime Minister of Singapore 2012 (Oceans of Innovation, IPPR 2012)

Transcript of Professor Donaldson's Keynote Address

It's always a pleasure to come across to Ireland and meet with colleagues North and South to talk about issues of education. I think we share a lot in terms of our instincts about higher quality education, but we can learn a lot from each other about the ways in which those instincts are given expression in our different jurisdictions.

I've reached a point in life where I have the illusion of perspective. I think that I can look back over 40-plus years involved in education that give me some kind of insight into the ebbs and flows of education policy and education practice; and the things that go on that, can for good or ill influence directly our young people's experience in classrooms on a day to day basis. I'm conscious that illusion can also be a delusion of perspective. If I think back to when I started teaching,that was a time when, in effect, I could do what I liked.

I can still remember my first day with some terror. I arrived at school with no induction, no preparation and I was simply shown the book cupboard and told, as a history teacher at a secondary school, "That's the first year, that's the second year, that's the third year." Then we went on to the stuff about examinations, but what you do is up to you. The head of department showed virtually no interest in what I was doing for the rest of the time that I was in the school and the head of school certainly didn't show any interest in what I was doing, so I could do what I liked.

My colleagues at Trust Scotland similarly could do what they liked. That, I think, gave rise to some incredibly exciting stuff because, in that context, people could be very creative. You had to think for yourself about what it is that you're going to do for young people; sometimes driven by self-preservation because some of those young people were very difficult and not very receptive to that standard form of education. I was teaching in a so-called designated school. That meant I got paid an extra £100 for teaching there – which was 10% of my salary back in 1970 – because the context was so difficult they couldn't get teachers to go to it. That period did allow community apprenticeship in the sense that there were teacher centres where colleagues got together and talked and showed each other examples of what we were doing, and we worked together on certain things. But in Glasgow where I was teaching, those teachers involved in that kind of community apprenticeship were a fairly small fraction of the total number of teachers in Glasgow at that time.

What young people got in that context was really a lottery and it was very dependent on which teacher you got, which school you went to. The quality of what you got again was a lottery. If anyone says to me there was a golden age of teaching, well, I say certainly I have not lived through it. If there was a golden age, things are infinitely better now than they were when I started teaching back in 1970. Shortly after I began teaching there was the raising of the school lineage, an extra year for young people in secondary school was a self-evidently good thing. It was the politicians's job to find the resources to make that happen – to make sure that the schools were staffed and that the buildings were okay – but

they weren't particularly interested in what was happening inside those schools, what was happening in their curriculum.

From about the mid-1970s onwards, politicians increasingly began to lose faith in what was happening in our schools. Prime Minister Jim Callaghan's famous Ruskin College speech was essentially that education is too important to be left to professionals. We then moved into what has been a 20 or 30 year period where the policy paradigm has been one of effectiveness and implementation, largely based on notions of how we make them more effective and how we get them to do the things that we want them to do.

When I started off, basically the teaching profession was in control. I think we're now moving into a different phase. How do we arrive at relevant and high-quality education for young people in this new phase?

Part of the assumption back in 1970 was that we knew what was going to happen afterwards. When the children left school and those young people moved into adulthood we thought that what we were doing would help them in some way, shape or form; basically, it was to do with the acquisition for some of them of qualifications and, for others, it was a waiting room until they went into some kind of employment.

Where we are now, we can't make any such assumption about the kind of world that our young people will face as they move into adulthood. The world is changing fast and expectations about what schools can and should do have grown almost exponentially over the course of the last 10 to 15 years. We've had a multiplicity of well-intentioned, but often fairly incoherent, attempts to reform education across the world.

The perception that the teaching profession is in some way part of the problem rather than part of the solution has continued to characterise much of the policy debate that has taken place. How do we make these teachers do things? What is it we can do to try and make sure that they are doing the kind of things that we think are the right things to do? That has led, I think, to a very reductionist view. It has been about effectiveness, but effectiveness in relation to a relatively narrow set of expectations. Often in a policy context, ministers are not quite sure what to do. The one thing you can always do is change structures.

As a minister, if you wanted an impact you change structures because you can actually do that. Changing cultures and changing practice are much more difficult to do. Often the policy makers have looked for structural solutions to deep-seated cultural problems; increasingly, measures of effectiveness are a narrow set of metrics. All of that gives the illusion that the education system is responding to the changing environment. The reality is that most of what is happening has either bypassed the classroom or confused teachers about what it is they are supposed to do.

One of the things that we collectively need to do is to help to reaffirm what schools are for. Why do we force young people to be at school during those 11, 12, 13 years of their lives? We need to have a binding and compelling vision of what school is for that we can all sign up to.

If we look at how that vision has been translated into the reality of what young people experience on a day to day basis, it is not a happy history. The relationship between aspiration and the reality of what young people experience is, at best, problematic and at worst, the end product bears little or no resemblance to the aspirations that came before.

We need to stand back and think very differently about the whole process of what leads to young people's experience of high quality and relevant education. The teaching profession should not see itself as implementers or deliverers of that vision, but as owners of that vision. It has a lot to do with values, with a strong sense of purpose, a strong sense of mission. In a period of dramatic change we have to think carefully about how schools stay relevant while the world is changing round them so quickly and in such profound ways. What can be done to ensure that the experience that we are giving young people is actually going to continue to serve them well for the lives they are going to be leading?

We've got to agree what those ambitious goals are. The nature of youngsters' ability to learn – and learn to very highest standard – has to be at the heart of what we do. Standards, not narrowly defined in terms of a small range of metrics, but standards in the broadest sense of being high quality and relevant to learning. These certainly include literacy and numeracy, but increasingly youngsters' ability to engage with the digital world.

Education is in a really difficult situation because our young people are digitally confident but many of our teachers are not. We're consumers of technology rather than creative users of technology. A big challenge for education systems is the way in which the digital world is changing the rules of the game. We need to think about that very carefully and of course, the ability to use your learning creatively, to use your learning in ways that take it forward rather than simply regurgitate it, becomes critically important.

There is a huge challenge in helping young people to become rooted and to develop the kind of values and ethical understanding that will allow them to engage with the incredibly complex issues we face as individuals and society and citizens. Helping young people develop the value system and the ethical understanding to cope with a very febrile world in which they're living is absolutely vital.

How do we create the space for the kind of engaging teaching and learning in which young people enjoy learning –not learning simply as a means to an end, but getting satisfaction from learning itself? That is what lifelong learning is actually about. If young people who come out of school have learned only because they have to, then we've equipped them very badly for the world they're going to be living in.

We've got a learning challenge. How can we best organize things in terms of the curriculum and the pedagogy and the assessment? How can that mix be put together in a way that is going to enable young people to learn the sort of things that they need to learn to make their way in life?

Critically, we've got a realisation challenge. How do we make those ambitions that are embedded in the learning challenge a reality in every school, in every classroom and for every young person? How do we bridge the yawning gap that often exists between aspiration and the reality of day-to-day classroom life?

The learning challenge is partly about strategic direction. It's partly about understanding what it is that we're trying to do. Most young people in secondary schools are at school to get whatever qualifications they can as well as they can. Is that enough? Is that it? Is being well-qualified the same as being well-educated? I don't think it is. I think we have a responsibility to think about having well-educated young people, who are also well-qualified, coming out of our schools.

How do we address issues of well-being, develop ethical understanding and pursue professional values? How do we feed that desire to learn and keep learning? We need to think about that issue of strategic direction.

We've then got technical design questions to think about. If we've agreed on what it is we'd like to do, what we think is the right thing to do, how then do we create a framework that actually does that?

These are both the strategic and the technical questions.

Our pedagogy, the way in which we go about the learning and teaching process, has to be more ambitious. If you have an effectiveness paradigm, a preparation for examinations paradigm, that's not an ambitious pedagogy, that's an efficient pedagogy, not an ambitious pedagogy. We need to think about that very carefully.

How do we ensure that our young people are ready to engage with the world? There will be volatility, there will be insecurity, there are issues to do with migration but also huge opportunities. Complexity is a feature of society today, greater diversity, greater inequality, ambiguity and citizenship. The kind of issues that we're dealing with personally and as citizens don't lend themselves to simple right or wrong responses. They're ambiguous. They require us as individuals to be unafraid of complexity, to be well rooted in our own values. The nature of learning, how young people learn, is going to change. If the school system and our teachers don't embrace that and work with it they all become obsolete. I think John Dewey summed it up beautifully in 1915: "If we teach today's students as we taught yesterday's, we rob them of tomorrow." We have a very powerful machine in our school system, we have a very powerful body of men and women in the school system who desperately want to do the right thing by their children.

The shift that's taking place now is not just in what they should be learning, but in what they become as a result of that learning. How are they able to use that learning in order that they grow and develop as people ready to engage with the world of today and particularly the world of tomorrow?

Across the world, over the course the last 20 years, countries increasingly talk about what it is they want to do, what they want schools to do in terms of what they want young people to become as people, rather than defining it purely in terms of inputs. In England, however, the curriculum still tends to be very input based. If you look across the world, ambitious goals are increasingly directed towards the development of the person. We need basic skills, subject knowledge, ability to apply knowledge creatively and this broader preparation for future life-about lifelong learning, citizenship, creativity, personal well-being and personal efficacy.

Through all of that, there's a pervasive tension between the policy documents and youngsters' experience on a day-to-day basis in many schools. The realisation challenge is whether the paradigm of implementation, the paradigm of effectiveness, is the right paradigm for us in the future: how do you produce high-quality education in a highly febrile environment.

We need better teachers, better leadership, less prescription, more collaboration and rigorous accountability; but the danger is that we end up in an improvement trap. All of that simply contributes to us getting better at things that are less and less relevant, us getting better at a narrow subset of those things that really matter in terms of children's education.

The context within which we are all working has become increasingly complex. That makes the notion of our delivery model increasingly hazardous. What might begin to shift this gap between ambition and reality? Part of it is about not seeing those who are engaged directly in the learning and teaching process as implementers of somebody else's view of what's right, creating more ownership in the system rather than alienation from the system, which can often happen where decisions seem to be taken elsewhere.

We're recognising the need to see this as an ecological system in which things interact in complex ways. There's not a simple chain of command.

We're talking about adaptive systems, not systems that simply react to problems slowly, but systems that are actually part of the process. What we're looking for is sticky change. It's the kind of change that is actually going to stick at the level of the classroom or the level of the teacher.

The challenge that faces us is about hearts as well as minds. It's not enough to explain to people why this is the right thing to do, they've got to believe it. There's something about the medium being the message. The way in which we go about the process itself helps to shape what it is that we're trying to do in the first place. It is a much messier process than a simple linear development process. We need a continuous learning system for all of us and our colleagues across the country.

We need a much more sophisticated understanding of what leadership means. Leadership in an effectiveness implementation paradigm is very different from leadership in a collaborative culture change paradigm. The risk is that we stick with former views of what good leadership is and not view leadership as something which is a more of a collective responsibility.

We need to invest a lot more in building the individual and collective capacity of the practitioner so that the whole teaching profession is engaged in this process of mutual learning and knowledge mobilisation in many different ways. Of course, we've got to get an accountability culture that works in sympathy with us.

I think the paradigm needs to move towards one which is about strategic exploration, where we commonly agree about the direction we want to go and we commonly agree about the nature of what good education looks like. Then we explore in every school how we can best realise that, given the resources and given that we learn from colleagues, from research and from other contexts. All of that has got very profound implications for what it means to be a teacher.

What made a good teacher in the past may be wholly inappropriate for the kind of context within which the learning and teaching process is going to take place in the future.

If this profession and schools are going to be relevant and at the cutting edge of what's needed, how do we build our teachers in order that they're able to do that? That's of course about expertise, it's also about their values and about taking responsibility for your own development.

Your job as a professional is to be ready to do your job. Think about how teachers can take responsibility for their own development and sustain that development. If we get that right then professional learning becomes one of the drivers of educational change instead of being about learning how to implement something. Professional learning becomes much more profound and part of the whole process of thinking about what's the right thing to do and how do we best explore what's possible in our own context. That means that we have got to engage in well-planned, well-researched innovation, to be very research active and research aware.

We need to think about what it means to be a teacher and how we ensure that we have people who want to grow and learn throughout their career. That means that the formation phase, the early phase of a career become incredibly important because that's when the benchmarks are set. We need to get continual career-long learning going, to make sure the professional development time is the key currency in a teacher's life.

There's no earthly point in building the capacity of our teaching profession if we end up with teachers who are operating in a context where the leadership doesn't understand, wants to control, wants to close down the agenda, wants to make sure the school plays safe and is more concerned about the school looking good than the school being good. We need leadership that understands how to create a context where we have a teaching profession that is confident and competent.

The single most important thing a leader can do is to develop staff. If I were back as head of the inspectorate in Scotland, the discussion I'd be asking my colleagues in the inspectorate to have would be about that. What have you done to build the quality of your staff? What's the way in which you have built quality in your staff? How do you ensure high quality professional learning for your staff, because that's one of the most important things that you can do if you're going to be effective as a leader.

If we move away from an implementation effectiveness paradigm, we're moving into a paradigm which is more complex but potentially going to produce something which is much more exciting and relevant for young people. We need to move away from a followership culture where somebody's got the answer, whatever that might be, and your job is to find a leader and follow them. If we are talking about the culture of leadership rather than followership, it's about sense of purpose, it's about sense of mission, it's about using professional standards creatively, not as a mechanism for performance management, but creatively inside the school to build the quality and growth of staff. It's about tapping into discretionary effort. If you believe in something, you give a bit more. If you don't believe in it, you do enough. The real test of a leader is the ability to release that discretionary effort so people do more than they have to do, and they want to do it because they believe in it, they want to be a part of that process. So, if we do all of that we release energy in the system

that currently is depressed. Our teachers are complaining about workload. Fundamentally what lies behind that is they don't really believe in what they've been asked to do in the first place, they feel alienated from it. We need to think about how we release energy inside the system. If we get that right, then I think the chances of giving our young people a much more relevant and higher quality education are increased.

You will see from what I've been saying to you who are struggling with all of this, I am reflecting on 40-odd years of experience, reflecting on the evidence that we have from across the world, reflecting on the emerging research evidence, both about the nature of the curriculum and about how you make it a reality. I think this is all about exploration though, that's the paradigm I think that they've got at the end. There isn't a template or a model that I can present, I don't have the answers.

You've agreed with me this is the direction we want to go in, let's explore it together, let's see what we can do, let's see what the possibilities are.

Delegates listening to Professor Donaldson's Keynote Address

Keynote 2: **Why social learning theory matters to educators**

Professor Etienne Wenger-Trayner, Social Learning Theorist and Consultant

*Professor Etienne Wenger-Trayner addresses the delegates at the
SCoTENS annual conference 2016*

Professor Etienne Wenger-Trayner is a globally recognised thought leader in the field of social learning theory, including communities of practice and their application. He has authored and co-authored seminal articles and books on the topic, including Situated Learning, where the term "community of practice" was coined; Communities of Practice: learning, meaning and identity, where he lays out a theory of learning based on the concept; Cultivating Communities of Practice: a guide to managing knowledge, addressed to practitioners in organisations who want to base their learning strategy on communities of practice; Digital Habitats, which tackles issues related to the use of technology; and Learning in Landscapes of Practice, which expands the learning theory. Etienne's work is influencing both theory and practice in a wide range of disciplines. Cultivating communities of practice is recognized as a key component of a learning strategy in a rapidly growing number of organisations across private and public sectors, including business, government, international development, healthcare and education. Etienne helps organisations apply his ideas through consulting, public speaking and workshops. One of the most cited authors in the social sciences, he is also active in the academic sphere. He regularly speaks at conferences, conducts seminars and is a visiting professor at the University of Brighton, where he received an honorary doctorate.

Professor Etienne Wenger: Keynote and Evaluation of SCoTENS in 2017

Professor Etienne Wenger provided a fascinating and interactive keynote to the conference, took part in the First Doctoral Workshop and posed with many delegates for selfies.

One of several myths that have developed around the idea of communities of practice is that it is too difficult to measure impact. However, Wenger-Trayner (2015) say that this is 'mostly false' arguing that while it may be difficult to attribute 100% cause and effect, as in to attribute the activities of a community of practice to specific outcomes, it is possible to 'build a good case using quantitative and qualitative data to measure different types of value created by the community'. Doing this involves tracing how members are changing their practice and improving performance.

Professor Wenger Trayner also worked with the SCoTENS Committee to develop a set of evaluation tools for the work of SCoTENS, based on his new value-creation framework (Fig. 1 below). This evaluation is a follow-up to the one which was undertaken by John Furlong (Furlong et al, 2011) and is particularly timely because it is set in the broader global context of increasingly buttressed borders, the course towards Brexit and within the distinctive historic-political crucible of Ireland, North and South. We are seeking to examine the distinctive value created by a unique network of teacher educators from north and south of the Irish border which was first conceived following the Good Friday Agreement which sees its twentieth anniversary in 2018.

Figure 1. A Value Creation Framework (Wenger- Trayner, 2015)
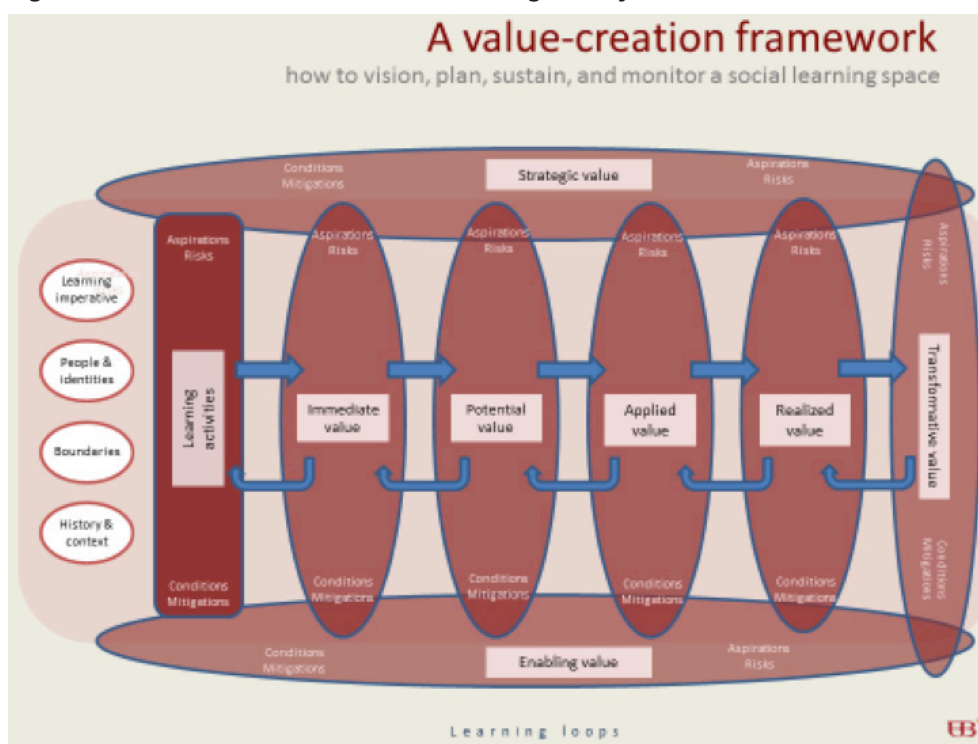
Within this framework Wenger-Trayner and Wenger-Trayner (2015) present seven value-creation cycles where engagement in social learning loops can produce *immediate value* such as enjoying the company of like-minded people; *potential value* such as insights,

connections or resources; *applied value* creatively drawing on these insights, connections or resources to change what we do; *realised value* through changes in practice that make a difference to what matters; *transformative value* through the transformation of people's identities or the broader environment; *strategic value* through engagement with relevant stakeholders; and *enabling value* where individuals learn how to enable social learning. Each of these is considered in more detail below. Wenger-Trayner et al. (in preparation) note that the framework was originally intended to frame a *posteriori* assessments of learning from communities of practice but note that some communities have also begun to use the framework to prospectively create a vision and plan their activities, setting aspirations, considering conditions and establishing risks and mitigation strategies. Within this framework, account must be taken of learning imperative(s), people and identities, boundaries and the history and context.

Value creation in the framework needs to be explored in the context of personal and collective narrative. In other words, we need to address the question: what counts as value to whom? Narratives provide an angle on what learning is taking place (or not) and thus what value is created (or not). Narratives attend to how communities and networks started and what participants are trying to achieve. The use of narratives emphasises two key elements: audience and perspective. The primary audience consists of the participants themselves, individually and collectively. The bottom line is that unless they get value the community or network simply falls apart. However, other stakeholders are also of importance here: the organisations in which members work; the sponsors, which in our case also includes the organisations in which members work; the national policy makers who offer resources and support; and the people who are the recipients of a service, which in our case includes teachers, student teachers and other students. The element of perspective incorporates short and long-term value. Learning that takes place in a communities of practice can be applied later and applied to other contexts. The fact that communities of practice and networks also gain value over the long term, such that resources gained are cumulative and can be deployed as participants, individually and collectively, face new problems and challenges.

So in our evaluation we are seeking to obtain and learn from the narratives of the key stakeholders of SCoTENS (Fig. 2) and, amongst these, the views of those attending our Annual Conference will be very important. During the 2017 conference we will be asking you to record your own SCoTENS stories and we will share our findings at next year's conference.

Figure 2: Activities and stakeholder types and paired/individual stories

- *leadership within SCoTENS (strong on strategic) – pairs: the 'fathers' of SCoTENS*
- *SCoTENS secretariat and civil servants (strong on enabling) – pairs?*
- *student teacher exchange – pairs: student teachers*
- *membership of SCoTENS committee – pairs: members*
- *participation in seed funded research project – pairs: from project bids*
- *participation in the SCoTENS Annual Conference – individual*

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Wenger-Trayner, B. Wenger-Trayner, E., Eryigit-Madzwamuse, S., Cameron, J., and Hart, A. (in preparation) "Boundaries and boundary objects: an evaluation framework for mixed methods research"

Wenger, E., Trayner, B. and de Laat, M. (2011) Promoting and Assessing value creation in communities and networks: a conceptual framework Ruud de Moor Centrum Netherlands

Launch of Research Reports

Following the opening session, conference delegates gathered at an evening reception at which the 2015 SCoTENS Annual Report and a report funded under the SCoTENS' Seed Funding Programme were launched.

The 2015 SCoTENS Annual Report was launched by Dr Tom Hesketh, former SCoTENS Committee Member.

Dr Tom Hesketh launches the SCoTENS Annual Report 2015 accompanied by the SCoTENS co-Chairs, Mr Tomás Ó Ruairc and Professor Linda Clarke

The report is available to download at **www.scotens.org**

The 'Managing Early Years Inclusive Transition Practices Report' was launched by Professor Paul Conway, University of Limerick.

This small-scale study explored the transitions of young children with special education needs in the North and the South of Ireland from home/pre-school to primary school.

Recommendations
- Greater communication is warranted between the pre-school and school sector with documented evidence on the child's abilities and skills gathered over time and transitioning with the child to facilitate the process. This profile can provide evidence on the child's ability to meet the aims of a play-based curriculum, identify areas of concern and highlight the child's additional support needs.
- Government policy initiatives appear largely unknown to teachers. Consequently there is a tension between policy and practice. Government must ensure that all teachers, particularly those working with children with SEN, are fully informed about policy developments that affect the child's educational experience.

Professor Paul Conway launches the Managing Early Years Inclusive Transition Practices accompanied by members of the research team and the SCoTENS co-Chairs

• Further research involving a larger cohort to offer a broader perspective on practices in the North and South of Ireland.
• Research which gives voice to the child with a SEN would offer considerable insight into the young child's experience of school transitions in the North and South of Ireland.

The report is available to download at www.scotens.org

Conference delegates enjoying the report launch

Seed Funding Workshop

SCoTENS Seed Funding Workshop: Members of the research team that produced Managing Early Years Inclusive Transition Practices showcased their project as a good example and presented on the preparation, implementation and impact of their project. This workshop was chaired by Professor Kathy Hall, Head of School of Education, University College Cork and Dr Geraldine Magennis, Senior Lecturer, St Mary's University College. The research group was led by Dr Colette Gray, Principal Lecturer in Early Childhood Studies, Stranmillis University College and Dr Anita Prunty, Retired Senior Lecturer, Special Education Department, DCU Institute of Education, Dublin.

The research team was made up of:
[1]**Dr Colette Gray;** [2]**Dr Anita Prunty;** [2]**Dr Anna Logan;** [2]**Dr Geraldine Hayes**

Affilitation
1: Stranmillis University College: a College of The Queen's University of Belfast.
2. DCU Institute of Education, Dublin.

Panel Discussion: Professional Learning

Chaired by **Professor Teresa O'Doherty**, Dean of Education, Mary Immaculate College

Panel members preparing to present to delegates at annual conference SCoTENS 2016

Panel comprising: **Mr Tomás Ó Ruairc**, Director, the Teaching Council and co-Chair SCoTENS, **Mr John Anderson**, Managing Inspector, Education and Training Inspectorate, **Dr Margery McMahon**, Senior Lecturer, University of Glasgow, **Ms Marie-Therese Kilmartin**, Principal, Coláiste Bríde, Clondalkin and **Ms Nicola Connery**, Principal, Wellington College

The audio from the panel discussion is available at **www.scotens.org**

Workshops

On the morning of Day Two, conference delegates had the option to attend one of four workshops. The same workshops ran again in the afternoon, thus allowing all delegates to participate in their choice of two workshops.

Papers presented at the workshops are available at **www.scotens.org**.

Workshop 1 - Models of Partnership
Dr Brian Murphy, Senior Lecturer in Education, University College Cork
Ms Audrey Curry, Director of Community Engagement and External Affairs, Stranmillis University College

This workshop brought together two complementary perspectives on the issue of professional partnerships, drawing on case studies from ITE North and South of the border.

Workshop 2 - Cluster Approach to CPD

Ms Eimear McCarthy, Teacher, St Joseph's Secondary School, Rush
Ms Nicola Connery, Principal, Wellington College

This workshop included the experiences of two schools from North and South who have had a positive experience with CPD. They spoke about how their schools approached and managed cluster CPD. This included the challenges and opportunities which exist with such a task, as well as what was achieved and the logistics behind the approaches in two different education systems.

Workshop 3 - 3D Printing across the Curriculum using the Bridge21 Pedagogical Model

Mr John Peto, Director, The Nerve Centre, Derry~Londonderry
Professor Brendan Tangney, Professor of Computer Science, Trinity College Dublin

This workshop brought together the Nerve Centre, from Derry~Londonderry and Trinity College Dublin's Bridge21 project. The Nerve Centre works to embed and support digital creativity in Northern Ireland's schools through the Creative Learning Centres, Moving Image Arts and projects such as Teaching Divided Histories. This workshop saw participants develop a practical insight into 3D Printing and its uses across the curriculum. The workshop was framed within the Bridge21 pedagogical model for 21st century technology mediated teaching and learning which is being used by an increasing number of teachers and secondary schools across the Republic of Ireland for teaching a wide variety of subjects while also promoting the development of 21 century skills.

Workshop 4 - The Importance of Developing an Autism and Early Years Training Programme

Ms Tracie Tobin, Principal, St Michael's Infant School, Limerick
Ms Frances O'Neill, Autism Trainer/Advisor, Middletown Centre for Autism

Middletown Centre for Autism knew that there was a need to provide a supportive programme to parents and professionals living and working with young children with autism. St Michael's Infant School (led by Tracie Tobin, Principal) were willing to pilot and evaluate the programme to ensure that it met the needs of this particular group of children. This collaborative partnership offered a training programme which focused on developing the practical foundation skills needed by the child in the Early Years to enable him/her to progress and optimise his/ her potential.

Workshop 5 - Leaders of Learning: Emerging Policies and Innovative Practices in Teacher Professional Learning and Leadership Development

Mr John Anderson, Managing Inspector, Education and Training Inspectorate
Ms Carmel Kearns, Education Officer, The Teaching Council
Mr Martin Lally, Assistant Chief Inspector, Department of Education and Skills

This workshop shared and discussed emerging policies and innovative practices in teacher professional learning and leadership development, both North and South. It touched on (in the South) the Quality Framework for Leadership and Management, the establishment of the Centre for School Leadership and Cosán, the national framework for teachers' learning and

(in the North) in the context of the new strategy for teacher professional learning 'Learning Leaders,' the ETI's

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

Doctoral Workshop

The inaugural SCoTENS Doctoral Workshop was held at the 2016 conference, led by Dr Conor Galvin, University College Dublin. SCoTENS invited proposals for participation and selected eight PhD students to participate. Each student presented on their work in progress and got feedback from speakers who are leaders in the field of Teacher Education and related research in Ireland and beyond.

Participants and speakers at the 1st SCoTENS Doctoral Workshop.

The event was very successful and has been added to the SCoTENS calendar as an annual fixture.

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).**

Eleven projects were awarded funding in 2016-2017.

BeSAD - *Bereavement, Separation, and Divorce: The response of pre-service teachers to pupil wellbeing.* This research will document the approach and response of preservice teachers regarding their training and confidence and competence in supporting pupils who have experienced loss.	Dr Aoife M. O'Brien, Hibernia College Dr Barbara McConnell, Stranmillis University College
CDCEOC - *The culturally diverse classroom: Exploring opportunities and challenges.* The project will focus on the area of Critical Media Literacy (CML) and endeavour to provide Student Teachers with the analytical tools to critique popular media, to unpack the hidden messages and subtext contained in the representation of immigrants and minorities so they in turn can be cognisant of the images and media they select in their teaching and support their pupils to critically engage with popular media in general. The second aim of the project is to engage in a meaningful way with the continuum of teacher education by hosting a one day event which explores the opportunities and challenges that the culturally diverse classroom poses for educators.	Dr Maria Campbell, St Angela's College Mr Peter Stevenson, St Mary's University College
LPIT - *Lesson Planning Incorporating Technology to Support Inclusion in the Primary School Mathematics Classroom: A Cross Border Study Connecting Initial Teacher Education Students.* This project aims to enable student teachers to learn how to apply the educational framework, UDL, in lesson planning and to explore the synergies between the use of Information and Communication Technology (ICT) and UDL with the intention of developing mathematics lesson plans that more effectively meet all children's learning needs in inclusive classrooms.	Mrs Shauna McGill, Ulster University Dr Lorraine Harbison, Church of Ireland College of Education

MLP - *Minority language pupils and the curriculum: Closing the achievement gap.* This project, which relates to the area of intercultural education, will hold two workshops and produce a digital resource on teaching English as an Additional Language (EAL). The workshops will be aimed at primary teachers, post primary teachers, teaching assistants and student teachers, North and South, who support pupils for whom English is an Additional Language or 'minority language' pupils. The digital resource will be based on edited highlights of the content of the two workshops and will be used to disseminate outcomes from the workshops.	Dr Barbara Skinner, Ulster University Dr Barbara O'Toole, Marino Institute of Education
MTG - *Mind the Gap: A Cross Border Study Addressing the Transition from Primary to Post Primary Mathematics Education.* This project focuses specifically on mathematics education at two different levels – the final year of primary education (Year 7 in Northern Ireland [NI] and 6th class in the Republic of Ireland [ROI]) and the first year of post primary level (Year 8 in NI and 1st Year in the ROI). The transition from primary to post primary mathematics education in NI and the ROI is extremely pertinent. The ESRI (2007) reported that this transition often results in a decline in academic motivation, self-efficacy and behaviour. This is further exacerbated by the negative perceptions that many students develop towards the subject at this time (Ashton, 2008; Bicknell, 2009). In both jurisdictions, the lack of coherence between the teaching and learning of mathematics across levels is cited as the main contributory factor (Education and Training Inspectorate, 2010). As such, it is critical that this issue is investigated from the perspective of the teachers who act as key stakeholders in this transition phase.	Doctor Niamh O'Meara, University of Limerick Dr Ian Cantley Queen's University Belfast Dr Mark Prendergast, Trinity College Dublin Dr Lorraine Harbison, Church of Ireland College of Education
PLAI - *Playful Learning Across Ireland: A student teacher intervention in Early Years education.* The basic principles of the PLAI project are timely, providing professional development for a group of student teachers in the final years of their degree programme, both North and South and an evaluation of their efforts in practice in an effort to highlight what playful approaches to teaching and learning look like in an early years classroom and to unpick the underpinning features of a playful approach which impact effectively on the learning experience.	Dr Glenda Walsh, Stranmillis University College Dr Jacqueline Fallon, Church of Ireland College of Education

PTUILD - *Pre-service teachers' understanding of information literacy in the digital age.* Information literacy (IL) - the ability and skills to know 'when and why you need information, where to find it and how to evaluate, use and communicate it in an ethical manner' (CILIP, 2011) - is a core requisite for effective learning and teaching, given the vast quantities of digital information available to pre-service teachers in the 21st century. There is a significant body of literature examining student and pupil information literacy and, to a lesser degree, the information literacy skills of teachers and the extent to which they teach these skills. The experiences and attitudes of pre-service teachers and their understanding of the concept of information literacy is an emergent yet under-researched area within this. Existing research suggests that "teacher educators need to move from helping pre-service teachers become more information literate to helping pre-service teachers integrate information literacy skills into their own teaching" (Branch, 2003: 33), however a gap still exists in terms of real data on existing provision which could inform future developments in the area. This project will survey the students on initial teacher education (ITE) courses at institutions North and South and map out for the first time the current situation in Northern Ireland and Ireland with regards to students' perceptions and experiences of information literacy, the extent of their IL skills and whether they integrate IL into their own teaching practice. Any study of IL needs to also focus on digital literacy (DL) - the two are intertwined as most student teachers rely on technology to access information: "Digital literacy is how to find, organise, evaluate and create information using digital technology" (http://lti.lse.ac.uk/digital-and-information-literacy/).	Dr Jessica Bates, Ulster University Dr Peter Tiernan, Dublin City University
SBSE - *Sharing Beliefs; Sharing Education: Policy and curricular responses to plurality of beliefs in Ireland, North and South.* This project has three main aims. First, to facilitate cross-border interprofessional learning for stakeholders in policy and teacher education contexts around recent developments in policy and practice of teaching about religion and beliefs in schools. Second, to provide an opportunity for stakeholders to develop responses to current challenges in this area. Third, to investigate in particular the current and potential use of dialogue and collaborative learning opportunities as pedagogical tools for teaching about religion and beliefs in schools and in initial teacher education.	Dr James Nelson, Queen's University Belfast Dr Jones Irwin, St Patrick's College

SOFA – *A study in Outward Facing Assessment in Further Education Teacher Training Programmes in Ireland.* The project aims to: Develop a model of outward-facing assessment within a connected curriculum in order to enhance the teacher-learning environment of professional development programmes for adult and further educators in Ireland, North and South. To explore how to enhance professional education through research and enquiry-based activities, linking professional practice and connected learning opportunities. To evaluate the outcomes of the research process and to contribute to knowledge of how to create a flexible framework for curriculum design.	Dr Tracy Irwin, Ulster University Dr Anne Graham Cagney, Waterford Institute of Technology
TAPSS - *Teacher - SNA/CA partnerships in special schools in Ireland and Northern Ireland.* This project aims to investigate an under-researched dimension of special educational needs (SEN) provision in Ireland, North and South, namely the nature of teacher-assistant partnerships. Classroom support for pupils with SEN is commonly provided by Special Needs Assistants (SNA) in Ireland and Classroom Assistants (CA) in Northern Ireland. The post of SNA/CA is common to both mainstream and special school sectors. It is generally viewed as a collaborative partnership, with support staff working alongside and under the direction of teachers. Although the post of SNA/CA is recognised as having much potential, to date, the relationship with class teachers has been largely unexplored. The project, therefore, is designed to explore this relationship from the perspective of the SNA/CA.	Dr Una O'Connor Bones, School of Education, Ulster University Dr Anna Logan, Special Education Department, St Patrick's College

TE-PICT - *Teacher Education Tutors' Practice in ICT* The overall aim of this project is to investigate Initial Teacher Education (ITE) tutors' perceptions of purpose and practice in the use of ICT. Two key research questions will be the focus of this study: What are the models of practice utilised in the ITE provision? What challenges are faced by ITE tutors in terms of their own professional development in new and emerging technologies? The place of ICT in teaching and learning continues to be fundamental, especially in knowledge-based economies. However, relatively little recent work has been done on the perceptions of Initial Teacher Education tutors' understanding of the role of ICT in the professional education of student teachers. Some may see their role as 'functionalist', preparing student teachers to use ICT within current school requirements; others may consider their role in a more strategic way to include a critique of existing policies and practice while in some instances, tutors may regard their role as 'transformative' by enabling students to support new ways of learning through embracing highly innovative approaches.(Hadyn, 2014, Haydn and Barton, 2008). However to what extent are these 'models' or paradigms evidenced in the pedagogy of the ITE tutor? To date little empirical evidence exists to address this question, nor have other models of practice been identified.	Dr Pamela Cowan, Queen's University Belfast Professor Paul Conway, University of Limerick Dr Stephen Roulston, Ulster University
TPW2 - *Teachers Pedagogical Work and Well-being.* This project focuses specifically on teacher well-being, as conceptualised by Ó Ruairc (2015: 15) who advocated that 'in a nutshell, well-being is about caring for professionals, to sustain caring by professionals'. The OECD (2009) recogniSes that 'teachers' beliefs, practices and attitudes are important for understanding and improving educational processes. These attributes are closely linked to teachers' strategies for coping with the challenges in their daily professional life and to their general well-being, and they shape students' learning environment and influence student's motivation and achievement.' This project will explore the concept of 'pedagogical well-being' as developed by Soini, Pyhalto and Pietarinen (2010: 737) which they specify as 'a sense of autonomy, relatedness, competence and belonging or a lack of these elements generated for teachers and pupils in the everyday interactions of school'.	Dr Timothy Murphy and Dr Patricia McNamara, University of Limerick Mr Paddy Tally and Dr Elaine Mc Laughlin, St Marys' University College, Belfast

WiPEY - *Writing and iPads in the Early Years.*	Ms Jill Dunn, Stranmillis University College
The aims of this small scale study on writing and iPads in the early years are: To ascertain the views of teachers who are using iPads in the classroom for writing on how the iPad changes children's engagement in and enjoyment of the writing process. To investigate teachers' views on the benefits and challenges of using iPads to teach writing in the early years. To ascertain the views of children on their use of iPads for writing activities in the classroom.	Mr Tony Sweeney, Maynooth University

Funded Projects 2003-2017

RESEARCH AND CONFERENCE PROJECTS FUNDED IN THE AREAS OF SPECIAL EDUCATION AND INCLUSION			
Title	Date	Author/Organiser Project leaders	Institutions
Meeting the Needs of Children with Special Education Needs in Multi-grade Classrooms	2015-2016	Dr Bairbre Tiernan/Dr Ann Marie Casserly Dr Louise Long	St Angela's College 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 case studies identifying key features of good practice in the teaching of pupils from ethnic minorities	2009-2010	Mr Ken Wylie Dr Mark Morgan	Stranmillis University College St Patrick's College, Drumcondra
Consulting pupils on the assessment and remediation of their Specific Literacy Difficulties	2008-2009	Ms Louise Long Dr Michael Shevlin	St Mary's University College Trinity College Dublin
Student Teachers' perceptions of their competence to meet the needs of pupils with Autistic Spectrum Disorder in mainstream primary schools	2007-2008	Ms Mary Greenwood Dr Patricia Daly Ms Anne O'Byrne	St Mary's University College Mary Immaculate College
The Professional Development Needs of teachers working in Special Educational Needs	2007-2008	Ms Elizabeth O'Gorman Ms Mairin Barry Prof Sheelagh Drudy Ms Eileen Winter Dr Ron Smith	University College Dublin Queen's University Belfast

Funded Projects 2003-2017

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 and 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 and 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 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 St Mary's University College

RESEARCH AND CONFERENCE PROJECTS FUNDED IN THE AREA OF CITIZENSHIP AND DIVERSITY			
Title	Date	Author/Organiser Project leaders	Institutions
Citizenship Education North and South: Learning and Progression	2014-2015	Dr Lee Jerome Dr John Lalor	Queen's University Belfast Dublin City University
Inclusion and Diversity Service post primary initiative	2008-2009	Ms Mary Yarr Ms Barbara Simpson	North Eastern Education and Library Board Trinity College Dublin
Bringing School Communities together to promote education for diversity	2007-2008	Dr Ron Smith Prof Keith Sullivan	Queen's University Belfast NUI Galway
North/South Conference on Education for Diversity and Citizenship (2)	2005-2006	Ms Una O'Connor Mr Gerry Jeffers	University of Ulster NUI Maynooth
North/South Conference on Education for Diversity and Citizenship (1)	2003-2004	Ms Una O'Connor Mr Gerry Jeffers	University of Ulster NUI Maynooth

Funded Projects 2003-2017

RESEARCH AND CONFERENCE PROJECTS FUNDED IN THE AREA OF TECHNOLOGY AND MATHS			
Title	Date	Author/Organiser Project leaders	Institutions
The Programming Studio	2013-2014	Dr Pamela Cowan Dr Elizabeth Oldham Dr Ann Fitzgibbon	Queen's University Belfast Trinity College Dublin
Early number concepts: Key vocabulary and supporting strategies	2012-2013	Dr Ann Marie Casserly Dr Bairbre Tiernan Dr Pamela Moffett	St Angela's College Stranmillis University College
An exploration of mathematical identity using narrative as a tool (MINT)	2011-2012	Dr Maurice O'Reilly Dr Patricia Eaton	St Patrick's College, Drumcondra Stranmillis University College
Evaluation of the implementation of Realistic Mathematics Education (RME) within primary schools in the North and South of Ireland	2010-2011	Dr Pamela Moffett Dr Dolores Corcoran	Stranmillis University College St Patrick's College, Drumcondra
Measuring the value of Education Technologies in Ireland, North and South (MVET – Ireland)	2008-2009	Dr Conor Galvin Prof John Gardner	University College Dublin Queen's University Belfast
A cross-border comparison of student teachers' identities relating to Mathematics	2008-2009	Dr Patricia T Eaton Dr Maurice O'Reilly	Stranmillis University College St Patrick's College, Drumcondra
Digital Video as a tool for changing ICT learning in schools and teacher education	2006-2007	Dr Roger S P Austin Ms Deirdre Graffin Dr Paul Conway Dr Joe O'Hara Dr Linda Clarke	University of Ulster University College Cork Dublin City University
Current Practice in ICT within teacher education	2005-2006	Dr Roger S P Austin Ms Deirdre Graffin Dr Paul Conway Dr Joe O'Hara	University of Ulster University College Cork Dublin City University
Pupil Interest and Enjoyment of Mathematics	2015-2016	Dr Ian Cantley Dr Mark Prendergast	Queen's University Belfast Trinity College Dublin

Funded Projects 2003-2017

RESEARCH AND CONFERENCE PROJECTS FUNDED IN THE PEDAGOGY OF SCIENCE, HISTORY AND GEOGRAPHY			
Title	Date	Author/Organiser Project leaders	Institutions
Teaching Political History at Primary level	2013-2014	Dr Fionnuala Waldron Dr Alan McCully	St Patrick's College, Drumcondra University of Ulster
Teaching controversial history: a symposium on the teaching of 1916 and the Battle of the Somme	2011-2012	Dr Fionnuala Waldron Dr Pauric Travers Dr Alan McCully	St Patrick's College, Drumcondra University of Ulster
Science enhancement and learning through exchange and collaboration among teachers	2011-2012	Dr John McCullagh Dr Colette Murphy Dr Cliona Murphy Mr Greg Smith	Stranmillis University College Queen's University Belfast St Patrick's College, Drumcondra
Conference on findings of all-Ireland survey of student perceptions of History, Geography and Science	2008-2009	Ms Colette Murphy Mr Neil O'Conaill Ms Susan Pike	Queen's University Belfast Mary Immaculate College St Patrick's College, Drumcondra
All-Ireland survey of student perceptions of History, Geography and Science (3)	2006-2007	Ms Susan Pike Mr Richard Greenwood	St Patrick's College, Drumcondra Stranmillis University College
All-Ireland survey of student perceptions of History, Geography and Science (2)	2005-2006	Dr Colette Murphy Ms Fionnuala Waldron Dr Janet Varley	Queen's University Belfast St Patrick's College, Drumcondra
All-Ireland survey of student perceptions of History, Geography and Science (1)	2004-2005	Dr Colette Murphy Ms Fionnuala Waldron	Queen's University Belfast St Patrick's College, Drumcondra
RESEARCH AND CONFERENCE PROJECTS FUNDED IN THE AREA OF TEACHER EDUCATION			
Title	Date	Author/Organiser Project leaders	Institutions
Study in Adult and Further Education Teacher Training in Ireland	2015-2016	Dr Anne Graham Cagney Mr Ned Cohen	Waterford Institute of Technology General Teaching Council for Northern Ireland

Funded Projects 2003-2017

Meaningful moments and experiences in learning to teach	2015-2016	Ms Melissa Parker Mr Paul Conway Ms Jennifer Hennessy Ms Carmel Inchon Ms Aislinn O'Donnell Dr Alison McKenzie Prof Ruth Leitch	University of Limerick Mary Immaculte College Queen's University Belfast
Visual Inquiry: Meaningful moments and experiences in learning to teach	2015-2016	Ms Melissa Parker Mr Paul Conway Ms Jennifer Hennessy Ms Carmel Inchon Ms Aislinn O'Donnell Dr Alison McKenzie Prof Ruth Leitch	University of Limerick Mary Immaculte College Queen's University Belfast
Teacher educator professional learning: Shaping the conversation of teacher education?	2015-2016	Dr Déirdre Ní Chróinín Mr Ciaran Walsh Dr Melissa Parker Mr Paul McFlynn	Mary Immaculate College St Mary's University College 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

Funded Projects 2003-2017

RESEARCH AND CONFERENCE PROJECTS FUNDED IN THE AREA OF TEACHER EDUCATION			
Title	Date	Author/Organiser Project leaders	Institutions
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 teachers 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

Funded Projects 2003-2017

RESEARCH AND CONFERENCE PROJECTS FUNDED IN THE AREA OF TEACHER EDUCATION			
Title	Date	Author/Organiser Project leaders	Institutions
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 Judith 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 Padraig Cannon Ms Sandra McWilliams Ms Margaret Farrar	Marino College of Education Stranmillis University College Church of Ireland College of Education

Funded Projects 2003-2017

RESEARCH AND CONFERENCE PROJECTS FUNDED IN THE AREA OF LANGUAGE LEARNING			
Title	Date	Author/Organiser Project leaders	Institutions
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
RESEARCH AND CONFERENCE PROJECTS FUNDED IN OTHER AREAS			
Title	Date	Author/Organiser Project leaders	Institutions
Conference: Contemporary Legal Issues for Management and Staff in Educational Settings: Exploring Legislation, Litigation, Approaches and Strategies and Implications for Teacher Education	2015-2016	Ms Marie Conroy Johnson Mr 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

Funded Projects 2003-2017

RESEARCH AND CONFERENCE PROJECTS FUNDED IN OTHER AREAS			
Title	Date	Author/Organiser Project leaders	Institutions
Exploring and developing spaces among adult education practitioners for online and arts based reflection	2011-2012	Ms Shelley Tracey Mr Jim Mullan Ms Irene Bell Ms Geraldine Mernagh Ms Margaret McBrien	Queen's University Belfast Stranmillis University College Waterford IT
A critical analysis of North-South educational partnerships in development contexts	2011-2012	Prof Peadar Cremin Prof Peter B Finn	Mary Immaculate College St Mary's University College
Spiritual education: new challenge, new opportunity	2011-2012	Dr Anne O'Gara Dr Bernadette Flanagan Mr James Nelson	Marino Institute of Education Stranmillis University College
Writing as a professional development activity in ITE	2011-2012	Ms Rose Dolan Dr Judith Harford Mr Billy McClune	NUI Maynooth University College Dublin Queen's University Belfast
Disablist Bullying: an investigation into teachers' knowledge and confidence	2010-2011	Dr Noel Purdy Dr Conor McGuckin	Stranmillis University College Trinity College Dublin
Images and Identity (collaborative art and design education project within teacher education)	2010-2011	Ms Dervil Jordan Dr Jacqueline Lambe	National College of Art and Design Ulster University
Effective Mentoring within Physical Education Teacher Education	2010-2011	Dr Fiona Chambers Mr Walter Bleakley	University College Cork University of Ulster
Exploring Japanese Research Lesson Study (RLS) as a model of peer to peer professional learning	2010-2011	Prof John Gardner Mr Gerard Devlin Dr Debie Galanouli Dr Mary Magee Ms Kathryn McSweeney	Queen's University Belfast St Angela's College
Children exposed to Domestic Abuse: helping student teachers understand their role in a primary school setting	2010-2011	Dr Bronagh McKee Dr Stephanie Holt	Stranmillis University College Trinity College Dublin

Funded Projects 2003-2017

RESEARCH AND CONFERENCE PROJECTS FUNDED IN OTHER AREAS			
Title	Date	Author/Organiser Project leaders	Institutions
Contribution of Primary School Physical Education to health enhancing physical activity	2009-2010	Dr David McKee Dr Elaine Murtagh	Stranmillis University College Mary Immaculate College
Developing all-Ireland research capacity in Arts-based Educational Research	2009-2010	Dr Ruth Leitch Ms Shelley Tracey Ms Caryl Sibbett Dr Mary Shine Thompson	Queen's University Belfast St Patrick's College, Drumcondra
Digitisation of three volumes of Irish Education Documents	2009-2010	Prof Áine Hyland Prof Tony Gallagher	Church of Ireland College of Education Queen's University Belfast
Sixth form/sixth year religion in Northern Ireland and Republic of Ireland	2009-2010	Dr Andrew McGrady Dr Christopher Lewis	Mater Dei Institute of Education University of Ulster
Investigation into the experiences of primary school teachers with regard to their teaching of healthy eating guidelines within the curriculum	2008-2009	Ms Elaine Mooney Ms Eileen Kelly Blakeney Ms Amanda McCloat Ms Dorothy Black	St Angela's College Ulster University
Building North-South links in whole college initiatives in global justice education	2008-2009	Mr Brian Ruane Dr Gerard McCann	St Patrick's College, Drumcondra St Mary's University College
Art and Science in Education: Moving towards creativity	2006-2007	Mr Ivor Hickey Ms Deirdre Robson Mr Donal O'Donaghue	St Mary's University College Mary Immaculate College
Building Effective Science Outreach Strategies, North and South	2006-2007	Dr V McCauley Dr C Domegan Dr Kevin Davison Dr Sally Montgomery Ms Eileen Martin Ms Emma McKenna Dr Billy McClure Dr Ruth Jarman	NUI Galway W5 Interactive Discovery Queen's University Belfast

Funded Projects 2003-2017

RESEARCH AND CONFERENCE PROJECTS FUNDED IN OTHER AREAS			
Title	Date	Author/Organiser Project leaders	Institutions
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 |
PROMOTION AND DISSEMINATION OF RESEARCH			
Title	Date	Author/Organiser Project leaders	Institutions
All Ireland Doctoral Student Research Conference	2013-2014	Dr Dympna Devine Prof Jannette Elwood	University College Dublin Queen's University Belfast
Cross Border Conference for Promoting Doctoral Research in Education: Expanding the horizons of Doctoral Research in Education: Comparing, Adapting, Advancing	2012-2013	Dr Patrick Walsh Dr Dympna Devine	Queen's University Belfast University College Dublin
Cross-border conference on Integration of Academic and Personal Learning in Post Primary Religious Education	2010-2011	Mr Vincent Murray Mr Norman Richardson	St Angela's College Stranmillis University College
Doctoral Research in Education, North and South, conference – links, challenges and opportunities (3)	2010-2011	Dr Caitlin Donnelly Dr Dympna Devine	Queen's University Belfast University College Dublin
Doctoral Research in Education, North and South, conference – links, challenges and opportunities (2)	2009-2010	Dr Caitlin Donnelly Dr Dympna Devine	Queen's University Belfast University College Dublin
Doctoral Research in Education, North and South, conference – links, challenges and opportunities (1)	2008-2009	Dr Dympna Devine Prof Jeanette Ellwood	University College Dublin Queen's University Belfast
ESAI and BERA joint conference (2)	2005-2006	Dr Anne Lodge Prof John Gardner	NUI Maynooth Queen's University Belfast

Funded Projects 2003-2017

PROMOTION AND DISSEMINATION OF RESEARCH			
Title	Date	Author/Organiser Project leaders	Institutions
Educational Studies of Ireland(ESAI)/British Education Research Association (BERA) joint conference (1)	2004-2005	Mr Denis Bates Prof John Gardner	University of Limerick Queen's University Belfast
ASSEE Conference (2)	2004-2005	Dr Janet Varley Dr Colette Murphy	St Patrick's College, Drumcondra Queen's University Belfast
Irish Association of Social Scientific and Environmental Education (IASSEE) Conference (1)	2003-2004	Dr Janet Varley Dr Colette Murphy	St Patrick's College, Drumcondra Queen's University Belfast

North-South Student Teacher Exchange

The annual North-South Student Teacher Exchange Project is managed for SCoTENS by the Centre for Cross Border Studies, in partnership with the participating colleges. The project is run by a steering group drawn from the Centre for Cross Border Studies and the colleges of education and all travel and accommodation costs of participating students are paid by SCoTENS.

The participating student teachers spend three weeks in colleges of education and on school placements in the other jurisdiction. Participating students are required to prepare fully for work/lessons in accordance with the requirements of the home college and giving due recognition to the curriculum requirements of the placement school. Both written preparation and classroom performance are assessed. Grades awarded are collated in the normal way in the home college and contribute to the participating student's overall year result as appropriate.

Students on teaching practice during the North-South Student Teacher Exchange Project are assessed by both the host college in the other jurisdiction and their home college. This involves a minimum of two supervisory visits to the placement school and the instrument of assessment normally used by the home college is used. The host college and the home college make one visit each and supervision takes into consideration the complexities, pressures and preparation required of students in a different jurisdiction.

Each student has an Observation Day/Days in their placement school in advance of the exchange. This gives students an opportunity to get to know their placement school and its teachers, observe its teaching and learning methods and prepare teaching materials in advance of their placement.

The aims of the Exchange

The aims of the Exchange are:

1. To provide opportunities for colleges of education on the island of Ireland to affirm and respect cultural difference and to promote positive attitudes towards cultural diversity.
2. To develop a model of professional practice in response to cultural diversity by supporting students who engage in a period of teaching practice in the other jurisdiction.
3. To develop a deeper sense of community among educators on the island of Ireland that recognises the contributions of different cultural and religious communities.
4. To become more familiar with a variety of curriculum programmes and methodologies, North and South.
5. To explore and develop strategies and approaches currently in practice in colleges of education and universities, North and South, and to contribute to the development of an inter-college culture of collaboration on the island.

The aims of the Exchange for participating students are:

1. To broaden students' experience of teaching practice by undertaking part of it in the neighbouring jurisdiction on the island of Ireland.

2. To increase students' cultural sensitivity by engaging educationally and socially with other students, teachers and pupils in a cross-border, cross-community context on the island of Ireland.
3. To enable students to experience the education system of the neighbouring jurisdiction.
4. To enable students to explore similarities and differences in curriculum provision and approaches in a cross-border, cross-community context.
5. To encourage adaptability, reflexivity, confidence and an increase in personal and professional self-awareness in students through engagement with culturally diverse groups.

Directors of Teaching practice and participants meeting for Orientation Day at Marino Institute of Education.

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

Specific arrangements for the academic year 2016–17
The following colleges participated in the 2016-2017 programme: Stranmillis University College, Belfast; St. Mary's University College, Belfast; the Church of Ireland Centre, DCU; Marino Institute of Education; DCU Institute of Education and Maynooth University Froebel Department of Primary and Early Childhood Education.

Two students from each organisation participated.

Method of Evaluation
The Centre for Cross Border Studies has always carried out an annual evaluation of the exchange project, part of which is subsequently published and this year it was held on 31 March 2017 in St Mary's University College. A requirement to participate in this event has always been in place. The views of students and their tutors were sought in an informal discussion and all were asked to fill in a short questionnaire. Two of the Directors of Teaching practice attended plus one other member of staff from a Southern college. In addition, a staff member from Stranmillis University College also attended. Staff and students who were unable to attend the event were asked to forward their comments and views as well.

Findings of the evaluation

Personal Benefits
While some students and their tutors noted a degree of anxiety prior to the commencement of teaching practice, students felt that being away from home and taking on the challenge of a different school and curriculum boosted their confidence and they felt they could approach their chosen career with a greater sense of independence. It enabled them to work as part of a team. They spoke of the necessity of being flexible, adaptable and resilient. They enjoyed doing something different and broadening their outlook and horizons; moving out of their comfort zone was beneficial and welcomed. Some students felt that while there were differences between the two jurisdictions, they were less obvious than they would have originally expected. The cultural event (which took place in the North) was a good opportunity for students to relax and enjoy each other's company and this was favourably regarded. Quite a number of students hoped to maintain contact with the other students and their placement schools through various means after the exchange was over. It should be noted that students were very positive regarding the personal benefits of this programme. One student described it as an 'incredible experience'.

Planning of the Exchange: Accommodation and Pastoral Care
Both the Directors of Teaching Practice and the students were aware that the organisation and co-ordination of this exchange is a huge and detailed task. The Directors and allied staff had also invested a considerable amount of time and effort securing suitable placements, accommodation and other logistical matters. Students were generally happy with their accommodation. The Southern students stayed in the Halls of Residence in Stranmillis University College and were positive about this experience. The Northern students would have liked to have stayed in Maynooth for social reasons. Despite this, they reported that they had been welcomed into various families and had a positive experience.

Overall, participating students were happy with the pastoral care support structures that were provided by the respective Directors of Teaching Practice. All felt welcomed and supported.

Professional Benefits

All students found the experience insightful and a genuine experience of professional development. They were introduced to a new curriculum, new methodologies and different ways of organising learning and teaching. Some students found this to be more challenging than others.

The Southern students noted how well resourced their Northern placement schools were. Most of them found they could adapt more easily than they originally thought they might have done. In relation to the curriculum, they mentioned a number of features which they felt enriched the experience for them, such as a skills-based curriculum, theme-based learning, a child-centred approach with a different set up for play with younger pupils and extra-curricular activities. They liked the fact that they gained new methodologies of teaching and in some cases they were involved in lesson planning and team teaching.

The Northern students commented on the relaxed styles of classroom teaching and behaviour management. They found their introduction to the Irish language interesting and one student commented that it gave them a greater appreciation of Irish. Less use of ICT was noted in Southern schools compared to Northern schools. The view was expressed that there was less emphasis on differentiation of pupil learning and accommodating pupils with additional needs in Southern schools. Generally Southern schools had fewer resources than was the case in the North.

The tutors also mentioned the benefits they derived from visiting schools in the two jurisdictions and felt it was a valuable learning experience. They also felt that it opened horizons for the participating students and allowed them to compare policy and practice across both education systems.

Points for consideration when planning future exchanges

1. Consideration should be given to developing an overall rationale and set of principles for the Project. This would allow new members of staff, schools and participating schools to have a shared vision.
2. As members of staff move on or retire, new members of staff need to be inducted into the project.
3. Consideration should be given to involving host schools, host principals and teachers in a more meaningful way.
4. One tutor commented that previous opportunities to meet and share good practice had given way to a mostly organisational role. There is much that tutors can learn from each other.
5. Following on from the previous point, some tutors made reference to the possibility of researching the merits of this project; one example would be a study by previous participants who are now qualified teachers on the long term outcomes of the exchange project.

Conclusion

The evidence provided at the evaluation event points to the fact that this continues to be a very successful project. The participating students and staff have provided evidence that the project's main aim, as set out in the first section of this report ie to promote mutual understanding and an appreciation of diversity, has been achieved. The project deserves widespread support. While recognising the current challenging economic environment

generally and the reorganisation of teacher education in the South, it is hoped that the project will continue to develop and flourish for years to come. The author of the evaluation report would like to pay tribute to the Centre for Cross Border Studies and in particular, the Project Manager, Mrs Eimear Donnelly, for maintaining the impetus of the project. Thanks were also extended to both the academic and support staff involved in the different colleges across the island who have worked hard to facilitate this on-going exchange project. The students have received an invaluable experience that should assist their professional development as future teachers and classroom practitioners.

All the students were in favour of the project being retained for future years. A few of them spoke of it being a 'transformative experience'.

SCoTENS Steering Committee 2016

Professor Linda Clarke and Mr Tomás Ó Ruairc (co-Chairs), Dr Noel Purdy, Dr Geraldine Magennis, Professor Teresa O'Doherty, Dr Eugene Toolan, Professor Anne O'Gara, Dr Conor Galvin, Professor Kathy Hall, Dr Pamela Cowan, Dr Carmel Gallagher and Mr David Duffy.

SCoTENS Members

The following institutions and organisations are members of SCoTENS:

St Patrick's College, Drumcondra, Dublin, Mary Immaculate College, Limerick, St. Angela's College, Sligo, Church of Ireland College of Education, Dublin, Marino Insitutue of Education, Dublin, Mater Dei Institute of Education, Dublin, Froebel College of Education, Blackrock, Co. Dublin, St Mary's University College, Belfast, Stranmillis University College, Belfast, Dublin City University, University College Dublin, Trinity College Dublin, National University of Ireland Galway, National University of Ireland Maynooth, University of Limerick, University College Cork, Queen's University Belfast, University of Ulster, National College of Art and Design, Waterford Institute of Technology, Irish Federation of University Teachers, Irish National Teachers Organisation, Association of Secondary Teachers in Ireland, Teachers Union of Ireland, National Council for Curriculum and Assessment, The Teaching Council (Ireland), General Teaching Council for Northern Ireland, Regional Training Unit Belfast, Donegal Education Centre, Drumcondra Education Centre, Kildare Education Centre, Monaghan Education Centre, Middletown Centre for Autism and Belfast Metropolitan College.

The Secretariat of SCoTENS is provided by the Centre for Cross Border Studies.
Contact:
Ms Eimear Donnelly
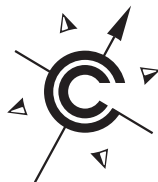SCoTENS Administrator
Centre for Cross Border Studies
39 Abbey Street
Armagh BT61 7EB
Tel: +44 (0)28 3751 5292

Centre for
Cross Border Studies