



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

FIFTH ANNUAL CONFERENCE

TEACHING IN THE KNOWLEDGE SOCIETY

KEYNOTE SPEAKERS:

Professor John Furlong
Director, Department of Education,
University of Oxford

Mr David Istance
OECD Centre for Educational Research and
Innovation (CERI)

Mr Eamon Stack
Chief Inspector, Department of Education
and Science, Dublin

Dr Roger Austin
Senior Lecturer, School of Education, University
of Ulster, and Project Leader, Dissolving
Boundaries

Mr Keith Bartley
Chief Executive, General Teaching Council
for England



Grand Hotel, Malahide, Co. Dublin, 22-23 November 2007

TEACHING IN THE KNOWLEDGE SOCIETY

PROGRAMME

Thursday 22 November

Tara Suite, Grand Hotel

Chair: **Dr Pauric Travers**

3.00 p.m. **Registration** and refreshments

4.00 Official Opening by Minister for Education and Science, **Ms Mary Hanafin TD**

4.30 **Professor John Furlong**, Director, Department of Education, University of Oxford: *The Universities and Education: The Challenge of the Knowledge Society*

5.30 **Mr David Istance**, Centre for Educational Research and Innovation (OECD): *Schools and Teachers in the Future: OECD Perspectives*

7.30 **Reception**

8.15 **Dinner**

After dinner speaker: **Mr Eddie McArdle**, Registrar, General Teaching Council for Northern Ireland

Friday 23 November

Tara Suite, Grand Hotel

Chair: **Dr Richard McMinn**

9.00 **Mr Eamon Stack**, Chief Inspector, Department of Education and Science, Dublin

9.45 **Dr Roger Austin**, Senior Lecturer, School of Education, University of Ulster and Project Leader, Dissolving Boundaries

10.30 **Refreshments**

11.00 **Six Workshops**

1. Digital Video as a tool for changing ICT learning

Presenters: Dr Paul Conway, Dr Joe O'Hara and Dr Roger Austin. Chair: Dr John O'Brien

2. Art and Science in Education: moving towards creativity

Presenters: Mr Ivor Hickey and Mrs Mary Flanagan. Chair: Dr Eugene Toolan

3. Cross border exploration of CPD needs of Heads of Year

Presenters: Dr Caryl Sibbett and Mr William Thompson. Chair: Dr Tom Hesketh

4. Developing Reflective Skills in Student Teachers

Presenters: Dr Gerry MacRuairc and Dr Judith Harford. Chair: Dr Margaret Reynolds

5. Bringing school communities together to promote Education for Diversity

Presenters: Professor Keith Sullivan and Dr Ron Smith. Chair: Dr Kathy Hall

6. Building effective Science Outreach Strategies, North and South

Presenters: Dr Kevin Davison, Dr Billy McClune and Dr Veronica McCauley. Chair: Dr Teresa O'Doherty

12.15 **Mr Keith Bartley**, Chief Executive, General Teaching Council for England

1.15 Concluding remarks: **Professor Sheelagh Drudy**, Professor of Education, University College Dublin

1.30 **Lunch**

CONFERENCE SPEAKERS AND CHAIRPERSONS



Ms Mary Hanafin TD has been Irish Minister for Education and Science since September 2004. Before that she was Government Chief Whip and Minister for State at the Departments of the Taoiseach and Defence, holding special responsibility for the Information Society. From 2000 to 2002 she was Minister of State with special responsibility for Children at the Departments of Health and Children, Justice, Equality and Law Reform, and Education and Science. Until her election to the Dail in 1997 as a TD for Dun Laoghaire, she was a secondary school teacher of Irish and history. She is a daughter of Des Hanafin, a Fianna Fail senator for nearly 30 years.



Professor John Furlong, a former London comprehensive school teacher, has been Director of the Department of Education at Oxford University since 2003. He was a lecturer in the sociology of education at Cambridge University for 11 years before taking up his first Chair at Swansea University in 1992. In 1995 he moved to Bristol University, and joined the School of Social Sciences at Cardiff University in 2000. He took up his current post as Director of the Oxford University Department of Education in 2003. Professor Furlong has directed 16 externally funded projects and participated as a research fellow in a further two. He was a member of the national executive of the Universities Council for the Education of Teachers from 1994 to 1997, and in 1998 was elected a Fellow of the Royal Society of Arts. He served as President of the British Educational Research Association in 2003-5. He was elected an Academician of the Academy of Social Sciences in 2003 and is a member of the 2008 Research Assessment Exercise Education Sub-Panel. His research interests are e-learning and the informal use of new technology by adults and children learning at home. He is co-author of *Adult Learning in the Digital Age* (2005) and *Screenplay: children and computing in the home* (2003).



Mr David Istance heads the long-running 'Schooling for Tomorrow' programme and the new 'Alternative Models of Learning' project in OECD's Centre for Educational Research and Innovation (CERI). He is involved with other CERI projects on teaching, learning and assessment for adults with low basic skills, and on brain research and learning. He recently completed an overview of OECD-wide educational findings and conclusions. Mr Istance has written many books, chapters and articles, and is the author or editor of 13 full OECD publications, including *Demand-Sensitive Schooling? Evidence and Issues* (2006); *What Schools for the Future?* (2001); *Education and Equity in OECD Countries* (1997) and

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The Teacher Today (1990). He is co-editor of the Open University Press reader, *International Perspectives on Lifelong Learning: from Recurrent Education to the Knowledge Society*. Before moving to the OECD he was on the staff of the social science departments at the Universities of Cardiff and Swansea. He is also on the editorial boards of the *European Journal of Education* and the Korean *KEDI Journal of Educational Policy*.



Mr Eamon Stack is the Chief Inspector at the Irish Department of Education and Science and a member of that Department's top Management Advisory Committee. Since becoming Head of the Inspectorate Division in 1997, he has led the organisation through a period of major structural change, reform and expansion. Mr Stack has been involved in many of the changes that have taken place in Irish education in recent years. He chaired the planning group that led to the establishment of the National Educational Psychological Service in 1998 and the planning group that recommended the establishment of the National Council for Special Education in 2003. He also played a leading role in the planning and establishment of the Irish State Examinations Commission in 2003. In his earlier career he was a teacher of business studies in a number of post-primary schools and the founding principal of a large co-educational post-primary school. He is also the author of a number of books on business studies and economics. After 14 years as a principal, he joined the Department of Education and Science in 1992, and had a lead role within the Department in the implementation of the Post-Primary Senior Cycle reforms in the mid nineties.



Dr Roger Austin is a Senior Lecturer in Education at the University of Ulster and co-director of the Dissolving Boundaries programme, which links over 150 schools in Northern Ireland and the Republic of Ireland through ICT. He has been a pioneer in the use of ICT for inter-cultural education and has published extensively on this and other aspects of ICT and learning, most recently in his co-authored book with John Anderson, *E-schooling: Global Messages from a Small Island* (2007). He has also published on the teaching of history. Dr Austin has been involved in teacher education since 1980 and worked in Pakistan, France and England before coming to Northern Ireland. He headed the cross-border European Studies Programme from 1986 and has run the Dissolving Boundaries programme since 1998.



Mr Keith Bartley joined the General Teaching Council for England (GTC) as Chief Executive in March 2007. He started his teaching career in schools in Kent and Norfolk in the 1970s, before holding various local authority positions including the role of Director of Education at Rutland District Council. Between 1999 and 2003 he worked at Ofsted in the Local Education Authority Inspection Division, leading inspections across England. During his time there he also represented the Chief Inspector on the Department of Education and Skills' Education Funding Strategy Group as the Ofsted advisor to

the Secretary of State for Education and Skills, and led the education sector's element of the Audit Commission's Comprehensive Performance Assessment of local authorities. Mr Bartley was then appointed Director for Learning and Culture at Oxfordshire County Council and was responsible for bringing together its education and cultural services departments. He also led the creation of the county's Children's Services Authority and Children's Trust arrangements, becoming its first Director for Children, Young People and Families. In his position as Chief Executive of the GTC, he oversees the Council's engagement with over 540,000 teachers.



Dr Pauric Travers is President of St Patrick's College, Drumcondra, in Dublin, one of Ireland's largest colleges of education. A Donegal man by birth, he is a graduate of University College Dublin and the Australian National University. He was founding Director of the Parnell Summer School. He has written, lectured and published widely on aspects of Irish history and education. His latest publication is *The Ivy Leaf: the Parnells Remembered* (2006). He is vice-chairman of the Centre for Cross Border Studies and co-chair of SCOTENS.



Dr Richard McMinn has recently retired as Principal of Stranmillis University College after 14 years, having previously been Senior Tutor with responsibility for professional support, and Head of History. He is a specialist in modern Irish history and has been responsible for the production of a series of history publications widely used in primary and post-primary schools. His book on the Rev J.B. Armour of Ballymore, *Against the Tide*, was published by the Northern Ireland Public Record Office in 1985. His most recent co-authored article was on the attempts to rationalise teacher education in Northern Ireland in the 1980s. He has served on various Department of Education (NI)-established committees, including most recently the Partnership Management Board for Curriculum Reform in NI. He is the outgoing co-chair of SCOTENS.



Dr Sheelagh Drudy is Professor of Education at University College Dublin. She is a member of a number of national and international committees and working groups relating to teaching and teacher education including the Teaching Council, the Standing Committee of University Heads of Education, and the Education Working Group of the EU Tuning Project: Changing the Structures of Higher Education in Europe. Her books include: *Men and the Classroom: Gender Imbalances in Teaching* (2005, co-authored with M. Martin, M. Woods and J.O'Flynn); *Educational Provision and Support for Persons with Autistic Spectrum Disorders: the Report of the Task Force on Autism* (2002, co-authored with Expert Group); and *Schools and Society in Ireland* (1993, co-authored with K. Lynch). She is a member of the committee of SCOTENS.

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WORKSHOP PRESENTERS

Dr Paul Conway is a College Lecturer at University College Cork.

Dr Joe O'Hara is a Lecturer in Education at Dublin City University.

Mr Ivor Hickey is Senior Lecturer in Education at St Mary's University College, Belfast.

Mrs Mary Flanagan is a Lecturer in Art at St Mary's University College, Belfast.

Dr Caryl Sibbett is a Lecturer in Education at Queen's University Belfast.

Mr William Thompson is a Belfast based Education Consultant.

Dr Gerry McRuaric and **Dr Judith Harford** are Lecturers in Education at University College Dublin.

Professor Keith Sullivan is Professor of Education at National University of Ireland Galway.

Dr Ron Smith is a Lecturer in Education at Queen's University Belfast.

Dr Kevin Davison and **Dr Veronica McCauley** are Lecturers in Education at National University of Ireland Galway.

Dr Billy McClune is a Lecturer in Education at Queen's University Belfast.

CONFERENCE WORKSHOPS

Presentations drawn from Research Projects part-funded by SCOTENS in 2007-2008

Digital Video as a tool for changing ICT learning

This project aims to:

- Identify examples of digital video which show how ICT can be used for transformational learning, in contrast to a focus on substituting for or amplifying existing teaching and learning practices;
- Work with partners such as National Centre for Technology in Education, Dissolving Boundaries and Dreamlab to produce and showcase appropriate video resources;
- Host a North-South conference for relevant parties in teacher education along with curriculum development agencies involved in producing and disseminating digital video resources for educational institutions.

Moving towards Creativity in Arts and Science education

This project will organise a conference in early 2008 on ways to integrate art, design, technology and science education at teacher education institutions on the island of Ireland. The conference will cover the following topics:

- Developing a dynamic interface in education, North and South, that will harness the arts and science in a synergistic manner to enhance learning and teaching in schools;
- Expanding the application of visual literacy to learning in science and technology;
- Promoting innovative strategies for assessment in science and technology that will measure skills in creativity and problem-solving, and not rely predominantly on children's written literacy and numeracy skills.

Exploring the CPD needs of Heads of Year

This project will aim to:

- Aim to gain an understanding of the pressures and concerns facing heads of year in second-level schools in their role within the pastoral systems;
- Explore similarities and differences, and identify learning which could be applied across the island of Ireland.

It is intended that this should be part of a larger, six phase research project. The SCOTENS funding will support the first phase, which will examine the continuing professional development needs of heads of year in a sample of comprehensive schools (Republic of Ireland) and integrated schools (Northern Ireland) by means of a comparative study. The methodology will use four focus groups comprising six-eight year heads from both jurisdictions, facilitated by an experienced moderator. Group meetings will be recorded, transcribed and analysed based on grounded theory.

Developing Reflective Skills in Student Teachers

This project will:

- Develop a model to support reflective practice among post-primary student teachers, North and South, in order to provide them with the key skills of critical reflection at an early, formative stage of their development.

The conference workshop will address ways in which the post-lesson consultation between supervisor and student teacher can be effectively used to promote critical reflection. By exploring participants' experiences of receiving feedback from students, it will seek to uncover the potential of the post-lesson consultation to support students in the process of reflection. It will examine the project promoters' identification of a disconnect between the theory surrounding reflective practice and praxis at individual student teacher level. While student teachers were aware of the origins and evolution of the term 'reflective practice' and the importance of *appearing* to engage in reflection, they did not see its application to their real life teaching experience.

Bringing school communities together to promote Education for Diversity

This project will:

- Involve four pairs of schools in each jurisdiction which have a history of participation in intercultural and/or multicultural education, and in the Northern Ireland context, cross-community contact;
- Engage Dr Simon Lichman, Director of the Centre for Creativity in Education and Cultural Heritage in Jerusalem, to facilitate residential cross-border and cross-community development with teachers from these paired schools according to the methodologies of the CCECH;
- Facilitate principals and teachers from these paired schools to attend these residential sessions;
- Have two school-home-community projects up and running in each jurisdiction by the end of the project period.

Building effective Science Outreach Strategies

The primary aim of this project is to evaluate the structure, geographical spread and composition of Science Communication and Outreach activities in Northern Ireland and the Republic of Ireland with a view to understanding their impacts and improving their design, management and resource efficiency. The research team will undertake an all-island organisational survey of science communication and

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outreach providers by drawing together at least 15 science outreach partners, including Science Foundation Ireland and Forfás, into a North-South networking symposium.

The key outcomes that will benefit educators will be:

- An all-island database housed in NUI Galway;
- A report of science communication and outreach activities on the island;
- The forging of strategic North-South alliances for future outreach activities.

OTHER RESEARCH PROJECTS AND CONFERENCES PART-FUNDED BY SCOTENS

2007-2008

Social Justice Education in Initial Teacher Education: a cross border perspective

The project will:

- Map existing provision and approaches to social justice, diversity and development education in teacher education institutions on both sides of the border;
- Involve policy makers in the Departments on both sides of the border to connect the academic and policy perspectives on these issues;
- Gather attitudinal data on social justice, diversity and development issues among student teachers on two Initial Teacher Education programmes, and establish whether there are observable differences between students in the two jurisdictions in order to create an initial comparison which would form a proposal for a larger study.

The project will involve the organisation of two seminars: one for academics to compare the role of social justice in teacher education programmes on both sides of the border; and the other for academics and policy makers. A questionnaire on attitudes to social justice, diversity and development issues will also be distributed to teacher education students.

[Dr Marie Clarke, UCD; Dr Audrey Bryan UCD; Professor Tony Gallagher, QUB; Dr Margaret Reynolds, St Mary's UC; Dr Ken Wylie, Stranmillis UC]

IASSEE All-Ireland longitudinal study of student perceptions of History, Geography and Science Education

This is the final phase of a three year project under the auspices of the Irish Association for Social, Scientific and Environmental Education (IASSEE). It will:

- Develop a research framework and procedures to determine teacher education students' knowledge and understanding of content and pedagogical issues relating to primary history, geography and science, and their experiences of learning and attitudes to teaching these subjects at primary level;
- Strengthen North-South links in Initial Teacher Education and support the development of research projects in an all-Ireland context. Phase 3 will see the completion of this research project, with the whole cohort of teacher education students in seven primary teacher education institutions on the island having been questioned on exit from their B.Ed. courses, and the data inputted and analysed.

[Ms Susan Pike, St Patrick's College, Drumcondra; Mr Richard Greenwood, Stranmillis UC]

School-based work in the North and South of Ireland: exploring the role of the HEI tutor

This project will explore the role of the Higher Education Institution tutor during school-based work placements in two of the largest teacher education institutions on the island: Stranmillis University College and St Patrick's College, Drumcondra. It will do this by:

- Using a case study approach in these two institutions;
- Using the findings of this study to inform the second phase of data collection by requesting all teacher education institutions on the island to complete a questionnaire survey;
- Employing one-to-one interviews with HEI tutors and schoolteacher tutors;
- Disseminating findings at a conference of HEI and school tutors at St Patrick's College, Drumcondra, on 27-28 March 2008.

[Dr Brian Cummins, Stranmillis UC; Ms Bernadette Ni Aingléis, St Patrick's College, Drumcondra]

The Professional Development Needs of teachers working in the area of Special Educational Needs

The purpose of this project is to investigate the professional development needs of post primary teachers who are working with students with Special Educational Needs (SEN) in mainstream school settings in both Irish jurisdictions. With the inclusion of many more students with additional needs in mainstream classes, teachers at second level face ever increasing challenges. The primary aims and methodology of this project will be:

- Strengthen best practice in training special needs teachers;
- Provide guidelines for standards and competences for special education professional development on the island of Ireland;
- Interviews and interactive response technology with a sample of stakeholders to inform the main research tool, the questionnaire;
- Postal questionnaire comprising a survey of teachers engaged in special educational needs in both jurisdictions.

[Ms Elizabeth O'Gorman, UCD; Ms Mairin Barry, UCD; Mr Bernard McGettrick, UCD; Dr Eileen Winter, QUB; Dr Ron Smith, QUB]

Examining Assessment Procedures for Trainee Teachers: a comparison

The objectives of this project are to:

- Describe assessment practices and techniques in a range of teacher education settings, and compare assessment systems and techniques in the Republic of Ireland and Northern Ireland;
- Investigate the rationale behind the development of assessment standards in the UK and Ireland.

This project will form part of a larger research project involving the development of innovation in assessment in teacher education in relation to quality assurance and professional development. It will analyse data from two main case studies in the two Irish jurisdictions relating to the assessment of teaching practice: authentic (in schools/other educational institutions) or simulated (microteaching).

[Mr Justin Rami, DCU; Dr Margaret Reynolds, St Mary's UC]

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The Inclusive School: Toolkit for Trainers

The SCOTENS committee has also decided to award funding for the public launch and dissemination of the outcome of a successful research project it funded earlier under the title *Together Towards Inclusion*. This research led to the development of a practical manual for primary schools to help the integration of 'newcomer' pupils in schools and in mainstream classrooms who do not have English as a first language. This 'toolkit' will be distributed to all primary schools throughout the island of Ireland by the two Departments of Education in the 2007-2008 school year. It will provide suggestions, best practice and ideas for use by principals and teachers. A public launch is planned in December 2007.

[Ms Mary Yarr, Southern Education and Library Board; Ms Barbara Simpson, Integrate Ireland Language and Training(IILT), TCD; Professor David Little, IILT, TCD]

SCOTENS COMMITTEE (2006-2007)

Professor Richard McMinn and Dr Pauric Travers (joint chairs), Professor John Coolahan, Dr Margaret Reynolds, Dr Teresa O'Doherty, Dr Anne Taheny, Dr Roger Austin, Professor Tony Gallagher, Professor Sheelagh Drudy, Dr John O'Brien, Dr Kathy Hall, Dr Tom Hesketh, Mr Eddie McArdle, Ms Moira Leydon, Ms Áine Lawlor, Mr Andy Pollak.

SPONSORS

The Standing Conference on Teacher Education North and South would like to thank all its funders and institutional subscribers, whose contributions have ensured another effective and fruitful year for the organisation.

MAJOR FUNDERS

The Department of Education and Science, Dublin; the Department for Employment and Learning, Belfast; the Department of Education, Bangor; the Nuffield Foundation, London.

INSTITUTIONAL SUBSCRIBERS

St Patrick's College, Drumcondra, Dublin; Mary Immaculate College, Limerick; Stranmillis University College, Belfast; St Mary's University College, Belfast; St Angela's College, Sligo; Marino Institute of Education, Dublin; Church of Ireland College of Education, Rathmines, Dublin; Mater Dei Institute of Education, Dublin; Froebel College of Education, Blackrock, Co Dublin; University College Dublin; Trinity College Dublin; Dublin City University; Queen's University Belfast; University of Ulster; National University of Ireland Maynooth; National University of Ireland Galway; University of Limerick; University College Cork; The Open University; Irish National Teachers Organisation; Association of Secondary Teachers Ireland; Teachers Union of Ireland; Irish



Federation of University Teachers; Northern Ireland Council for the Curriculum, Examinations and Assessment; 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; Galway Education Centre; Kildare Education Centre; Kilkenny Education Centre; Laois Education Centre; Mayo Education Centre; Monaghan Education Centre; Sligo Education Centre; Tarbert Education Centre; Wexford Education Centre.

CONTACTS

Standing Conference on Teacher Education, North and South (SCOTENS)

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This conference is sponsored by the Department for Employment and Learning, the Department of Education and Science, the Department of Education (Northern Ireland) and the Nuffield Foundation