Conference Programme & General Information

The conference will open in Maynooth University at 5:30pm on the 9th April and continue in Carton House on the 10th and 11th April. The conference will close at 1:30pm on Saturday 11th April. Please let us know if you need accommodation from Maynooth University to Carton House on Thursday 9th April, as we can organise transport. Email conference@esai.ie

For directions, please see http://www.esai.ie/conference-2015-venue

Onsite Registration Hours:

Everyone will have registered before the conference, but a registration desk will be open to pick up name badges, dinner vouchers etc during the conference

Thursday 9th April, Iontas Building Maynooth University from 5:30pm
Friday 10th April, Conference Entrance to Carton House, from 9:00am-5pm
Saturday 10th April, Conference Entrance to Carton House, from 9:00am-12:00.

Schedule

Please note that this year we received an unprecedented number of papers and symposiums. As a result, you will see below that our schedule is really full this year. As a result, we have limited scope to make changes to the schedule. We hope you understand. Should you have any queries, please contact Delma Byrne delma.byrne@nuim.ie

Poster Sessions

Participants presenting their work at the poster session(s) may do so either poster session scheduled in the timetable. There is no specification for the size or layout of posters. Please check in at the registration desk when you arrive in Carton House, and

Paper & Symposium Sessions

Guidelines for Presenters and Chairs:

- Thank you for submitting a paper to the ESAI conference. We hope that you will enjoy the experience and that your session will generate a rewarding discussion.
- Please note that all presenters must be both members of ESAI and must pay the conference registration fee http://www.esai.ie/conference-2015-registration
- In sessions that have been allocated 90 minutes, you will have approximately 15 minutes for your presentation, and 3 minutes for questions (based on 5 papers per session). We respectfully ask all presenters to keep within the time limit so as to allow equal time for all papers and adequate time for discussion. If more than one author speaks to a paper, it is up to the presenters themselves to allocate the 15 minutes among the speakers.
- In sessions that have been allocated 120 minutes, you will have approximately 15 minutes for your presentation, and 5 minutes for questions (based on 6 papers per session). We respectfully ask all presenters to keep within the time limit so as to allow equal time for all papers and adequate time for discussion. If more than one
author speaks to a paper, it is up to the presenters themselves to allocate the 15 minutes among the speakers.

- Each session will be allocated a chair, who will give a brief introduction, remind speakers when time is nearly up and manage the discussion.
- The speakers and chair can agree among themselves whether to take questions and discussions immediately after each paper or whether to have a discussion on the group of papers at the end of the session. The latter arrangement is more usual and the papers have, where possible, been grouped thematically to facilitate this approach.
- Presenters are very welcome to volunteer to chair a session other than their own and will be given guidelines.
- In a symposium, the time allocation for the various papers can be agreed between the speakers.
Thursday 9th April, Iontas, Maynooth University
5:30pm: Registration
6:00pm-8pm: Opening of ESAI Conference, Iontas, Maynooth University
Panel of Speakers on ‘Educational Research and Practice in Times of Transition: Looking to the Future’
With contributions from
Dr Michael Shevlin (TCD)
Professor Ellen Hazelkorn (DIT)

Friday 10th April, Carton House
9am Registration

9:30-11:00
Symposium
Session 1
Session 2
Session 3
Session 4
Session 5
Session 6
11:00-11:30
Coffee Break
11:30-12:30
Key Note: Professor Kathleen Lynch (UCD)
‘Academic Freedom & Research: Challenges of Commercialisation and New Managerialism’.

12:30-1:30
Lunch
1:30-3:00pm
Symposium
Slot 2
Slot 3
Slot 4
Slot 5
Slot 6
Slot 7
3:00-3:30pm
Coffee Break & Poster Session
3:30-5:00pm
Symposium
Session 1
Session 2
Session 3
Session 4
Session 5
Session 6
6:00pm
Annual General Meeting (AGM)
8:00pm
Conference Dinner

Saturday 11th April, Carton House
9am Registration

9:30-11:00am
Symp.
Session
Symp.
Session
Coffee Break & Poster Session
11:00-11:30am
11:30-1:30pm
Symp.
Session
Session
Conference Closes
Session 1: Perspectives on Special Educational Needs Education

1 Marginalised youth speaking back through research
   Paula Flynn, TCD

2 Training needs of special needs assistants: policy and practice in a time of transition
   Pauline Kerins¹; Ann Marie Casserly¹; Evelyn Deacy¹; Deirdre Harvey²; Dolores McDonagh¹; Bairebre Tiernan¹.
   ¹ Centre for Special Educational Needs, Inclusion and Diversity (CSENID), St. Angela’s College, Sligo. ²Education Department, St. Angela’s College, Sligo.

3 The provision of SEN placement within second level Art teacher education.
   Isobelle Mullaney, NCAD

4 Students with SEN mainstreams schools: using peer relations as a measure of inclusion
   Joanne Banks, Denise Frawley and Selina McCoy, ESRI & HEA

5 Transitioning Experiences of Blind/Vision Impaired People
   Patricia McCarthy, TCD

Session 2: Language and Education

1 Who speaks Irish? – Use of Irish language in the Republic and Northern Ireland
   Merike Darmody, ESRI

2 Transition or Stasis? The Modern Languages competences of PGCE students
   Eugene McKendry, QUB

3 “Is maith liom Gaeilge”. An analysis of variation in primary pupil attitudes to Gaeilge in the Growing Up in Ireland study, focusing on the Teacher factor.
   Ann Devitt, Gene Dalton, Melanie Ni Dhruinn and Jane O’Toole, Joe Condon. Trinity College Dublin & Dublin Institute of Technology.

4 Implementing a new languages policy for all students in a university context – should all students be exposed to one or two modern languages during their undergraduate and postgraduate degrees?
   Imelda Elliott, Université du Littoral Côte d’Opale (ULCO), Boulogne, France.

5 Strategies for English language learners in mainstream classes
   Patrick Farren, National University of Ireland, Galway
### Session 3: Evaluation of Education Settings & Qualification Frameworks

1. **Together towards improvement – The case of Polycentric inspection in Northern Ireland**
   Joe O'Hara, Gerry McNamara, Patrick Shevlin, Martin Brown, DCU
   ETI

2. **An archaeological analysis of the introduction of School Self-Evaluation into primary schools in Ireland.**
   Susan Bailey, St Patrick's College Drumcondra

3. **Exploring school self-evaluation in the Irish primary sector: The educators’ perspective**
   Gráinne O’Sullivan, TCD

4. **Making the transition to integrated education and training programme development in the context of the Irish Common Awards System**
   Angela Higgins, Kildare and Wicklow Education and Training Board
   Alice Bennett, Freelance Community Arts practitioner
   Brenda Delaney, tutor and trainer
   Kildare and Wicklow Education and Training Board
   Richard Mee, Freelance Organic Horticulture tutor and trainer

5. **Should qualifications frameworks be applied to the teaching profession? A challenge for research and policy.**
   James Urwick, Independent consultant

### Session 4: ICT and Education

1. **Chapter 1: Exploring the ‘Modern’ Irish Educational Environment**
   Dean McDonnell, School of Education, Trinity College Dublin

2. **University 2.0 – Are we there yet?**
   Matt Glowatz, UCD

3. **Teachers using iPad: The move from ITE to NQT**
   Brendan MacMahon, Seán Ó Grádaigh & Sinéad Ní Ghuidhír
   National University of Ireland, Galway

4. **R-NEST: Designing for Augmented, Digital Reflection in Teacher Education**
   Bonnie T. Long and Tony Hall, School of Education, National University of Ireland, Galway

5. **Factors Influencing Foreign Language Teachers in Dutch Higher Education in Their Intention to Integrate Smartphones in Their Lessons**
   Saskia O’Neill, Karel Kreijns, Open University Netherlands

### Session 5: Maths Education

1. **Mathematics in Transition – A Focus on Algebra**
   Mark Prendergast and Paraic Treacy, Trinity College Dublin & University of Derby

2. **Problem Solving – The Missing Paradigm in Mathematics Teacher Education**
   Niamh O'Meara and Aoife Guerin, NCE-MSTL, University of Limerick

3. **Sociocultural Lessons for Reform-Based Mathematics: Tracing Pedagogical Shifts in a Transition Year Classroom**
   Marie Killilea, Presentation College, Athenry, Co. Galway.
   Stephen O'Brien and Michael Delargey, School of Education, University College Cork

4. **Self-efficacy and its role in teaching and learning in mathematics.**
   Liam Walsh, TCD/DES

5. **Assessment for Learning and Mathematics: Learners’ Perspectives**
   Ann Marie Gurhy, St. Patrick's College, Drumcondra
Session 6: Historical Perspectives on Education

   Ann Daly, Maynooth University

   Maighread Tobin, Department of Sociology, Maynooth University

3. Teaching the Irish past in a post-Independence present: Second-level history in the Irish Free State, 1922-42
   Colm Mac Gearailt, TCD

4. Presentation P.S. Waterford (1798-2005): Transitioning Identities
   Angela Tobin, University College Cork

5. A critical evaluation of the literature of the troubles project: philosophy, methodology, findings/outcomes
   Brian Hanratty, St Mary's University College, Belfast.

1:30-3:00pm Friday 10th April

Symposium: Mathematics in primary schools – teaching tools, teaching practice, pupil outcomes

1. Is this mathematics programme effective? The answer depends on the questions asked.
   Eemer Eivers, Educational Research Centre

2. Communicating the maths curriculum: How closely do textbooks reflect curriculum content?
   Emer Delaney, Educational Research Centre

   Seán Close and Dolores Corcoran,
   Educational Research Centre, St Patrick's College, Dublin

Workshop: The journey to publication: Sharing insights into the review process at Irish Educational Studies

Aisling Leavy, Paul Conway, Emer Smyth, Maeve O’Brien, Aidan Seery
Editors of IES

Session 1: Teaching as a Profession

1. "Wow! This is great; this will get me into teaching!" Immigrant Internationally Educated Teachers reflect on teaching in Ireland
   Rory Mc Daid, Marino Institute of Education

2. Diversity in Initial Teacher Education (DITE) in Ireland: Critical Perspectives on Gender and Sexuality
   Manuela Heinz, Elaine Keane, and Kevin Davison, NUI Galway

3. Selection Methods used in Education: How useful are they in Selecting the Best Secondary School Art Teachers?
   Sharon Kehoe, TCD

4. "Not Flaunting It": LGBT-Q Sexualities and the Co-Construction of ‘Appropriateness’ in Irish Schools
   Aoife Neary, University of Limerick

5. Hearts & Minds Without Fear: Unmasking the Sacred in Teacher Preparation
   Barbara A. Clark & James Joss French, Central Connecticut State University, New Britain, Connecticut, United States

Session 2: Higher Education

1. Transitioning to Normalised Computer Assisted Learning
   Monica Ward, DCU

2. All they want is a good job!": perception of success in higher education in a rural Irish post-primary school.
   Katherine Salvador, Trinity College Dublin
The progression and completion rates of students with disabilities in Higher Education. Declan Reilly, Trinity College Dublin

Mature students and their 'vision' for higher education Mark Kearns, School of Education, Trinity College Dublin

How students with intellectual disabilities experience learning in one Irish university John Kubiak, The National Institute for intellectual Disability, School of Education, Trinity College Dublin

Session 3: ICT and Education

1. TPACK-TAB – Tablet integration through the development of the TPACK framework. Frank Kehoe, UCD
2. Print or Digital Textbooks? students' preferences and usage patterns Keith Young, Maynooth University
4. Design method for the evaluation and quality assurance of online learning environments. Marianne Checkley, Institute of Art Design and Technology
5. An Action Research Approach to Developing Synchronous Online Programmes for High Ability Students Stuart Kehoe, Centre for Talented Youth Ireland

Session 4: Teacher Education

1. B.Ed. Transitions: A View from the End of a Three Year Programme Michael O’Leary & Zita Lysaght, St Patrick’s College, DCU
2. Transition Through Research? Pedagogical stakes of the academization of teacher training in France Philippe Bongrand, University of Cergy-Pontoise, France
3. From 'Nothingness into Being' – The Art of Policy Persuasion in European Teacher Education Anne McMorrough and Conor Galvin, Marino Institute of Education, Dublin & UCD Dublin College of Human Sciences
4. Research as Resilience in the transition from Initial Teacher Education to Working in School Cultures: Examples from an existing programme. Audrey Halpin, Joanne Jackson, Rebecca Waugh, Samuel Ross, Lorraine Harbison, Church of Ireland College of Education
5. Some thoughts on the explication of the teacher educator. Rose Dolan and Michael Kenny Maynooth University Department of Education & Department of Adult & Community Education
6. Education in the Republic of Ireland: the soul of the teacher in an age of measurement Geraldine Mooney Simmie and Joanne Moles, Faculty of Education and Health Sciences, University of Limerick

Session 5: Methodologies and Research Impact

1. Transitioning past the challenges posed by discourse analysis based research Brigid Bennett, School of Education, UCD
2. “Pixel Possibilities – tales of using visual research instruments in educational research” Melanie Ní Dhuinn and Andrew Loxley, School of Education, Trinity College Dublin
3. Making the Transition from Teacher to Ethnographic Researcher- Ethical dilemmas and the insider-outsider debate Miriam Doran Hamilton, Mary Immaculate College
4. PUBLIC UNDERSTANDING OF ARTS AND HUMANITIES RESEARCH’S VALUE: THE CASE OF IRELAND Andrew Gibson¹ and Ellen Hazelkorn²-Higher Education Policy Research Unit Dublin Institute of Technology
**Symposium on School Placement**

1. Transitions in Teacher Preparation in Ireland: Interim Findings from the Literature
   Kathy Hall, Regina Murphy, Catherine Mulryan, Alicia Curtin
   UCC & St Patrick's College Drumcondra

2. An analysis of the levels of reflection attained by student teachers on School Placement
   PJ Sexton, Helen Leonard, Enda Donlon, Sabrina Fitzsimons, and Elaine McDonald
   Mater Dei Institute of Education

3. Using historiography as an analytical tool to explore the *Guidelines on school placement* (Teaching Council, 2013) and other influential publications published since 1994.
   Sarah O’Grady, St Patrick’s College, Drumcondra

4. Experiences of PME Students from Maynooth University while on School Placement
   Sarah O’Grady and Rose Dolan, St Patrick’s College, Drumcondra

5. What’s in a name? Transitioning from the role of supervisor to placement tutor
   Thomas Walsh & Rose Dolan
   Maynooth University

**Session 1: Special Educational Needs**

1. Life with ADHD: listening to the voices of young women and those who teach them. An exploration of emerging themes from reflections on educational and social experiences.
   Andrea Lynch, National University of Ireland Galway

2. The impact of using a process drama approach on levels of concentration in children with Attention Deficit Hyperactivity Disorder
   Elaine Clotworthy and Carmel O'Sullivan, TCD

3. Teacher knowledge, understanding and confidence in working with students diagnosed with Asperger’s syndrome
   Keith Young, Patricia Mannix McNamara, Barry Coughlan, University of Limerick

4. Autism and Literacy: Connecting, Collaborating and Sharing for Change
   Carol-Ann O’Sioráin, TCD

5. "A journey to Paris", a parents unexpected journey into the world of intellectual disability
   Clara O'Byrne and Orla Muldoon, University of Limerick

6. ASD Transitions in an Age of Inclusive Practice: The Voice of Parents
   Colin McElroy, TCD

**Session 2: Patronage & Religion in the Classroom**

1. Uneasy Bedfellows? Ethics, ERB and Religious Instruction in Irish Primary Schools
   Anne Marie Kavanagh, St. Patrick’s College, Drumcondra

2. A critical discourse analysis of legislation and texts that determine whether religious discrimination in Irish schools’ admission policies is legally justifiable or a human rights violation?
   Eukaria O’Grady, University College Cork

3. An Exploration into the Genealogy of the term 'Patron' as a concept in Irish Education Governance: An Interim Report
   Barney O'Reilly, Independent Researcher (University Of Limerick)

   Caroline O'Sullivan Ryan, University College Cork

5. Read in the name of your Lord: Quranic education in two Irish Muslim Schools. *'Read in the name of your Lord who has created you from a single clot'* - Quran, chapter 96 verse 1-2
   Youcef Sai , TCD
Session 3: Enhancing student learning
1 Readiness to learn; the impact of drama in education approaches upon the development of critical thinking skills and student ability to self-direct in Irish secondary schools.
   Sarah Clarke, TCD
2 From sedentary classrooms to active classrooms as teachers transition to a new method of teaching: Integrating physical activity and academic content
   Rosemarie Martin and Elaine M. Murtagh, Mary Immaculate College, University of Limerick
3 To what extent is the implementation of Differentiated Reading impacted by teachers’ understanding of meaningful learning and transition in relation to the Zone of Proximal Development?
   Helen Heneghan, School of Education, Trinity College Dublin
4 Peer-teaching: A marriage of convenience?
   Ruth Forrest, Maynooth University

Session 4: Health and Wellbeing
1 An exploration of Irish post primary teachers’ psychological well-being and perceived stress levels.
   Brian Devitt, Raymond Lynch and Niall Seery, University of Limerick
2 Identification of Hidden Adolescent Bullying – uncovering covert relationship dynamics in the classroom using a socio-metric test and empathy scales
   Maria Garvey, TCD
3 Linking Demands, Resources and Engagement to Principal’s Levels of Stress and Strain in Irish Voluntary Secondary schools
   Teresa Hand-Campbell, University of Leicester
4 “don’t say it ..sshh ..can you soften the title ?” a study of the barriers to raising awareness of domestic violence.
   Norah Sweetman, TCD School of Education
5 An Interpretivist Study of the Professional Resilience of Guidance Counsellors in the Irish Post-Primary Sector
   Eimear McDonnell, Lucy Hearne, University of Limerick
6 Student teacher transition to school placement: The influence of sleep on student teachers’ daytime functioning during school placement.
   Deirdre Harvey, St. Angela’s College, Sligo

Session 5: CPD
1 SWIFT Beginnings – Establishing a Summer Writing Institute For Teachers
   Alison Farrell, Maynooth University
   Deirdre McClay, Letterkenny IT
   Donna Callan, St Mary’s Secondary School, Holy Faith Convent, Glasnevin, Dublin
2 Irish post-primary teachers’ experiences of Continuing Professional Development
   Laoise Ní Thuairísig, Pádraig Ó Dubhhr, Coláiste Phádraig, Droim Conrach
3 Self-study as professional learning
   Déirdre Ní Chróinín¹, Tim Fletcher², Mary O’Sullivan³
   1: Mary Immaculate College, University of Limerick
   2: Brock University, Canada
   3: University of Limerick
4 Exploring Flipped-Classroom methodology as a model for teacher professional development
   Jillian Kellough and Damian Murchan, TCD
5 LeaComm Learning Community of Migration & Minorities: Platform for Teachers & Teacher Educators.
   Exchange House Ireland National Traveller Services
6 Problem-Based Learning in Initial Teacher Education: A Transition to Collaborative Learning
   Máire Ní Riordáin and Pauline Logue Collins
   ¹ National University of Ireland, Galway, ² Galway-Mayo Institute of Technology
Symposium 2: Further Education in a time of transition

1 Further Education in a time of transition
Bernie Grummell and Michael Murray, Maynooth University

2 Participating in the Higher Diploma in Further Education: Preparation of critically reflective educational practitioner
Michael Kenny and Students of Higher Diploma in FE Studies, Maynooth University

Michael Kenny and Fergal Finnegan, Maynooth University

4 Transitions between further and higher education
Justin Rami, Sarah Gunning, Ita Tobin, Dublin City University

Michelle Kinsella and Michael Kenny, Maynooth University

9:30-11:00: Saturday 11th April


1 The NBSS Teacher as Researcher Project:
Empowering Teachers through an Action Research Literacy and Learning Initiative
Fiona Richardson & Jean Henefer, National Behaviour Support Service

2 Movement Matters: A Purposeful Movement Programme to Promote, Improve and Teach Positive Behaviours for Learning
Valerie Maher, Ms Carolyn Lanigan-O'Keefe², & Jean Henefer, NBSS
Trinity College Dublin

3 NBSS Level 3 Behaviour Support: Student Voice
Jean Henefer, NBSS

4 FRIENDS for Life
Sharon Costello and Jean Henefer, NBSS

Symposium 2: The Junior Cycle in Transition - the Bridge21 Model and delivering the curriculum

Ciarán Bauer, Aibhín Bray, Jake Byrne, Lorraine Fisher, Sharon Kearney, Danielle O'Donovan, and Kevin Sullivan
Centre for Research in IT in Education (CRITE)
School of Education and School of Computer Science & Statistics
Trinity College Dublin

1 Bridge21 and Computer Science
Jake Byrne, Lorraine Fisher, & Kevin Sullivan
Centre for Research in IT in Education, School of Education and School of Computer Science & Statistics, Trinity College Dublin

2 Bridge21 and the Humanities
Danielle O'Donovan, Sharon Kearney, & Ciarán Bauer
Centre for Research in IT in Education (CRITE), School of Education and School of Computer Science & Statistics, Trinity College Dublin

3 Bridge21 & Project Maths
Aibhín Bray
Centre for Research in IT in Education, School of Education and School of Computer Science & Statistics, Trinity College Dublin
### Session 1: Educational Leadership & Curriculum
1. **Shaping the Educational Agenda in a Time of Transition**  
   D. G. Mulcahy, Central Connecticut State University
2. **Social Justice Leaders: innate or circumstances?**  
   Fiona King and Joe Travers, St. Patrick's College, Drumcondra
3. **A mixed methods study of the leadership style of principals in the Irish post primary sector**  
   Claire Freeman and Lucy Hearne, University Of Limerick
4. **International and Remote Schooling: Global to Local Curriculum Policy Dynamics**  
   Tom O'Donoghue, The University of Western Australia
5. **Shakespeare Without Boots: The Case Against Compulsory Shakespeare at Junior Cycle**  
   Martin Murphy and Carmel O'Sullivan, TCD
   Joanne Fitzpatrick, Emmanuel O'Grady, Emmanuel O'Reilly, University of Limerick

### Session 2: Science
1. **Science hooks: a teacher education approach to advancing science engagement**  
   Veronica McCauley and Kevin Davison, NUI Galway
2. **Formative assessment in Science and Mathematics Education (FaSMed)**  
   Majella Dempsey and Niamh Burke, Maynooth University
3. **Preparing for the change: Sensitising teachers to Nature of Science**  
   Anne O’Dwyer and Joanne Broggy  
   EPI-STEM, University of Limerick
4. **Particles or waves? – Communicating Science concepts through visual art**  
   Anne Marie Morrin, Mary Immaculate College, Limerick
5. **Constructing generalisations from visual spatial patterns**  
   Aisling Twohill, St Patrick’s College, Dublin City University

### Session 3: Inclusive Education System?
1. **Educational ‘Othering’ from the inside: The presence and absence of Irish Travellers in the Intercultural Education Strategy**  
   Aoife Titley, Froebel Department of Early Childhood and Primary Education, Maynooth University
2. **Mono-Ethnic to Multi-Ethnic – Exploring Student Achievement over time in Four High Concentration Multi-Ethnic DEIS Schools**  
   Krizan Vekic, Mater Dei Institute of Education
3. **Let’s stop failing learners: How after school programmes can ease the transition through education**  
   Tracy Galvin¹; Joanne O'Flaherty¹; Jim Gleeson²  
   ¹University of Limerick; ²Australian Catholic University, Queensland
4. **Engaging Young Learners in the Learning Process at Tallaght Training Centre**  
   Ellen McManus, DCU

### Session 4: Higher Education:
1. **’Postdoctoral Researcher Lives’: a national study of the careers of postdoctoral researchers**  
   Andrew Loxley and John Walsh, Cave Research Centre, TCD
2. **Developing Self-Regulated Learners?: Examining Theories that Underpin Transitional “Learning to Learn” Modules in Irish Third-Level Institutions**  
   Aisling O'Connor Institute of Technology, Tralee and Laura Costelloe National College of Ireland
3. **Do students who enter University through a supported entry programme make a successful transition to graduation?**  
   Jennifer Murphy and Fiona Sweeney, UCD Access Centre
4. **TY students adaptation to university on an Early University Entrance Programme**  
   Catriona Ledwith, Centre for Talented Youth, Ireland, DCU
5  Learner Engagement and Community-Based Learning: Findings from a new university in the North of England
   Timothy R. N. Murphy, Education and Professional Studies, University of Limerick

**Session 5: Enhancing Student Learning, Engagement and Well-Being**

1  Redefining high performance in Northern Ireland: How do secondary schools serving high poverty communities under pressure for test performance manage to teach the whole child?
   James H. Nehring and Stacy A. Szczesiul, Graduate School of Education, University of Massachusetts Lowell

2  The role of engagement and test-taking behaviour in PISA 2012 in Ireland
   Rachel Perkins, Educational Research Centre

3  Transitions Towards Creative Classrooms in Ireland, North and South
   Céline Healy and Anne McMorrough
   Maynooth University, Department of Education & Marino Institute of Education, Dublin

4  Mindful schools? Exploring the potential of mindfulness programmes for enhancing resilience and well-being in children and adolescents
   Catriona O'Toole¹, Mairead Furlong², Sinead McGilloway², Aril Bjørndal³
   ¹ Maynooth University Department of Education
   ² Maynooth University Department of Psychology
   ³ Regional Centre for Child and Adolescent Mental Health, Eastern and Southern Norway (RBUP)

5  The Classroom X-Factor: Nonverbal Communication in the Primary Classroom
   John Gardner¹ and John White²³
   ¹ Deputy Principal of Stirling University
   ² Queen's University, Belfast
   ³ Regional Centre for Child and Adolescent Mental Health, Eastern and Southern Norway (RBUP)

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**Symposium: Exploring the "Continuing" in CPD: Perspectives from the TL21 R&D Programme**

Anthony Malone, National University of Ireland Maynooth
Niamh Foley, Luttrellstown Community College, Co. Dublin
Paul Fields, Kilkenny Education Centre
Martin Quirke, Kilkenny Education Centre
Pádraig Hogan, National University of Ireland Maynooth
Mary Nihill, President, NAPD
Anne Brosnan, National Co-ordinator, Project Maths

1  Symposium Overview

2  Perspectives from the Education Centre
   Paul Fields & Martin Quirke, Kilkenny Education Centre

3  Perspectives from the School
   Niamh Foley, Luttrellstown Community College, Co. Dublin

4  Perspectives from the University
   Anthony Malone, Maynooth University

5  Perspectives from Respondents
   Mary Nihill and Anne Brosnan,
   National Association of Principals and Deputy Principals, Project Maths

6  Open Forum

**Session 1: Conceptualising Transition**

1  The Importance of the Reconstructionist Theory of Education at a Time of Social Transition: Bertrand Russell on Education*
   Jim McKernan, East Carolina University

2  The meaning and value of ‘transition’.
   Paul McLaughlin, Department of Education & Professional Studies, University of Limerick
Session 2: Parental Involvement
1 Parental involvement and pupil reading skills in Ireland: Findings from PIRLS 2011
   Lorraine Gilleece, Educational Research Centre, Drumcondra
2 Plastic people in pinstripe suits: Exploring the views of Irish parents on the publication of school league tables
   Orla McCormack, Raymond Lynch, and Jennifer Hennessy, University of Limerick
3 An investigation of the factors that influence the involvement of fathers in the education of their children in DEIS Primary schools in Cork City
   Dorothy Keane, Scoil na Croise Naofa, Cork
4 Victims or villains? How do educators, and society more generally, view and treat children of incarcerated parents
   Ashling Ryan-Mangan, Trinity College Dublin
5 Students’ Health – A Family Affair in a Changing world
   Kathy Harrison, Trudy Corrigan, Gerry McNamara, Joe O’Hara, School of Education Studies, Dublin City University

Session 3: Teaching and Learning
1 Changing Places: Student transitions and enquiry-based learning outside the classroom
   Susan Pike and Sandra Austin, St Patrick’s College
2 Engaging pre-service science teachers in the TEMI project
   Broggy, J. 1,3, Childs, P. 1,2, McCormack, O. 3, McManus B. 1,2, O’Dwyer, A. 1
   1 National Centre for Excellence in Mathematics and Science Teaching and Learning, Chemical and Environmental Sciences, Department of Education and Professional Studies, University of Limerick, Limerick, Ireland.
3 Professional collaboration and how Positioning Theory might assist in promoting deeper understandings that in turn promote greater learning.
   Finn Ó Murchú, Dept. of Education and Skills
4 A new physical learning space—an opportunity for real change!
   Niamh Barry, University College Dublin
5 Practice Education in Times of Transition
   Aoife Prendergast, Institute of Technology, Blanchardstown, Dublin
6 Then and Now: How does Current Academic Literature on Critical Pedagogy Relate to Freire’s Original Views?”
   Catalina Villanueva and Carmel O’Sullivan, School of Education, Trinity College Dublin

Session 4: Education Reform
1 Age or stage? Influences on the transition to junior cycle education
   Emer Smyth, ESRI
2 Coherence, Connectivity and Communication – Educational Change and its Relationship with Teachers
   Frank Chambers, NUI Galway
3 Captains in Uncharted Canons: Teachers’ Experiences of Curriculum Reform in Senior Cycle English
   Mary Mooney, Tony Hall* and Brendan Mac Mahon*
   Ballyhaunis Community School, Co. Mayo, Ireland
   *School of Education, National University of Ireland, Galway
Session 5: Early Childhood

1 From sectoral to systemic solutions in educational policy
Sarah FitzPatrick, NCCA

2 Traveller Parents and Traveller preschools in Ireland: Transitions in Policy, Experience and Involvement
Anne Boyle, Marie Flynn, Joan Hanafin, St. Patrick’s College, Dublin City University

3 Becoming ‘The Magnet Woman’: Researching with young children about pretend play using participatory methods
Triona Stokes, Queen’s University Belfast

4 What's Rhythm got to do with it? – Transitioning Towards an ‘in-the-moment’ Pedagogy
Miriam Twomey and Nóirín Hayes, Visiting Professor at the School of Education Trinity College Dublin

5 An Evaluative Assessment of Aistear: The Early Childhood Curriculum Framework (2009) at pre-service and in-service Levels in Ireland
Imelda Whelan, DCU

6 Educational transition in bio-ecological perspective: The key role of relationships
Leah O’Toole¹ and Nóirín Hayes²
¹Marino Institute of Education ²Visiting Professor at the School of Education Trinity College Dublin

Session 6: Teacher Identity

1 The Dual Identity of the Artist-Teacher
Dervil Jordan, St Patricks College/NCAD

2 Positional Identity Shaping of Beginning Teachers: A ‘Figured Worlds’ Perspective
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3 The Influence of the Neo-Liberal Accountability and Performativity Discourse on Early Career Teachers’ Understandings of ‘Making a Difference’
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4 The Times They are a Changin’: Inequalities in Capitals and Challenges for Teacher Educators in the ITE Field
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5 Professionals in the popular music world with no formal training
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6 Foreclosing teaching: exploring identity statuses in student teachers’ career choice
Fiona Crowe and Oliver McGarr
¹ St. Angela’s College, Sligo, ² University of Limerick.

7 Searching for the self in adult education through a Bourdieuan lens of habitus, field and capital
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