

## LETTER FROM ESAI PRESIDENT

Dear Colleagues

It is that time of year again – ESAI's annual conference (see programme in this newsletter). We look forward to seeing many of you as possible in Kilkenny from 2<sup>nd</sup> to 4<sup>th</sup> of April!

### Annual Conference 2009: ESAI's 34<sup>th</sup>

The theme of this year's conference is *Professional education: research, practice and learning*. The conference programme is included in this newsletter. Indicative of the burgeoning field of educational research (e.g. new modular doctoral programmes) in Ireland, the number of conference presenters is the largest ever at an ESAI conference.

Our conference keynote speaker, to be held on the Friday afternoon, is Prof. Ian Menter, University of Glasgow. We look forward to his address on the conference theme and have no doubt that his presentation will spark lively engagement and debate. Prof. Menter is currently Deputy Dean of the Faculty of Education and Chair of Teacher Education in the Department of Curriculum Studies at the University of Glasgow. Previously, he was Special Professor of Teacher Education, University of Nottingham, 2005-08, President of Scottish Educational Research Association 2006-08 and Elected Member of the Executive Council of the British Educational Research Association, 2005-08. His research focuses on teacher education, primary education, education policy, 'home international' comparative studies (i.e. comparing teacher education in Scotland, England, Wales and Northern Ireland). He has written widely on these topics and his publications include: *Work and Identity in the Primary School: A Post-Fordist Analysis* (Menter et al, 1997, Open University Press) and *The Crisis in Teacher Supply: Research and Strategies for Retention* (Menter et al, 2002, Stoke-on-Trent: Trentham). For further information see his webpage: <http://www.gla.ac.uk/faculties/education/staff/ianjmenter/>

### Reception to launch new ESAI website on Thursday 2<sup>nd</sup> April

The conference will open on Thursday night with a reception and the launch of ESAI's new website. Everyone is welcome to attend this reception: past and current ESAI members and, in particular, we invite new members.

### Conference venue and accommodation

The conference will take place from 2<sup>nd</sup> to 4<sup>th</sup> April and for the third time we will use a hotel venue. The hotel has kept accommodation for the ESAI conference so we would strongly recommend that if you are planning to stay in the hotel you inform them when booking that you are attending the conference. Otherwise you will be told that the hotel is booked out! If you wish to stay in the vicinity, related to cost and/or other factors, we have put up a list of alternative accommodation on the ESAI website including other local hotels, B&Bs and self-catering options.

### Conference registration

Registration for the conference is now underway. The registration form can be accessed on the ESAI's website (<http://www.esai.ie>) and is also included in this newsletter (see below). We would

strongly recommend that those intending to come to the conference register ahead of the 20<sup>th</sup> March deadline for early registration as a discount applies up to that date. Full details of costs are included on the conference registration form. Any queries relating to the conference should be directed to our Conference Secretary, Paula Flynn, either by email [esaiconference@gmail.com](mailto:esaiconference@gmail.com) or by post (Education Department, NUI Maynooth, Co. Kildare).

### **Membership renewal 2009**

We wish to remind people about the need to renew membership ahead of the **1st of May 2009** in order that you will be eligible to receive your copies of *Irish Educational Studies* for this calendar year. The rates for attendance at the conference are also significantly lower for ESAI members (whether individual or associate). If you have mislaid your membership form you can access an electronic copy on <http://www.esai.ie> (also included in this newsletter).

An important element of the annual conference is always its social dimension. Following the launch of ESAI's new website on the opening night, we will have our usual opening opportunity of the conference to catch up with old friends and make new ones. On the following day, we have organised a two-course buffet dinner for the Friday evening.

### **ESAI's AGM: 5.45pm April 3<sup>rd</sup> 2009, Hotel Kilkenny**

We would like to invite all ESAI members to put the time and date of the AGM in their diaries. As always there will be a number of vacancies on the Executive and we are keen to invite any members of the Association who are interested in becoming part of the Executive to attend the AGM and make themselves known. We would like to take the opportunity to acknowledge and thank those members of the Executive who are coming to the end of their 'tour of duty'.

### **Joining WERA? Key decision @ AGM**

Over two years ago, responding to the move internationally to organise a world/international education research association with a global focus, ESAI's Executive nominated Dr. Ciaran Sugrue (a member of the Executive) to represent ESAI at meetings/discussion vis-à-vis the founding of such an association. Following a series of planning meetings at major international conferences, a meeting is being held in San Diego mid-April 2009 to found the World Education Research Association (WERA). An outline of the issues involved is provided by Ciaran in this newsletter. The Executive invites all members to consider the issues (contribution to shaping educational research debates/discourses internationally, networking, collaboration, cost, identity...etc.) vis-à-vis ESAI's potential role as a founding member of WERA.

### **New ESAI Membership Administrator**

We would like to welcome Valerie Norris, Drumcondra Education Centre, who has taken up the role of ESAI Membership Administrator/Secretary following the recent retirement of Carmel Curran (see below). Thank you very much to Carmel for her excellent work on behalf of ESAI over many years!

Finally, I'd like to thank my fellow ESAI executive members for their dedicated voluntary work in planning this year's annual conference. We look forward to seeing you in Kilkenny.

**Paul Conway, ESAI President, March 2009**

[pconway@education.ucc.ie](mailto:pconway@education.ucc.ie)

## ESAI ADMINISTRATION - PERSONNEL UPDATE

2008 marked a significant moment of transition in the administrative life of the Association. After six years of loyal and efficient service, Carmel Curran of the Drumcondra Education Centre finally laid down her administrative burden and began a well earned retirement. Carmel was central to the professionalisation of our support structures and helped make the transition to Drumcondra an easy one. Over the period of her involvement with the Association Carmel gave of her time willingly and was always prepared to go the extra mile to make sure that essential administrative tasks were completed. Those of us on the Executive who were lucky enough to work with Carmel closely over the years found her to be a wonderful colleague. She was calm, efficient, knowledgeable and above all a great supporter of the ESAI. While we will miss Carmel we are delighted that Drumcondra will continue to provide us with administrative support and wish Carmel's successor, Valerie Norris, well in the future. She has big shoes to fill!

As a mark of the esteem in which Carmel is held the Executive has decided, on your behalf, to make a small presentation in the coming weeks. We hope to have pictures for the next newsletter.  
Joe O'Hara, ESAI Vice-President, March 2009

## WORLD EDUCATIONAL RESEARCH ASSOCIATION (WERA)

*Should ESAI support the formation of such a research body?*

In order to put ESAI members in the picture regarding the above question, some background information is necessary as well as more recent decisions and development. Just about two years ago, in the run up to the annual conference of the American Educational Research Association (AERA), its International Committee, invited research associations attending the conference to a post-conference to explore the possibility of establishing what was initially being called the 'Inaugural International Educational Research Meeting' held in Chicago in April 2007. As a serving ESAI executive member, I was asked if I would attend and duly obliged.

*Building a vision*

Creating an imaginary future is shaped by various motivations. In the first instance, as indicated above, the impetus emanated from AERA, and in particular the persona of its then president—Eva Baker. Along with the international committee, there was growing concern in the US about the manner in which its bilateralism was increasingly being perceived as a liability abroad, while 'No Child Left Behind' legislation passed in 2001, was being perceived by an increasing number as a liability at home. Additionally, as a consequence of the NCLB legislation, funding for particular kinds of research only was available from the Federal Government. Consequently, consistent with a general globalising trend, there was a strong feeling that it was timely and appropriate to establish a worldwide research network, to build a network of relationships on a global scale, but it would be some time before sufficient consensus would be created to advance this cause. The first casualty was 'international' since several other research associations have this term in their title. Over the next two years and through meetings in London (post BERA/ECER), New York (post AERA), and Singapore (pre-APIRA), sufficient common ground has been created to proceed. These meetings, which were extended through various working groups and with the active participation of members of a total of 31 research associations, represented the gestational period. It is now planned to formally inaugurate WERA post AERA 2009. From among the 31 research associations that have been part of the planning process, each is now being asked to choose whether or not to become a founding association of WERA.

### *Charting a way forward*

At this juncture, there are four documents on the table: (1) a (draft) constitution; (2) Financing WERA; (3) a three-year planned programme of WERA activities; and, (4) a 'transition plan' to bring WERA into being. While these documents have been made available to ESAI executive members, it is not possible to reproduce them here. Rather, the bare bones of the planned way forward is provided, sufficient to enable members to determine whether or not the association should: (a) support the initiative now and become a founding member, (b) delay a decision now while remaining open to the possibility of joining later, or (c) decide that it is an initiative with which the ESAI should not associate. Essentially WERA will be an association of associations. According to the preamble to the constitution, the purpose of such an alliance is to "work together through international and reciprocal collaborations to address such issues as building capacity and interest in education research, advancing education research policies and practices, and promoting the use and application of education research around the world" (p. 1). A 'fundamental' part of this commitment is: "to share skills, strengths, and sensitivities and build upon the diversity of traditions, languages, and critiques to transcend what any one association can accomplish in its own country, region, or area of specialization" (preamble).

In order to give some reality to these ambitions, funding is necessary. Each member association, according to its means, and the GDP of the country or region in which it is located, will make an annual contribution ranging from: a minimum of €100 to a maximum of €7000. According to this classification, ESAI would pay €1,000 per annum as a small association in a high income country. It is most likely that the association would initially be 'hosted' by one of the larger, and wealthier 'international' research associations. The following is a list of some of the activities that WERA will organise over the next three years:

- WERA website
- Substantive research sessions at associated association's conferences
- Capacity building research workshops—advanced graduate students and emerging scholars
- Develop education research indicators with a focus on quality trans-nationally
- Establish a set of research topics to which members will be invited to contribute

It needs to be emphasized that these are intended as initial first steps only, to create a profile and gain some initial visibility and success.

### *Next Steps*

The 'transition' document identifies the steps that will be taken in order to ensure that WERA becomes a reality. This is premised on the assumption that a sufficient number of associations will support the initiative, and informal indications signal clearly that this will happen. Each association has to determine whether or not it wishes to support the WERA initiative, and to become a founding member. Effectively, such a decision will have to be taken by the AGM of the ESAI, and formal notification of the outcome forwarded to the AERA executive. Commitment will have to be for the initial three-year period, and with an indication as to how the association will select its representative (while during the transition period there is an expressed preference for continuity). Elaborate procedures are already in place to ensure an effective transition from an ad hoc interim officer to an appropriately elected number of positions determined by the constitution.

In conclusion, my personal view is that, as a small association, we have much to gain from being a member of WERA, and, as a potential founding member, we have an opportunity to enhance the reputation of ESAI and its scholarly endeavours on the global stage.

**Ciaran Sugrue - Faculty of Education, University of Cambridge, February 2009**

## Irish Educational Studies



### Reminder of deadlines for forthcoming special issues

*Special Issue: Education and the law* – closing date for receipt of papers May 1<sup>st</sup> 2009, Email: [u.kilkelly@ucc.ie](mailto:u.kilkelly@ucc.ie)

*Special Issue: 'Race' Migration and Education in a globalised context* – closing date for receipt of papers June 30<sup>th</sup> 2009, Email: [g.crozier@roehampton.ac.uk](mailto:g.crozier@roehampton.ac.uk)

### Reviewers wanted

The board of IES is currently up-dating its reviewers list for the journal. We would welcome submissions from colleagues working and researching across the broad field of education. This is valuable work that contributes to the academic standing of the journal and the development of a system of peer support for researchers in the field. If you would like to have your name included on our list of reviewers, please email the journal administrator Declan Fahie ([Declan.fahie@ucd.ie](mailto:Declan.fahie@ucd.ie)) for a reviewer form.

### Papers welcome

We invite colleagues to submit papers based on their research across any field in education. The journal provides an excellent opportunity to have your work profiled both in Ireland and abroad. We also welcome submissions from those who are at the early phase in their research careers, including doctoral students. Please note that all papers should be under 8000 words and should be written with an international as well as national audience in mind. All papers should be submitted in the first instance by email to [Declan.fahie@ucd.ie](mailto:Declan.fahie@ucd.ie)

### Inaugural all-Ireland Doctoral Research Conference in Education

The planning of the above conference: *Doing your doctoral studies in Education: Questions, Challenges and Opportunities* jointly hosted by School of Education, QUB and School of Education, UCD is well in train with over 50 submissions from doctoral students from across the island of Ireland. The event, which is generously supported by bursaries from SCoTENS and ESAI is to be held on May 8<sup>th</sup> and 9<sup>th</sup> in the School of Education, Roebuck Castle, UCD with a key note address by Professor Peter Mortimore on Friday May 8<sup>th</sup> at 5pm entitled: *'The challenge of educational research: changing times, changing issues?'*. A conference dinner is also being held in the Montrose Hotel at 8pm on May 8<sup>th</sup>. For further details please email the conference website [doctoralconf09@googlemail.com](mailto:doctoralconf09@googlemail.com) or contact [dympna.devine@ucd.ie](mailto:dympna.devine@ucd.ie) and/or [j.elwood@qub.ie](mailto:j.elwood@qub.ie)

**ESAI 2009 ANNUAL CONFERENCE  
HOTEL KILKENNY  
2-4 APRIL 2009**

**CONFERENCE ACCOMMODATION**

The 2009 annual conference will be held in Hotel Kilkenny. The hotel is located on the city's ring road with easy access from the N9, N10 and N76 and is a short walk from the city centre. Accommodation can be booked by phone (+353 (0)56 776 200) or through the hotel website: <http://www.hotelkilkenny.amwebhost.net/index.aspx>

The following websites offer a range of accommodation alternative to the conference venue (Hotel Kilkenny).

Discover Ireland - Kilkenny:	<a href="http://www.discoverireland.ie/southeast/kilkenny.aspx">www.discoverireland.ie/southeast/kilkenny.aspx</a>
GoIreland - Kilkenny:	<a href="http://www.goireland.com/kilkenny">http://www.goireland.com/kilkenny</a>
Accommodation IE - Kilkenny:	<a href="http://www.accommodation.ie/kilkenny.htm">http://www.accommodation.ie/kilkenny.htm</a>
Kilkenny Tourist:	<a href="http://www.kilkennytourist.com/">http://www.kilkennytourist.com/</a>
Kilkenny City Online:	<a href="http://www.kilkennycityonline.com">http://www.kilkennycityonline.com</a>

**CONFERENCE THEME**

**PROFESSIONAL EDUCATION: RESEARCH, PRACTICE AND  
LEARNING**

Taking a broad view of professional learning in education (for teachers, leaders, lecturers, researchers) this year's ESAI Annual Conference will address the challenges, conditions, processes and contexts of professional education. As such, the theme seeks to examine the dynamics, scope and conditions of professional learning taking into account the challenges of increasing diversity, social change and sustainable development in an era of life-long learning.

As is evident in the conference programme (below) this year's theme will focus on how professional education presents for all sectors of education (pre-school, primary, secondary, tertiary, adult and further education etc).

## ESAI ANNUAL CONFERENCE 2009 - PROVISIONAL TIMETABLE

ESAI ANNUAL CONFERENCE 2009 - PROVISIONAL TIMETABLE						
<b>Thursday</b>						
7-8pm	<b>Registration</b>					
8-9pm	<b>Reception &amp; Launch of new ESAI website</b>					
<b>Friday</b>						
	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
9.30-11am	<p><b>Ciaran Sugrue</b> Professionalism and performativity: Irish teachers experience of the tango of policy and practice? <b>Michael Ryan</b> Teachers – navigating a pathway between old and new professionalism? <b>Dan Condren</b> Teacher professionalism: what does it mean and why does it matter?</p>	<p><b>Anne O’Gara</b> Consultation with parents in the development of the school plan <b>Laurenz Egan</b> A study of the motivations and obstacles involved in accessing the Vocational Training Opportunities Scheme <b>Grainne Ni Dhomhnaill</b> Positive and professional: the education of educational psychologists</p>	<p><b>Mags Liddy</b> Learning from action research for sustainable development within initial teacher education <b>Josephine Boland</b> Agency and alignment: insights from teaching and learning through civic engagement <b>Majella McSharry</b> Active citizenship V’s competitive individualism</p>	<p><b>David Brancaleone, Stephen O’Brien</b> The value of learning outcomes: in search of the signs of lost knowledge <b>Sancha Power, Geraldine Mooney Simmie</b> Junior science teachers’ perceptions of reform, pedagogies and assessment <b>Sarah Hayes, Peter Childs, Lorraine Lally</b> Teaching Science in the Irish Transition Year</p>	<p><b>Andrew Loxley, Aidan Seery</b> Tuning for harmonisation? Critical and unexpected outcomes of professional Doctoral education <b>Imelda Elliot</b> The introduction of a new professional Masters in teaching and learning in France: issues and debates <b>Yvonne Crotty</b> Having a vision for your own learning by creatively using digital technologies in a research based Masters programme</p>	<p><b>Karl Kitching</b> The depoliticised logics of teacher-student viability in ‘professional learning’: implications for school inclusion and racialisation <b>Fiona Buckley, Clodagh Harris, Monica O’Mullane, Theresa Reidy</b> Curriculum development for non-traditional university students – fostering intercultural dialogue <b>Marie Parker-Jenkins, Mary Masterson</b> Responding to cultural diversity: issues, dilemmas and challenges</p>
11-11.30am	<b>BREAK</b>					

Friday	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
11.30am-1pm	<p><b>Una Ni Sheanain</b> Towards intercultural education? Exploring culture and diversity through action research in primary Gaelscoil. An scath a cheile a mhiareann muid</p> <p><b>Maeve O'Brien</b> Well-being, equality and second-level schooling</p> <p><b>Maire O'Brien, Teresa O'Doherty</b> Gender issues for the intermediate education board 1878-1898</p>	<p><b>Shirley Martin, Derirde Horgan, Caroline Shore, Jaqui O'Riordan, Ruth Murray</b> Increasing awareness and understanding of global issues affecting children: development of learning materials for use with Third Level undergraduate students in early childhood studies</p> <p><b>Mella Cusack</b> The integration of education for sustainable development into second level initial teacher education and continuing professional development programmes</p> <p><b>Anne Ryan</b> Sustainable learning: reconceptualising teacher education for development education</p>	<p><b>Louise Long, Peter McPolin</b> An evaluation of the implementation and outcomes of the learning area Personal Development and Manual Understanding in the 'revised' Northern Ireland curriculum</p> <p><b>Michael Barrett, Etain Kiely</b> Responding to changing educational practices and policy – the transition to an online modular-based system of curriculum design</p> <p><b>Bridget Collins</b> HCI: an eclectic mix of andragogy, pedagogy and technology</p>	<p><b>Noel Loftus, Marie Riney</b> Leading and supporting change through the primary school network</p> <p><b>Deirdre McGillicuddy, Dympna Devine</b> The organisation of children for learning in Irish primary schools</p> <p><b>Sean Delaney, Gene Mehigan</b> Becoming and being a primary teacher educator</p>	<p><b>Roisin Corcoran</b> Understanding emotional competencies in teacher education</p> <p><b>Dolores Corcoran</b> Developing mathematical knowledge in teaching: a study of pre-service primary teachers</p> <p><b>Anne Brosnan, Elizabeth Oldham</b> A study of mathematics teaching and learning environments in Junior Cycle</p>	<p><b>Joe O'Hara, Gerry McNamara, Brian Mulkerrins</b> Whole School Evaluation and professional education in Irish schools</p> <p><b>Jim McKernan</b> The Action Research seminar and teacher professional development</p> <p><b>Anthony Malone, Greg Smith</b> A role for education centres in leading CPD: insights from the TL21 Transfer Initiative</p>



LUNCH						
1-2pm	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Friday 2-4pm	<p><b>Sean Kelly</b> Reflections on <i>The Educated Person</i> <b>D. G. Mulcahy</b> Response to reflections on <i>The Educated Person</i> <b>Carol O'Byrne</b> Daichead Bliana ag fas - the role of the lecturer and professional development in Institutes of Technology <b>Elena Prats</b> Trilingual education in Ireland as a key</p>	<p><b>Anne Lodge</b> Post-Primary Education for All? An equality analysis of post-primary admissions policies and Section 29 Appeals against refusals to enrol <b>Delma Byrne, Emer Smyth</b> The dynamics of early school leaving <b>Ann Owens</b> The role of persistent ideology and socialisation process in preventing individuals continuing in education <b>Arlene Forster, Mary Daly</b> The framework for early learning - learning together</p>	<p><b>Maria Sheehan, Peter Childs</b> Does the Irish second-level system produce pupils who can think? <b>Joseph Travers</b> The changing context for professional education for learning support teachers in mathematics in Irish primary schools <b>Mairead Hourigan</b> Towards effective teaching: addressing the mathematics subject matter knowledge needs of primary student-teachers in one Irish college of education <b>Janet Varley, Cliona Murphy, Orlaith Veale</b> Prospect and retrospect: Irish pupils' views of primary and post-primary school science</p>	<p><b>Tom Geary, Jennifer Liston</b> The complexity of EU policy, government guidelines and the personal narrative of course directors when implementing a guidance counselling education programme <b>Ahlem Selmi M'henni</b> Vocational ESP learners' perceptual learning styles: getting a coherent and consistent picture for the inclusion of learner dimensions into the professional educational curriculum <b>Nancy L. Serrano</b> Situating cognition and key skills: innovative learning methodologies for life long learning in the post-primary education system <b>Kathy Harrison</b> Self and peer assessment: the relevance of assessment development to lifelong learning in a knowledge society</p>	<p><b>Tim London</b> Preparing teachers for the dual role of teaching and leadership in schools <b>Anthony Malone, Paula Kinnarney</b> Aspiring school principals: an Irish case study <b>Eileen O'Connor</b> Learning to lead: a missed opportunity for assistant principals as professional learners in Irish post-primary schools <b>Marie Clynes, Sheelagh Drudy, Maureen Killeavy, Regina Murphy</b> The Role of Mentors' Teaching Experience and Professional Knowledge in the induction of Newly Qualified Teachers</p>	<p>Symposium: <b>Rose Dolan, Maureen Killeavy, Anne Moloney, Gearoid Leen, Carmel Wade, Marie Clarke (Chair)</b> The school as a professional learning community: extending the mentoring relationship to whole school involvement in teacher CPD</p>

4- 4.30pm	<b>BREAK</b>
<b>Friday</b>	<p style="text-align: center;"><b>Keynote Address: Prof. Ian Menter, University of Glasgow</b></p> <p style="text-align: center;"><b>Research, policy and practice in professional education for teachers: a Scottish/UK perspective</b></p> <p>In seeking to explore the sometimes uncomfortable relationship between research, policy and practice in teacher education, this presentation will draw from a number of research projects undertaken in Scotland and the UK, as well as reviewing some of contemporary policy developments.</p> <p>A scoping study carried out as part of the UK Teaching and Learning Research Programme (TLRP) indicated elements of both convergence and divergence in policy developments in teacher education across the four nations of the UK. This tended to affirm the results of earlier work that had compared just England and Scotland.</p> <p>The influence of ‘performativity’ on teacher education does appear to be widespread, albeit played out in different ways in different national contexts. A meta-analysis of seven TLRP projects provides some interesting insights into some of the current tensions in teachers’ working lives across a number of education sectors.</p> <p>Experience of some current developments in Scotland demonstrates the potential for research on and in teaching and teacher education to bring about significant changes in teacher professionalism and identity. The presentation concludes with a discussion about the current concern with the development of research capacity in education and particularly in teacher education, which is evident in all of the nations in these isles.</p>
5.45-7pm	<b><i>ESAI Annual General Meeting (AGM)</i></b>

Saturday	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
9.30-11am	<p><b>Lucy Tierney, Greg O'Reilly</b> Step-Up: a local response to education needs of homeless service users</p> <p><b>Pauline O'Reilly</b> Self-esteem and coping strategies of University students</p> <p><b>Cathal McCrory, Amanda Quail, Maeve Thornton, Aisling Murray and the Growing up in Ireland Study Team</b> Introducing the Growing Up in Ireland Study</p>	<p><b>Geraldine Mooney Simmie Joanne Moles</b> Leading learning in contemporary Ireland: reconceptualising mentoring as an intellectual and professional practice</p> <p><b>Maureen Killeavy, Anne Moloney</b> Developing a professional identity: the socialisation of newly qualified teachers in schools</p> <p><b>Emmanuel O'Grady</b> The challenges of understanding respect in educational relationships – a study of pre-service teachers</p>	<p><b>David Touhy</b> Promoting the learning school – project report</p> <p><b>Janet Moody</b> Key elements in a positive practicum: insights from Australian post-primary student teachers</p> <p><b>Mark Morgan</b> How do teachers stay motivated and resilient: results of a survey and diary study</p>	<p><b>Frances Murphy, Michael O'Leary</b> An evaluation of a professional development programme designed to improve teaching and learning in Physical Education at primary school level</p> <p><b>Deirdre Ni Chroinin, Richard Bowles, Elaine Murtagh, Eileen MacMahon</b> The role of previous experience in pre-service primary teacher attitudes to Physical Education</p> <p><b>Fiona C. Chambers, Kathleen M. Armour, Kyriaki Makopoulou</b> Progression in Physical Education teachers' career-long professional learning: practical and conceptual concerns</p>	<p><b>Cliona Murphy</b> Building primary teachers' confidence and expertise in teaching science through the nature of science</p> <p><b>John O'Shea</b> An exploration of construction teaching methods with primary school mathematics teachers</p> <p><b>Peter Childs, Sarah Hayes, Maria Sheehan</b> TY Science: a curriculum development project involving trainee teachers</p>	<p><b>Symposium: Aisling Leavy, Finbarr Sloane, Marion McGill, Anne Marie Conroy, Róisín Murphy, Paul Conway (Chair)</b> Teaching as an object of study: using lesson study as a lens to examine the teaching of mathematics</p>

BREAK						
11-11.30am	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Saturday						
11.30am - 1.30pm	<p><b>Lucy Tierney, Clodagh Beare</b> Protocols in relation to supports for BTEI participants with disabilities</p> <p><b>Lorraine Hannon</b> Cyber-bullying – an investigation into bullying and technology in secondary schools in Co. Mayo</p> <p><b>Patricia Mannix McNamara, Emmanuel O’Grady</b> An investigation into cyber-bullying in Irish Schools</p> <p><b>Declan Fahie, Dympna Devine</b> A study of workplace bullying in Irish primary schools – preliminary findings</p>	<p><b>Marie Rooney</b> Return to education: exploring enhancers and inhibitors for adult learners living with mental health challenges</p> <p><b>Ger Scanlon, Yvonne Barnes-Holmes, Anne Lodge</b> Interventions to support change in teacher attitudes and practice towards pupils with emotional and behavioural difficulties in mainstream education</p> <p><b>Rose Malone</b> Care, professionalism and social capital: the role of special needs assistants</p> <p><b>Bernadette Kiely, Aideen Cassidy</b> The JCSP Librarian: a new face in the staffroom</p>	<p><b>Kathryn McSweeney</b> Generating a high value return on teacher and student effort invested in education by using formative assessment</p> <p><b>Francesca Lorenzi, Justin Rami</b> Assessment for the development of professional competence</p> <p><b>Laura Regan, Stella Ni She</b> Teachers’ perceptions of the use of psychometric assessment in informing teaching and learning in the classroom</p> <p><b>Michael Shevlin</b> Consulting pupils on the assessment and remediation of their specific literacy difficulties</p>	<p><b>Anne Dolan</b> Pre-service teacher education in the context of lifelong learning</p> <p><b>Alison Montgomery</b> Getting on the first rung of the ladder: beginning teachers and their experiences of early professional development</p> <p><b>Gene Mehigan, Sean Delaney</b> Perceptions of pre-service primary teacher educators on the preparation of prospective teacher educators</p> <p><b>Cathel de Paor</b> The use of in-class modelling by the Regional Curriculum Support Service</p>	<p><b>Neil O Conaill</b> Teachers as learners – coteaching primary science initiative</p> <p><b>Cliona Murphy, Janet Varley, Orlaith Veale</b> What children say about school science: examining the impact of the Irish primary science curriculum</p> <p><b>Frances Murphy, Caitriona Cosgrave</b> What about PE in primary school? Perspectives of beginning teachers</p> <p><b>Jennifer Hennessy, Carmel Hinchion</b> Developing our professional learning: Leaving Certificate poetry studies – a timely review</p>	<p><b>Symposium 1:</b> <b>Barbara McCabe, Sinead McCotter, Shelley Tracey, Teresa Casserly</b> Challenging professional education: part-time adult learners, educators and a changing society</p> <p><b>Symposium 2:</b> <b>Lori Beckett, Timothy Murphy</b> Educators and Professional Learning and Development: Practitioner-led Approaches</p>

\*Please note this is a draft timetable and may be subject to minor changes\*

EDUCATIONAL STUDIES ASSOCIATION OF IRELAND  
CUMANN LEANN OIDEACHAIS na hEIREANN

Annual Conference 2009 Registration Form

Hotel Kilkenny, Kilkenny, Ireland Thursday 2<sup>nd</sup> to Saturday 4<sup>th</sup> April 2009

*Professional Education: Research, Practice and Learning*

Please return registration form with appropriate cheque enclosed to:

Ms. Paula Flynn, Education Department, NUI Maynooth, Co. Kildare, Republic of Ireland

Email: [esaiconference@gmail.com](mailto:esaiconference@gmail.com)

Cheques should be made payable to: **Educational Studies Association of Ireland**

	Early Payment by 27 <sup>th</sup> March 2009 <sup>1</sup>	Payment from 28 <sup>th</sup> March 2009
ESAI Member	€100 / £89	€110 / £98
Associate Member	€ 50 / £44	€ 55 / £49
Saturday only (for <u>associate members</u> only)	€ 35 / £31	€ 35 / £31
Friday only (for <u>associate members</u> only)	€ 45 / £40	€ 45 / £40
Non-member *	€185 / £165	€195 / £174

\* Non-members should note that the cost of ESAI membership is €80 for annual membership and €35 for associate membership (open to teachers without institutional supports and students). For membership forms and information see [www.esai.ie](http://www.esai.ie).

**Lunch options on Friday 3<sup>rd</sup> April, 1pm – 2pm**

Please tick if you intend to eat lunch in the hotel on Friday April 3rd \_\_\_\_\_

Please circle the correct euro / sterling amount below:

Soup, sandwich and tea / coffee €7.80 / £7.60

**Conference buffet meal on Friday 3<sup>rd</sup> April from 7.30 pm**

Please tick if you plan to attend the two-course buffet meal on Friday April 3rd \_\_\_\_\_

Please circle the correct euro / sterling amount: €26 / £23.30

PLEASE INDICATE TOTAL AMOUNT OF CHEQUE: \_\_\_\_\_

NAME: \_\_\_\_\_ EMAIL: \_\_\_\_\_

POSTAL ADDRESS: \_\_\_\_\_

<sup>1</sup> Rates based on conversion rate Monday, 16 February 2009

**EDUCATIONAL STUDIES ASSOCIATION OF IRELAND  
CUMANN LEANN OIDEACHAIS na hEIREANN**

To join the ESAI, please print and complete the membership form below, and send it with your subscription to:

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Drumcondra  
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<b>ESAI Membership 2009</b>	Please indicate	<input type="checkbox"/> Renewal	<input type="checkbox"/> New member
Name			
School / College / Organisation			
Occupation			
Address (for correspondence)			
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I enclose (please delete as appropriate)		€80 / £64 for individual membership €35 / £28 for associate membership	
<b>IF applying for Associate membership, please state:</b>			
Post graduate course being pursued			
College / University			
Expected year of completion.			

**Entitlements**

**Individual membership** of the Association is open to all those who have an interest in research in education. Individual members receive a free copy of the Association's journal and newsletter, receive advance notice of the Association's activities and are eligible to participate in these activities at preferential rates.

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**Data protection Disclaimer**

Occasionally, the ESAI may wish to pass your contact details on to other organisations which, in the view of the Executive, offer services of potential interest and use to its members. This would be done only in the context of issues of educational benefit to you. Should you **not** wish your details to be used in this manner, please put an **X** in the box provided above.

Having completed Sections 1 & 2 above, please sign below. Thank you.

**Signature** \_\_\_\_\_

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