



**Maynooth  
University**  
National University  
of Ireland Maynooth

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# EDUCATION NEWS

*Newsletter of the Department of Education  
- passionate about all things educational!*

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Welcome to the sixth edition of our Newsletter. We have decided to include a new section showcasing the Department's research publications and presentations, so you have a better sense of the kinds of interests that inform our teaching and our thinking about education.

We are delighted to be collaborating with a new Professor of Educational Research Carl Anders Säfström, who has been recently appointed to the Maynooth University Social Sciences Institute. Carl Anders is working with all the education departments in the University and contributing to the on-going dialogue across the different sectors, from early childhood and primary education, through to secondary and adult and community education. You'll learn more about him on p. 8.

As you will see, we are actively involved in creating opportunities for both staff and students to experience education in its broadest sense: Dr. Majella Dempsey has led a student exchange with St. Mary's College in Notre Dame, Indiana and you will read about one of our PME students on placement in Spain. As in the previous 2 years, students will also have the experience of teaching in China this Spring (watch out for a news item about this in the next edition!). Our students have also been involved in various activities around inclusion, such as exploring LGBT+ issues and promoting democracy with their schools. Drs. Catriona O'Toole and Grace O'Grady also highlight how they, along with others, are promoting a more expanded vision of education through adopting mindfulness and contemplative approaches in their teaching.

All this activity really speaks to how our Department understands the centrality education has for both social and personal transformation. Too often, education is misunderstood

solely as a process of transmission. Instead, as students continually attest to, education, at its best, changes lives

and societies for the better. Individually, education pushes our boundaries, expands our horizons and challenges us to think beyond ourselves and our own egos. It does this not through rote learning, but through thinking, reflection, conversation and engaging with others. At the same time, education also offers society the hope of change that comes with new generations; it enables children, youth and adults to create more just and equitable conditions for their own lives on their own terms. And this raises a crucial issue for us as educators that we ought not to forget: how can we pass on what we know about the world while also leaving room open for new generations to define for themselves what they want that world to be?

As always, please feel free to drop by, engage in conversation, or share ideas. Our doors are always open and we are passionate about all things educational!



Professor Sharon Todd

Professor Sharon Todd  
Maynooth University Department of Education

## Opening Conversations: LGBT+ Experience in Irish Education

On March 7th PME 1 students had a day long series of seminars, workshops and panel discussions focused on the experiences of lesbian, gay, bisexual and transgender (LGBT+) youth in schools.

Co-organised by Seán Henry and Angela Rickard, the rationale for the day was to create an open space for conversations about diversity in gender and sexuality in schools. The challenge we set ourselves was to consider what it means **to attend to** all students in terms not only of *noticing or paying attention* but in terms of *showing care to them* when it is needed.

The first event of the day was a theatrical performance entitled *Now You See Me* created using testimonies and interviews with young people, teachers and parents who have all deep and personal experiences of the reality of being LGBT+ in Irish secondary schools. It was developed by theatre-maker Peter Hussey (Artist in Residence in Initial Teacher Education) in collaboration with young European performers and Erasmus volunteers with *Crooked House Theatre Company*.

A series of parallel workshops then explored a range of themes around LGBT+ experience. These were facilitated by Seán Henry (MU), Ed O'Brien Hogan (Shout Out!), Catherine Cross (TENI) and Sandra Gojić (Dundalk Outcomers).

During lunch time we screened the RTÉ Documentary *Growing Up Gay*. We were privileged to have with us on the day Jamie Kenny, one of the young people featured in the documentary, to facilitate the discussion along with Seán Henry.

A highlight of the day was a panel discussion by Dylan Donohue whose BT Young Scientist award winning project researched mental health issues



*The performers of Now You See Me: Felix Laube, Anna Hyllested, Rhea Thomakou, Vasiliki Psarra, Alexandra Sakavitsi, Theo Nadal and Katerina Kataki. (Recordings by Sandra Butler, Elliot Nolan and Rebecca Donovan and directed by Peter Hussey).*

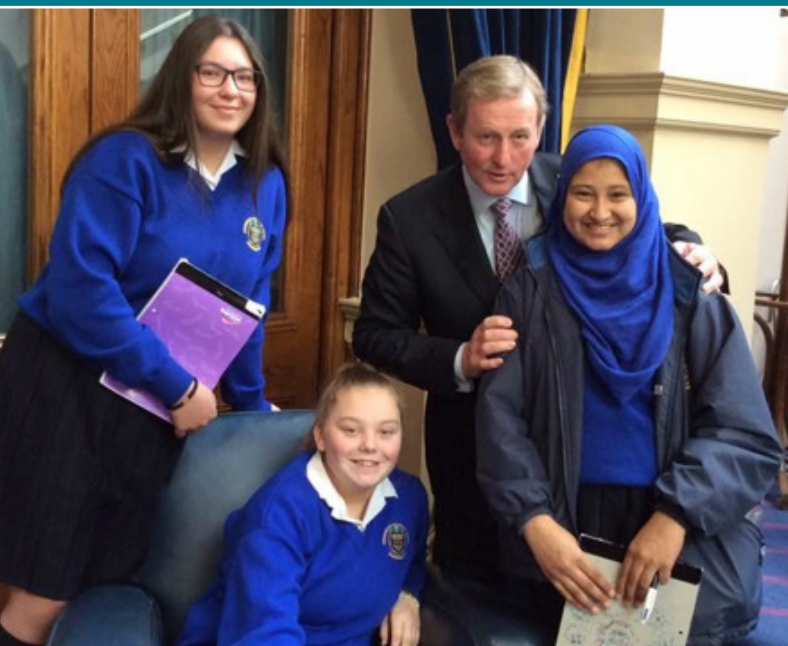
for transgender people. Dylan, with his mother Kirsty Donohue and teacher Niamh Brennan from Adamstown Community College, responded to our questions with considerable generosity and humour.

Finally, after lunch students had the opportunity to reflect on the personal, professional and pedagogic implications of issues raised throughout the day. We are grateful to teachers: Eóin Houlihan (St. Kevin's Community College, Dunlavin), Áine Sreenan (Moyle Park School), Kelly McGrath and Vickie Stokes (Castleknock Community College) for sharing their experiences of supporting LGBT+ students in their schools. Again, Seán and Jamie took up the role of facilitators for two of these tutorials. So between us all we tried to live up to the day's title by not only opening conversations on this theme but by attempting to ensure such conversations would also be open, honest and authentic.

## Democracy in Action Warren Farrell, PME 2

On Thursday, 12th October 2017 and as part of their Third Year CSPE Action Project, Mr Farrell's third year class took up Fianna Fáil Senator Catherine Ardagh's invitation to visit Dáil Éireann to learn about democracy in action in

Ireland. The girls from Presentation Secondary School Warrenmount got a tour around Leinster House and even met former Taoiseach and leader of the Fine Gael Party, Enda Kenny TD. All had a great experience!



3rd year students from Warrenmount Secondary School meeting Enda Kenny in Leinster House.



3rd year CSPE students from Warrenmount Secondary School alongside Senator Catherine Ardagh (Fianna Fáil) for their Action Project.



# Mindfulness and Contemplative Pedagogy

Dr Catriona O'Toole & Dr Grace O'Grady

As educators, we are accustomed to developing pedagogical practices that sharpen the intellect and support deep, active learning amongst our students. But what about developing pedagogies that cultivate personal transformation, flourishing and compassion for self and others?

Here in MU Department of Education, many of our staff are integrating mindfulness and contemplative practices into our modules and course offerings to provide students with an integrative educational experience; one that combines deep, critical learning with personal growth, and an appreciation for our profound interconnectedness with others and the world around us.

These kinds of practices were a core component of one of our recent M.Ed modules (Wellbeing, Mental Health and Education). Here's what some of our students said about the value of these practices on their personal and professional lives:

*"Mindfulness practices can help teachers improve the channels of communication and create a more compassionate learning environment. Since completing this module, I have started a community of practice among the staff in my school. I hope that by focusing on teachers' stress and resilience, mindfulness meditation will enhance compassionate relationships with pupils and improve the learning atmosphere of the school."*

Sally O'Regan

*"The module provided our group with a space for discussions, analysis of wellbeing in education and most importantly a space and time to cultivate our own mindfulness/contemplative practices. I chose this module so I could learn more about wellbeing in education, but I hadn't foreseen the personal benefits... It has allowed me to rediscover the small wonders of our amazing world and appreciate everything in a different light. Not only has this affected my personal life, but it has altered how I teach and the relationships I have with the children in my class."*

Gillian Quann

*"For me, the value of mindfulness practice at this point in time is that I reaffirmed the need to be compassionate firstly to myself. As teachers, we need to remind ourselves to mind ourselves and I think mindfulness practice helps us to do this. With this in mind, I have spoken to some people in our school community (our chaplain and our Deputy Principal) about offering a mindfulness practice twice a week, one lunchtime and one morning offering. This is for staff firstly. I would like to offer it to students also. Another option is to offer it to both staff and students together because I think the value of recognising our common humanity cannot be overstated."*

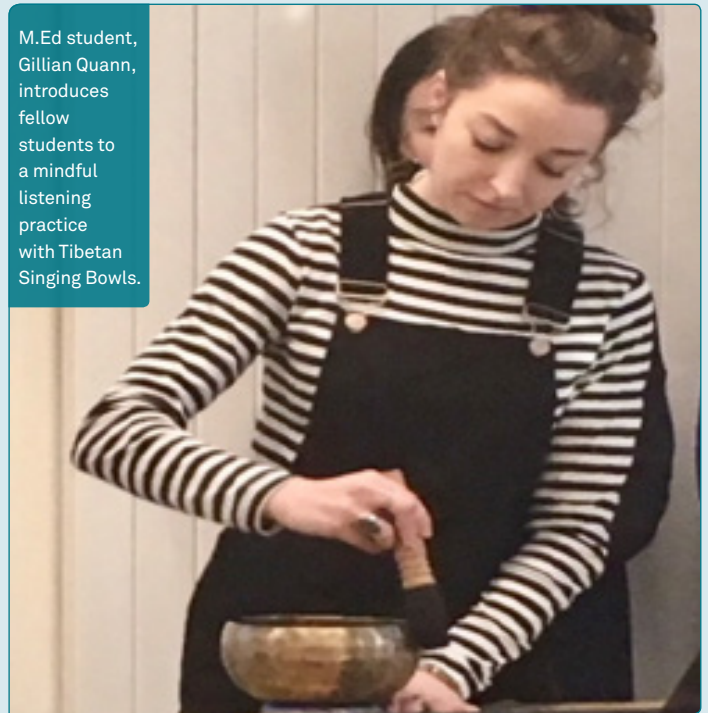
Rachel Harlowe

The following narrative from Rachel McDonnell, a student on the Postgraduate Diploma in School Guidance Counselling, brings the reader into the liminal spaces that we cultivate in reflective practice within this programme.

It's just after nine as the lecturer invites us to close our eyes. The silence is thick and clogged with memories of an early morning warm embrace, exasperated exchanges and solo singing with the radio on the long drive to Maynooth. The lecturer brings us inward, encouraging us to adopt an attitude of compassionate detachment and to notice the constant flow of sensation,

thought and emotion. Time pools in sunlit corners of the room. The air rises; a steady exhalation of to-do lists, nervous anticipation, deadlines and fear. Returning to the classroom, the silence is lighter, emptied of a thousand internal dramas. Some of us are peaceful, some of us are sad, some of us are depleted, all of us are there.

M.Ed student, Gillian Quann, introduces fellow students to a mindful listening practice with Tibetan Singing Bowls.



The psychosynthesis framework of meditation creates a doorway into the theatre of selves where the initial trepidation of entering is replaced, sometimes by feelings of disturbance, sometimes by playful liberation. Through practicing presence to self in this way, the membrane between the internal and external experience thins and leads to greater congruence between how I am in the world and the many selves within. This has helped me notice how frequently I sleep walk down well-worn paths of thoughts and feeling. It has allowed me to follow like breadcrumbs ingrained attitudes and conditioning as they wind back through time, childhood experience and societal expectation to their place of origin. Sometimes there is a sense of reeling inertia as I realise what I had thought, or felt or believed was in fact someone else's fairy tale which I internalised as truth. Sometimes there is a sense of returning home as I bump into fragments of myself I had lost or forgotten. Occasionally I am ambushed by nascent selves desperate to come into the light.

Through this practice, I have developed awareness of the tension that exists between the potential within the individual and the demands of the social world which, in order to survive, depends on our conformity. This practice of presence of self means accepting the present for what it is, noticing with compassion the many aspects of self that are hidden or disguised and releasing their energy through creative expression and encounter thus to disrupt the 'taken for granted'. This is not a retreat to self-indulgence or introspection. It is an impulse towards connection, integration and growth. It empowers me to act freely and authentically in the world and enables me to be more helpful to the young people with whom I work.

## Maynooth University BSc Education Students on Exchange with St Mary's College in Notre Dame

A group of nine students from the BSc.Ed course travelled to St Mary's College in Notre Dame in March 2018 with their course leader, Dr Majella Dempsey, to collaborate with local schools on Science and Mathematics teaching and learning. It was a very interesting and informative trip with the student teachers bringing home many excellent ideas for teaching.



Problem solving at the Career Academy High School in South Bend.



BSc Students in St Mary's Notre Dame.

## Debating at Dominican College, Griffith Avenue

Patricia Healy, PME 1

Dominican College is delighted that its three teams (led by Ms. Sandra Donohoe, assisted by Ms. Patricia Healy) reached the quarter-finals of the UCD Junior Schools Debating Competition.

Throughout the competition, they have tackled issues ranging from the death penalty, to the rights of a minor, to feminism. The students have been committed since last September and everyone at Dominican College is extremely proud of all students involved in creating such a successful debating team.

On March 23rd, Dearbhla Lawlor, a 2nd year student from Dominican College, Griffith Avenue, took her place in the UCD Law & History Junior Debating Final after successfully fending off competition from students in over 100 schools in Leinster. While it wasn't the outcome we hoped for, we are all immensely proud of Dearbhla's outstanding achievement.



(L-R) Ms. Finnoula Doyle (2nd Year year head), Dearbhla Lawlor (2nd Year student), Ms. Sandra Donohoe (teacher & debating coach)

## Education Society TeachMeet

Alexander Lalor, BSC 3

On the 7th of March the Education Society hosted its 2nd Annual TeachMeet organised by the committee.

The focus of the TeachMeet was on sharing innovative teaching methods for science and mathematics. We had 8 speakers, consisting of some Science Education students, some past Science Education students, some lecturers and some teachers from our cooperating schools. It was a great success and everyone was able to take something from each speaker. The Education Society would like to thank Angela Rickard, Majella Dempsey and all who attended, both audience members and speakers themselves!

*We would hope to run a similar event next year.*



Ms Aishling Donohoe, Ardee Community School, presenting at the TeachMeet.

Mr Alex Lalor, BSc 3, presenting at the TeachMeet.



## Teaching Experience in Spain

Marie Whittle, PME 2

At the end of my PME Year One, I completed a two-week school placement in the town of Lebrija, just outside Seville in southern Spain.



Maynooth University (MU) helped me get in touch with the principal of *IES El Fontanal* school and facilitated arrangements. At the end of May, I flew to Malaga and travelled to Lebrija by train. Each day I attended school from 8:30-14:00. School days were busy, I taught English lessons, assisted in the special needs unit, observed Spanish speaking lessons and participated in sports lessons with PE teachers. The principal and teachers at the school were so welcoming.

Each evening, we went to local restaurants for dinner. As teachers were familiar with the area, we always went to restaurants where there were special deals each night, so it didn't cost a fortune. Teachers also invited me to their homes and their families' homes for dinners and parties. There was a festival in Lebrija during my stay, so there were a lot of parties!

At the weekend, I went to Seville city to meet friends and also to the beach, as the weather was great. Staff at *El Fontanal* were so inclusive and even though it was only two weeks, my Spanish really improved. I was immersed in the school and the social life of the town, it was a genuine Spanish experience.

I am very grateful to MU for facilitating this trip and encouraging me to take on this opportunity. I am still in contact with staff at *El Fontanal* and have set up a student letter exchange between my students and students in Lebrija. I am delighted with the opportunities and connections created by this experience.

## Summer Writing Institute for Teachers – SWIFT 2018

We are delighted to announce our fifth summer writing institute which will take place in July 2018.

This offering builds on previous institutes, held in 2014, 2015, 2016 and 2017 which were originally designed in consultation with a range of teaching and learning networks, including the Further Education Support Service, the Reading Association of Ireland (now Literacy Association of Ireland) and the Irish Network for the Enhancement of Writing. The institute draws from the US National Writing Project model and is designed to provide an opportunity for teachers, from all education levels, to meet, share good practice, and learn more about writing and the teaching of writing.

At the institute you will look closely at your own writing and student writing, explore issues and ideas in the teaching of writing, work toward becoming teacher leaders and share classroom practices or activities.

The institute will take place in Maynooth University from **10.00am to 3.30pm from Monday 9th July until Friday 13th July inclusive**.

The institute is free to all participants but places will be strictly limited and allocated across the education levels.

If you are interested in attending this event, please contact us for an application form. The completed form should be submitted to us **before Monday 23rd April 2018**. All applications must be made by email to [writingcentre@mu.ie](mailto:writingcentre@mu.ie). All shortlisted applicants will be contacted by **Monday 30th April**.

All queries about the project should be directed to the [writingcentre@mu.ie](mailto:writingcentre@mu.ie).



Dr Alison Farrell with SWIFT participants in 2014.

## Increased Number of Places for Student Teachers in Maynooth University



The issue of teacher supply has been a serious concern for the post-primary sector in recent years and a range of actions have been announced to address the issue. These actions relate primarily to subjects where the most acute shortages apply, including STEM subjects, Irish and modern foreign languages.

Among the initiatives that will be introduced immediately is an increase of 280 student teachers on undergraduate concurrent programmes in 2018-19. Many of these students will be studying the aforementioned subjects where the greatest shortage exists.

There will also be an increase of 100 students on PME courses and these additional places are specifically targeted at Mathematics, Physics, Chemistry, French, German, Spanish and Italian graduates. The Postgraduate Applications Centre (PAC) has extended the closing date for applications to the PME to Friday 13th April for applications in these target subjects.

The Department of Education Maynooth University will be increasing the number of students on the BSc in Maths and Science with Education (MH212)

and on the PME, with a specific focus on the subjects where greatest shortages are experienced. Computer Science has been added as an option on the BSc Mathematics with Education course. Moreover, from 2019, the Department will offer a new concurrent initial teacher education programme for student teachers of Music, French, German, Chinese and Spanish. We will issue further information on this course in the coming months.

Please remind your Leaving Certificate students that if they are interested in teaching, they can use the CAO "change of mind" facility to change their preference up to 1st July 2018. If you have any questions about the undergraduate teacher courses in Maths and Science, please contact [majella.dempsey@mu.ie](mailto:majella.dempsey@mu.ie).

## Living History!

Warren Farrell, PME 2

The first years of Presentation Secondary School Warrenmount led by Mr Warren Farrell in co-ordination with the National Museum of Ireland and Dublinia have been actively learning about Archaeology and the Middle Ages.

Students made use of the National Museum of Ireland's 'Bronze Age Handling Objects Toolkit' to act as archaeologists for the day. This was followed by a visit to Dublinia, located at the crossroads of medieval Dublin to re-enforce their in class activities. Parents and guardians also accompanied Mr Farrell's students and all had a very enjoyable afternoon.



Mr Farrell preparing the 'Bronze age Handling Objects Toolkit'.

1st year students with their parents and guardians at Dublinia looking at some interesting Archaeological Finds.

## Heteronormativity and Education

The Department of Education was well-represented at this year's Gender ARC Workshop.

On 21 February 2018, lecturer Angela Rickard and third year PhD student Seán Henry attended a day-long workshop at the University of Limerick for postgraduate and early career researchers on the themes of gender, sexuality and citizenship. The event, organised by the Gender ARC (Advanced Research Consortium on Gender, Culture and the Knowledge Society), brought together research students and scholars from disciplines as diverse as education, sociology, and literary and cultural studies.

The first session of the day was entitled 'Heteronormativity and Education', and it was here that Angela and Seán presented their work. Angela's paper was entitled 'Finding my way within the shifting landscape of LGBTQ issues in Teacher Education'. Through the use of narrative, Angela's paper sought to explore the complexities surrounding heteronormativity and LGBTQ identities in the context of education. In particular, she teased out the varying ways in which Teacher



Ms Angela Rickard and Mr Seán Henry at the ARC Workshop.

Education could (and, indeed, often does) respond to these complexities. Seán's paper was called 'Queer temporalities and the faith school: Disrupting heteronormativity for education'. Like Angela's paper, Seán's called attention to the realities of heteronormativity in education, but with a specific focus on faith schools. Through a philosophical lens, Seán argued that disrupting heteronormativity was an essential part of what education entails, and that faith schools ought to be reimagined to respond to this.

Both papers were warmly received by both respondents (Dr Dorothy Morrissey and Dr Karl Kitching respectively), and a lively conversation was had among delegates. For Angela and Seán, it was also a great opportunity to share their thinking with others, and to be a part of conversations committed to challenging heteronormativity in education. Equally importantly, it was also a chance for them to wave their Maynooth flags with pride!



# Team Teaching National Seminar



The fourth national team teaching seminar was held in Maynooth on 22nd February 2018. This seminar marked the culmination of the 2017-18 research project on team teaching facilitated by the Department of Education in Maynooth University and the Professional Development Service for Teachers (PDST). The purpose of the project is to facilitate the development of team teaching skills among student teachers and experienced teachers.

Team teaching and collaborative practice continue to be key issues on the educational policy landscape, particularly within the Quality Framework published by the Inspectorate in 2016. Collaboration is also central to the continuum of teacher education at initial teacher education, during induction and for continuing professional development. An appetite to learn more about team teaching and to share insights was very evident in the high level of engagement from participants.



Ms Laura Dowling, Year 2 PME on placement in St Mary's HFC Glasnevin and Dr. Joe Oyler, Maynooth University.



Professor Sharon Todd, Maynooth University.

Cian Sweeney, Ms Angela Rickard and Ms Edel Ní Arrachtáin. Ms Rebecca Jones, Curragh Post-primary School, provided insights in relation to her experience of team teaching and the progress made in her school regarding team teaching since 2015. Professor Gerry MacRuairc (NUIG) and Mr Gavin Murphy (UCD) focused on the research and literature around team teaching.

The centre piece of the seminar were the posters displayed by student teachers and teachers. These evidenced the depth and breadth of the learning from the

project and generated many interesting conversations by delegates on the day. The seminar was closed by Professor Sharon Todd from Maynooth University who drew together key themes from the day. Further information and resources (including the 30 posters presented at the seminar) from the project are available at <http://pdst.ie/teamteaching/MU/2018>.

## Team Teaching

Colin Stobie, PME 2

I have been lucky to have been afforded the opportunity to team teach in both my subject areas on a regular basis this year. Team teaching has been a positive experience for me and is a great way for teachers to collaborate and learn from each other. Team teaching has been received well by the students in my placement school, and the general student consensus is that having more than one teacher in the classroom allows them seek help easier, learn more and also creates a nicer classroom environment. I would definitely recommend giving team teaching a try as it provides a positive learning experience for all involved.



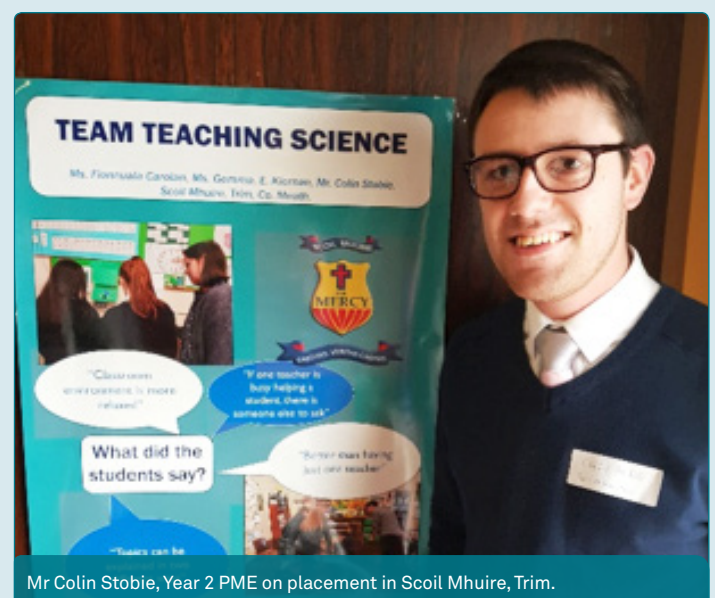
Ms Ciara O'Donnell, Director of the PDST.

All Year 2 PME student teachers and the schools in which they are undertaking placement were invited to participate in the project. Close to 150 student teachers and experienced teachers attended the regional workshops between October 2017 and January 2018. These workshops provided opportunities to explore different models of team teaching, to review research on team teaching, to explore opportunities for team teaching and to reflect on the experience of team teaching.

The national seminar in February 2018 comprised a range of speakers with expertise in policy and research regarding team teaching. The seminar was opened by Ms Ciara O'Donnell, Director of the PDST, who provided a broad overview of the significance of the project since its inception in 2014-15. A broad overview of the project to date, some preliminary findings from the research data gathered and a profile of the schools involved in the PDST pilot project on team teaching was delivered by Dr Thomas Walsh, Mr



Ms Rebecca Jones, Curragh Post-primary School.



Mr Colin Stobie, Year 2 PME on placement in Scoil Mhuire, Trim.

## Recent Research Presentations and Publications by Department of Education Lecturers

Department of Education lecturing staff have been busy publishing and presenting their research since the last issue of the newsletter. Please find below a list of recent publications and presentations across a broad range of educational themes. For further details on the research interests and publications of staff, please visit <https://www.maynoothuniversity.ie/education/our-people>.

### PRESENTATIONS BY DEPARTMENT OF EDUCATION LECTURERS

Dempsey, M. (2017). **The Problem with Homework**. Keynote address at MathsFest conference for mathematics education in Cork, October 2017. Accessible at <http://mathsfest.com/wp-content/uploads/2017/09/majelladempsey.pdf>.

Dolan R. and Walsh, T. (2017). **What's in a Name? Transitioning from the Role of Supervisor to Placement Tutor**. Presentation at the Teacher Education and Teacher Educator National Forum, University of Limerick, November 2017.

O'Toole, C. and McCormack, D. (2017). **Mindfulness as a Resource for Personal and Collective Wellbeing in a Pluralistic Society: Research and Practice**. Invited presentation as part of Maynooth University Research Week, Maynooth, October 20th.

Rickard, A. (2018). **Finding my Way in the Shifting Landscape of LGBTQ+ Issues in School**. Paper presented at the Gender, Sexuality and Citizenship Workshop, University of Limerick, 21st February 2018.

Showunmi, V. (2017). **University Council Education Administration (UCEA) - Joint Symposium**, Denver, 14th - 19th November 2017.

Showunmi, V. (2017). **Who Am I? Workshop in Fulda University**, Germany, 14th December 2017.

Showunmi, V. (2018). **Keynote Address: Identity and Leadership**. Presentation at the 9th Annual Equal@Work Seminar European Commission, Belgium, 1st Dec 2017.

Todd, S. (2017). **Breathing Life into Education: Re-sensing the Educational Subject**. Keynote presentation. PESA. Newcastle, Australia, December 1-5, 2017.

Todd, S. (2018). **Creating Spaces for Thought: Reflections on the Relationship between Research and Teacher Education**. Keynote presentation. Ostfold University College, Halden, Norway, January 5, 2018.

Todd, S. (2018). **The Touch of the Present in Education**. Paper presented at PESGB. Oxford, March 23-25, 2018.

Walsh, T. (2018). **Towards an Overview for the Redeveloped Primary School Curriculum: Learning from the past, learning from others**. Keynote address to the NCCA seminar: Redevelopment of the Primary School Curriculum, Dublin, March 2018.

### PUBLICATIONS BY DEPARTMENT OF EDUCATION LECTURERS

Hogan, P. (2017). The Pluralist Imperatives of Education. *Irish Teachers' Journal*, 5:1, December 2017, pp. 102-115. Available at: <https://www.into.ie/ROI/Publications/IrishTeachersJournal/>.

Hogan, P. and Bernstein, R. (2018). Ironies, Virtues and Educational Hopes: Richard J. Bernstein in Conversation with Pádraig Hogan. *Journal of Philosophy of Education*, 52:1, 2018. Available at: <http://onlinelibrary.wiley.com/doi/10.1111/1467-9752.12281/abstract>.

Malone, A. (2017). Embedding Ethical Agency in Initial Teacher Education: The Professional Master of Education. *Bordon-Revista De Pedagogia*, 69:4, pp.109-123.

O'Toole, C. (2017). Towards Dynamic and Interdisciplinary Frameworks for School-based Mental Health Promotion. Health Education (Invited paper for the Special Issue 'School Health Education and Promotion: Current Approaches and Critical Perspectives'), 117: 5, pp.452-468, <https://doi.org/10.1108/HE-11-2016-0058>.

O'Toole, C., Furlong, M., McGilloway, S. and Bjørndal A. (2017). Preschool and School-based Mindfulness Programmes for Improving Psychosocial Health and Cognitive Functioning in Young People aged 3 to 18 years [Protocol]. *Cochrane Database of Systematic Reviews*, 1. Art. No.: CD012518. <http://cochranelibrary-wiley.com/doi/10.1002/14651858.CD012518/pdf>.

O'Toole, C., Maher, M. and Showunmi, V. (2017). **Somewhere to go; Someone to talk to: Report on the Outcome of a Consultation with Young People in West Wicklow**. Commissioned by Kildare Youth Services.

Showunmi, V. and Fox, A. (Eds.) (2017). Special Issue: Exploring Research Methods for Educational Leadership. *Management in Education*, 32:1.

Todd, S. (2017). Culturally Reimagining Education: Publicity, Aesthetics and Socially Engaged Art Practice. *Educational Philosophy and Theory*. Published online: <https://doi.org/10.1080/00131857.2017.1366901>.

Walsh, T. (2017). 2017: A Year of Progress and Promise (Early Childhood Education) (in) Mooney, B. (ed.). *Ireland's Yearbook of Education: Mapping the Past - Forging the Future*. Galway: Education Matters, pp. 83-88.

Walsh, T. and Dolan, R. (2018). Changing Identities and Practices: Transitioning from the Role of Supervisor to Placement Tutor in Initial Teacher Education in Ireland. *Professional Development in Education*, available at: <http://www.tandfonline.com/eprint/9GmCuBuCEsNN9exF38sp/full>.

## Maynooth Welcomes New Professor of Educational Research



Professor Carl Anders Säfström.

### Professor Carl Anders Säfström was appointed Professor of Educational Research at the Social Science Institute of Maynooth University in November 2017.

Professor Säfström works across departments with a focus on capacity building in research, particularly around the issue of public education, publics and counter-publics.

He has been visiting professor at the University of Stirling and his latest position before joining Maynooth University was a Baltic Sea Foundation Chair of Education at Södertörn University, Sweden. Säfström has also been Dean of Teacher Education as well as President of the Nordic Education Research Association (NERA). He publishes extensively within the fields of: educational theory and philosophy; education and democracy; teaching and learning; as well as on teacher education; and lately also on education for sustainability.

He is an active member of several international and European research networks; for example on "Public Pedagogy and Sustainability Challenges", and "SCAPE" (Studies on Conflict and the Political in Education). He is currently involved in two research projects on the critical translation of the value foundation of Swedish schooling into teacher practice, and a project on identifying the political dimension in teaching different subjects in schools. He is currently working on a book for Routledge on *The Pedagogy of Equality and the Democratic Citizen in a Time of Unrest; Critique and Strategies for the Future*.



## Proud of our Alumni at the 2018 BT Young Scientist Exhibition

We were thrilled to see that there were over 20 Young Scientist projects led by graduates of the Maynooth University School of Education in the 2017 competition. We support our graduates to enter competitions such as the BT young Scientist and SciFest and are always happy to link with our partner schools.



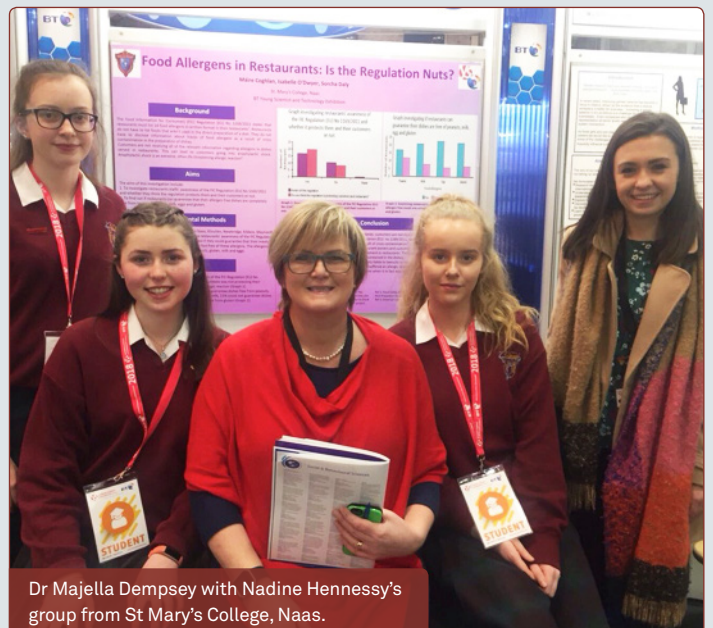
Congratulations to Mary Gormley from Celbridge Community School pictured here with her winning group.



Congratulations to Gemma Buicke from Pobalscoil Neasáin who had two groups win prizes.



Ms Eva Marie Acton who brought three groups to the competition from Coláiste Mhuire, CBS, Mullingar.



Dr Majella Dempsey with Nadine Hennessy's group from St Mary's College, Naas.

In addition to the photos, we were also delighted to meet the following graduates at the competition:

Mr. Tom Dixon  
Maynooth Education Campus

Ms. Michelle Bridgett  
Presentation de la Salle College

Mr. Gary Galvin  
Bush Post Primary School

Mr. Michael Griffin  
Kishoge Community College

Mr. Marc Paul Lynn  
Jesus and Mary Secondary School, Our Lady's Grove

Ms. Mairead Cusack  
Moate Community College