



**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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It is hard to believe we are putting together the seventh edition of our newsletter! When we began our series in 2015, we could not foresee the extent of the changes and challenges facing Irish education, and indeed education internationally. Ideas about the very purpose of education, its potential impact to shape the world, and its meaning in our lives have become the stuff of debate and discussion in this post-truth era. In some nations, education has become increasingly instrumentalised and its purpose defined in terms of standardised tests, examination results, and academic scores. Reducing education to routines of measurement as opposed to seeing it as an engaged practice involving our faculties of imagination, care, and inquiry means risking the very value of education itself: to expand our horizons and enable us to lead meaningful lives that are critical, curious and reflective.

No one knew this better than Professor Emeritus John Coolahan, RIP, whose work is paid tribute within these pages by Dr. Rose Dolan. For John, education is a human enterprise, filled with the possibility of joy, art and the imagination, and this is reflected in this issue of the newsletter by the items on the Narrative Enquiry Conference led by Dr. Grace O'Grady, and the CEART arts and Barboro festivals written by Professor Aislinn O'Donnell. In this way, we feel our Department keeps alive the values John stood for throughout his long and prolific career.

We have also been active in hosting a number of events, which many of you attended or will be attending very shortly. Paula Kinnarney gives us a glimpse into the Leadership symposium to be held next Spring. We were also delighted to be part of

the University's annual MU Education Forum and the Modern Foreign Languages Conference.

The Department is truly delighted to welcome 2 new staff members, who will introduce themselves to you within these pages: Dr. Elaine Martin, who takes on the role of Administrative Officer and Fiona Casey who has become our new Placement Officer. They, like all of us here, welcome hearing from you. So, as always, please feel free to drop by, in person or virtually, to talk about programmes, develop possible links and share your interests. Together, we are passionate about all things educational!

Professor Sharon Todd
Maynooth University Department of Education



4th Irish International Narrative Inquiry Conference, April 2018

This year's Narrative Inquiry Conference, co-organised by Maynooth University Department of Education, was hosted at the Institute of Technology, Sligo.



Ms Cliona Murray

This annual gathering of scholars, practitioners, artists and creative inquirers pays attention to the use of narrative inquiry in research and practice. The focus of the 2018 conference was on narrating neo-liberalism in an Irish context. Local, national and global stories and narratives told of the impacts of austerity; of the historical silence on institutional sexism, racism, disablism, social class and homophobia; of the fluidity of storytelling and what is considered 'fact' or 'fiction'. In this context, contributions addressed the 'social role of stories': the ways they are produced, the ways they are read,



Dr Grace O'Grady, Mr John Meegan,
Ms Eileen Morris



Ms Denise Flanagan, Mr John Meegan,
Ms Eileen Morris

the work they perform in the wider social order, how they change, and their role in the political process.

Representing the Department of Education were Dr Grace O'Grady, conference organiser, and PhD students; Ms Denise O'Flanagan, Ms Eileen Morris, Ms Cliona Murry and Mr John Meegan.

Further information on the presentations and programme is available at <https://www.maynoothuniversity.ie/education/events/irish-narrative-inquiry-conference-narrating-neo-liberalism-irish-context>.

School Guidance Counselling, Maynooth University 1996 – 2018: Reflections on its Evolution

Celebrating 22 years of guidance counselling education and training in the Department, and the growing popularity of the Postgraduate Diploma programme, we take a brief look back over its evolution.

In 1996, building on the experience of providing a Higher Diploma in Pastoral Care, Professor John Coolahan and Sr Una Collins and colleagues in Maynooth University Education Department began offering a **Higher Diploma in School Guidance and Counselling**. The core elements of the earlier course were incorporated into this programme. Following consultation with relevant agencies, the programme was designed in line with the 1996 *Guidelines for Best Practice*. Since then, it continues to be updated and refined each year to incorporate the most recent research recommendations, in line with ongoing policy documentation and international literature in the discipline and reflecting the particular expertise of the course leader and team members. In 2008, the programme was re-named the **Postgraduate Diploma in School Guidance and Counselling** (PGDSGC) and a follow-up option of a **Masters in School Guidance and Counselling** was developed and instituted by the current course director, Dr Grace O'Grady. In 2013, following the DES decision to cut the ex-quota allocation for Guidance and Counselling in post-primary schools, the full-time diploma course was restructured as a part-time programme, enabling teachers to continue working up to half-time while studying. In this model, the same academic content is covered, but with more contact time in each on-campus day, an extended academic year, and additional workshops on Saturdays and in the semester breaks.

The programme has been more recently evaluated by the DES and the IGC (2014/15) and is currently accredited by both bodies. This year 2018/19, because of the extremely large number of applicants (in excess of 200), the university has made the decision to run two programmes (the same programme with two separate cohorts). We currently have 21 students in each cohort, with both groups coming together for some elements of the training. All students are experienced qualified teachers (registered with the Teaching Council) with leadership responsibilities within their respective schools.

Developing critical, compassionate, reflective practitioners is the aim of the programme. To this end all our modules incorporate reflective space, mindfulness activities, experiential pedagogies, journaling, art therapy (collage



Teaching Staff on the Postgraduate Diploma/Masters in School Guidance Counselling (1996 – 2018)

making, clay work, painting) alongside technologically assisted learning, group-work, formal lecture inputs, presentations, simulated learning and role play. Our pedagogical approach is Vygotskian, scaffolding the students as they integrate new knowledge and attend to the affective/emotional dimension of the learning process. Reflective practice is assessed appropriately throughout in student interviews, action research projects, school placement, student portfolios of learning and peer assessment of skills.

Testimonials over the years attest to the potentially transformative quality of our programmes and energise us to go on developing innovative ways to progress the guidance counselling profession in Ireland.

“Human Being and Human Becoming”

Baboro, Galway Arts Centre

Aislinn O'Donnell and Maynooth PhD Student Katy Fitzpatrick have an ongoing collaboration called “Art and Philosophy in the Classroom”. At Baboro this year, they worked with artist Siobhan McGibbon and Cleo Fagan of Superprojects to develop a series of workshops with 2nd and 5th class students. We were supported by some of Siobhan's collaborating artists from Scoil Chroí Iosa (now in 4th class). The workshops were structured around their gallery exhibition with Siobhan called “Human Being and Human Becoming” (more information here <http://www.superprojects.org/projects/#/human-being-and-human-becoming/>)



The first day focused on the children's responses to the collaborative project in the gallery. The children and Siobhan had been engaging with some of the most pressing questions of contemporary science to develop their ideas about regeneration, stem cells and hybridity. There were lively Agree/Disagree Philosophical Debates about “It's a much better life if you are a jellyfish who never grows old and just keeps becoming a baby again, than a human who just gets older and older and older.”

On the second day, the children returned to their philosophical enquiries asking “What makes me me?”, is it the act of naming, or recognition, or the act of creation itself. We then tried to imagine our way into the lives of other creatures. One little girl pointed out that to be a lion-zebra hybrid would involve being very emotionally conflicted.

We explored the movements and the gestures of the classroom before having a guided meditation in which we tried to move into the embodied experience of the jellyfish floating in the deep sea, the starfish ejecting its stomach to eat and moving with its tiny tube feet up the walls, and the frog feeling sound through vibrations with cold blood running through its body.

The rest of the workshop was occupied with a series of drawing exercises, beginning with lonely, angry, nervous, happy and enthusiastic lines, moving on to the movements of flies and kangaroos, drawing like a newt (no more opposable thumbs) and a crab (with pincers and two pencils). Then drawing the movements of different creatures. We tried to figure out how movements and personalities would be combined in our hybrid animals (the jellyfish/lion combination) and experimented with what they might look like.

CeA/R/T “Think Again”

Courthouse Gallery, Ennistymon (Oct. 13th 2018)

Aislinn O'Donnell gave a talk to artists and teachers called Encountering the World: Contemporary Art and Philosophical Enquiry in the classroom. In it, she spoke about how we need to think more deeply about the educational question and educational experiences. She introduced a diverse range of creative methodologies and described some of the ways in which these could be woven into national curricula. She also encouraged more work on developing forms of evaluation that notice and describe what matters educationally, not just what can be measured.



CeA/R/T (Co.Clare Artists/Researchers/Teachers) is a group of four Clare-based practitioners, **Lorraine Callanan**, **Bairbre Geraghty**, **Edel Hogan** and **Mary Moran**. They met through the Professional Development MA programme in Limerick School of Art and Design SAD (LIT), and have subsequently worked as artists, researchers and teachers, developing a strong community of practice.

Their work within the exhibition “Out of Place” in The Courthouse's main gallery probes the idea of ‘place’ and what a sense of place can truly mean for any one individual. As a group, they investigate place beyond geography.

New Staff

Dr. Elaine Martin, Administrative Officer



Elaine completed her undergraduate and postgraduate studies in the School of Modern Languages at Maynooth University. Her PhD, funded by an Irish Research Council Postgraduate Scholarship and the John Hume Scholarship, was completed in 2008. Alongside her doctoral studies, she taught language and literature classes in the School of Modern Languages at Maynooth. In 2010, she was awarded an Irish Research Council Postdoctoral Fellowship to pursue a project on colonial discourse in interwar Germany. She has published in the areas of Holocaust Literature, Colonial Literature and German Women's Writing. Since completing her postdoctoral studies, she has worked in a variety of administrative roles, to include Research Programmes Officer with the Irish Research Council and Regional Recruitment Manager for China and South America at DIT. From 2015-2017, she managed MU's North American portfolio in her role as International Officer. More recently, she occupied the role of Administrative Lead in the Arts and Humanities Institute at Maynooth.

Professor Emeritus John Coolahan RIP

It was with deep sorrow that we learned of the passing of our colleague and friend, Professor Emeritus John Coolahan, on Sunday 3rd June, 2018.

John was Professor and Head of this department for 17 years and during this time he profoundly influenced his colleagues and students. Prior to his appointment as Professor of Education in MU, he taught in primary and secondary schools and lectured in Carysfort College of Education and in UCD. Former students will remember his passion for the History and Structure of Irish Education and it will come as no surprise to note that his M Ed thesis explored "The Origin and Implementation of the Payment by Results Policy in Irish Education".

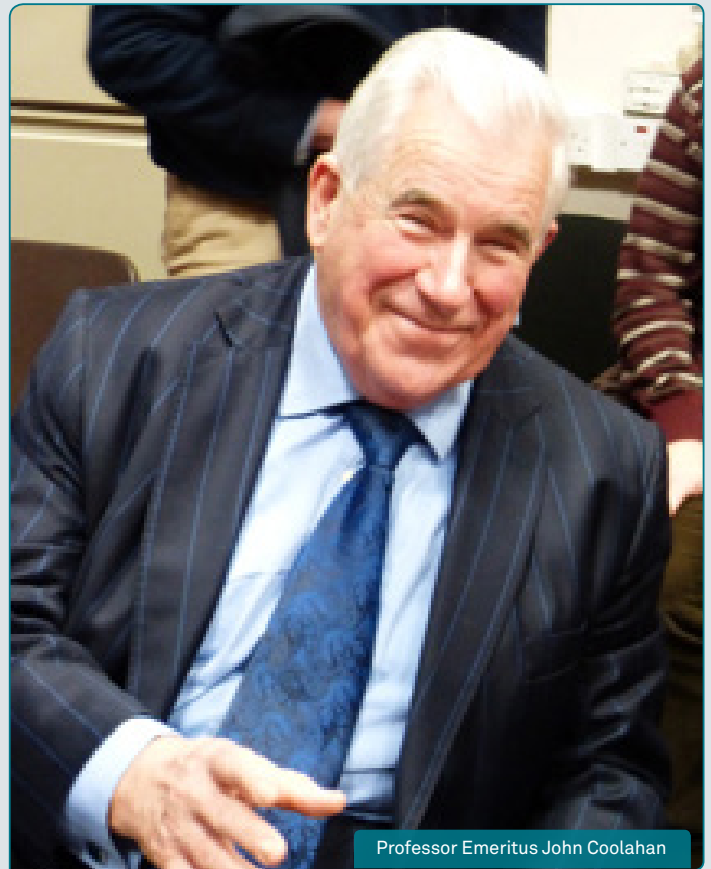
Beyond this department, John played a significant role in the development of the educational landscape across all sectors, both nationally and internationally. In the 1990s alone, he particularly played a pivotal role in the development of educational policy across the early childhood, primary, post-primary and adult education sectors.

In October 2017, we gathered with John, family and friends in Maynooth University to celebrate his contribution to and impact on education in Ireland. In an erudite contribution that night, John urged that we continue to be confident in our educational provision and to continue to develop the education system from the current position of strength.

We will remember his support, encouragement, collegiality and leadership. We will miss his wisdom and kindness. Ní bheidh a leithéid ann arís.

We finish with a quote from John that captures what was at the heart of his many endeavours:

“*There is a three-letter word which I cherish in the education process, but is rarely expressed, and that is “joy”. I consider that education is a joyous, fulfilling activity, and this dimension of joyous engagement should be more emphasised.*”



Professor Emeritus John Coolahan

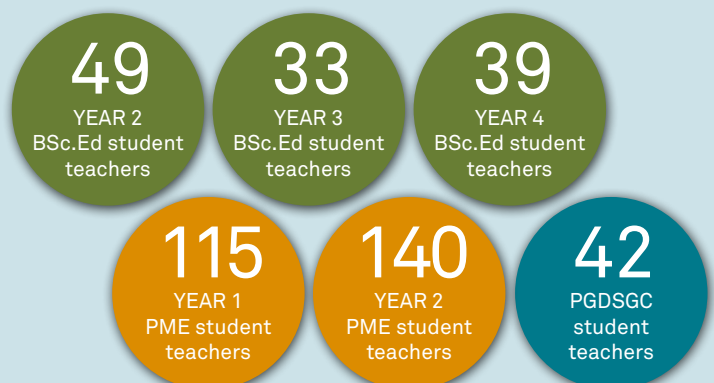
We have established the John Coolahan Education Scholarship here in Maynooth University to recognise John's long-standing commitment to education. You can donate to this scholarship fund by clicking this link <https://alumni-network.maynoothuniversity.ie/donate> and selecting “**John Coolahan Education Scholarship**” from the dropdown menu “who would you like to support?”

School Placement 2018-19... The Year in Numbers

School placement is well underway for the vast majority of our students for the current school year. During placement, student teachers have the opportunity to observe and teach classes, engage with experienced teachers and to gain an understanding of the wider work of a school community. We are fortunate to have such a large number of partner schools that facilitate the placement of our student teachers across the BSC (Maths and Science), the Professional Master of Education (PME) and the Postgraduate Diploma in School Guidance Counselling (PGDSGC).

This year, we currently have 369 students undertaking placements in over 200 schools within 160km of Maynooth University. These will be joined by an additional 49 Year 2 BSC (Maths and Science) student teachers who will begin their placement in January 2019. **We will be in touch soon to inquire if you might be able to facilitate a Year 2 BSC student teacher on placement from January 2019 or please contact Fiona Casey, Placement Officer (school_placement@mu.ie) if you would like additional information.**

We are aware of the additional work that school leaders and teachers undertake in supporting our students on placement and we hope that our student teachers, in turn, enrich life within your schools. A survey to schools will be issued later in the year to gather feedback from schools on school placement arrangements. We will also be in touch later in the year with regard to school placement arrangements for 2019-20 and we hope to be able to build our relationship with your school into the future.



Leadership Symposium

Saturday 2nd March, 2019

The very popular Maynooth Leadership Symposium returns this year with the theme of 'Collaborative Leadership for Learning and Life'. A host of national and international speakers will present on the symposium theme. For more details contact Paula.Kinnarney@mu.ie



Professor John West-Burnham speaking at the last Maynooth Leadership Symposium in 2017.

Doctorate in Education Graduate at MU Department of Education

Maynooth University Department of Education warmly congratulates Dr Orla Hanratty who graduated last month with a doctorate in education.



Dr Orla Hanratty with her doctoral supervisor Dr Céline Healy

Her supervisor was Dr Céline Healy. Orla's thesis is entitled 'Being a Professional Lecturer: Framing Professional Learning Within and Beyond an Initial Accredited Programme in Teaching and Learning in an Irish Institute of Technology.' It explores lecturers' views on what informs and influences their professional learning on the teaching aspect of their role in higher education. Dr Hanratty is currently working in UCD School of Veterinary Medicine. *We wish her continued success.*

New Staff

Fiona Casey, Placement Officer

Fiona Casey is delighted to be joining the Education Department team as Placement Officer in November 2018. Fiona is a graduate of Maynooth University and has been working for 10 years as a Schools' Liaison Officer with the Admissions' Office in Maynooth. That role saw Fiona link in with schools all over Ireland, promoting the university and encouraging participation in higher education. Fiona has worked on CAO allocations and managing Summer School for the university. As a qualified Guidance Counsellor, Fiona brings a specialist set of skills to support students in their placements. Fiona's research focus in her Masters of Education degree was looking at transition issues for students adapting to university from second level schools.

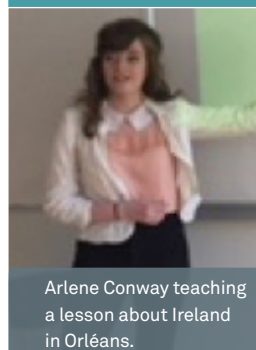


Teaching Placement in Orléans

Arlene Conway, PME 2

Every year an exchange between student teachers from Maynooth University and the Université d'Orléans is organised by Dr Céline Healy.

When the opportunity arose to go to France to experience the French school system I jumped at the chance. One would assume that this would only suit French language teachers; however, all I had was basic French from doing the Leaving Cert course as a post-primary student. I am a student teacher of Gaeilge and I was eager to see what teaching methodologies and strategies language teachers in France incorporated into the classroom and how students reacted to these.



Arlene Conway teaching a lesson about Ireland in Orléans.

I arrived in Orléans towards the end of May when most Irish post-primary school students were looking forward to getting their summer holidays. School life in France is a little different to that in Ireland. In France, the school day begins at 8am and finishes at 5pm. I was based in a school just outside Orléans where most teachers spoke English. Junior students had a basic level of English. Junior and Senior classes attend different schools. Students from the age of 11-15 years attend what is known in France as "un collège" while the older students attend "un lycée". Classes were an hour long and students didn't have to wear a uniform. Students were allowed to return home in between classes if they had a break. Lunchtime lasted an hour and a half with many teachers and students returning home at this time. I was assigned to help an English teacher for my exchange. During this time, I assisted with classwork, corrected students' work and helped with pronunciation and oral language skills. I also had the opportunity to teach some English classes which the students enjoyed. As I'm a Geography and Irish teacher, I was able to incorporate Geography into the English classes I taught and educate the students about Irish culture and landscape.

From observing classes in Orléans, I saw first-hand how an emphasis was placed on the communicative approach in the classroom. This is something I place an emphasis on in my own classroom so it was excellent to see colleagues overseas also incorporating these methods into the classroom. The target language was used to a maximum and students could understand and communicate through the language. All forms of assessment were formative including many group work activities. Opening of lesson activities focused on numeracy and literacy allowing students to progress and further develop these skills. I really enjoyed my experience of school life in Orleans and would highly recommend it to any student teacher and, in particular, to student language teachers.

School Placement Survey, Spring 2018

School placement is an integral feature of all our initial teacher education courses and of the Postgraduate Diploma in School Guidance Counselling in the Department of Education. Each year, over 200 partner schools facilitate the placement of approx. 400 students for various periods of time and we gratefully appreciate this level of support for our students and Department.

In Spring 2018, we issued a survey to all partner schools facilitating the placement of students in 2017-18. Previous surveys have been instrumental in shaping and refining our policies and procedures around school placement. A total of 64 responses were received from principals, deputy principals and co-operating teachers. Respondents worked in a wide range of schools representative of the sector (voluntary secondary schools, ETB schools, Community and Comprehensive Schools, Educate Together schools and Gaelcholáistí) and were facilitating students across the BSC (Maths and Science), PME and Postgraduate Diploma in School Guidance Counselling (PGDSGC).

Figure 1 evidences that the vast majority of schools were satisfied or very satisfied with the school placement arrangements for the year. In this regard, many open-ended comments focused on the quality of student teachers from Maynooth and the contribution they make to placement schools.

In response to other questions, 70% of respondents reported they believed the number of class student teachers are asked to teach is just right, with the remaining reporting almost equally that they were asked to teach too many classes (14%) or too few classes (16%). The majority of respondents also favoured the current model of some tutor visits being announced with the majority of visits being unannounced.

As can be seen in Table 1 below, most respondents reported favourable responses in relation to the engagement and dedication of student teachers on placement. The vast majority agreed that student teachers support the work of the school and that they engage well in the life of the school. Reassuringly, close to 80% of respondents believed that facilitating a student teacher on placement is beneficial to the school.

Figure 1: How satisfied are you with the school placement arrangements of the Department of Education, Maynooth University for student teachers?

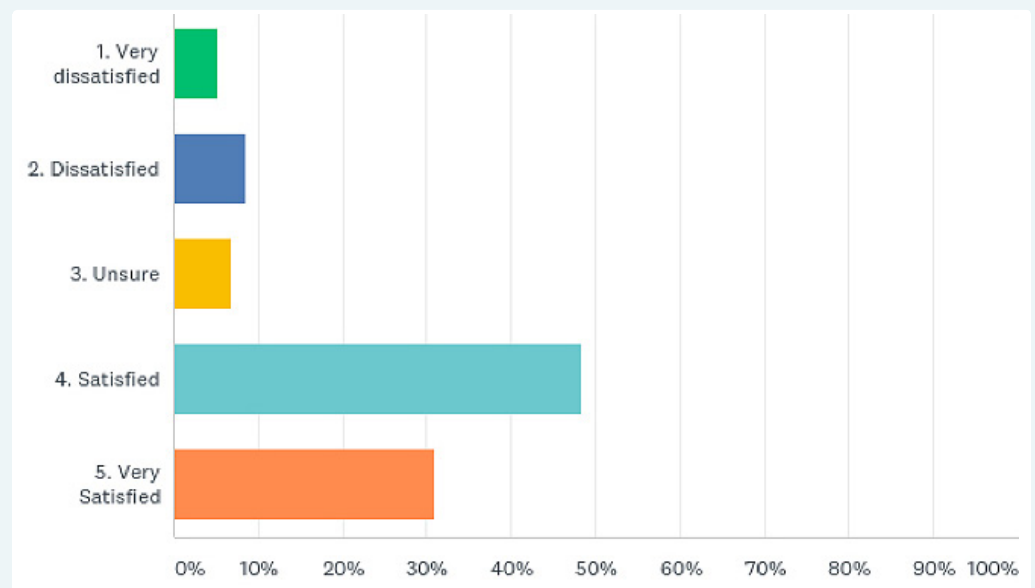


Table 1: Please indicate your level of agreement with the following statements.

| | Strongly Agree | Agree | Unsure | Disagree | Strongly Disagree |
|---|----------------|--------|--------|----------|-------------------|
| I know who to contact in the Department of Education if there is an issue with a student on school placement | 31.03% | 36.21% | 13.79% | 8.62% | 8.62% |
| Student teachers on placement throughout the school year enables them to build better relationships with students and staff rather than a block placement | 62.07% | 20.69% | 6.9% | 3.45% | 6.9% |
| Student teacher engage well in the life of the school | 43.10% | 29.31% | 12.07% | 10.34% | 5.17% |
| Student teachers provide support to students and staff while on placement | 30.36% | 50% | 5.36% | 10.71% | 3.57% |
| Facilitating student teachers on school placement is beneficial to the school | 37.93% | 39.66% | 15.52% | 5.17% | 1.72% |

We would like to thank you once again for the time taken to complete the survey and we will use the data received to continue improving the ways in which placement is managed by Maynooth University. If you have any queries or comments regarding placement, please contact the Placement Officer at school_placement@mu.ie.

Culturally Responsive Pedagogies: Diversity, Exclusion, Colonialism

November 12th 4.30-7. Renehan Hall, Maynooth University

Professor Lester-Irabinna Rigney (Distinguished Fellow, Kings College London and University of South Australia), Professor Rob Hattam (University of South Australia) and Dr Jacqueline D'Warte (Western Sydney University) discussed the question of culturally responsive and culturally sustaining pedagogies in the context of colonial legacies, myths of terra nullius and ongoing refusals to acknowledge the most ancient cultures on the planet.

The approaches, ideas and practices proposed by these thinkers allow us to reflect more broadly on the question of 'inclusive education', interrogate presuppositions about citizenship, explore the potentials of strengths-based approaches to cultural diversity and multi-lingualism, and face the difficulty of navigating the enduring legacies of colonialism and racism.

Professor Rigney's talk "The Search for the First Child's Art in History from the Oldest Cultures on the Planet" discussed his findings from his expedition to Kimberley. Aboriginal Australian cultures are the oldest in the world, yet these extraordinarily rich cultural legacies remain scarcely acknowledged, let alone valued. Rigney asks, why are Aboriginal children yet to be included as full citizens, why do deficit models still persist and what is their impact, how can we come to understand the mechanism of exclusion that perpetuate the status of Aboriginal children as outsiders to both the constitution and the National School Curriculum, and what role can culturally responsive pedagogies play in improving school success for the Aboriginal child?

Professor Rob Hattam's talk followed up on this theme. His talk was entitled "Educating the colonial Australian nation" and finally Dr Jacqueline D'Warte discussed her research in super-diverse schools in Western

Sydney. Her talk was entitled "Facilitating agency and engagement in learning: Innovative pedagogies for learning about and with young people in culturally and linguistically diverse classrooms". She noted the dramatic changes in the contemporary cultural and linguistic landscapes in the majority of nations in the 21st century due to global migration. In her work on culturally-sustaining pedagogy, students and teachers are engaged as co-researchers, and young people are positioned as both researchers and knowledge producers. As partners in learning, teachers, students and the wider school community went beyond celebrations of cultural and linguistic difference to enhance and reimagine classroom teaching and learning.

Future Projects

Aislinn O'Donnell and Patricia Kieran are also looking forward to further collaboration with the *Chester Beatty Library* as we join partners from the *Intercultural Educational Services NI*, and Heritec (Jo Anne Sunderland Bowe) to develop an intercultural schools programme at the Chester Beatty. The CBL has received funding from IHREC's *Human Rights and Equality Grant* and the Department of Arts, Heritage, Gaeltacht and the Islands *Creative Ireland* initiative to develop this with its partners.



Maynooth Education Forum 2018



The annual Maynooth Education Forum took place on 15th October 2018. Hosted by the President, Professor Philip Nolan, the theme of this year's event was 'The Publicness of Education in our Republic'.

The event addressed public education across all sectors and sought to explore issues such as whether it is important to keep education as a public responsibility; who benefits from public education; and why so many countries have moved to privatise education and what has been their lived experience.

Speakers on the day included Professor Gert Biesta, Brunel University London; Professor Deborah Britzman, York University, Canada; Professor Kathleen Lynch, UCD; Professor Aislinn O'Donnell, Department of Education, Maynooth University; and Professor Carl Anders Säfström, Maynooth University.

More details available here: <https://www.maynoothuniversity.ie/education-forum>

Professor Sharon Todd Elected President of INPE

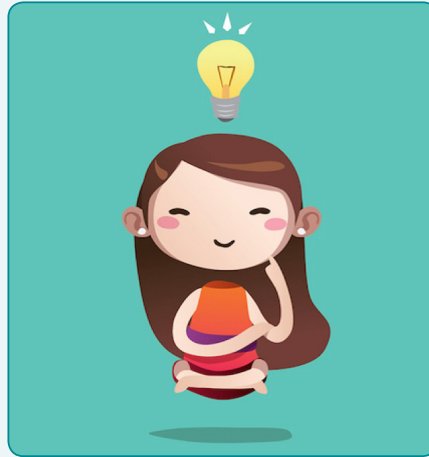


Congratulations to Professor Sharon Todd who was elected President of the International Network for Philosophers of Education (INPE) in August 2018. The election took place in Haifa, Israel at the Network's conference. She will hold the position for six years and has many exciting plans for her tenure!

The Enquiring Classroom

The Enquiring Classroom is an ERASMUS+ KA2 funded project led by Aislinn O'Donnell (Maynooth University), Lovisa Bergdahl (Sodertorn University, Sweden), Patricia Kieran (MIC, Limerick), and Stephanos Cherouvis (Ellinogermanaki Agogi, Greece). The Enquiring Classroom is working to build communities of practice and exchange in order to support teachers across Europe in sharing their learning, experiences, ideas and practices. It has devised a set of creative pedagogical approaches that can be tailored to specific contexts, cultures and histories. It aims to respond educationally to some of the most pressing contemporary issues facing democracies by finding ways of connecting with 'what matters' for children and young people, discussing living values, building the capacity for enquiry, and inviting them to explore together our heritage - our shared and common world.

A number of themes and strategies persist throughout all of the exercises detailed below: De-identification; cultivating an ethical sensibility; democratic agonism; training the imagination to go visiting; pluralism; distancing; critical generosity; refusing binaries; responsibility; educating the senses; living values; telling the story of the world; listening; exemplarity; thinking together; the commons; storytelling; rituals; partnering with community; dialogue; stuckness and perplexity. The Enquiring Classroom underlines the importance of: attentiveness to the ordinary, the common and the everyday. It explores rituals, builds capacity in facilitating communities of philosophical enquiry, and encourages imaginative experimentation and historical sensibility.



mobilise education in the service of the democratic project, The Enquiring Classroom is interested in exploring educational responses to the pressing issues of today. By introducing this repertoire of creative methodologies and through its work with educators on facilitation skills, the project seeks to instil the conditions and skills for enquiry in classrooms, supporting their ability to include all children and young people, and up-skilling all parties in the skills of co-enquiry, so that when difficult moments arise, teachers feel better positioned to make educated judgements about how to best respond – pedagogically, pastorally, or 'judicially'. The Enquiring Classroom understands education as an inter-generational encounter whereby educators

Four training schools were held in Ireland in collaboration with the Hunt Museum (Limerick) and Chester Beatty Library (Dublin). These events were held in the sites of the museums and lasted a full day. It was decided to double the number of face-to-face events due to participant interest. This is also the case for Sweden and Greece where training schools were held with teachers, and in the case of Sweden, with a collaborating artist. Two week-long summer schools took place in Athens in July 2017 and 2018. The online community and training component uses Padlet <http://www.enquiring-project.eu/workshop-resources---guides.html> (Password: Enquiry)

The purpose of the training schools was to introduce educators to a repertoire of creative methodologies that support dialogical and enquiry based approaches in education both in schools and with wider communities. They also offer a supportive community of practice, enabling educators to explore together strategies and approaches to navigate those moments of 'stuckness and perplexity' that arise in classroom life. The methodologies invite experiential, existential, relational, imaginative, and conceptual enquiry, as well as introducing new knowledges through innovative framings. In this way, educators' capacity for creative facilitation have been developed through a community of enquiry and a community of practice, as they learn together about how to support dialogue, reflection and how to help students to pursue their own questions and enquiries.

In the context of European debates about the securitisation of education alongside on-going efforts to establish democratic competence that

introduce their students to the story of the world by putting a range of subject matters 'on the table' - a common space - for study and for dialogue, thus enabling each generation to renew the world, and welcoming the young to our common world.

The methodologies are here grouped under the following thematic headings. As we conclude the training schools, these will be further developed.

- » Questioning Together (the Enquiry)
- » Living Values (the Ethical)
- » A Rough Guide to the Sacred (the Religious, and the Secular)
- » Thinking Together (the Philosophical)
- » Making Democracy (the Political)
- » Encountering the World (the Aesthetic)
- » Engaging with Tradition (the Past/the Historic)

If there is sufficient interest, we may run an additional summer school next year in Marathon, near Athens, Greece. Teachers can apply for KA1 funding. More details are available on www.enquiring-project.eu. You can also contact aislinn.odonnell@mu.ie.

Finally, we will shortly be sharing our project handbook which includes a comprehensive array of methodologies under the following thematic headings. This will be available on the project website from the end of November 2018.

Teacher Supply Issues

Maynooth University has been actively engaged in working with other partners to address the teacher supply issue in post-primary schools in recent years. As part of this, a new subject-based entry system will be introduced for all of the NUI colleges, including Maynooth University, for 2019-2020.



The new system will be subject based and each university will have a selection of subjects available to choose from when applying through the PAC website. Priority will be given to applicants with teaching subjects that are currently in short supply in schools. We will work closely with the Teacher Supply Steering Group in the identification of priority subjects for

2019/20. This is a very positive and coordinated move which will help to address subject shortages on a national level. It is also envisaged that the system will allow for flexibility with regards to changes in subject need into the future. Applications for the PME can be made through <http://www.pac.ie/pme> and the closing date is 28th February 2019.

MFL Alive 2018 Conference

On Saturday September 29th, Maynooth University Department of Education, in co-operation with the Professional Development Service for Teachers (PDST), was delighted to welcome 240 Modern Foreign Languages (MFL) Teachers to Maynooth for the MFL Alive 2018 Conference.

This was a very dynamic day with post-primary language teachers from all over Ireland gathering to share and learn from one another. The day opened with a warm welcome extended by Dr Céline Healy, on behalf of Maynooth University, and by Ms Anne Grills, on behalf of the PDST. It continued with an engaging presentation on teaching styles by Mr Steve Smith, Blogger and writer of creative ideas for MFL teachers. Then, Mr Adolfo Carbón from the Spanish Embassy, and Ms Nathalie-Zoé Fabert from the French Embassy dynamically presented on the Foreign Language Assistant Scheme, while teacher Ms Susan Leahy advised on team teaching with the language assistant. Details at <https://bit.ly/2xCwzuK>.

This was followed by a well-received presentation by Dr Kènia Puig i Planella from the Post-Primary Languages Initiative who advised teachers on the new teacher exchange fund, communities of practice for MFL teachers and the new scheme for enabling teachers to update their skills in teaching a language that they are not currently teaching. Details are available from <http://languagesinitiative.ie/>

Ms Elisabeth Butler and Dr Eileen Bowman, from Junior Cycle for Teachers, gave an interactive presentation on classroom-based assessments. Details at <https://bit.ly/2zN2JWP>.

In the afternoon delegates had a choice of collaborative, interactive workshops:

- » Breaking the sound Barrier—Teaching Listening Skills in the classroom—Mr Steve Smith (Author and Blogger)
- » Recording students in the target language classroom—Ms Bernie O'Shea & Ms Ruth O' Callaghan (PDST)
- » Puppetry - Making and using sock puppets to foster oral language skills—Ms Ellen Barrett & Ms Niamh Mc Guirk (PDST)



- » Towards an understanding of using the CEFR Companion Volume in our MFL classroom— Dr Céline Healy (Maynooth University)
- » Exploring the use of Digital Technologies to improve the student experience in an MFL classroom – Mr Damien Lonergan (PDST)
- » Numeracy in action in the MFL classroom—Ms Trisha McNeill & Ms Anne Marie Maddock (PDST)

Notes and resources from these workshops will be available at <http://www.pdst.ie/sc/mfl/alive>. A contemporaneous commentary from the day's events can be accessed via the Twitter stream using #MFLALIVE2018.

A wonderfully collaborative day highlighted the professionalism and commitment of MFL teachers in Ireland to meet the needs of their learners. Maynooth University Department of Education is proud to support this.



Organisers and presenters at MFL Alive 2018

Presentations and Publications

PRESENTATIONS BY DEPARTMENT OF EDUCATION LECTURERS

Dolan, R. and Malone, A. (2018) 'Teacher-researcher identity development in Ireland'. Presentation at the annual ECER conference: *Inclusion and Exclusion, Resources for Educational Research*, Bolzana, Italy, September 2018.

Todd, S. (2018) 'PhD Mentoring Workshop'. International Network for Philosophers of Education, Biennial Conference, Haifa, Israel, August 2018.

Todd, S. (2018) 'After Postmodernism in Educational Theory'. Presentation at the annual ECER conference: *Inclusion and Exclusion, Resources for Educational Research*, Bolzana, Italy, September 2018.

Walsh, T. (2018) The nature of elementary teachers in Ireland (1830s-1920s): From 'feckless and impoverished' to 'respectable', Presentation at the International Standing Conference of History of Education: *Nature and Education*, Berlin, August 2018.

Walsh, T. (2018) 'Concepts of children around the time of political Independence in Ireland – A view from the Primary School Curriculum', Presentation at *Centuries of Childhood: A Conference on the History of Children and Childhood in Ireland and Beyond*, DCU, June 2018.

Walsh, T. (2018) 'Patronage and the position of religion in National Schools in Ireland: An historical overview', Presentation at the ETBI conference: *Community National Schools: 10 Years On*, Dublin, October 2018.

PUBLICATIONS BY DEPARTMENT OF EDUCATION LECTURERS

O'Grady, G., O'Toole, J., Clandinin, D. J. and Leavy, A. (editors) (2018) 'Engaging in educational narrative inquiry: Making visible alternative knowledge'. *Irish Educational Studies*, 37, 2.

O'Grady, G. (2018) 'An entry into a creative, rhizomatic narrative inquiry into young people's identity construction'. *Irish Educational Studies*, 37, 2, 255-74.

Walsh, T. (2018) Concepts of children and childhood from an educational perspective 1900 – 1940: Context, curriculum and experiences' In *Constructions of the Irish Child in the Independence Period, 1910-1940*, eds. Boylan, C. and Gallagher, C., United Kingdom: Palgrave Macmillan, 25-47.

Walsh, T. (2018) Back to the future: Reflections on a previous period of innovation in early childhood education, Blog for Montessori and Early Childhood Professionals Ireland, available at: <https://www.earlychildhoodprofessionalsirl.com/436403463>.

Walsh, T. (2018) Research in Initial Teacher Education, Webinar for the Teaching Council, available at: <https://register.gotowebinar.com/recording/8159505866877865986>.

Aisling's Story

Aisling Brady is a Science Education Graduate from the Education Department. On the morning of November 27th 2017, Aisling suffered a catastrophic event as she made her way to teach her first physics class in Kent College, Dubai.

A large clot (DVT) made its way from her leg to her heart and lungs resulting in a pulmonary embolism. She was resuscitated three times and suffered 12 minutes hypoxia (lack of oxygen) to her brain. How she managed to come through this is the first miracle of her story.

She was admitted to Rashid Hospital in Dubai where she spent time on life support.

Eventually, Aisling was finally deemed medically stable and flown back to Ireland on January 5th 2018, under the supervision of a medical team who accompanied her as she was transferred to the Mater Hospital in Dublin.

While in the Mater she battled through more infections, extreme spasms and ongoing emotional upset as she came to terms with the fact that she was now unable to speak, see, move or eat. This was a very difficult 6 months for her as she waited for a bed in the National Rehabilitation Hospital (NRH) in Dún Laoghaire, Dublin.

On June 26th 2018 she received the good news that she was going to the NRH the following day. Since that date she has made some very positive progress

- » Aisling is now swallowing puréed food and taking liquids by spoon. Her swallow is getting stronger each week as her oral motor muscles are being reactivated after a long period of inactivity.
- » Sound is getting stronger and becoming more consistent when planned. This is related to her improvement and strengthening in the ability to swallow. She can now use her sound (ahh) to get attention in the event that she needs something.
- » Aisling uses an alphabet chart to spell out full sentences therefore communication is now happening. Even though she cannot see (blurred vision) she can blink her eyes when a letter is called out which she needs to spell a word/ sentence. This allows her to communicate her needs, worries, wishes and even to give orders and be funny!
- » Aisling's physical strength has improved but work on this can be very tiring for her, even though physiotherapy is her favourite activity.
- » Aisling's determination and focus is amazing and, even though she is constantly being reminded of the need and benefits of taking her therapeutic rest periods, she just wants to keep going. This is typical of how Aisling has always been; driven, active and competitive.
- » Aisling loves visitors and cannot get enough of them. The medical team try to explain to her that she really has to take more time to rest and have quiet times, but she has never agreed with them on this much to their frustration! Visitors give her renewed energy, laughs and lift her spirits and all of these help her to be strong and continue to push herself to do the best she can do at her therapies.
- » Finally, Aisling's cognitive ability and personality is still very intact which has made all of the above improvements possible. This truly is a miracle we are so thankful for.

Her wishes are to; walk again, speak again and go home. This is what we, her family, friends, colleagues and community are helping her to achieve through visits, prayers, fundraisers and showing our love for her. Many more miracles have happened and brought her to this point in her recovery.



As her family and friends believe that Aisling's story is about something very important. In time it will reveal itself to us all. Maybe, as a passionate science teacher, she is now about to prove the belief in the plasticity of the brain. Let's hope this is the reason for her story.

Thanks to everyone who has supported her, in so many ways, since this happened last November 2017. You have been, and continue to be, a very important part of Aisling's story and there are no words to truly express how grateful her loved ones are for the love and care you have so generously shown for our precious Aisling. Please continue to pray for her as she continues to work on the greatest challenge of her life.

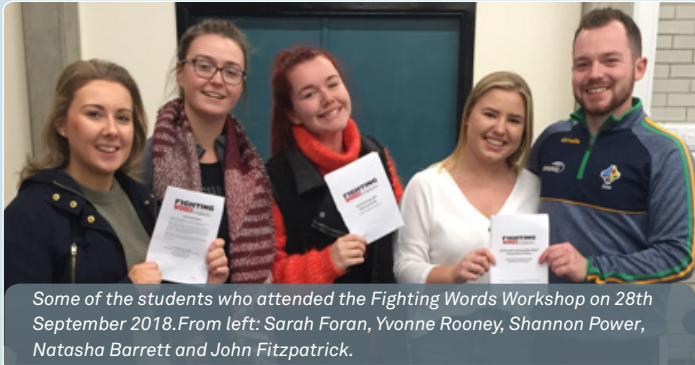
The Aisling Brady Benefit Fund has been set up to enable her family to continue to support Aisling's rehabilitation and recovery. If you have an idea for a fundraiser or would simply like to send good wishes Aisling's way you can contact her mother on: antobradyl@eircom.net

You can follow Aisling's progress on the Aisling Brady Updates Facebook page.

“ There's a reason for everything! ”

Fighting Words Workshop

Sarah Foran, PME 2



Some of the students who attended the Fighting Words Workshop on 28th September 2018. From left: Sarah Foran, Yvonne Rooney, Shannon Power, Natasha Barrett and John Fitzpatrick.

On Friday 28th September, a group of PME 2 students attended a workshop session facilitated by Sara Bennett, manager of the Fighting Words programme (www.fightingwords.ie). During the two hour workshop, student teachers took part in a range of creative writing activities. We all felt at ease to contribute, bringing forward our ideas and opinions individually and as a group. Sara demonstrated some of the strategies that the volunteers in Fighting Words use during their sessions with young people. As many of us teach English, it was a great opportunity for us to learn creative writing strategies that we can replicate and embed in our own classrooms.

We were so impressed with the work carried out by Fighting Words and astonished at the success of their programmes that take place across the country. The session concluded with Sara offering all attendees the opportunity to sign up as a Fighting Words volunteer. Unsurprisingly, everyone jumped at the opportunity without hesitation. Some of the PME Year 2 students plan to volunteer over the Halloween midterm to gain more insight and experience from this fantastic programme.

The students who attended would like to thank Sara from Fighting Words as well as Maynooth University and particularly Angela Rickard for providing this unique opportunity on the PME. For more information on becoming a volunteer with Fighting Words, contact sara@fightingwords.ie

China Placement 2018

The Department of Education has for the third year in a row facilitated a School Placement experience in China for PME Students. The programme is organised in collaboration with the International Office in Maynooth University and with the on-site support of our friend and colleague Guan Fei from Global Cultural Exchange.

This year saw a total of 18 Year 1 and Year 2 PME students travel to a number of different locations in China. Locations included the Hailiang Cambridge International School located close to Shanghai; a school in Nanchang and another in Wanzai both inland in Jiangxi Province as well as schools in the city of Shenzhen. Below is the full group with Peter Lahiff from Future Learn on the occasion of a language and cultural awareness day he facilitated prior to departure. Selected photos sent by students during their placement in China gives a flavour of the teaching and cultural experiences gained.



Feeling Footloose in Rathangan!

Kate McDonald, PME 1

This year the intrepid Transition Year students of Ardscoil Rath Iomgháin, Rathangan have taken on a huge project. 'Back to the 80s' is a fun, funny and entertaining musical which provides laughs and nostalgia for parents and teachers, and catchy songs and colourful costumes for the younger crowd. It has given the students a chance to truly shine both on and off the stage.

The teachers of Ardscoil Rath Iomgháin have worked hard helping the students, but the students themselves have made this project their own. The show has been brought to life by beautiful sets and clever props built by the construction studies' department and painted by the art department, and songs tirelessly practiced by the music department and dedicated teachers with an interest in dance.

It looks to be a great show – break a leg!

