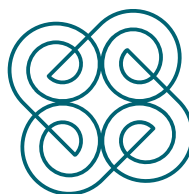


# Integration, Innovation and Improvement — the Professional Identity of Teacher Educators

*Comhtháthú, Nuáil  
agus Feabhsúchán —  
Féiniúlacht Ghairmiúil  
na nOideoirí Múinteoirí*



*An Chomhairle Mhúinteoireachta*  
The Teaching Council



Uachtaránacht na hÉireann ar  
Chomhairle an Aontais Eorpaigh  
Irish Presidency of the Council  
of the European Union

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EU PRESIDENCY CONFERENCE  
*COMHDHÁIL UACHTARÁNACHT AN AE*

18–19 February 2013, Dublin Castle  
*18–19 Feabhra, Caisleán Bhaile Átha Cliath*

# Integration, Innovation and Improvement — the Professional Identity of Teacher Educators

*Comhtháthú, Nuáil agus Feabhsúchán —  
Féiniúlacht Ghairmiúil na nOideoirí Múinteoirí*



# Fáilte/Welcome

Distinguished delegates and fellow educationalists, it gives us great pleasure to extend a warm welcome to you all to Dublin Castle for the second major Education event of the Irish Presidency.

In particular, we extend a warm welcome to the European Commission's Deputy Director General for Education and Culture, Xavier Prats-Monné and to Director, António Silva Mendes, and their colleagues. We look forward to working with our fellow Member States, and the European Commission, over the next number of months to achieve our shared aims for the European teacher education and training sectors.

We are also pleased to welcome the speakers, teacher educators, and policy maker delegates who have travelled from all over Europe to enjoy our Irish hospitality and participate in this important conference on teacher educators.

The theme of the Irish Presidency is 'Stability, Jobs and Growth.'

This Conference hosted by the Teaching Council will explore the 'Professional Identity of Teacher Educators' in the context of the three I's – 'Integration, Innovation and Improvement.' The Conference will provide the ideal forum to stimulate ideas from a range of perspectives and establish collaborations that will build on the work initiated by the European Commission on policy approaches to competence requirements, selection and professional development of teacher educators.

Despite fiscal constraints across Europe, Governments must remain committed to the reform of teacher education to provide for the highest quality of education and training for our teachers. Governments cannot do this on their own. Teacher educators are the key players in the task to improve the quality of teacher education. For change to happen, it requires buy-in from our partners in education, including, most importantly, those who are delivering education in our schools.

The Teaching Council's conference planning group has developed a varied and interesting conference programme which will allow for a wide range of perspectives to feed into this important topic. As well as having a North /South Ireland dimension, we are honoured that the Conference includes speakers and perspectives from across the EU.

One of the goals of this conference is to promote interactions, talk and discussion. There is a real opportunity for teacher educators and policy-makers to examine the role of teacher educators as role models and educational innovators to advance quality and equity issues across many dimensions. We urge you to take an active part in conference discussions. Your feedback is very important. We sincerely hope that the policy-orientated suggestions will make a substantial contribution to the EU debate on finding the best practical ways and means to enhance the identity of the teacher educator across national and European-wide contexts.

In conclusion, we would also like to thank the members of the Conference planning group for their attention to detail in organising this conference in cooperation with the staff of our Departments. In particular, our sincere appreciation goes to the European Commission for its generosity in funding this Conference and for the high level of support provided at all stages of the planning process.

Finally, we wish you all a memorable stay in Dublin and a very successful and enjoyable conference experience.



**Mr. Ruairi Quinn, T.D.**  
Minister for Education  
and Skills



**Mr. John O'Dowd, M.L.A.**  
Minister for Education,  
Northern Ireland

# Introduction

The Teaching Council, the professional body for teaching in Ireland, would like to take this opportunity to extend a “Céad míle fáilte” and welcome you to Dublin.

The theme of the conference is “Integration, Innovation, Improvement – the Professional Identity of Teacher Educators”.

Teacher educators are the key players in the endeavour to improve the quality of teacher education. The issue of the quality of teacher educators has been identified by EU Member States and the Commission as being a very important contributor to overall quality within education systems.

This conference will include a number of keynote speakers, plenary sessions and parallel interactive workshops. The range of speakers includes a wide variety of EU experts in the field of teacher education.

Teacher educators are sometimes called ‘the hidden profession’. In part, this is because the title relates to a very heterogeneous group and to many different realities: higher education staff who teach pedagogy or didactics, university lecturers in all the different subjects that future teachers study, researchers in education and allied fields, teaching practice or school placement supervisors, heads of department, curriculum developers, experienced teachers who act as mentors to beginning teachers in schools, professionals who offer continuing professional development (CPD) training courses for teachers and school leaders, policy makers and more. All of these play a part in educating our teachers.

This conference will seek to make the professional identity of all teacher educators explicit and will address the following questions:

- » Who is the teacher educator?
- » What do teacher educators do?
- » How can we develop the profession of teacher educators?
- » How can we support teacher educators?

The conference will emphasise the need to identify policies that support the profession of teacher educators to support a high-quality teaching workforce.

## Aims

- » To improve policy support for the Teacher Educator profession.
- » To explore the concept of the teacher educator along its historical continuum, from the more traditionally understood area of initial teacher education to emergent areas such as mentors, co-operating teachers on school placement and CPD providers.

## Objectives

- » To support policy exchange, learning and development and to generate policy-oriented recommendations on the identity of teacher educators.
- » To share experiences and views on the multi-faceted roles and the professional quality and development of teacher educators.
- » To build on the work of the European Commission (2012) Conclusions of the Peer Learning Conference ‘Education/2: Policy Support for Teacher Educators’. Brussels, 26–28 March, 2012.

*The organisers of this EU Presidency conference are appreciative of the support provided by the European Commission.*

# Conference Programme

## Monday 18 February – Morning

Chair: Mr Tomás Ó Ruairc, Director, The Teaching Council

8.30 a.m.	Tea / Coffee
9.00 a.m.	<b>WELCOME:</b> Tomás Ó Ruairc, Director, The Teaching Council
9.10 a.m.	<b>OFFICIAL OPENING:</b> Mr Ruairi Quinn, T.D., Minister for Education and Skills Mr John O'Dowd, M.L.A., Minister for Education, Northern Ireland Mr Xavier Prats-Monné, Deputy Director General for Education and Culture, European Commission
10.20 a.m.	<b>KEYNOTE ADDRESS: <i>Teacher Educators – The Hidden Profession</i></b> <b>Professor Kay Livingston</b> , Professor of Educational Research, Policy and Practice, University of Glasgow, Scotland
11.00 a.m.	Break
11.30 a.m.	<b>THEMATIC SESSIONS:</b> Delegates to attend session selected on online registration form
	<b>Theme: The Professional Identity of Teacher Educators</b>
1	<b><i>From Teacher to Teacher Educator: Issues and Perspectives</i></b> <b>Dr Rose Dolan</b> , NUI Maynooth, Ireland and <b>Professor Jean Murray</b> , University of East London Room: La Touche Suite, Ground Floor Chair: Mr Francois Mannanteuil, General Inspector, Department of Education, France Rapporteur: Fergal McCarthy, Teaching Council member and current Chair of the Council's Education Committee
2	<b><i>The Intersection of Identity, Knowledge and Practice of Teacher Educators: Comparative Perspectives</i></b> <b>Professor Teresa O'Doherty</b> and <b>Professor James Deegan</b> , Mary Immaculate College, Limerick, Ireland and <b>Dr Anja Swennen</b> , Vrije University, Amsterdam, the Netherlands Room: President's Suite, 1 <sup>st</sup> Floor Chair: Eleanor Petrie, Teaching Council member Rapporteur: Elaine Devlin, Teaching Council member
3	<b><i>When Teacher Educators and Subject Specialists Collaborate: Issues around Emerging Professional Identities</i></b> <b>Dr Maria Meehan</b> , <b>Dr Judith Harford</b> , <b>Dr Gerry Mac Ruairc</b> , University College Dublin, Ireland and <b>Dr Peter Gray</b> , Norwegian University of Science and Technology Room: Bedford Hall, 1 <sup>st</sup> Floor Chair: Patsy McVicar, Teaching Council member Rapporteur: Joe O'Hara, Teaching Council member
12.30 p.m.	Delegates return to main conference room
12.35 p.m.	<b>PLENARY SESSION:</b> Chaired by Dr Séan M. Rowland, President, Hibernia College, Ireland and member of the Teaching Council
1.15 p.m.	Lunch

## Monday 18 February – Afternoon

2.00 p.m.	<b>KEYNOTE ADDRESS: <i>The Lives And Work Of Teacher Educators: Dominance, Dissonance And New Directions?</i></b> <b>Professor Ciaran Sugrue</b> , Professor of Education, University College Dublin, Ireland
3.00 p.m.	<b>THEMATIC SESSIONS:</b> Delegates to attend session selected on online registration form
	<b>Theme: Networks of Support and Development</b>
1	<b><i>Teacher Educator Narratives in School Placement – Ecologies of Practice and Policy</i></b> <b>Ms Claire Connolly</b> , School Experience Coordinator, St. Mary's University College, Belfast, Northern Ireland and <b>Dr Bernadette Ní Aingléis</b> , Director of Teaching Practice, St. Patrick's College, Dublin, Ireland Room: Bedford Hall, 1 <sup>st</sup> Floor Chair: Michael Gillespie, Teaching Council member Rapporteur: Noel Buckley, Teaching Council member
2	<b><i>Networks of Professional Expertise: Supporting Teacher Educators</i></b> <b>Professor Mary O'Sullivan</b> , Dean of the Faculty of Education and Health Sciences, University of Limerick, Ireland and <b>Mr Jo van den Hauwe</b> , Co-Ordinator of the Antwerp Network of Expertise Room: La Touche Suite, Ground Floor Chair: Eimear Cole, Teaching Council member Rapporteur: Professor Michael Hayes, Teaching Council member
3	<b><i>Principals and Teachers as Teacher Educators: Two Case Studies</i></b> <b>Dr Breda Sunderland</b> and <b>Mr Gerard O'Sullivan</b> , Instructional Leadership Programme, Ireland and <b>Professor Olof Johansson</b> , Umeå University, Sweden and European Policy Network on School Leadership Room: President's Suite, 1 <sup>st</sup> Floor Chair: Kathleen O'Connor, Teaching Council member Rapporteur: Joan Russell, Teaching Council member
4.00 p.m.	Break
4.15 p.m.	<b>PLENARY SESSION:</b> Chaired by Ms Ursula Uzerli, Amt für Lehrerbildung ( <i>Office for Teacher Education</i> ), Germany
5.00 p.m.	Close
6.45 p.m.	Bus pick up from hotel to conference dinner (parking is also available at the Royal Hospital Kilmainham for guests)
7.15 p.m.	Pre-Dinner Reception, Royal Hospital Kilmainham
8.00 p.m.	<b>CONFERENCE DINNER:</b> Royal Hospital Kilmainham Entertainment organised by Music Generation <a href="http://www.musicgeneration.ie">www.musicgeneration.ie</a>
10.30 p.m.	Bus transport back to hotel



## Tuesday 19 February – Morning

Chair: Mr Micheál Ó Gríofa, Chairperson, The Teaching Council

9.15 a.m.	<b>KEYNOTE ADDRESS: <i>Teacher Educator – A Profession or Not?</i></b> <b>Professor Kari Smith</b> , Department of Education, University of Bergen, Norway
10.15 a.m.	<b>THEMATIC SESSIONS:</b> Delegates to attend session selected on online registration form
	<b>Theme: Pedagogies of Teacher Educators</b>
1	<b><i>Supporting, Challenging and Guiding Novice Teachers: The Key Role of the Mentor in Teacher Induction</i></b> <b>Ms Mary Burke</b> and <b>Mr Billy Redmond</b> , National Coordinators, National Induction Programme for Teachers (NIPT), Ireland and <b>Professor Maria P. Figueiredo</b> , Institute of Viseu, Portugal <b>Room:</b> La Touche Suite, Ground Floor <b>Chair:</b> Derbhile De Paor, Teaching Council member <b>Rapporteur:</b> Dr Andrew McGrady, Teaching Council member
2	<b><i>Teacher Educator Development as a Collaborative Enterprise</i></b> <b>Dr Thérèse Dooley</b> and <b>Dr Dolores Corcoran</b> , St. Patrick's College, Dublin, Ireland and <b>Professor Colette Murphy</b> , School of Education, Trinity College Dublin, Ireland <b>Room:</b> Bedford Hall, 1 <sup>st</sup> Floor <b>Chair:</b> Milo Walsh, Teaching Council member <b>Rapporteur:</b> Declan Kelleher, Teaching Council member
3	<b><i>CPD: The Role of University-based Teacher Educators</i></b> <b>Professor Kathy Hall</b> , University College Cork, Ireland and <b>Dr Ulrike Greiner</b> , Rector, University College of Teacher Education, Upper Austria <b>Room:</b> President's Suite, 1 <sup>st</sup> Floor <b>Chair:</b> Lily Cronin, Teaching Council member <b>Rapporteur:</b> Bríd Ní Raghallaigh, Teaching Council member
11.15 a.m.	Break
11.30 a.m.	<b>PLENARY SESSION:</b> Chaired by Dr Fionnuala Waldron, St. Patrick's College, Dublin
12.15 p.m.	<b>RAPPORTEUR'S REPORT:</b> Dr Alain Michel, Honorary General Inspector of Education, Scientific Advisor of the European Institute of Education and Social Policy
12.50 p.m.	<b>PANEL DISCUSSION:</b> Chaired by Professor John Coolahan, Professor Emeritus, NUI Maynooth, Ireland <b>Panel:</b> Professor Kay Livingston, Professor Ciaran Sugrue, Professor Kari Smith and Dr Alain Michel
1.30 p.m.	<b>CLOSING REMARKS:</b> Mr António Silva Mendes, Director of Education and Vocational Training, Directorate-General of Education and Culture, European Commission
1.50 p.m.	<b>CONFERENCE CONCLUSION</b> Lunch in Dublin Castle

# Abstracts

## *Keynote Addresses*

### **Teacher Educators – The Hidden Profession**

**Professor Kay Livingston**

*University of Glasgow, Scotland*

The complexity of the teaching task is increasing; as is the range of ways that teachers need to be prepared for the job they do. The challenging and changing context in which we live has created the need for new and different knowledge, skills and values and different patterns of life and work. Beare (2001) emphasised that schooling is a future-oriented business. Similarly, teacher education must be forward looking and facilitate teachers to think about the sort of education that is meaningful and relevant to young people's needs in a global context. Teachers play a key role in the development of more adaptive, flexible, independent and self-regulating learners, to enable them to learn, live and work in a fast-changing globalised society. This means that there is an ongoing need for teachers to learn and adapt, have new knowledge and utilise new pedagogical approaches. For many teachers this requires redefining their identity as teachers and what 'teaching' means in 21st century learning environments. These changes also require teachers to be supported in learning to 'teach' in different ways and in continually revising and enhancing their knowledge and skills, and their teaching and learning approaches. Different forms of teacher education are needed that are relevant to teachers' own individual needs and the contexts in which they work throughout their careers.

Just as the emphasis is on the development of pupils as lifelong learners, teachers also need to recognise themselves as lifelong learners. A continuum of teacher learning is proposed which involves nested, multi-layered interconnected approaches to teacher education. This necessitates teacher education being recognised as a joint responsibility that takes place in a number of settings and involves a number of different people. In this career-long scenario, teacher education is likely to be governed, developed, implemented and supported by different organisations and agencies with the involvement of multiple stakeholders over a teacher's career (e.g. universities, government agencies, national teaching councils, teaching unions, universities, CPD providers, local education authorities and schools). To make sense of the overlapping and interconnected layers of influence on teachers' learning, a more collaborative approach to teacher education is needed with new understandings of who takes up the roles of teacher educator across a teacher's career.

The various identities of 'teacher educators' and their locations will be discussed in this presentation along with the different roles they could play. It will be argued that currently many do not recognise or identify themselves as teacher educators and consequently, recognition and support for their development as teacher educators is limited or non-existent. The challenges and opportunities for more collaborative and coherent approaches to teacher education will be discussed, particularly considering the potential impact on the development of teachers' and teacher educators' learning.

# The Lives And Work Of Teacher Educators: Dominance, Dissonance And New Directions?

**Professor Ciaran Sugrue**

*University College Dublin, Ireland*

The lives and work of individuals are inextricably bound up with culture and context, including policy contexts. It is in the interstices of these (narrative) landscapes that identities are crafted, constructed and re-constructed and over time shaped and buffeted by past legacies, the vicissitudes of present conditions and the imagining of possible futures. In this regard, the lives and work of teachers have been well documented over a period of thirty years or more.

There has been comparatively little research on the lives and work of teacher educators, who they are and what they do, the challenges to, and constraints on their life history narratives, their personal and professional identities in times of uncertainty and austerity. This paper is intended to redress this research lacuna.

While the primary focus of this paper is on teacher educators' lives and work over time in the Irish context, it is situated within international discourses of reform and restructuring. In particular, the work is framed within the competing and contradictory logics of accountability and professional responsibility and how these tensions are navigated and constantly re-negotiated by teacher educators; between the twin-towers of policy — autonomy and managerial accountability. Such framing is consistent with persistent trends in internationalising higher education and 'Europeanising Education' which entails 'governing a new policy space' (Lawn & Grek, 2012). Grounded in the 'realities' of his own lived experience of being a teacher educator for three decades, and taking some licence with life history method, Professor Sugrue draws on a variety of sources to construct dominant patterns of the lived experience of teacher educators with a particular focus on recent past, present and their shaping influences on possible futures—adopting a three-ringed approach to contextualisation- life story(-ies), national policies, international 'social movements' or policy trajectories.

## Teacher Educator – A Profession or Not?

**Professor Kari Smith**

*University of Bergen, Norway*

The purpose of this paper is to discuss the extent to which teacher educators meet definitions of a professional community as described in the literature. In order to interrogate this issue, issues such as who constitutes a teacher educator, what do they do, and where do they practise, will each be examined.

Traditionally, teacher educators are based in higher education institutions, some with disciplinary expertise and some with pedagogical and/or practical experience as school teachers. Another increasingly central group of teacher educators is based in schools. Their primary expertise is teaching, and they have essential, often tacit knowledge that has to be made accessible to student teachers during their initial teacher education experience. Some teacher educators are university educated in academic disciplines, others may have undertaken professional education as teachers with a wide range and various levels of disciplinary content knowledge.

The picture is diverse, and to add to this complexity, research informed/based teacher education has become a key concept in recent political rhetoric supporting teacher education reforms throughout Europe and elsewhere. The reality is that some teacher educators are strong researchers, whereas others have little or no research background. Yet, their rich teaching experience provides them with high credibility in their interface with students.

Neither of these groups are rarely, if ever, educated as teacher educators, which begs the question, can teacher educators be called a profession when they have such a wide variety of backgrounds, expertise and work practices?

In light of the above, the argument put forward in this presentation is that it is high time we start looking at teacher educators as a profession. Following on from this, designated education programs which include a systematic and supervised work place induction period should become a requirement for all teacher educators.

The claim is made in full awareness of the inherent question, who will teach the teacher educators and how are they going to be educated?

## **THEMATIC SESSIONS: *The Professional Identity of Teacher Educators***

### **From Teacher to Teacher Educator: Issues and Perspectives**

**Dr Rose Dolan**

*NUI Maynooth, Ireland*

**Professor Jean Murray**

*University of East London, United Kingdom*

Teacher educators, both full- and part-time, are a vital part of teacher education programmes. Since they are positioned between schools and universities, teacher educators are an intriguing occupational sub-group in their own right. The National Strategy for Higher Education in Ireland (2011) recommends that academics should have access to professional development opportunities to develop their knowledge of teaching, as well as their disciplinary knowledge. In the former respect, the professional development needs of teacher educators differ from those of academics in other university disciplines. Teacher educators who enter universities after careers as school teachers encounter a mid-career transition from teacher to teacher educator, bringing with it an ensuing change in professional identity and a need to acquire new professional knowledge and understanding. Because their backgrounds are in school teaching and learning, beginning teacher educators have high levels of understanding and competence in pedagogy. But they need not only to be able to teach, but also to teach teaching (Loughran, 2010). This paper presents research from both Irish and English perspectives in order to inform and clarify complex and inter-related issues around the preparation and practices of teacher educators in teacher preparation and development.

## **The Intersection of Identity, Knowledge and Practice of Teacher Educators: Comparative Perspectives**

**Professor Teresa O'Doherty, Professor James Deegan**

*Mary Immaculate College, Limerick, Ireland*

**Dr Anja Swennen**

*Vrije University, Amsterdam, Netherlands*

Little research exists regarding the intersections of teacher educator identity, knowledge and practice in Ireland and the Netherlands. This begs three questions which are reported in this presentation: Who are the teacher educators? What kinds of knowledge do they value and use? What are their professional development needs? In the Netherlands, engagement with professional activities, organisations and standards, has enhanced the quality of teacher educators. In Ireland, research on personal and professional identity, leadership in re-imagining teacher education, and engagement with statutory and policy agencies, have enhanced the quality of teacher educators. Comparative analysis indicates non-synchronous patterns regarding: the specific identity of teacher educators as teachers of teachers; disciplinary fonts of knowledge used by teacher educators; and the role of teacher educators across college and school contexts. This presentation will discuss future scenarios for enhancing the quality of individual teacher educators and the profession of teacher educators.

## **When Teacher Educators and Subject Specialists Collaborate: Issues around Emerging Professional Identities**

**Dr Maria Meehan, Dr Judith Harford and Dr Gerry Mac Ruairc**

*University College Dublin, Ireland*

**Dr Peter Gray**

*Norwegian University of Science and Technology, Norway*

Research internationally underlines the often fragmented nature of teacher education programmes and the need for teacher educators to collaborate more closely with subject specialists in an effort to lay the foundations for strong pedagogical content knowledge. This paper considers the challenges faced when Mathematics and Science subject specialists were asked to design and contribute to an innovative teacher education programme. The initiative is a five year programme comprising a three-year B.Sc in Mathematics and Science and a two-year M.Sc. in Mathematics and Science Education, based at University College Dublin (UCD).

Amongst the key questions pose are: What is the role of subject specialists as teacher educators in ITE programmes directed towards second level teachers? Do they have an identity as teacher educators? How can their role as teacher educators best be articulated and supported? Also, how can collaborative programme design help the building of a shared professional language (Loughran, 2006) amongst teacher educators and subject specialists, deepening the knowledge base and making key connections between theory and practice. The initiative at University College Dublin is used as a starting point for a wider discussion around emerging and fluid professional identities of teacher educators and subject specialists. From a Norwegian perspective, the design of this programme reflects a trend towards integration, with the emergence of similar five year courses at NTNU, Bergen and several other universities. This is not an unproblematic process, since there are issues of professional identity in departments and faculties of

natural science and mathematics, which spill over into the sphere of teacher education. Integration is not simply about arranging joint programmes, but involves considerations of teaching and learning practices, assessment methods, forms of representation and underlying philosophies.

## **THEMATIC SESSIONS: *Networks of Support and Development***

### **Teacher Educator Narratives in School Placement – Ecologies of Practice and Policy**

**Ms Claire Connolly**

*St. Mary's University College, Belfast, Northern Ireland*

**Dr Bernadette Ní Aingléis**

*St. Patrick's College, Dublin, Ireland*

Teacher educator narratives about school-based work and experiences tend to reflect what is valued in teacher education and therefore what is important. Narratives about school-university partnerships in school placement invariably reflect various perspectives on roles, structures and processes, and indeed on the very nature of 'partnership'. Critically, school-university collaborations provide a multi-level dynamic context in which to re-imagine the role of the teacher educator as a shared enterprise between the school and the university. The potential of new ecologies for the de-privatisation of learning and teaching becomes more apparent when there is a school-university sharing of expertise, knowledge, power, and decision-making in school placement. The underpinning relational bedrock is mutual respect and trust alongside the pursuit of new knowledge in the area of school placement.

Given this context, our objectives for this session are two-fold: firstly, to stimulate critique and dialogue around the teacher educator role in school placement; and secondly, to explore key policy implications inherent in an accountable and relevant conceptualisation of that role. To facilitate discourse and sharing of expertise, mindful also of resource-maximisation and avoidance of role-duplication, a number of key questions will be explored. Whilst the primary focus in this session will be on the teacher educator role in school placement at initial teacher education stage, implications for policy and practice transcend this specific stage and have therefore continuum-wide relevance and appeal.

### **Networks of Professional Expertise: Supporting Teacher Educators**

**Professor Mary O'Sullivan**

*University of Limerick, Ireland*

**Mr Jo van den Hauwe**

*Expertisenetwerk Lerarenopleidingen Antwerpen, Belgium (Antwerp Network of Expertise)*

Professional networks can act as teacher/teacher educator learning communities, providing targeted and sustained professional development, that gradually but fundamentally change what is taught, how teachers/teacher educators teach and what assessments are chosen to assess learning. This session will focus on professional expertise networks in support of teachers/ teacher educators and discuss the policies/infrastructures needed to provide sustained professional development for teachers/teacher educators while adding value within the diversity of national education systems.

Each presenter will share examples of their involvement in different kinds of professional networks focused on teacher education and teacher professional development. They will interrogate the opportunities and challenges in creating and sustaining such networks over time and consider the implications for future research and educational opportunities. Specifically, Jo will describe the Antwerp-based Expertise Network of Teacher Education Institutions and his work with teams of teacher educators. He will discuss how the network supports teacher educators in their professional development, using the Flemish Teacher Educator Development Profile (VELOV, 2012) as a frame of reference

Mary will share her experience of developing networks of teachers, researchers, and university teacher educators in the USA and Ireland to support the professional development of teachers/teacher educators in one subject area in schools and universities. She will interrogate the structure of these professional education networks in Ireland (PETE Ireland, Urban School Initiative, and PEAI Communities of Learners) as they engage school and university educators collaboratively in support of teacher and student learning across the continuum of teacher education. An outcome of this session will be to compare both types of professional networks and generate ideas in support of a policy and research agenda exploring how these and other infrastructures might best develop the capacities of teacher educators in support of teacher learning.

## Principals and Teachers as Teacher Educators: two case studies

### **Professor Olof Johansson**

*Umeå University, Sweden and European Policy Network on School Leadership*

### **Dr Breda Sunderland and Gerard O’Sullivan**

*Instructional Leadership Programme, Ireland*

This session entails the presentation of two case studies relating to the theme of transformational leadership in education: one set in the Irish context and the other from the Swedish perspective. The presentations seek to locate the experiences in the context of rethinking the professional identity of principals and teachers as teacher educators, and in terms of the theme of transformational leadership.

The Irish presentation will seek to locate the emergence and development of the Instructional Leadership Programme(ILP) in the context of Irish education policy and legislative framework since the 1990s. It will trace the increasing emphasis on enabling and supporting effective teaching and learning through various developments and initiatives at national and local levels. The role of the ILP in strategically planning for collaborative, sustainable, state-wide, systemic change so as to progress the teaching and learning agenda will be examined, with a particular focus on the model of teacher as teacher educator.

The presentation will reflect the key principles underpinning the ILP and on how it attends to the structured support and affirmation of teachers as teacher educators. It will critically examine the extent to which the ILP aligns with aspects of the current education policy agenda in the Irish and European settings.

The Swedish case study relates to a research project entitled “National Policy Meets Local Implementation Structures.” This study examines the impact of shifts in educational policy on schools, teachers, principals, superintendents, and governance patterns.

The presentation will consider the tension between national policy formation and implementation at local level. It will deal with the challenges presented to superintendents and principals in providing effective leadership in the face of sometimes conflicting policy directives at both central and municipal government levels and will examine how policy developments have affected their roles as leaders. Drawing on quantitative and qualitative data, it will reflect on the extent to which superintendents and principals are expected to foster a culture at both school and district levels that will facilitate the expectations of policy makers in relation to the structure and governance of schools, including increased demands for accountability and improved student outcomes.

## **THEMATIC SESSIONS: *Pedagogies of Teacher Educators***

### **Supporting, Guiding and Challenging Beginning Teachers: the Key Role of the Mentor in Teacher Induction.**

**Ms Mary Burke, Mr Billy Redmond**

*National Induction Programme for Teachers (NIPT) in Ireland*

**Professor Maria P. Figueiredo**

*Institute of Viseu, Portugal*

This presentation interrogates the ways in which mentor teachers working in schools can be supported in the development of the professional knowledge and key skills required to mentor newly qualified teachers (NQTs). The context for the paper is the National Induction Programme for Teachers (NIPT), a national programme which has been running in Ireland since 2002 as a pilot programme and as a national cross-sectoral programme since 2011. The main objective of the NIPT is to support the personal, professional and pedagogical development of NQTs .

The particular focus of this paper is the interrogation of the key role of the mentor as teacher educator, in supporting the professional learning of NQTs, and in exploring links between induction and initial teacher education. Based on the views of a sample of mentors engaged in the NIPT, this paper will include the perceived benefits of structured mentoring support as well as key challenges which mentors face in the process. The session will also identify the key supports which should be made available to mentors to enable them to develop their practice.

The Irish experience of NIPT will be compared with the Portuguese experience.

## **Teacher Educator Development as a Collaborative Enterprise**

**Dr Dolores Corcoran, Dr Thérèse Dooley**

*St. Patrick's College, Dublin, Ireland*

**Professor Colette Murphy**

*Trinity College Dublin, Ireland*

This session addresses the pedagogy of teacher educators as a collaborative enterprise. Two models – co-teaching and lesson study – are offered for discussion. Both approaches present collaborative models for teacher and teacher educator development. Co-teaching involves two or more teachers/pre-service



teachers teaching together, sharing responsibility for meeting the learning needs of students and, at the same time, learning from each other. Co-teachers plan, teach and evaluate lessons together, working as collaborators on every aspect of learning. When engaged in lesson study, pre-service teachers/teachers/teacher educators collaborate with a 'knowledgeable other' to discuss their goals for student learning. Following detailed study of materials and resources available, they then plan a research lesson on a particular topic to be taught by one member of the group while student responses to the lesson are observed by others. The research lesson is then reviewed and possibly amended by the group.

The objectives of this session are to raise awareness of these two models of collaborative teacher education and to propose their viability for European teacher educator development. In their presentations, the speakers will explore the broad theoretical frameworks underpinning both of these models. They will focus on examples of each as enacted in European contexts and will outline their distinct features with reference to their associated 'insider' research and development projects in mathematics and science education. The session will be dialogical in nature. In particular, key questions concerning development and sustainability will be posed to participants.

## **CPD: The Role of University-based Teacher Educators**

**Dr Ulrike Greiner**

*University College of Teacher Education, Upper Austria*

**Professor Kathy Hall**

*University College Cork, Ireland*

Much has been written about teacher professional learning, teacher effectiveness and teacher identity. Much less thought and research have been devoted to the roles and identities of teacher educators, although their significance has been acknowledged by policy makers. Several scholars have been studying the context, role and effectiveness of teacher educators and teacher education for many years. Possibly least studied is the role of the teacher educator in relation to teacher continuing professional development (CPD), and more specifically, the role of the university teacher educator in supporting ongoing professional development of class teachers. With an increasing emphasis throughout Europe on teacher education as a continuum, from initial through induction to CPD, there is increasing scope to broaden our conception of who the teacher educator is and what the teacher educator does.

This session will offer an opportunity to explore the potential contribution of the university teacher educator in relation to teacher CPD and the contemporary development needs of the teaching profession. A short presentation will consider the potential complementarity of different kinds of teacher educator for different types of CPD. It will propose that the university teacher educator is uniquely placed to equip practising teachers with the cultural tools with which to interrogate, reflect on, evaluate, and research their own and others' practice. It will facilitate discussion in relation to the competences, experiences, and qualifications that the ideal university teacher educator should demonstrate to carry out this role effectively. Examples from current practice in Ireland and Austria will be used to illustrate points and to generate group discussion and ideas for further consideration by policy makers.

# Opening and Closing Speakers



**Minister for  
Education  
and Skills  
Ruairi  
Quinn, T.D.**

Ruairi Quinn TD, was appointed Minister for Education and Skills in March 2011. He has been a TD representing Dublin South-East since 1977. He was leader of the Labour Party from 1997 to 2002. He has very extensive experience in government, having served as Minister of Labour (1983-86); Minister for Labour and the Public Service (1986-87); Minister for Enterprise and Employment (1993-94) and Minister for Finance (1994-97). As Minister for Education and Skills, he is seen as the most reforming minister since Donogh O'Malley in the 1960s, with particular interests in patronage and pluralism, literacy and numeracy and training and re-skilling the newly unemployed. His political memoir, *Straight Left – A Journey in Politics*, was published in 2005. Before entering public life, he was an architect and town planner.



**Minister for  
Education,  
Northern Ireland  
John O'Dowd,  
M.L.A.**

John O'Dowd MLA became Minister for Education in the Northern Ireland Executive in May 2011. In the autumn of 2011 he stood in as Deputy First Minister while Martin McGuinness was contesting

the Irish presidential election. He was born and grew up in a rural community between Lurgan and Banbridge, and started his working life as a chef. He has been a member of Sinn Féin for over 25 years, spending 14 years as a councillor on Craigavon Council and being elected in 2003 as MLA for Upper Bann. Between 2007 and 2011 he was Sinn Féin group leader in the Assembly and served as Chair of the Public Accounts Committee before becoming a member of the Education Committee in 2008.



**Deputy Director  
General for  
Education and  
Culture, European  
Commission  
Xavier  
Prats Monné**

Xavier Prats Monné is the Deputy Director-General for Education at the European Commission, and the European Commission representative at the Governing Board of the European Institute for Innovation and Technology (EIT). Key areas of responsibility include: the modernisation of EU education and training systems; the education aspects of the Europe2020 strategy; EU mobility and cooperation programmes in the field of education (*Erasmus, Leonardo, Comenius, Grundtvig*); cooperation with international organisations and non-EU countries in education and training.

Previous roles include: Director for Employment Policy; Director of the European Social Fund; Deputy Chief of Staff; Vice-President for International Relations; Advisor to the Commissioner for Regional Policy; A native of Spain, Xavier completed his secondary education in Rome, and holds degrees in Social Anthropology from the Central University of Madrid, Spain; in Development from the International Centre for Advanced Mediterranean Agronomic Studies; and

in European Affairs from the College of Europe in Bruges, Belgium. He is fluent in Spanish, English, French, Italian, and Catalan.



**Director of  
The Teaching  
Council**  
**Tomás Ó Ruairc**

Tomás Ó Ruairc was appointed Director of the Teaching Council in Ireland in May 2012. Previously, Tomás was in a senior position in the Department of Arts, Heritage and Gaeltacht. During his time there, he was Chair of the NPLD – Network for the Promotion of Linguistic Diversity ([www.npld.eu](http://www.npld.eu)), a European network of Government Departments and language planning bodies. He also served as the liaison officer with the BIC (British-Irish Council). Prior to that, he was Deputy CEO and Director of Education Services in Foras na Gaeilge, the cross-border language body charged with the promotion of Irish on the island of Ireland. He served as Chair of its Steering Group on Immersion Education Policy from 2006-2009. He has considerable experience in the field of education, having served as a member of the NCCA (National Council for Curriculum and Assessment) from 2006 to 2009; Chair of its Languages Committee (Primary) in 2009; and as Head of Irish and Chair of the Academic Council in Froebel College of Education from 2000 to 2005. He was a teacher in Athlone Community College, Co. Westmeath. He has produced syllabus and teaching materials in the area of teaching of Irish to adults for UCD (Diploma in Irish) and Gael Linn. He has a B.A., M.A. and a Higher Diploma in Education.



**Chair of  
The Teaching  
Council**  
**Micheál Ó Gríofa**

Micheál Ó Gríofa is the current Chairperson of the Teaching Council in Ireland. He is an elected member of the Council. Micheál was a primary school teacher for over 38 years. He is a graduate of St Patrick's College, Dublin and University College Dublin. His specific areas of interest in education include initial teacher education and partnerships with schools, the continuing professional development of teachers and mentoring.



**Director of  
Education and  
Vocational  
Training,  
European  
Commission**  
**António  
Silva Mendes**

Since March 2012, António Silva Mendes has been the Director of Education and Vocational Training at the Directorate-General (DG) of Education and Culture in the European Commission.

A native of Portugal, António studied mechanical engineering at the University of Lisbon and was professor at the same University for 10 years, following which, he became director at the Ministry of Industry in Lisbon. He began his career at the European Commission in 1990 in DG Enterprise, where he took part in international negotiations in the field of industrial policy and contributed to the promotion of European industrial competitiveness.

He was appointed Head of Unit in the Social Policy unit in DG Human Resources. He joined the DG Education & Culture in April, 2006 as Director of Resources.

# Keynote Speakers



**Professor  
Kay Livingston**

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Kay Livingston is a Professor in Educational Research, Policy and Practice in the University of Glasgow and works closely with policy-makers, teachers and key educational stakeholders at international, national and local levels. She has recently completed a five year secondment to Learning and Teaching Scotland (LTS) as Director of International, Research and Innovation. During her secondment, LTS became part of Education Scotland – a Scottish Government Agency with responsibility for supporting and improving education. She was a member of the National Partnership Group set up by the Scottish Government to develop proposals in response to the report of a review of teacher education (Teaching Scotland's Future, Donaldson, 2011). She is editor of the European Journal of Teacher Education, a member of the UK National Commission for UNESCO (Scotland Committee) and Chair of the Association of Teacher Education in Europe's Research and Development Centre 'Professional Development of Teachers'.



**Professor  
Ciaran Sugrue**

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Ciaran Sugrue is Professor of Education, School of Education, UCD. He has worked in the Irish Education system in a variety of capacities including: teacher, schools inspector, teacher educator and researcher. Prior to his appointment in UCD, he worked at the Faculty of Education, University of Cambridge, where he also had a leadership role within the Centre for Commonwealth Education, reflecting a long term commitment to, and involvement with, educational reform in the global south, sub-Saharan Africa in particular, working with agencies such as Ireland Aid, UNESCO and World Bank. This work has extended also to Egypt and Asia. He was General Editor of Irish Educational Studies (1998-2008), serves on the editorial boards of several international journals, is a past president of the International Study Association of Teachers and teaching, and was involved in creating the Irish Primary Principals' Network (IPPN). Currently, he is extern examiner for the Doctoral Programme at the University of Bath, UK, and for the Masters in Leadership at University of Limerick. He is currently Head of School.



**Professor  
Kari Smith**

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Kari Smith's (Professor, Ph.D.) main research interests are teacher education, professional development, mentoring novice teachers and assessment for and of learning.

She worked as a school teacher for 18 years, before she became a teacher educator. She has recently completed seven years as the Head of Teacher Education at the University of Bergen, and is currently the Head of the Board of Directors for the Norwegian National Research School in Teacher Education. She is the founder and Head of the research group; Professionalism in Teaching.

Prof. Smith is active in the European Association for Research in Learning and Instruction (EARLI), previously as the Coordinator for Assessment and Evaluation SIG (1) and currently as the Coordinator for Teaching and Teacher Education SIG 11.

Prof. Smith has published numerous articles, book chapters and books. She has been an invited speaker in Australia, New Zealand, China, USA, Dubai, Korea, Singapore, South America, Europe, Israel and Norway.

# Speakers & Participants



**Mary Burke**

Mary Burke has been National Co-ordinator (primary level) of the National Induction Programme for Teachers in Ireland since 2004. Her professional career includes a broad range of teaching experience in primary schools as well as at initial teacher education level, particularly in the areas of social, environmental and scientific education and drama. Mary's particular research interest is in the area of induction and mentoring of newly qualified teachers.



**Professor John Coolahan**

Professor John Coolahan is Professor Emeritus of the National University of Ireland, Maynooth. He has lectured extensively in Ireland and abroad. He is author of three books and has published over 120 articles in Irish and international journals. He was a founding member and President of the Educational Studies Association of Ireland and was editor of Irish Educational Studies .

Professor Coolahan has had extensive involvement with the Department of Education on educational

policy issues. At international level , he was a member of OECD Review Teams of Education in ten countries. He was Vice- President of the EU Committee on Education ( 1995-1998 ) and has been a Consultant to the World Bank and the Council of Europe. Professor Coolahan served on the Review Body on Education in Northern Ireland (2001-0 ), and was co-founder and co-chairman of the Standing Conference on Teacher Education, North and South (2000-08).



**Claire Connolly**

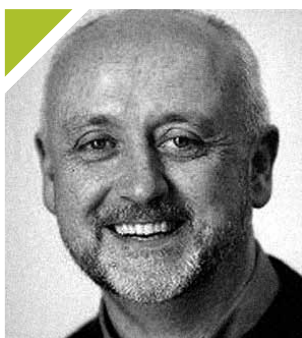
Claire Connolly is the School Experience Coordinator in St. Mary's University College, Belfast. She has worked in education in a variety of capacities including music education, teaching in primary schools in Northern Ireland and the USA, and in teacher education. She has been involved in the Teaching Council's review and accreditation of initial teacher education programmes. As a member of the Directors of Teaching Practice group she has, along with colleagues, developed a series of continuing professional development (CPD) workshops for school placement tutors. She has also undertaken external examining work in the area of school placement.





**Dr Dolores  
Corcoran**

Dr Dolores Corcoran has recently retired from her position as lecturer in Mathematics Education in St Patrick's College, Dublin, but continues to teach an elective course (Learning to Teach Primary Mathematics Using Lesson Study) and to take an active role in the research activities of the SPD Mathematics Education Unit. Dolores was a teacher in primary schools for much of her life and her research interests are focussed on mathematics teaching and mathematics teacher development. She completed doctoral studies in the University of Cambridge. Dolores has presented and published widely on mathematics teacher development and has been principal investigator in mathematics education research projects funded by NAIRTL (2009) and SCoTENS (2010).



**Professor  
James Deegan**

James G. Deegan is Professor of Sociology of Education and Director of Postgraduate Studies in Education at Mary Immaculate College, Limerick. He is active in a number of fields including teacher education, doctoral education and qualitative research methods and is currently engaged in research on complexity theory and teacher educator knowledge. He has served as keynote or invited speaker at meetings of the EU Ireland Presidency, the Royal Irish Academy, and

the Educational Studies Association of Ireland. He also serves as Director of the Structured PhD (Education) and the International Research Methods Summer School (IRMSS) at Mary Immaculate College.



**Dr Rose Dolan**

Dr Rose Dolan is a lecturer in the Education Department, NUI Maynooth with a particular interest in teaching and learning in second level schools. She has been the course leader of the Professional Diploma in Education (PDE) since 2004 and works with the staff of the PDE to develop their capabilities as teacher educators. Prior to this, she taught Science, Biology and Mathematics at second level for 10 years. She recently completed her PhD from the University of Cambridge, where her thesis focused on the development of part-time and full-time teacher educators' professional knowledge in an Irish university.



**Dr Thérèse  
Dooley**

Dr Thérèse Dooley is a lecturer in Education in St. Patrick's College, Dublin, where she specialises in Mathematics Education. Thérèse completed her PhD in the University of Cambridge in 2010. Of particular interest to her are the roles played by language and a conjecturing atmosphere in the abstraction of mathematical entities. Recently she

has worked with faculty members of the University of Prishtina, Kosovo to support the development of CPD for teachers. Through engagement in this process she has begun to focus on the constraints and affordances offered by language translation in multi-ethnic collaborations. She is extensively involved in the Algebra working group of the Congress of the European Society for Research in Mathematics Education (CERME) and has co-edited a forthcoming book on initial teacher education entitled *Re-imagining Initial Teacher Education: Perspectives on Transformation*.



**Professor  
Maria P.  
Figueiredo**

Professor Maria P. Figueiredo is an assistant professor at the School of Education of the Polytechnic Institute of Viseu, Portugal and a researcher at the CI&DETS. She works in teacher education, both supervising the practicum in the Master in Early Childhood Education and Primary Education and teaching about Early Childhood Pedagogy. Her research interests in teachers' professional knowledge and teachers' research led her to participate as convenor in the Teacher Education Research Network of the European Educational Research Association. She was recently part of the team supervising the first implementation of a probation/induction year in the Portuguese educational system.



**Dr Peter Gray**

Dr Peter Gray gained his PhD in Adult Education at the University of Stirling in 2005. Subsequently, he worked on projects in vocational and teacher education and joined the Norwegian University of Science & Technology (NTNU) in 2008, becoming project manager for the S-TEAM (Science-Teacher Education Advanced Methods) project. From April 2012, Peter has been an adviser on EU projects at NTNU. He is also co-organiser of ProCoNet (Project Coordinators' Network), which links EU projects in Science & Maths education, and is involved in INSTEM, a synthesis of current knowledge about inquiry-based science and maths education.



**Dr Ulrike  
Greiner**

Dr Ulrike Greiner is Rector of the University College of Teacher Education, Upper Austria since 2010. Prior to this, she was the first rector of the University College of Teacher Education, Vienna/Krems. She has ten years teaching experience (German and Religious Education) in various categories of second level schools. Her professional interests include research and development in the field of teacher education. She is a member of the BIFIE (federal institute of educational research, innovation and development of the Austrian school system) and of the Ministerial expert group on teacher education.





**Professor  
Kathy Hall**

Professor Kathy Hall is Head of the School of Education in University College Cork (UCC). She has a long history of involvement in all levels of teacher education and has served on the Teaching Council of Ireland. Her research interests are in the areas of learning and teaching across the lifespan, and she has published widely on curriculum and assessment, literacy, inclusion, and teacher education and supervises doctoral studies on these topics. She is currently completing a book (Hall, Curtin, and Rutherford) *Networks of the Mind: A Critical Neurocultural Perspective on Learning* to be published by Routledge in 2013.



**Dr Judith  
Harford**

Dr Judith Harford is Co-Director of the Professional Diploma in Education (PDE) in University College Dublin. She has published internationally in the areas of teacher education, history of women's education and education policy. She is co-ordinator of the Teacher Education Policy in Europe Network and a Link Convenor of the Teacher Education Research Network of the European Educational Research Association (EERA). She is a peer reviewer for a number of international journals and is on the editorial board of the *New Hibernia Review*. She is Consulting

Editor to the *Australian Journal of Teacher Education* and series editor for Peter Lang: Oxford ('Re-Thinking Education' Series).



**Professor  
Olof Johansson**

Olof Johansson is Professor of Political Science and Chair of the Centre for Principal Development at Umeå University in Sweden. His research interests include school leadership, principal training, school governance, school effectiveness, school improvement and values and ethics in relation to school leadership. He is currently working on four large research projects which all have international counterparts; The International Successful School Principal Project; Structure, Culture, Leadership: Prerequisites for Successful Schools; National Policy meets Local Implementation Structures; and European Policy Network on School Leadership.



**Dr Gerry  
Mac Ruairc**

Dr Gerry Mac Ruairc is a lecturer in the School of Education at UCD and a UCD fellow in teaching and academic development. His research interests include Educational Disadvantage, Language, Social Class and Education, Inclusive Education, School Leadership in Challenging Circumstances and Leading Inclusive Schools. He has considerable involvement in international

teaching and research programmes including two Erasmus Intensive Programmes, the appointment as expert adviser to the European Policy Network on School Leadership (EPNSoL) in 2011 and the securing of a large World Bank grant to engage in capacity building in the area of teacher education in Iraq. His most recent publication is Mac Ruairc, G. Ottesen, E. & Precey, R. (2013) *Leadership for Inclusive Education, Vision Values Voices*, Netherlands: SENSE



**Dr Maria Meehan**

Dr Maria Meehan is a senior lecturer in mathematics in the School of Mathematical Sciences, University College Dublin, Ireland. She has published internationally in mathematics, specifically in the area of integral equations, and is co-author of three books in this area. She also has research interests in mathematics education, specifically in how students at university think and learn about the subject, and is a member of the team from University College Dublin that has developed a new model for second-level teacher education in mathematics and science. Dr Meehan is a member of the Higher Education Authority – the statutory planning and policy development body for higher education and research in Ireland.



**Dr Alain Michel**

Dr Alain Michel is Honorary General Inspector of Education and Scientific Advisor of the European Institute of Education and Social Policy. He retired from his role as General Inspector in the French Ministry of Education in 2010, and has international experience in teachers' recruitment, training and assessment. He was a member of the Governing Board of CERI/OECD (1993–2004) and has been engaged by UNESCO and the European Commission as an external expert/consultant on a number of occasions. President of the Board of the EIESP (2004–2011), he was also president of the French National Association of Education Administrators (1999–2002). He is a member of the editorial board of three journals: *European Journal of Education*, *'Administration et éducation'* and *'Futuribles'*. From 1978 to 1984 he was the Deputy Dean of *École Nationale d'Administration (ENA)*. He has published many reports and articles on education policy.



**Professor Colette Murphy**

Professor Colette Murphy, former senior lecturer, Queen's University, Belfast, is currently a teacher and researcher of science and mathematics education in the School of Education at Trinity College Dublin. She completed her PhD in botany, became a science teacher and then a science

teacher educator. Her research focuses on ways to improve science learning and teaching in school settings, particularly via co-teaching. Her theoretical framework is informed by an ongoing, in-depth study of the life and work of the educationalist/psychologist Lev Vygotsky (1896-1934). Colette is very well published in science education, and has led several research projects on science learning and teaching in schools (mostly funded by the Wellcome Trust and the AstraZeneca Science Teaching Trust). She has recently completed her work for the European FP7 Fibonacci project, and is part of the Trinity team which submitted a proposal for the FP7 Science and Society programme.



**Professor  
Jean Murray**

Professor Jean Murray is the Research and Knowledge Exchange Leader in the Cass School of Education at the University of East London. Her research focuses on the sociological analysis of teacher education policies and practices in the UK and internationally. She has a particular interest in the identities and career trajectories of teacher educators as key agents in the field of teacher education.

Jean was awarded a National Teaching Fellowship by the Higher Education Academy in 2011. She has acted as educational consultant on teacher education and professional learning for government organisations, including the Department for Education, ODA / DfID and the governments of Kenya and Indonesia.

She chairs the BERA On-Line Resources Board, is an Associate Director of ESCalate / HEA, chairs the Teacher Education Advancement Network

Steering Group and serves on the Executive Board of the Society for Educational Studies. She is also the convenor of the largest Special Interest Group at BERA (Teacher Education and Development), a member of SFRE and a leading member of the UCET Research and Development Committee. She is a member of the editorial board of the British Journal of Educational Studies, the European Journal of Teacher Education and the Asia Pacific Journal of Teacher Education. She also reviews for a wide range of other educational journals and for book publishers (including SAGE and Routledge).



**Dr Bernadette  
Ní Áingléis**

Dr Bernadette Ní Áingléis is Director of Teaching Practice at St Patrick's College, Dublin. Her professional career includes a broad range of teaching, research and continuing professional development experiences at all levels of the continuum of teacher education in Ireland and Northern Ireland. As a former primary teacher, principal teacher, and member of the Inspectorate (Ireland), she has a particular research interest in school-university partnerships and specifically in new paradigms of school-based teacher education across the continuum.



**Professor  
Teresa O'Doherty**

Professor Teresa O'Doherty is Dean of Education at Mary Immaculate College, Limerick where she is responsible for the academic and administrative leadership of a large Education faculty, with almost 70 academic staff and 2000 students.

She is a member of a wide range of academic, professional and administrative committees on a regional and national level and served as the Southern Chair of the Standing Conference of Teacher Educators, North and South (SCoTENS) from 2008-2012. Her research interests include the history of Irish education, teacher education and teacher knowledge.

She has been an invited speaker at a number of international conferences and is an active member of a number of national and international research projects in the areas of teacher education and teacher induction.



**Gerard  
O'Sullivan**

Gerard O'Sullivan is Deputy Principal and a teacher of history and English in Davis College, Mallow, Co.Cork, Ireland. He was seconded to the Department of Education and Skills between 2003 and 2008, where he worked with the History In-Service Team in devising, facilitating and evaluating a comprehensive programme of professional

development support for history teachers. Gerard was Curriculum Development Co-ordinator with Co. Cork Vocational Education Committee from July 2011 to March 2012 where he worked on a number of projects relating to the promotion of teaching and learning across the scheme's various services. Gerard is a member of the Instructional Leadership Programme National Steering Committee.



**Professor  
Mary O'Sullivan**

Mary O'Sullivan is Dean of the Faculty of Education and Health Sciences at the University of Limerick. Previously, Mary was Associate Dean, College of Education at Ohio State University, (USA). Her research interests are in teaching and teacher education with a particular interest in physical education and engaging young people in physically active lives. Mary was involved with the Holmes Group in the 1980s and one of several teacher educators who developed a Professional Development School (PDS) at Ohio State University. She was a co-founder of the Franklin County Academy for Physical Education Teachers (a PDS for PE teachers). On her return to Ireland Mary established the PE PAYS Research Centre ([www.ul.ie/pepays](http://www.ul.ie/pepays)) where teacher education and teacher professional development is a central research agenda. In addition to working with the Kerry Education Service (KES) and Urban School Group in Dublin, Mary has also worked with the Irish Government Teacher Education Support Service and the Irish National Teachers Organisation (INTO) in building communities of teachers in support of their own practice.



**Billy  
Redmond**

Billy Redmond is National Co-ordinator (post-primary level) of the National Induction Programme for Teachers. In that role, he co-ordinates a range of supports for newly qualified teachers, facilitators and mentors. His professional career has included involvement with teachers at different stages on the continuum of education including part-time lecturing with the Education Department at University College Dublin (UCD). In his previous role as a Regional Development Officer with the National Behaviour Support Service, he supported schools to strategically innovate their behaviour systems and practices. He has studied at postgraduate level in Guidance Counselling, School Development Planning, Educational Management, and Mentoring and Induction.



**Dr Seán  
M. Rowland**

Dr Seán M. Rowland, is founder and President of Hibernia College, Ireland. A graduate of St. Patrick's College, Dublin, Seán taught at primary school level before travelling to the US to attend Boston College. Here he was awarded a Masters Degree in Curriculum, Instruction and Administration. He then pursued and completed his Ph.D. in Curriculum Instruction and Administration (CIA) with a focus on

educational finance within the CIA programme. Dr. Rowland also holds a Masters Degree in Public Administration from the Kennedy School of Government at Harvard University.



**Dr Breda  
Sunderland**

Breda Sunderland is Deputy Principal and teaches English at Athy College, Co Kildare, Ireland. A graduate of National University of Ireland Maynooth (NUIM), her PhD explored the impact of language on the emergence of selfhood in the 19th century novel. She graduated from the Instructional Leadership Programme (ILP) in 2011 and is an active member of the ILP Steering Committee. Breda has worked with the National Council for Curriculum and Assessment in the development of Keyskills and theTL21 project on cascading instructional leadership within a school. She is currently leading a cross-campus, cross-sectoral innovation in Athy, where teachers in primary and post-primary schools will collaborate in building and sharing professional repertoires.





**Dr Anja Swennen**

Anja Swennen works at the Vrije University, Amsterdam as a researcher and teacher educator. Her main research interest lies in the development of the profession and identity of teacher educators. Anja has published several articles and books about teacher educators, such as 'The Quality of Teacher Educators in the European Policy Debate: Actions and Measures to Improve the Professionalism of Teacher Educators' (Snoek, Swennen & Van der Klink, 2011) and 'The Professional Development of Teacher Educators' (a special issue of Professional Development in Education, published as a book by Routledge, Bates & Swennen, 2011).



**Ursula Uzerli**

Ursula Uzerli worked as an Upper Secondary teacher from 1978 to 1989 and then moved to the English Department of the University of Kassel where she worked in the field of language acquisition research, multilingual/-cultural projects and practical studies until 1998.

Since then she has been a director at the Board of Teacher Education in Kassel. Since 2009, she is the head of 'EU Coordination and International Recognition. In addition to this, Ursula, has been the German Representative on the ENTEP (European Network on Teacher Education Policies) since 2000 and, more recently, co-ordinator of that network.

In the Cluster 'Teachers and Trainers' at the European Commission she has been the German representative for five years and is now a member of the follow up 'Thematic Working Group' on Teachers' Professional Development, nominated by the German Bundesrat.



**Jo van den Hauwe**

Jo van den Hauwe obtained his master degree in Germanic Languages and Literature and a teaching degree from the University of Antwerp. He is a staff member of ELAnt (Expertise Network Lerarenopleidingen Antwerpen) an Antwerp-based Expertise Network of Teacher Education Institutions. He is co-author of the Flemish Teacher Educator Development Profile. ELAnt has developed this Profile on request of The Flemish Association of Teacher Educators (VELOV). Previously, Jo has been a researcher at the University of Antwerp (1991–1998) and a Teacher Educator (1998–2010) in Brussels. He is vice-president of Lopen<sup>2</sup>, a Dutch-Flemish Network of Teacher Educators.



**Dr Fionnuala  
Waldron**

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Fionnuala Waldron is Dean of Education at St Patrick's College, Drumcondra, Dublin and Chair of the Centre for Human Rights and Citizenship Education. Her areas of interest include nineteenth and early twentieth century Irish history, history education, human rights and citizenship education and climate change education. She is a founding member of the Irish Association for Social, Scientific and Environmental Education which is an all-Ireland network of teacher educators and researchers in the areas of history, geography, science and citizenship. Fionnuala has researched and published on initial teacher education, student teacher development and programme reform in initial teacher education.

## EU Presidency Conference Working Group

The working group for the EU Presidency Conference extends a warm welcome to all delegates. We wish you an enjoyable and fruitful conference.

*Cuireann an grúpa oibre do Chomhdháil Uachtaránacht an AE fóirchaoín fáilte roimh thoscairí na comhdhála. Tá súil againn go mbainfidh sibh sult agus tairbhe as an gcomhdháil.*



**Carmel Kearns,**  
Education Officer,  
The Teaching Council



**Dr Treasa Kirk,**  
Divisional Senior  
Inspector, Department  
of Education and Skills



**Dr Judith Harford,**  
Co-Director of the  
Professional Diploma  
in Education, University  
College Dublin



**Cliona McLoughlin,**  
Communications  
Executive, The  
Teaching Council



**Tomás Ó Ruairc,**  
Director, The  
Teaching Council



**Dr Fionnuala Waldron,**  
Dean of Education,  
St. Patrick's College,  
Dublin

## Department of Education & Skills Presidency Delivery Team



**Séamus McLoughlin,**  
PO, International  
Section, Department  
of Education and Skills



**Keith Moynes,**  
AP, International  
Section, Department  
of Education and Skills



**Brían O'Meara,**  
AP, International  
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of Education and Skills



**Sinéad Middleton,**  
HEO, International  
Section, Department  
of Education and Skills



**Niamh Moore,**  
AO, International  
Section, Department  
of Education and Skills



## Getting to Dublin Castle – Conference Venue

Dublin Castle ([www.dublincastle.ie](http://www.dublincastle.ie)) is situated in the heart of Dublin city. It is within a five minute walk from Jury's Inn Christchurch and a five minute taxi journey from Trinity Capital Hotel on Pearse Street.

Access to the castle for conference delegates will be from the Lower Yard Gate at the Palace Street entrance just off Dame St opposite the Olympia Theatre.

The **Aircoach** and **Airlink 747** bus services stop at College Green, which is less than a 10 minute walk from Dublin Castle, Jury's Inn Christchurch and Trinity Capital Hotel.

**Taxi ranks** are situated close to the Castle at Central Bank on Dame Street.

**Dublin Bus** routes **77, 77A, 56A** and **49** from Eden Quay and **123** from O'Connell Street stop at Palace Street Gate.

Please see the map below for Dublin Castle and hotel locations.



[View Larger Map](#)

[Find out more information about getting to Dublin Castle](#)

[Take a look at a special 3D Virtual Tour of Dublin Castle](#)

## Getting to the Royal Hospital Kilmainham – Dinner Venue

Buses will be provided to transfer delegates staying in Jury's Inn to the Royal Hospital Kilmainham on Monday 18 February. Buses will depart from both hotels at 6.45pm and return at 10.30pm. Parking will also be available for guests in the Royal Hospital Kilmainham.

## Getting Around in Dublin

Dublin is a reasonably small and compact city. It is easy to get around, whether driving yourself, by taxi, by public transport, by bicycle or on foot.

### Driving

Traffic in Ireland drives on the left side of the road. Double yellow lines/yellow boxes indicate no parking or stopping. On roundabouts give way to traffic from the right. It is advisable to use your dipped headlights during the day. For further information in relation to the Rules of the Road in Ireland please visit [www.rotr.ie](http://www.rotr.ie)

### Taxis

Dublin is well-served by taxis. Taxis charge an initial fare of approximately €4 for the first kilometre. The total fare is based on time or distance travelled. Taxi drivers must display a fare card which you can ask to see if you are unsure about the cost. You can book your taxi via Hailo app.

### Public Transport around Dublin

There are three main types of public transport in the city:

- » **DART** – a train line running from North to South along Dublin Bay, which marks the eastern limit of the city
- » **LUAS** – two tram lines (green and red)
- » **Dublin Bus** – city-wide bus routes

For stays of more than a day or two, the LEAP card is valid on all the forms of transport listed above, at a slightly discounted rate, and avoids the need for exact change on buses. There is a refundable

deposit of €5 per card, and a minimum initial top up of €5. LEAP cards can be ordered online in advance, or purchased in shops at the airport and from over 400 agents in the City displaying the LEAP sign.

Prepaid daily or weekly bus passes are available for Dublin Bus services. Daily bus passes cost €6.50 and can be bought from newsagents with a Dublin Bus ticket sign. Travelling on the bus without a prepaid ticket requires exact change. Fares range from €1.40 and €2.65, with a special rate of 60c for travel within the city centre. Tell the bus driver your destination and he/she will tell you the cost of the fare.

Luas tickets can be bought from ticket machines at each Luas stop. Exact change is not required. Single ticket prices range from €1.60 to €2.90 depending on your destination and time of day (peak rates apply). Return tickets range from €3.10 to €5.20.

DART tickets can be bought from ticket machines at DART stations and do not require exact change. Ticket prices vary depending on your destination and cost up to €4.50 for a single ticket.

There are a number of helpful apps to help you find the best route and get real-time schedules:

- » Dublin Bus
- » Irish Real Time Rail
- » Luas

### Dublinbikes rental scheme

Dublinbikes is a self-service bike rental system. With 44 stations and 550 bikes, it enables visitors to travel through the city centre, and to explore Dublin city at their leisure.

All stations are equipped for 3 Day Ticket users and 15 of the 44 terminals allow you to purchase a 3 Day Ticket. Once purchased, you can use the 3 Day Ticket to rent or return a bike from any station in the network. A 3 Day Ticket costs €2. The first 30 minutes of use is free, after which a service charge applies.

There are 3 dublinbikes stations within a few minutes' walk of Dublin Castle.

## Teaching Council Members 2013

MEMBER			CATEGORY	SECTOR
Michael	Barry	Teacher, St. Patrick's College, Cork	Nominee	ASTI
Noel	Buckley	Teacher, Presentation Secondary School, Tipperary	Elected	Voluntary Secondary Schools
Kieran	Christie	Teacher, St. Attrata's Community School, Tubbercurry, Co. Sligo	Elected	Post-Primary
Dr Marie	Clarke	Lecturer, School of Education, University College Dublin	Nominee	Ministerial nominee representing ICTU
Eimear	Cole	Teacher, Donabate Portrane Educate Together National School, Co. Dublin	Elected	Primary Schools
John	Conlon	Teacher, Manorhamilton, Co. Leitrim	Elected	Primary Schools
Lily	Cronin	Teacher, Mercy Mounthawk Secondary School, Tralee, Co. Kerry	Elected	Voluntary Secondary Schools
Derbhile	de Paor	Principal, Castleconnell National School, Limerick	Elected	Primary Schools
Elaine	Devlin	Teacher, De La Salle College, Dundalk, Co. Louth	Nominee	ASTI
Dr Ken	Fennelly	Secretary and Education Officer to the General Synod Board of Education of the Church of Ireland, Rathmines	Nominee	School Management Bodies (Primary)
Eileen	Flynn	General Secretary, Catholic Primary School Management Association (CPSMA)	Nominee	School Management (Primary)
Michael	Gillespie	Teacher, St. Brendan's Community School, Birr, Co. Offaly	Nominee	TUI
Prof. Michael	Hayes	President, Mary Immaculate College, Limerick	Nominee	Colleges of Education
Marie	Humphries	Assistant Principal, Whitehall College of Further Education, Dublin 9	Elected	Post-Primary
Declan	Kelleher	Former INTO President, currently Deputy Chair of the NCCA	Nominee	INTO
Áine	Lynch	CEO, National Parents Council (primary)	Nominee	Parents Bodies
Christopher	Maginn	Teacher, St. Declan's CBS, Cabra, Dublin 7	Elected	Voluntary Secondary Schools
Deirdre	Matthews	Assistant Chief Inspector in the Department of Education and Skills	Nominee	Ministerial Nominee
Brendan	McCabe	Deputy President, IPPN and Administrative Principal of St. Colmcille's B.N.S, Kells, Co. Meath	Nominee	Ministerial Nominee
Fergal	McCarthy	Director, Kinsale College of Further Education, Kinsale, Co. Cork	Elected	Vocational Schools
Anne	McElduff	Head of INTO's Legal and Industrial Relations Department	Nominee	INTO
Dr Andrew	McGrady	Director, Mater Dei Institute of Education, Dublin	Nominee	Colleges of Education
Marie	McLoughlin	President, Froebel College of Education, Dublin	Nominee	Colleges of Education

MEMBER			CATEGORY	SECTOR
Patrick	McVicar	Retired Principal	Nominee	School Management Bodies (Post-Primary)
Dympna	Mulkerrins	Teacher, Scoil Íde National School, Kilmore West, Dublin 5	Elected	Primary Schools
Bríd	Ní Raghallaigh	Teacher, St. Brendan's N.B.S, Loughrea, Co. Galway	Elected	Primary Schools
Micheál	Ó Gríofa	Retired Primary teacher, Chairperson of the Teaching Council	Elected	Primary Schools
Diarmuid	Ó Murchú	Principal an Mhodscoil, Limerick	Elected	Primary Schools
Kathleen	O'Connor	Principal, Ballyadams National School, Co. Laois	Elected	Primary Schools
Dr Joe	O'Hara	Head of the School of Education studies, Dublin City University	Nominee	Colleges of Education
Bernadine	O'Sullivan	Teacher, St. Mary's School for Deaf Girls, Cabra, Dublin.	Elected	Voluntary Secondary Schools
Eleanor	Petrie	Training consultant, National Parents Council Post-Primary	Nominee	National Parents Council (Post-primary)
Dr Seán	Rowland	Founder and President of Hibernia College, Dublin	Nominee	Minister
Bernie	Ruane	Past President of TUI	Nominee	TUI
Joan	Russell	CEO, County Cork VEC	Nominee	School Management Bodies (Post-Primary)
Frank	Turpin	Former Government Affairs and Education Manger, Intel Ireland	Nominee	Ministerial Nominee representing IBEC
Milo	Walsh	Teacher, New Ross C.B.S, Co. Wexford	Elected	Primary Schools

**An Chomhairle Mhúinteoireachta**  
**The Teaching Council**

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