

Teacher Education and Teacher Educator National Forum
Thursday 30th November, 2017, University of Limerick
(Physical Education and Sport Sciences (PESS) building)

Free registration at <https://www.eventbrite.com/e/teacher-education-and-teachereducator-national-forum-tickets-38427368293>

Time	Focus	Venue in PESS
9.30-10am	Registration	PESS lobby at main entrance
10-10.15am	Introduction to the day (Ann MacPhail)	P1033
10.25-11.25am	Parallel presentations 1 (see second page for presentation titles and presenters)	<ul style="list-style-type: none"> ▪ CPD/Professional learning (P1007) ▪ Teacher education pedagogy (P1033) ▪ School placement (TBC)
11.30am - 12.40pm	Parallel presentations 2 (see second page for presentation titles and presenters)	<ul style="list-style-type: none"> ▪ School placement and diversity (P1007) ▪ Conceptualisation of teacher education (P1033)
12.40pm – 1.30pm	Lunch	Coaching Ireland Boardroom
1.35 – 3pm	Invited speakers <ul style="list-style-type: none"> ▪ An overview of the work of MOFET*– Michal Golan ▪ A focus on the research work of MOFET – Ainat Guberman, Head of Research ▪ Teaching diversity – Mira Shweky, David Yellin College of Education ▪ School placement organization – Drorit Markovitstram, Levinsky College of Education 	P1033
3 – 3.30pm	Discussion and consideration of an All-Ireland Teacher Education and Teacher Educator National Forum	P1033
3.30 – 3.50pm	Closing remarks and future steps	P1033

*<http://www.mofet.macam.ac.il/international/Pages/default.aspx>

Please contact Ann.MacPhail@ul.ie for any enquiries related to the National Forum.

Parallel session 1: 10.25-11.25am	CPD/Professional learning (P1-007)
Ciara O'Donnell, PDST	To transmit or to transform?: A study conducted by the Professional Development Service for Teachers on the impact of CPD provision in the primary context.
Anne-Marie Clarke, Hibernia	Teacher Professional Development within a Community of Practice
Eimear Holland, DCU	Participatory Action Learning Action Research: A Vehicle for Empowerment a Mentoring Community of Practice to Negotiate Power Blocks to Applying an Cascading their CPD
Déirdre Ní Chróinín, MIC; Tim Fletcher, Brock University, Canada	Self-study of teacher education practices in support of pedagogical innovation: Learning about Meaningful Physical Education

Parallel session 1: 10.25-11.25am	Teacher education pedagogy (P1-031)
Orla McCormack & Ollie McGarr, UL	Reflective practice in pre-service education: How do we move from rationalising one's practice to critical engagement?
Carol-Anne Murphy, Johanna Fitzgerald & Margaret Egan, UL	Incorporating Inter-Professional Education in education for Individualised Education Planning: student speech and language therapists and teachers learning together
Jennifer Johnston, Univ of Lincoln, UK; Rebecca Purcell, MIC	Who else is teaching the teachers?
Dorothy Morrissey, MIC	Performance as pedagogy in teacher education

Parallel session 2: 11.30am -12.40pm	School Placement and Diversity (P1-007)
Carmel Hinchion, UL	The Space of Classroom Practice and Student Teacher Identity-Making
Suzy Macken, Marino Institute of Education	Pre-service teachers' use of assessment for learning strategies when teaching primary physical education during school placement
Thomas Walsh & Rose Dolan, NUI Maynooth	What's in a Name? Transitioning from the role of 'supervisor' to 'placement tutor' in Initial Teacher Education
Deirdre Hogan & Joanne O'Flaherty, UL	The Ubuntu Network – Building Global Competence in Initial Teacher Education
Aoife Neary, UL	Learning About Diversity in Teacher Education: A Question of Empathy?

Parallel session 2: 11.30am -12.40pm	Conceptualisation of TE (P1-031)
Melanie Ni Dhuinn, Mark, Prendergast, Jennifer Liston, Noel Ó Murchadha, TCD	An embodiment of the reconceptualisation of Teacher Education in Ireland: A Case Study underscoring praxis in a PME programme in one Higher Education Institution (HEI)
Joanne O'Flaherty, UL	Core Competencies and High Leverage Practices of the Beginning Teacher: A Synthesis of the Literature
Teresa Whitaker, Hibernia	The benefits and challenges of the online delivery of a Master's programme for experienced teachers. An example of good practice?
Fionnuala Tynan, Kathleen Horgan, Martin O'Connor & Anne O'Byrne, MIC	Towards Collegial Practices in Irish Primary Schools: Leading by example
Patricia Donnelly, Sarah Brady, Prof. Sue Franklin, Grace Meagher, Emily James & Aoife Murphy, UL	A collaborative-tiered model of service delivery between educators and speech & language therapists (SLT) in Irish post-primary schools; implications for teacher education