

EDUCATION

news

Issue 9 Winter 2019

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



**Maynooth
University**
National University
of Ireland Maynooth

HoD foreword



Welcome to the Winter 2019 edition of our Department Newsletter!

Life in the Department of Education is never quiet, so it's important to take time out to reflect on what we are doing together as a department and as a wider educational community. Educational spaces are important spaces. They enable us to explore ideas together, to address contested questions, to learn about our shared earth and the stories of our world, and to find ways of learning to live together and to find an orientation in our lives. These spaces are particularly important in the face of tendencies to retreat into fixed identities, to operate filter bubbles, to assert dogmatic positions, and to fear the other who is "different from me". Whilst there is polarisation, there is also solidarity, and whilst there is fear, there is also courage. Young people have much to teach us, in particular about facing

climate change, and it is important for us to find ways in educational spaces of supporting difficult conversations and navigate disagreement. This is one of the ways in which education relates to the democratic project.

We work hard to practically engage with educators on questions like these. Learning to Disagree is an Erasmus+ project that supports teachers in facilitating the civic and democratic competences of young people. Anthony Malone and Majella Dempsey have been leading on this important project and Majella also hosted the international curriculum conference EuroACS in June. Joe Oyster is coordinator of a seven day intensive residential seminar in Philosophy for Children, hosted by the Institute for the Advancement of Philosophy for Children (IAPC) in Mendham, New Jersey. The seminar explores the foundations of the Philosophy for Children program and is a super way to develop skills of facilitation and enquiry. Another important area is student (and staff) well-being. Catriona O'Toole and Jolanta Burke co-hosted with the Psychology Department called Nurturing Child Wellbeing in Schools: Contemporary Perspectives and Practical Strategies and highlighting the earth and our youngest citizens, we also hosted a European event called The State of Outdoor Play in Ireland. Offering another perspective on these questions is the Contesting Childhoods project.

We know the importance of collaboration along the educational continuum and with other educators and practitioners, and we are working hard to create opportunities for exchange of ideas and practice. We will keep you updated. The Turn to Teaching and Rising Teachers, Rising Leaders programmes show us just how many wonderful students and teachers are out there. We really value and appreciate our ongoing collaboration in schools. Thomas Walsh and Angela Rickard are continuing to spearhead their work with schools on team teaching and plans are in place for a shared learning day to take place in the New Year. We will keep you updated on all our initiatives. In the Among Others strand of the Social Justice Certificate, PME student teachers worked closely with Youth and Community Work students in the Applied Social Studies Department to identify ways for both professional groups to share insights and pedagogic strategies and to shape future educational project ideas together.

Part of the strength of our department is due to the diversity of our staff's expertise which speaks to a number of areas of educational interest from well-being and critical enquiry to educational leadership and creative approaches to curriculum and policy. We are delighted to have Dr Jolanta Burke as part of our team and Dr Maija Salokangas will join us as Senior Lecturer in Educational Leadership in December. We are thrilled to have two new administrative staff members – Brenda Carroll (Senior Executive Assistant) and Dr Grace Holmes (Executive Assistant) – as part of our team.

We look forward to more (passionate) conversations about education in 2020!

Aislinn O'Donnell

Professor Aislinn O'Donnell
Maynooth University Department of Education

contents



EU Peer Learning Activity on Teachers' Careers



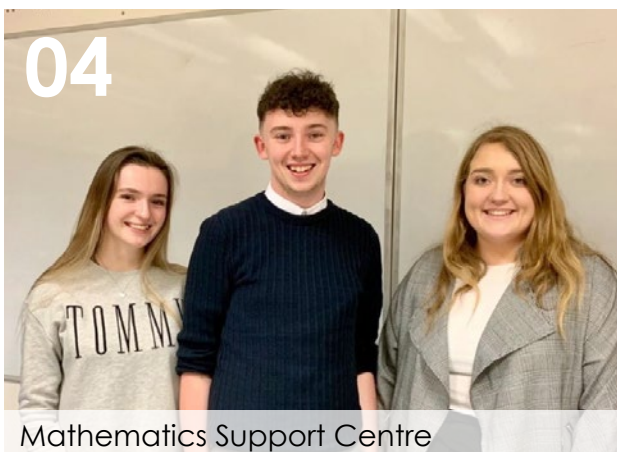
Dr Jolanta Burke



State of outdoor play in Ireland 2019



Euro ACS Summer School



Mathematics Support Centre



Graduation



Mathematics Support Centre

The MSC at Maynooth University is offering free mathematics drop-in support to secondary schools on Monday evenings from 6-8pm.

Online Resources: Students are encouraged to access our dedicated Secondary School Resources page, which contains material relevant to topics covered with students in the MSC. An extensive range of further materials are also available from our general Online Resources, where students may find other beneficial support.

Who it is for? Students from any secondary school, any year and any level are welcome to attend.

Where is it located? The sessions are held in The Social Learning Room on the ground floor of The Library. This is located on the South Campus of Maynooth University.

When does it run? These sessions will recommence in September 2019. Dates for the first semester are 30th of September, 7th, 14th, and 21st of October, 4th, 11th, 18th and 25th of November, 2nd, 9th and 16th of December.

Note that the sessions are only possible during Maynooth University term time, some of these (especially in semester 2) do not overlap with school days but we would still encourage students to attend at these times.

How does it work? Students come along to the sessions, there is no need to book an appointment. They can come and leave at any time that suits them during the session. We ask students to bring their notes and all relevant material. We take attendance to ensure that we have a sufficient number of tutors available. Help will be provided free of charge by experienced tutors on a first come, first served basis.

The sessions are drop-in, so they are not an organised class nor are they on specific topics. They are not grinds. Students attend, on their own or in groups, and they work on their own material. When they encounter a difficulty, one of the tutors will help them when they are free. The tutors strive to assist students with any queries that they have, they will not do students' homework for them but will help with methods and any queries that students have regarding mathematics.

Further information available at: <http://supportcentre.maths.nuim.ie/secondarieschool>



Delegates at the ET2020 peer learning activity in Larnaca, Cyprus

EU Peer Learning Activity on Teacher Careers

As part of the EU Commission Education and Training 2020 (ET2020) Strategy, a peer learning activity on teacher careers was held in Cyprus from the 14th to 18th October 2019. The purpose of the discussions was to explore ways in which teacher careers can be made more attractive and sustainable across Europe.

Alongside delegates from 11 other EU countries, Dr Thomas Walsh of Maynooth University and Dr Mary Gilbride (Assistant Chief Inspector) represented Ireland at the event. A report will issue in early 2020 to provide guidance to member countries on using frameworks and support structures to enhance and sustain teacher careers. Further information on the project can be viewed [here](#).

SCOTENS FUNDING FOR 'CONTESTED CHILDHOODS' PROJECT

A group of staff from the Froebel Department of Early Childhood and Primary Education, the Department of Education (MU), the Centre for Public Education and Pedagogy (MU) and Stranmillis University has been awarded a SCoTENS grant for 2019-2020.



The collaboration will undertake exploratory research on the understanding and conceptualisation of children and childhood around the time of political independence in Ireland. Specifically, the team will explore if social and educational policies relating to children followed different trajectories North and South of the border following partition, and if so, what was the nature of these differences. The research will also formulate strategies for addressing 'childhood' that are in line with a pluralistic democratic society.

The project commenced in September 2019 and is due to conclude with a seminar in September 2020. Members of the research collaborative group are Ms Deirdre Forde, Dr Leah O'Toole, Dr Suzanne O'Keeffe, Professor Carl Anders Säfström, Dr Thomas Walsh, Dr Noel Purdy and Ms Diane McClelland.

The State of Outdoor Play in Ireland in 2019

On Saturday 25th May, Maynooth University Education Department and CEMEA France co-hosted and co-funded, a symposium examining the State of Outdoor Play in Ireland in 2019. The symposium was the culmination of a week-long Erasmus plus research trip by CEMEA France examining outdoor play in four early childhood education and care services in Kildare. The research trip, symposium, and other events were organised by Angela Rickard and Sinead Matson.

Ireland is the fifth European country to take part in this cross national research study and the researchers were hosted by Geraldine Delahunt and staff in Wigwams (Ballysax), Sinead Early and staff in Early Days Montessori (Kilmeague), Evelyn Reilly and staff in Kidz@Play (Maynooth), and Carole Dee and staff in Giggles Preschool (Newbridge). The services were chosen by Debbie Mullen of Early Childhood Ireland to match the research needs of the project.

The weeklong research project prompted a symposium considering what Ireland has achieved for the physical, mental and spiritual well-being of children in the last hundred years.

"It shall be the first duty of the Government of the Republic to make provision for the physical, mental and spiritual well-being of the children, to secure that no child shall suffer hunger or cold from lack of food, clothing, or shelter, but that all shall be provided with the means and facilities requisite for their proper education and training as Citizens of a Free and Gaelic Ireland" - January 21st 1919.

Using the above commitment from the first democratic programme for government as a starting point, the symposium reflected on the early education, care, and rights of Ireland's youngest citizens in the 100 years since its commitment in the first Democratic Programme. Keynote presentations given by Dr. Thomas Walsh, MU Education Department, Dr. Leah O'Toole MU Froebel Department, and Carol Duffy, Early Childhood Ireland, guided delegates through the history of how children were viewed in the last 100 years in Ireland; how curriculum was developed – and with whose interests and rights were in mind; who had, and continues to



Our Manifesto of Commitments - Photo Credit: Luke Danniells

have, access to the outdoors; and what early childhood education and care services (better known as pre-schools and creches) are doing successfully and the barriers they face in doing so.

Over 70 delegates who attended the symposium had an opportunity to engage with current research and practice at poster presentations before an engaging overview of the Erasmus plus project CEMEA France have been engaged in with five countries (including Ireland) across Europe and an interactive Q&A session about their research findings.

After lunch, the delegates had the choice to attend any of eight presentations, workshops, and learning stories from current practice and research in Ireland. This was followed by a keynote presentation that was aimed to provoke the delegates – provocations, questions, and ideas for contemplation were offered for consideration by Christina Duff, Dublin City University (co-created with Dr. Jackie Bourke, University College Dublin).

The symposium then moved forward to offer a re-imagining of what outdoor play and learning could look like in the next 100 years. The delegates were tasked with discussing and reaching a consensus about what this re-imagining would look like and what it would take to get there. This culminated in the creation of a manifesto of 20 co-created commitments, in relation to outdoor play and its provision, to the children of Ireland for the next hundred years. The delegates read out each commitment and placed it on the poster. The day ended with each of the remaining delegates signing the manifesto.

The Symposium was funded by a conference grant from the Research Development Office in Maynooth University. For more details on the Symposium and other Early Childhood Education events see: <https://www.earlychildhoodprofessionalsirl.com/>



Keynote speakers and EuroACS committee (Left to right)

- Dr Stavroula Philippou, University of Cyprus.
- Dr Majella Dempsey, Maynooth University
- Mira Dobutowitsch, Maynooth University, Ireland.
- Professor Ninni Wahlström, Linnaeus University.
- Professor Patrick Slattery (Texas A&M University),
- Professor Elizabeth Rata, University of Auckland, New Zealand.
- Professor Mark Priestley, University of Stirling, Scotland.
- Professor Susan Robertson, University of Bristol, UK.
- Dr Dominik Dvorák, Charles University, Czech Republic.
- Dr Nienke Nieveen, University of Twente, Netherlands.
- Dr Daniel Alvunger, Linnaeus University, Sweden.

4th EuroACS Conference on Curriculum Studies



On the 7th and 8th of June, Maynooth University hosted the 4th EuroACS Conference on Curriculum Studies. The theme of the conference was Curriculum: **Origins, Trajectories and Practices**.

Conference chair for the event was Dr Majella Dempsey, Department of Education, assisted by Mira Dobutowitsch. Professor Sharon Todd opened the conference. There were 150 delegates from 27 different countries. The conference was a lively mix of keynote addresses from Professor Elizabeth Rata (University of Auckland), Professor Ninni Wahlström (Linnaeus University), Professor Susan Robertson (Cambridge University) and Professor Patrick Slattery (Texas A&M University), a panel discussion with Professor Jan van den Akker (the Netherlands), John Hammond (NCCA)

and Professor Mark Priestley (Stirling University), interspersed with research paper presentations and symposia sessions.

People reported that they came away feeling excited, inspired and energised and enjoyed meeting scholars from different countries with diverse viewpoints and experiences. Our campus and facilities were ideal for an event such as this. One highlight of the event was the Irish dancing in Pugin Hall for the conference dinner, led by Maynooth Alumni Aisling Doyle.

Right : Library tour during the summer school.



Picture by Daniel Prazak

European Educational Research Association/ EuroACS Summer School



Picture by Daniel Prazak



We hosted a Curriculum Studies Summer School in MUSE on June 10th and 11th. Dr Majella Dempsey was summer school organiser. We had 27 participants from 16 different countries attend the school. The summer school was free to participants from low GDP countries. The programme featured dialogical workshops from both European and North American traditions of curriculum scholarship, covering curriculum origins, trajectories and practices, and approaches to researching curriculum.

Pictured above are the workshop leaders for the EERA/EuroACS Summer School:
 Dr Joe Olyer, Maynooth University • Dr Dominik Dvorák, Charles University, Czech Republic •
 Dr Majella Dempsey, Maynooth University • Professor Mark Priestley, University of Stirling, Scotland • Professor Elizabeth Rata, University of Auckland, New Zealand • Dr Nienke Nieveen, SLO, Netherlands • Dr Anthony Malone, Maynooth University • Dr Stavroula Philippou, University of Cyprus



PME2 students (2019) Rebecca Wray, Niamh Gibney, Aishling O'Reilly and Eoghan Konstantin with Director Bian from Hailiang International School, China

Chinese Language & Cultural Exchange 2019 in No 5 Middle School Nanchang

Since 2016 The Education Department has organised a four to six week placement for student teachers in China. To date 38 students from the PME have participated in the programme. In May 2019 nine PME students ventured to three different locations in China: Shenzhen, Honzhou and Nanchang. Fionn Brickley taught for six weeks in No 5 Middle School. Here Fionn describes the school and gives an account of his first impressions.

No. 5 Middle School is an elite, boarding school in Nanchang city. The International Section of the school is one of only sixteen places in China that can ignore the specialised Chinese National Higher Entrance Examination (the Gaokao) for university. All of 40 students make it and they all aim to attend foreign universities. The quality of English among students and staff here is understandably quite high. The universities attended are primarily North American or Australian but other places like Ireland and the UK, are also considered.

The site for the school was built in the 1950s but the school itself was established in 1994. Most

of the equipment on campus is modern.

Students stay on site from Monday to Saturday with the option of going home Sunday and returning Sunday evening. Mobile devices are collected every Sunday evening and not returned until classes finish on Saturday. Many students, however, simply have two mobile devices to get around this, leaving a cheaper version in with the office. The day begins with an alarm (trumpets and music) on the intercom at 06:30 a.m. The students finish their day at 21:50 p.m. although they do not have classes all day. They have several long breaks and some hours of supervised study in the evening. There is also some form of physical education most days.

The school has about 3,000 students and 500 staff (and 40 students in the international department). Smart TVs with USB ports and internet access are used for teaching in addition to chalkboards and whiteboards. Staff across the school include teachers, laundry and canteen workers, groundskeepers and even security guards who monitor the

gates and patrol the grounds. Many teachers live on site, but some choose to commute.

Arriving in Nanchang

After 11 hours on the flight from Dublin to Shenzhen I was brought to a medical room to have my temperature checked. There are temperature cameras in some Asian airports. The higher your temperature, the more likely that you're sick. However, since there was no air conditioning in the processing area, the cameras were untrustworthy. After this experience, I said farewell to the other PME's as they made their own connections or met their respective contacts for the schools they were going to be teaching in.

After a further five hour wait and another two-hour plane journey, I arrived in Nanchang where I was met by Candy (from No. 5 Middle School). She took me to the school where I was thankfully able to shower after some 18 or so hours of travelling! I then had a traditional Chinese lunch with Candy, Olivia (Director), and Alice (Head of International Section). We discussed my trip as well as my schedule and what I would be teaching. I was assigned 9, 45-minute classes per week of speaking with free-reign as to what I could teach.

On my first Monday, I had 3 classes. They were mostly introductory but I must have made a good impression as one of the classes took me out for Chinese Hot Pot. Most of the food was great, but I wasn't overly fond of the chicken intestines. The tasted and smelled fine, I'm just not used to meat not separating when I chew it.

The rest of the week passed easily. I learned how the canteen and laundry worked, did some shopping, organised my trip to Hong Kong, talked to the other PME's about meeting up and did some exploring. I found that tea is quite popular here but not so much coffee.

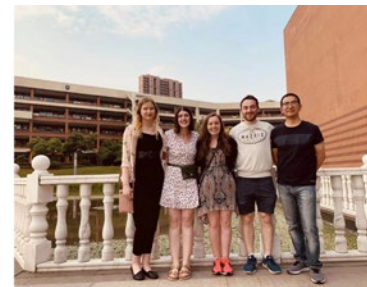
I was astounded and a little overwhelmed by the sheer level of hospitality I found in the school. Anything that was an issue was fixed within a day, the school made an active effort to ensure I paid for as few things as possible, and they would drop tools to answer a query I had as soon as they could. Even the politeness and diligence of the students was something to behold. I really hope that by the end of my stay I paid back their generosity towards me. On

some weekends I was hosted in two different families and had multiple opportunities to visit sites in and around Nanchang as well as travel and to meet up with the other PME's.

Nanchang, China was an amazing experience where I met multiple wonderful people. My only regret is not bringing enough gifts, especially for the host families, I'd really recommend bringing something Irish with you. The host families bring you into their homes and make sure that you pay for nothing while with them.

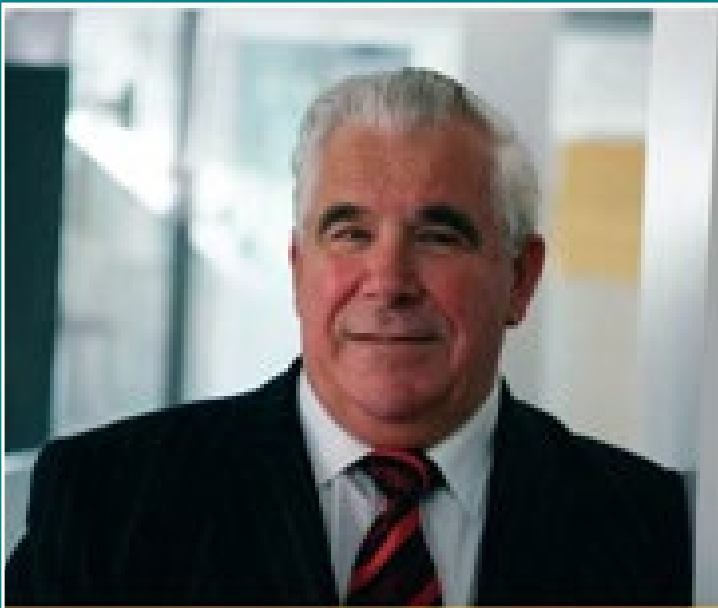
Also, I taught the three classes of students the rules to hurling so maybe bring a hurl and sliotar and try to get them to pick it up. That made for a fun class!

- Fionn Brickley (PME Year 2)



China Language and Cultural Exchange 2019. PME1 Students: Anita O'Brien, Kelly-Ann Sinclair, Fionn Brickley, Megan Roberts and Amandine Bergin Rubeaud.

Our partner **Global Culture Exchange** also arranges tailored school exchange programmes and tours to China. Irish schools looking for a trusted contact in China can email: helenguan_8014@hotmail.com



Pushing Boundaries, Expanding Vistas:

Celebrating the Work of John Coolahan

Thomas Walsh and Rose Dolan (Eds.)

Book Launch: Celebrating the work of John Coolahan

On 25th October 2019, the Department of Education launched a book celebrating the contribution of Professor John Coolahan to education. John was a central figure in educational reform in Ireland and his work has profoundly reshaped the educational landscape across the last four decades. Entitled 'Pushing Boundaries, Expanding Vistas/: Celebrating the Work of John Coolahan', the book comprises the proceedings of a colloquium held in Maynooth University in October 2017. At this colloquium, a range of contributors provided inputs on the multifaceted ways in which John Coolahan has contributed to education.

Each contributor to the book focuses on a distinct aspect of John's contribution to education, including his role as an educator, a policy maker, an historian of education, a champion of the arts in education and as a researcher. Edited by Dr Thomas Walsh and Dr Rose Dolan, chapter contributors include Mr John Bean, Professor Sheelagh Drudy, Ms Catherine Byrne, Professor Marc Depaepe and Ms Niamh Bhreathnach. John contributes the final chapter of the book, reflecting on the key developments in the transformation of the education system in recent decades.

The book is available to purchase at www.shop.nuim.ie for €12.50 (including postage).

All proceeds will be lodged to the John Coolahan Scholarship Fund in Maynooth University.



Dr Jolanta Burke

We are delighted to welcome Dr Jolanta Burke who joined the Education Department in September 2019. Jolanta is a chartered psychologist specialising in Positive Psychology of Education. Her passion is wellbeing, especially in the context of school leadership. Jolanta has spent half of her career as an educational leader and the other half as an academic.

After completing a primary degree in psychology, she pursued Masters in Educational Leadership with Dublin City University, followed by Masters in Applied Positive Psychology with the University of East London, and finally, a PhD in the School of Education, Trinity College Dublin, where she researched wellbeing in education.

Before joining Maynooth University, she worked as a senior lecturer and a programme leader for Masters in Applied Positive Psychology and Coaching Psychology at the University of East London, which is the centre of the European research in wellbeing. Prior to that, she lectured in Dublin City University and Trinity Business School where she designed and delivered a highly popular module in the Psychology of Leadership for Masters in Management and the MBA.

Jolanta has spoken at conferences around the globe and has been acknowledged by the Irish Times as one of 30 people who make Ireland a better place. Her next book, "The Ultimate Guide to Implementing Wellbeing Programmes for Schools" will be published next year by Routledge.

M.Litt and PhD Graduations from The Department of Education



Left to right: Professor Aislinn O'Donnell, Dr Audrey Doyle, Dr Seán Henry, Dr Rose Ryan and Ms Anne-Marie McGovern

Congratulations to Dr Audrey Doyle, Dr Seán Henry, Dr Rose Ryan and Ms Anne-Marie McGovern who graduated from the Department of Education on 31st October 2019. Their M.Litt and PhD studies focused on issues relating to curriculum reform, queering religious schooling, educational disadvantage and inequality in education. We wish them all the best in their future careers!

New Draft Leaving Certificate Polish, Lithuanian, Portuguese and Mandarin Chinese Specifications



Dr Céline Healy is chair of the NCCA Leaving Certificate Foreign Languages Development Group which has developed the draft specifications for Leaving Certificate Polish, Lithuanian and Portuguese. [The draft specifications can be accessed here](#). Your feedback, through the online survey here, would be very welcome. It will be used to inform our work in the further development of the specifications. The online survey will close on Monday 6th January 2020.

This Development Group has also developed a draft specification for Leaving Certificate Mandarin Chinese. Your feedback would be very welcome and can be given via the online survey here. This survey will also close on Monday 6th January 2020.

Focus group events for feedback on the Mandarin Chinese Draft Specification will take place in Dublin on Monday 2nd December 2019 and on the Polish, Lithuanian and Portuguese Draft Specifications on

Monday 9th December 2019. If you are interested in participating in either of the focus groups please email info@ncca.ie stating briefly why you would like to attend.



CLIL Modern Foreign Languages Pilot Project launched in MU Department of Education

The Department of Education and Skills has initiated a national pilot project for the use of a content and language integrated learning (CLIL) approach in Transition Year (TY) modern foreign languages classes in post-primary schools. This pilots the teaching and learning of another subject through the target language (French, German,

Spanish, Italian) with a dual focus on the content and the language. Maynooth University Department of Education, in collaboration with the Post-Primary Languages Ireland (PPLI), are facilitating the continuing professional development programme (CPD) for participating teachers who began piloting CLIL in their TY classes in September 2019.



Teachers have already engaged in three days of workshops on CLIL, facilitated by Dr Céline Healy (MU)

and Craig Neville (PPLI), in MU Department of Education, and will engage in a further one in December. They have formed a Community of Practice (CoP) where the participating teachers collaborate both face-to-face in MU and through an on-line forum. This CoP supports their collaborative planning, development of teaching, learning and assessment resources, and reflection on their CLIL practice.

This project is in response to the goals outlined in Languages Connect Ireland's Strategy for Foreign Languages in Education 2017-2026 and the actions in its associated Implementation Plan 2017-2022.



Some of the Graduation Classes of 2019



Congratulations to the BScEd graduating class of 2019. Thirty-eight students graduated and will now complete their year 5 on the Professional Master of Education.



PME Graduation Day 2019

Publications

Burke O'Connell, N., Dempsey, M., & O'Shea, N. (2019) An Investigation of Students' Attitudes to Science, Mathematics and the Use of Technology in Lower Secondary Education. *International Journal of Education in Mathematics, Science and Technology (IJEMST)*, 7 (4):319-334
<https://ijemst.net/index.php/ijemst/article/view/774>

Dempsey, M., O'Shea, A. (2019) . Being able to do maths but yet feeling kind of free: Using the flagway game to learn mathematics. DCU: Conference Proceedings
<https://zenodo.org/communities/mei7/?page=1&size=20>

Rickard, A. and Walsh, T. (2019). Policy, practice and process in team teaching: A pilot project with co-operating teachers and student teachers on school placement'. *Irish Educational Studies*, 38 (3): 309-326.

Walsh, T. and Mc Daid, R. (2019). Race Discrimination and the Management of Ethnic Diversity at Work: The Case of Elementary Teachers in Ireland (in) Vassilopoulou, J. Brabet, J. and Showunmi, V. (eds.) *Race Discrimination and Management of Ethnic Diversity and Migration at Work (International Perspectives on Equality, Diversity and Inclusion, Vol. 6)*, Emerald Publishing Limited, pp. 81-105.

Presentations

Doganca Kucuk, Z (2019): 'A Critical Review about earlySTEM Program and STEM Education from Ireland'. Presentation at earlySTEM Curriculum Evaluation Conference, Istanbul, Turkey, September 2019.

Dempsey, M (2019) Straddling the divide between transmission and constructivist beliefs: Changing pedagogical practices in upper secondary education in Ireland. Educational Studies Association of Ireland ESAI, Ireland .

Dempsey, M. & Malone, A. (2019) EuroACS International Conference. Assessing Competences for Democratic Culture: Opportunities and Challenges, Maynooth University .

Malone, A., & Dempsey, M. (2019) EERA International Doctoral Summer School, Using (critical) Discourse Analysis to research curriculum and policy, Maynooth University .

Dempsey, M. & O'Neill, N. (2019) European Educational Research Conference ECER. Hands-On, Minds-On: The Role of Factual and Procedural Knowledge in Teaching Practical Work in Upper Secondary Education in Ireland Germany

Walsh, T. (2019). Coming full circle: Tracing key milestones in the early childhood education and care policy provision for young children in Ireland 1919-2019. Presentation at The State of Outdoor Play in Ireland Symposium, Maynooth University, May 2019.

Walsh, T. (2019). From periphery to centre stage: The changing role of the Irish language as a curriculum subject in primary schools in Ireland in the 1920s. Presentation at the EuroACS Conference on Curriculum Studies, Maynooth University, June 2019.

Walsh, T. (2019). The building of national identity through elementary education: Post-Independence curricular provision for the Irish language in primary schools in Ireland. Presentation at the International Standing Conference of History of Education: Spaces and Places of Education, Porto, Portugal, July 2019.

Walsh, T. (2019). From periphery to centre stage: Using the Irish language in schools to build national identity and nationhood in Ireland in the 1920s. Presentation at the History of Education Society Conference (UK), UCL, London, November 2019.

Walsh, T. (2019). Curriculum in Ireland: The Past, the Present, The Possibilities. Invited keynote address at the INTO Education Conference on the Review of the Primary Curriculum, Kilkenny, November 2019.

Rickard, A. (2019). 'Identities and Communities: Opening the Conversation about LGBTQ Youth and Irish Schools'. Presentation at the 'Faces of Change: Researching Sexuality and Gender at Maynooth University' MU SexGen Inaugural Symposium, April 2019.

Rickard, A. (2019). 'Opening Conversations about LGBTQ people and topics in Irish Schools.' Presentation at the 5th International Irish Narrative Inquiry Conference in School of Social Work & Social Policy, Trinity College Dublin, May 2019



**Maynooth
University**
National University
of Ireland Maynooth



maynoothuniversity.ie/education
education.department@mu.ie
[@MU_Education](https://twitter.com/MU_Education)