



QUEEN'S UNIVERSITY BELFAST

SCHOOL OF
SOCIAL SCIENCES,
EDUCATION AND
SOCIAL WORK



NEWSLETTER WINTER 2017/18

Making a Social Difference

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The production team for this issue of the newsletter was:

- Barbara Lynagh
- Angela McMenemy

Welcome!



I am delighted to bring you the **Winter 2017/18** issue of our newsletter, covering just some of the interesting and exciting activities here in the School of Social Sciences, Education and Social Work.

I joined the School in September from Durham University and what particularly attracted me to the post was the shared passion and commitment of the staff to harness their teaching and research to make a real difference to people's lives both in Northern Ireland and around the world.

I hope you and your colleagues find something of interest in our newsletter. If you want to know more about any aspect of School activity, please do get in touch with us. You can see more details on our courses and research at www.qub.ac.uk/ssesw.

**Professor Carl Bagley PhD FRSA
Head of School of Social Sciences,
Education and Social Work**

FSC

Supporting Early Childhood Development in Timor-Leste



In August, a research team from our Centre for Evidence and Social Innovation (CESI) visited Timor-Leste in south east Asia to help support the development and evaluation of Early Childhood Development (ECD) programmes.

The research is part of a larger programme of work run by the NIHR Global Health Research Group on Early Childhood Development for Peacebuilding, Queen's University Belfast, that is led by CESI.

Paul Connolly (Director), Laura Dunne and Sarah Miller from the NIHR Group, along with colleagues from Early Years – The Organisation for Young Children, spent a week in Timor-Leste working with UNICEF and the Universidade Nacional Timor Lorosa'e. Only 14% of 3-5-year-old children are enrolled in preschool and the government has identified improved access and quality of provision as a key priority.

Our colleagues visited several early childhood projects and worked with partners to explore how these might be enhanced to help promote social cohesion

and peacebuilding in the country. Timor-Leste is one of six partner countries that our colleagues are working with in this project. The others are Egypt, Kyrgyzstan, Mali, Tajikistan and Vietnam. Over the next six months, the Group will be working with partners in each of the countries to help design and agree delivery and evaluation plans for their Early Childhood Development programmes.

For further information on the NIHR Global Health Research Group on Early Childhood Development for Peacebuilding, Queen's University Belfast, visit www.qub.ac.uk/cesi.

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Student Profile: Udi Samanhuji



Udi Samanhuji is a student on our Taught Doctorate in Teaching English to Speakers of Other Languages (EdD TESOL).

Tell us a little about yourself.

I am a second year EdD TESOL student and am also a lecturer at the School of Education in my home university in Indonesia.

Why did you choose this particular programme?

I chose the doctoral programme at SSESW for my own professional development. The knowledge and skills I'm gaining will be very useful in dealing with curriculum development and research in various TESOL topics. The course also enables me to design training for English teachers aiming to improve their own teaching and research skills.

Why did you decide to study at Queen's University?

I find that Queen's University Belfast is an amazing world-class university that exposes me to a highly intellectual academic climate which is truly international. The research culture at Queen's is one of many reasons that helped me decide where to pursue my doctoral programme.

Find out more: www.qub.ac.uk/ssesw

What has been your experience of the course to date?

The two distinct parts in the EdD TESOL, the taught element and the research stage, really help me to broaden my content knowledge and skills in relation to English education in modern contexts and various research topics within this field. The staff and lecturers are more than welcoming at Queen's. They are very friendly and helpful. I have gained such a fantastic global experience and education and made friends with other international students from all over the world.

What is your experience of the facilities at Queen's University?

Supported by amazing learning facilities such as the wonderful McClay library with its thousands of books and journal collections, the Queen's campus has shaped my new perspective about learning as an enjoyable journey and my new way of thinking about the close relationship between knowledge creation and research.

How are you finding student life in Belfast?

I am so glad that I chose to pursue my doctoral degree at the School of Social Sciences, Education and Social Work. I love learning and living in Belfast, Northern Ireland. As a location for continuing your higher education it is an affordable and vibrant city. It offers lots of places to explore such as the Titanic Museum and friendly people with their two magic phrases 'sorry' and 'thank you'!

Watch Udi's student testimonial video at: <https://youtu.be/9QIOfiPevEK>

New BA (Hons) Sociology for 2018 Entry



We are relaunching a **Single Honours degree in Sociology** in September 2018 as part of our dynamic social sciences programmes. The Sociology team's diverse research interests will translate into an exciting programme, offering subjects such as: childhood, families, gender, deviance, conflict, violence and peace building, poverty and social exclusion, environmental security, health, illness and care, inequalities, religion and extremism, research methods and data skills (quantitative and qualitative).

Students will get to apply their research skills in a final year independent research project, using 'real world' data and developing important transferable skills for the workplace including project management, problem solving and communication skills.

Our graduates are equipped with the skills to carry out research and analysis with real impact for society. They go on to take up job opportunities in a range of sectors including charity, business, education and research.

Our Sociology colleagues have been visiting schools to run **information and taster sessions** for pupils about the benefits of our Sociology degree and its associated career opportunities. The campaign included a wonderful welcome at St Joseph's High School in Crossmaglen, where academic colleague Véronique Altglas and current student, and former St Joseph's pupil, Stephanie Kirwan ran a session for some very enthusiastic pupils (pictured above) from a number of local schools. Colleagues are also organising an **A-level Conference** on 15 March 2018 at Queen's, to help Sociology pupils develop their knowledge of the subject.

If you would like to discuss initiatives to learn more about the scope and significance of Sociology, or would like to come to our Sociology A-level conference, we would be delighted to hear from you.

For more information contact Angela McMenamy at a.mcmenamy@qub.ac.uk or tel +44 (0)28 9097 3324

Find out more: www.qub.ac.uk/ssesw

New Film Features Three SSESW Academics

'Bridging the Gap' is a new film about the school experiences of newcomer children and young people and their families. From the perspectives of students and their parents, the film considers how proficiency in English and communication between families and secondary schools impact the lives of young people from newcomer backgrounds. Directed and produced by Paul Moorehead from Kettle of Fish Community Interest Company, it features a range of contributions from educators, leaders in the Community Intercultural Programme, and academics Caitlin Donnelly, Aisling O'Boyle and Caroline Linse from the School of Social Sciences, Education and Social Work (SSESW).

A screening of the film took place during Community Relations Cultural Awareness Week and included a panel discussion afterwards. The event was organised by

the Northern Ireland Strategic Migration partnership in order to raise awareness in an atmosphere of mutual concern for the educational achievement of newcomer children. Discussion panelist Aisling O'Boyle commented that it was 'a very forward-thinking, positive and constructive event which encourages further discussion on the issues related to newcomer children and young people in Northern Ireland'.

Speaking about the film, Carl Bagley, Head of the School of Social Sciences, Education and Social Work, highlighted its value as a resource in teacher education programmes. The film was funded through the Community Relations Council Media Grant Scheme. A three-minute trailer can be viewed at <http://bit.ly/2yCt2PB>.

For more information contact

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Reaching Out to International Markets

SSESW colleague Ibrar Bhatt completed a recruitment visit to Indonesia this semester in response to interest in our courses from teachers, academics and students in a number of locations. Our innovative, research-led teaching is well placed to serve the higher education and professional development needs of an international audience. Interest was particularly strong in relation to our TESOL programme (Teaching English to Speakers of Other Languages), which is available at Master's and doctoral level, and our internationally renowned programmes on Educational Leadership and Educational Studies.

Ibrar also delivered a series of talks at several Indonesian universities on his research and education themes of digital literacy and language learning. He received a warm welcome from colleagues and students when he visited STKIP Siliwangi Bandung, Sampoerna University, Universitas Sultan Ageng Tirtayasa and Universitas Negeri Surabaya. We look forward to welcoming more students from this beautiful area of the globe, to join our ever increasing and engaging Indonesian student body here at SSESW.

See more at <http://ppibelfast.org/>

Find out more: www.qub.ac.uk/ssesw

Applied Behaviour Analysis in Prague



Our Centre for Behaviour Analysis PhD student Dita Chapman BCBA and MSc Applied Behaviour Analysis students Karel Pancocha and Helena Vařurová, both from Masaryk University, are involved in the first Applied Behaviour Analysis-based school for children with autism. At Lychova School, a mainstream primary school in Prague, children with autism receive the help they need through interventions derived from Applied Behaviour Analysis (ABA).

The Czech government has passed a new law for health professionals, to ensure that Behaviour Analysts are recognised as key professionals in leading behaviour change programmes, in particular with regards to autism interventions.

Furthermore, a major Czech health insurance provider has funded the translation into the Czech language of Simple Steps (www.simplestepsautism.com), the online ABA teaching platform that was first developed in collaboration with our Centre for Behaviour Analysis colleagues.

All these developments are direct results of collaboration between Karola Dillenburger (Director of our Centre for Behaviour Analysis), the Czech Association for Behaviour Analysis, Masaryk University and Ulster University.

Karola Dillenburger returned to the Czech Republic as part of the EU-funded Erasmus+ programme to contribute to the first BACB-validated course sequence (Behaviour Analyst Certification Board) at Masaryk University. She also taught on their 3rd Registered Behaviour Technician course and attended the opening seminar (pictured) for Lychova School with ABA professionals and parents.

For more information contact

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Find out more: www.qub.ac.uk/ssesw

Child Welfare Inequalities Project Findings

A conference at Queen's University Belfast in October launched findings from the Child Welfare Inequalities Project, a major research project funded by the Nuffield Foundation which examined the relationship between deprivation and child protection interventions across the four UK nations.

The conference was chaired by Sean Holland (Chief Social Work Officer, Department of Health) and facilitated jointly by Queen's University, the Department of Health for Northern Ireland (NI) and the Department of Communities NI.

Professor Paul Bywaters (Coventry University) and SSESW colleague Lisa Bunting (Queen's Project Lead) presented findings from the UK-wide and Northern Ireland elements of this work. Nat O'Connor

(Ulster University) discussed economic inequality. Representatives from the NI policy and practice community talked about the role poverty plays in the lives of their service users and how financial uncertainty is increasing stress for vulnerable families.

Delegates included policy makers, service commissioners, practitioners and students across the statutory and community sectors. Key messages included: economic inequality is a main driver in child welfare interventions; and more needs to be done to address issues of financial hardship at both policy and practice levels.

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Student Achievement



One of our BSc Sociology students, Sarah McKenna, had two pieces of coursework win 'Highly Commended' status in the Social Sciences: Sociology & Social Policy category of The Undergraduate Awards Programme 2017, the world's leading undergraduate awards programme. It recognises and

highlights top undergraduate work on a global scale.

The panel of experts considered Sarah's submissions to be ranked in the top 10% of all submissions. As a Highly Commended Entrant of The Undergraduate Awards, her work has been identified within nearly 6,500 submissions from students across 47 countries as among the best undergraduate coursework globally.

This achievement put Sarah in the running for Global Winner of this category, announced on 19 September. She did indeed become the global winner of the Social Sciences: Sociology & Social Policy category with her piece: 'A Shifting Lens: How intersectionality facilitates an understanding of the dynamics and structures of inequality in contemporary society.'

Find out more: www.qub.ac.uk/ssesw

Developing Students' Employability and Skills



The School hosts one of fifteen **Q-Step centres** established across the UK to deliver specialist social science undergraduate programmes, work placements and pathways to postgraduate study. Q-Step, funded by the Economic and Social Research Council, Nuffield Foundation and the Higher Education Funding Council for England, aims to equip graduates with the vital quantitative skills necessary for contemporary workplaces, from business to government.

For more information see www.qub.ac.uk/QStep

Hannah-Louise Keenan, a second year BSc Sociology with Quantitative Methods student, completed a six week Q-Step placement with Ipsos MORI over the summer. The paid placement gave her opportunities to apply the advanced quantitative research skills she learned in her degree in the context of a global market research company, which carries out far reaching and timely research on a broad range of topics.

“I enjoyed my Q-Step work placement with Ipsos Mori as I was able to see how research is carried out in a leading market research organisation. I learnt about all aspects of the research process, from data collection and entry through to analysis and the end report for the client. My placement has definitely increased my employability as I am now working there part-time and will leave Queen's with a year's experience in industry.”

Find out more: www.qub.ac.uk/ssesw

Staff Profile: Sheila McConnellogue



Dr Sheila McConnellogue is a Lecturer in Education on our Postgraduate Certificate in Education (PGCE). In addition to her subject expertise, she has a professional interest in mental health and wellbeing as these affect the wider school population.

Following a primary degree in English Literature and a PGCE in post-primary English, both at Cambridge University, I taught in Northern Ireland schools for ten years, becoming Literacy Co-ordinator and working for a time as a local authority Assistant Advisor for English and Literacy. As a teacher I became increasingly interested in the needs of the more vulnerable young people in my classes and across the school population and in the barriers to social inclusion and learning which they faced. This led to a degree in Psychology with the Open University, followed by a Doctorate in Educational, Child and Adolescent Psychology at Queen's University. I practised as an Educational Psychologist for five years, mainly supporting schools in north Belfast. My backgrounds in both education and psychology contribute effectively to my teaching on the PGCE English course.

Academically, my main research interest is the role of schools in supporting students'

mental health difficulties. With a worldwide prevalence of mental health difficulties in children and young people at 13.5%, and with half of mental health conditions starting before the age of 14, every classroom will include at least one student struggling emotionally. My focus is on the potential for teachers to respond to social, emotional and behavioural difficulties effectively to minimise the risk of clinical conditions developing. There is a need to promote a bio-psycho-social model of development to counter the increasing medicalisation of distress. I am also interested in how we conceptualize the role of schools and teachers in complex interventions such as mental health and suicide and in multi-agency and multi-professional working at the interface between health and education.

Having co-authored 'Protecting Life in Schools: Helping Protect Against Suicide by Supporting Pupils' Emotional Health and Wellbeing' for the Department of Education, I recently facilitated a one-day seminar on Mental Health in Schools. See more on page 11.

In terms of English and Literacy, my main research interests are in pedagogy associated with reading comprehension and writing. I am currently involved in a randomised controlled trial of Reciprocal Reading, funded by the Education Endowment Foundation.

Holding a belief in the primacy of the impact of the teacher in relation to the lives of children and young people, teaching on the initial teacher education course within the School of SSESW is a privilege and a joy.

Mental Health in Schools

In September, the School hosted a seminar on Mental Health in Schools for an audience of researchers and stake-holders including policy-makers, teachers with responsibility for pastoral care and support services in health, education and the voluntary sector. It focused on the role of schools in promoting pupil wellbeing and responding effectively to those presenting with mental health difficulties. Delegates heard about School of Social Sciences, Education and Social Work research on mental health promotion, including development of a whole-school audit tool.

The keynote address by Professor Margaret Barry (World Health Organization) was entitled 'Bridging the science-to-practice gap in promoting mental health and wellbeing in schools'. In it she highlighted the importance of organizational and system-level practices, rather than discrete, packaged programmes. She emphasized the school ecology as a focus of interventions and the need to use 'a common elements

approach' in everyday school practices.

Caroline Gillan (Department of Education) highlighted the current policy context in Northern Ireland. The audience heard from practice-based speakers Cathy Bell, outlining the development of the Independent Counselling Service for Schools, and school principal Elma Lutton (Cambridge House School) on the lived reality for schools.

Speakers and audience joined in two workshop sessions to identify key priorities for our research and for wider policy and practice, based on the wide range of expertise represented at the event. Many participants expressed interest in further research collaboration around this topic as a key strategic priority for schools and a range of regional and national organisations.

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Welcoming International PGCHET Students

In October the School of Social Sciences, Education and Social Work (SSESW) welcomed fifteen international students from Shenyang Medical College, China, to Queen's University. They are taking our Postgraduate Certificate in Higher Education Teaching (PGCHET).

Most of these international PGCHET students are lecturers in Biomedical Sciences in China Medical University. Many have international PhDs, having studied in Harvard and Boston University, and all appreciated the excellent facilities at Queen's. One student commented that having lunch in the University's Junction café and student hub reminded him of his time in Harvard.

During their three weeks at SSESW, they attended a number of teaching sessions on theories of teaching in Higher Education. They also took part in visits to the Titanic Museum, the Giant's Causeway, and a Game of Thrones tour. The lecturers spent their final week on teaching observations in the University's School of Pharmacy. On their return to Shenyang, they will complete their PGCHET, enabling them to teach on Queen's courses in Queen's China College Shenyang.

Research Impact

Academics and researchers in the School of Social Sciences, Education and Social Work continue to lead local, national and international collaborative networks. Underpinning our work is a commitment to driving positive change and making an impact on educators, learners and the wider community. See below for an update on just a few of our specialist areas of activity.

Centre for Behaviour Analysis

Karola Dillenburger made a **video presentation** on 'Early intervention for autism spectrum disorder: What the evidence says' at the 13th European Pediatrics & Pediatric Neurology Conference in September in Prague.

Centre research was well represented at the Association for Behaviour Analysis International conference in Paris in November, with colleagues delivering **six papers, four posters and a symposium**. See <http://bit.ly/2q43GWs>

Katerina Dounavi co-authored **an article in the magazine 'Operants'**, on Burnout in Early Career BCBA's with low collegial support in work environments. See <http://bit.ly/2gABuYy>

Colleagues published a paper in the **Journal of Intellectual Disability Research** based on the Kids' Life and Times and Young Life and Times autism surveys. The findings bode well for peer-mediated support strategies for inclusive education. See <http://bit.ly/2laCsfB>

The monthly CBA **Seminar Series** was a great success, with speakers addressing a range of issues, from inclusion and culture, to technology, and futures planning.

CBA Fellows and doctoral students have disseminated their research and expertise through a number of **conferences and journals**.

www.qub.ac.uk/cba

Centre for Children's Rights

Laura Lundy was an **invited speaker** at a side event of the UN Human Rights Council in Geneva in September.

Laura Lundy, Bronagh Byrne and Michelle Templeton, with international children's rights consultant Gerison Lansdown, have been **awarded a grant** by the Council of Europe. The project will examine children with disabilities' views and experiences of their rights in an online environment across four European countries using children's rights-based approaches.

Amy Brown and Antje Ruhmann, both **doctoral students** in the Centre, presented papers at the 5th Annual Doctoral Conference of the Children's Rights European Academic Network in September in the University of Geneva.

We hosted a range of **engaging speakers**, including Gerison Lansdown on the new General Comment from the Committee on the Rights of Persons with Disabilities on the right to inclusive education, and Dr Gillean McCluskey on the intersections of violence, learning outcomes and educational practices.

We were delighted to host Dr Zeynep Kiliç from Istanbul Bilgi University as a **Visiting Research Fellow**, working on research relating to rights-based approaches to participation for children in conflict societies.

www.qub.ac.uk/ccr

Centre for Shared Education

Joanne Hughes, Director, and Andrea Furey (Ulster University) presented on 'Social identity and outgroup attitudes amongst Northern Irish school children of mixed denomination and same denomination parents' at the European Conference on Educational Research (ECER) in Copenhagen in August. The paper highlighted **key differences in levels of identification** with traditional community, national and political identities.

Also at ECER, Caitlin Donnelly, Deputy Director, presented on 'Teaching citizenship in the faith school: qualitative evidence from separate schools in Northern Ireland', **exploring differences** in the development of Catholic and Protestant identities in the post-Agreement period.

In September, Rebecca Loader, Research Fellow, presented insights from a **comparative analysis of shared education initiatives** in Northern Ireland and Macedonia at the British Educational Research Association annual conference in Brighton. The paper explored similarities and differences between the programmes in each country and examined the influence of the local context in shaping their development.

www.qub.ac.uk/cse

Update: Wellbeing in Schools (WiSe) Study

The core WiSe research team, based in our Centre for Evidence and Social Innovation, explores health and wellbeing in mainstream and special schools across Northern Ireland. They were awarded funding to test the feasibility of **adapting their wellbeing survey for use with pupils in special schools** and have begun working with Knockavoe School in Strabane. A Young People's Advisory Group has been established to work alongside the team in exploring the utility of the WiSe survey in their school.

School of Social Sciences, Education and Social Work funding supported the WiSe colleagues in hosting a **research partnership morning** in October for post-primary school teachers, education policy officers and researchers. The event allowed them to work collaboratively to discuss pupil wellbeing knowledge and to identify priorities which will help shape the WiSe research agenda.

The WiSe researchers also facilitated an **ESRC Social Science Festival** event in November: 'Can we improve wellbeing for pupils?'. This closed session in The Royal Belfast Academical Institution brought together researchers and pupils from several schools to explore and interpret findings from the Wellbeing in Schools survey, to discuss what they could learn from each other about pupil wellbeing and to identify priority topics for research.

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Find out more: www.qub.ac.uk/ssesw

Find out more: www.qub.ac.uk/ssesw

PGCE Presentation of Certificates and Prizes



In August, the School welcomed back to Queen's the graduates of our 2016/17 Postgraduate Certificate in Education (PGCE) programme. The presentation event marks the achievement of these beginning teachers, embarking on careers that will impact on the lives of young people throughout Northern Ireland and beyond. This year, as always, graduates have secured teaching posts throughout Northern Ireland, England and as far afield as Qatar. The Presentation of Certificates evening also celebrates those who showed particular excellence in key areas of the programme. The Subject area prize-winners pictured (left to right) are: Rebecca Ellis (Science), Katie McLarnon (English), Ryan McCabe (IT/ Computing), Anne Burke (Maths), Aisling McCormick (RE) and Conor Kennedy (Social Sciences).

Prize-winners from each subject area were interviewed for the General Teaching Council for Northern Ireland (GTCNI) award of Top PGCE student and, this year, it was awarded jointly to Ryan McCabe (IT/ Computing) and Anne Burke (Maths).

A further prize was awarded to the top student in the Educational and Professional Studies module, Katie McLarnon (English). The Excellence in Teaching Prize was awarded to Aisling O'Brien (Modern Languages).

Prizes were awarded by Gerry Devlin, Senior Education Officer at GTCNI, and James Maxwell, Principal of Markethill High School, who gave an inspirational address to the graduates. He was able to give them insights from the viewpoint of a practitioner who had worked at all levels in the teaching profession.

For more information on our PGCE see <http://www.qub.ac.uk/schools/ssesw/Study/>

Enhancing Language Learning



Our Northern Ireland Centre for Information on Language Teaching and Research (NICILT) supports language teaching and learning in Northern Ireland and is funded by the Department of Education.

In September NICILT published **research into transition in languages** from KS2 to KS3. The objective was to ascertain local children's and principals' experiences of learning modern languages from primary to post-primary school. The research contributes to wider debate on the lack of statutory modern languages on the primary curriculum in Northern Ireland.

European Day of Languages is celebrated annually on 26 September. NICILT is responsible regionally for raising awareness of this event. NICILT provided talks for KS3 pupils on the importance of language skills for employability at St Louise's Comprehensive College (pictured) and Blessed Trinity College in Belfast.

In October and November, NICILT hosted two **A-level French film days** for over 210 pupils and their teachers. These were

held at Queen's Film theatre and Thornhill College. Introduced screenings of 'Manon des sources' and tailored workshops were provided in French by a specialist speaker. Pupils gained valuable insight into themes, characters, the plot and vocabulary linked to the film, which features on the AS French examination in Northern Ireland.

NICILT also ran a five day **professional development course** in October for primary and secondary Spanish teachers, in collaboration with the Spanish Ministry of Education. Delegates were upskilled on strategies and resources to enhance their teaching of Spanish language and culture.

Later in November NICILT will host an **A-level Irish film day** for schools at Queen's Film Theatre. Four short films in Irish will be shown, with introductions and tailored workshops to enhance pupils' understanding of the language and themes in each of the films. This event is in collaboration with Irish and Celtic Studies at the University.

For more information visit the **NICILT Facebook** page or www.qub.ac.uk/schools/nicilt

Staff Profile: John Moriarty



Dr John Moriarty is a Lecturer on our BSc in Sociology with Quantitative Methods. He is a member of our Q-Step Centre which aims to increase the quantitative and statistical skills of students across the social sciences. He tweets at @JohnM_QUB

I was very excited to join the School's Q-Step team in 2016 to help design and deliver the new BSc in Sociology with Quantitative Methods. As a student, I always got most out of the classes where we learned by carrying out our own research and writing it up. I try to bring this ethos of 'learn by doing' into the classroom for our BSc students.

I hold degrees from NUI Galway, Trinity College Dublin and from Queen's, where I completed my PhD in 2013.

The central concern of my research is how we come to understand our societal roles and what is expected of us at different stages of life, and how this process shapes our identity and our wellbeing. Through this lens, I have looked at the mental health of caregivers, workplace wellbeing and peer influence in adolescence. I also teach on the related themes of social identity and inequality.

I am very involved in the use and development of linked administrative records as sources for researchers with skills in secondary data analysis. Part of my postdoctoral work was with a team which used the Northern Ireland Longitudinal Study to look at mental health outcomes following bereavement. This used linked census, mortality and healthcare records from over 300,000 people. Our findings have been published in the **American Journal of Public Health and Quality of Life Research**. With resources such as these, Northern Ireland has the potential to be a world leader in the use of data for guiding policy and assessing its success. It is exciting to now see bodies such as the Department of Education examining how data sources such as attainment records could be used to generate important insights.

I am also very passionate about involving practitioners and policy-makers in research projects from their design through to sharing the eventual findings. I also try to take time to write for non-academic audiences. In the past year I have written for The Conversation on mental health in schools, for QPol on the evolution of harm reduction policies for drug and alcohol use, for the Mental Elf on migration and education and for Times Higher on the links between higher education and recent political developments.

When I switch off the work button, I play the occasional open mic night, try not to embarrass myself on the football pitch and participate in the Queen's Wellbeing Choir. I'm a very proud dad and husband.

International Exchange of Shared Education Research



In September, the second network event for the ESRC-funded **Education in Divided Societies** project was held in Skopje and Ohrid, Macedonia. Led by our Centre for Shared Education and the University's Centre for Identity and Intergroup Relations, this project brings together stakeholders from Bosnia and Herzegovina, Croatia, Macedonia and Northern Ireland to share learning and build capacity for shared education.

Joanne Hughes, Director of the Centre for Shared Education, led the first day's proceedings and colleague Michael Arlow presented on the training currently available for shared education teachers in Northern Ireland. Other presentations outlining recent developments in shared education in Northern Ireland were provided by delegates from the Department of Education, the Education Authority and the Fermanagh Trust. On the second day delegates visited primary and secondary schools in Macedonia that are involved in a four year shared education programme, modelled on the

Northern Ireland initiative. On the last day, delegates met to discuss next steps in the development of shared education in their respective countries.

In October, research by our Centre colleagues was the focus of **three presentations at the 2017 Conference of the International Association for Dialogue Analysis** at the University of Bologna. Joanne Hughes and Danielle Blaylock presented a paper exploring the development of shared education in Northern Ireland and discussed research demonstrating its positive impact on intergroup attitudes. Rebecca Loader and Ruth Leitch explored the role of language and intercultural dialogue in shared classes in Northern Ireland and Macedonia. Finally, a paper by Aisling O'Boyle examined how disciplinary knowledge is constructed in interactions between students and teachers in university classrooms.

For more information contact Professor Joanne Hughes at joanne.hughes@qub.ac.uk or tel +44 (0)28 9097 5934

International PGCE Students Graduate



On 30 September the international students on our Postgraduate Certificate of Education (PGCE) programme received their certificates at a graduation ceremony in Kuala Lumpur, Malaysia.

The ceremony was hosted by our colleagues in Tenby Schools, in their Setia Eco Park campus. The event opened with a speech by Mark Robinson, CEO of Tenby International Schools, who outlined the importance of the programme and of continuous professional development.

Video messages conveyed warm congratulations to the graduating cohort from Tony Gallagher, Acting Head of School during their time on the course, from Karen Kerr, Director of Internationalisation, and from Jennifer Roberts, course coordinator for the international strand of our PGCE course.

The messages from the School of Social Sciences, Education and Social Work (SSESW) colleagues emphasised the

importance of the strong relationship between Queen's University Belfast, Stranmillis University College and Tenby International Schools.

Commenting on the collaboration with Malaysia, Karen Kerr said: 'We really value our international partnerships with colleagues around the globe, and the richness and sharing of practice that they represent. In the School of SSESW we are always interested in working with new international partners and would be delighted to hear from other institutions looking for innovative education and research collaboration.'

For more information contact

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Find out more: www.qub.ac.uk/ssesw

MSc TESOL Students Apply their Skills to Voluntary Work



Students on our MSc TESOL programme (Teaching English to Speakers of Other Languages) have been getting to know more about volunteer English Language Teaching in the local community. Inspired by the example of Arthur McKeown and colleagues at the Belfast Unemployed Resource Centre in making a positive contribution to life in Northern Ireland and beyond, they wanted to get involved.

Working as part of a professional team, a group of five international students volunteered on a Pilot Curriculum Project entitled 'I'm learning English' and applied their subject knowledge of TESOL in designing short programmes for initial English Language support for newly arrived adult and child refugees in Northern Ireland. The team included Girindra Putri Ardana Reswari, Susari Nugraheni, Andri Saputra, Rani Amrista Wijayanti and Safi Aini, four of whom are pictured above.

Emma Tolland from the volunteer group

Friends of Syrian Refugees noted: 'The importance of this programme shouldn't be underestimated. To be able to say hello with confidence to your new neighbours when you move into your first home here, or to know that your children will be able to begin basic conversations on their first day at school, is very important.'

These resources have been used in classes with newly arrived refugees and are being made available to volunteer groups in Northern Ireland. Speaking about their experience on the project, Girindra and Susari felt it was both challenging and worthwhile. Susari commented: 'It is my great experience doing volunteering activity in an international atmosphere. I feel so grateful to be part of the project because the materials we created can help others.'

For more information contact

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Find out more: www.qub.ac.uk/ssesw

Study at the School

We offer a friendly and dynamic learning environment for short course, undergraduate, Master's level and doctoral study. Our innovative, flexible teaching methods and welcoming environment create a unique experience for our students. For further information on the courses below, visit our website at <http://www.qub.ac.uk/ssesw>

Undergraduate

- BA (Hons) Criminology
- BA (Hons) Criminology and Social Policy
- BA (Hons) Criminology and Sociology
- BA (Hons) English and Sociology
- BA (Hons) History and Sociology
- BA (Hons) Social Policy and Sociology
- BA (Hons) Sociology
- BSc (Hons) Sociology with Quantitative Methods
- BSW (Hons) Social Work (3 year Undergraduate Route)
- BSW (Hons) Social Work (2 year Relevant Graduate Route)

Open Learning Short Courses

Open Learning short, part-time day and evening courses offer all adults the chance to try something new and to enjoy listening in a relaxed, friendly atmosphere. We offer courses in a wide range of subjects including: Education, History, Literature, Languages, Music, Philosophy and Visual Arts. Find out more about what's on offer at <http://www.qub.ac.uk/ol>



Find out more: www.qub.ac.uk/ssesw

Postgraduate

Taught Programmes

Applied Behaviour Analysis

Applied Social Studies

- Childcare
- Combined Pathway
- Dual Diagnosis
- Mental Health
- Strategy and Leadership

Autism Spectrum Disorders

Children's Rights

Cognitive Behavioural Programmes

Educational Leadership

Educational Studies

Higher Education Teaching (PGCHET)

Inclusion and Special Needs Education

Social Science Research

Systemic Practice and Family Therapy; Systemic Psychotherapy

Teaching English to Speakers of Other Languages (TESOL)

Youth Justice

Initial Teacher Education (PGCE)

- English
- Information Technology/Computing
- Mathematics
- Modern Languages
- Religious Education
- Science (Biology, Chemistry, Physics)
- Social Science

Research Programmes

Doctorate in Childhood Studies (DChild)

Doctorate in Education (EdD)

Doctorate in Education (TESOL) (EdD TESOL)

Doctor of Philosophy in Education

Doctor of Philosophy in Social Policy/Sociology

Doctor of Philosophy in Social Work

YEARS 10-12 PARENTS' AND GUARDIANS' INFORMATION EVENING

Arts, Humanities and Social Sciences (AHSS)

22 February 2017, 7.00pm-9.30pm
(Whitla Hall, Queen's University)

Find out about subject choices for AHSS degrees, employability and careers, and what it's like to study at Queen's. For more information on our degrees, or to register email askahss@qub.ac.uk

Find out more: www.qub.ac.uk/ssesw

International Summer School



An International Summer School on **Education for Transformation** will be hosted at Queen's University by the School of Social Sciences, Education and Social Work (SSESW) from 25 June to 20 July 2018, taught by colleagues at the heart of rigorous research conducted in schools which has informed policy and brought about systemic change in the local system and beyond.

There will be exciting opportunities to hear about researching and teaching in different educational contexts and working in numerous disciplines (e.g. justice, social work, social policy) and in partnership with key stakeholders, including governments, charities and NGOs. Students will meet with some of Northern Ireland's stakeholders and education partners, including excursions to informal educational settings to see our learning in practice.

Drawing on our experiences and research within Northern Ireland, the UK and around the world, the programme will examine:

- Education through Evidence and Social Innovation: including sessions on children's

services, early intervention and prevention.

- Curriculum in divided and conflict-affected societies, engaging young people with controversial political issues, models for promoting intercultural education and maximising intergroup contact through schools in divided societies.
- Education for all: including sessions on epistemic justice and special needs education, inclusive education for children and young people with disabilities, mental health needs of children in care and the implications for schools, student voice and youth justice.
- Education studies and leadership in the 21st century: with sessions on literacy, technology and society, higher order thinking skills, learning dispositions, theories of learning, assessment, the outdoor classroom and educational leadership.

For more information about our **International Summer School** see <http://bit.ly/2gH1mCh>

Find out more: www.qub.ac.uk/ssesw

Round Up

Our academics and researchers lead on important contributions to education and research in local, national and international contexts. The following keynotes and conference presentations are just a few examples of our global reach in a number of specialist fields.

Michael Duffy was invited to deliver a keynote and join a round table panel with other international experts on psycho-trauma at the prestigious **Complutense University Summer School** in Madrid in June, entitled 'Psychological care of victims of terrorism: challenges and good practices in Europe'.

In response to an invitation to provide **advice and training** for those mental health staff and first responders providing therapy for victims of the Manchester terrorist attacks in May 2017, Michael Duffy provided a keynote in Manchester in August on 'predictors of PTSD and evidence-based responses' for 150 therapists, with a live video link for other clinicians involved in responding to the tragedy. He presented a paper to senior clinicians, supervisors, managers and commissioners involved in developing the care pathways following the bombing.

Lesley Emerson presented two papers at the **British Educational Research Association** conference in Sussex in September. She presented research on young people's perspectives (aged 14-17) on engaging in controversial issues associated with the Northern Ireland conflict, its legacy and transition from the past. They were involved in a highly controversial educational programme which engaged young people directly with former combatants in the conflict. Her second paper explored the extent to which the UNCRC right to

education was being realised for children and young people in Northern Ireland.

Cathal McManus presented in Oslo in September, at the **General Conference of the European Consortium for Political Research**. His paper on 'Contested Spaces and Conflicting Identities: The Politics of 'Othering' and Sectarianisation' formed part of a panel discussion on 'Who are the (native) People? Othering in Right-Wing Populist Politics'.

Siobhán McAlister and John Topping presented in Cardiff in September at the **European Society of Criminology Conference**. Siobhán presented a paper entitled 'Youth Diversion: Convergence and Divergence' with colleagues from the Dublin Institute of Technology and the University of Nottingham. John presented new research on the scope and nature of police stop and search powers in Northern Ireland, particularly with regards to young people. He also presented a paper with Matt Bowden from the Dublin Institute of Technology examining the potential security implications of Brexit for the policing systems in the North and South of Ireland.

A keynote address was delivered by Karola Dillenburger at the **Autism Behaviour Intervention Association Conference** in Melbourne, Australia, on the need to expect more in terms of caring for children with autism across their lifetime by providing a full life-span approach and addressing issues, practice and future planning.

John Topping contributed to the **ESRC Festival of Social Science** with an event on 8 November examining the impact on crime and the social costs of police stop and search powers in Northern Ireland.

Find out more: www.qub.ac.uk/ssesw

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