



Queen's University
Belfast

SCHOOL OF
Education

We are exceptional!



Education at Queen's

Summer 2016

Education for Transformation

Contents

Welcome!	2
Tell Someone You Trust	3
Student Profile Sinéad Fitzsimons	4
Staff Profile Alison MacKenzie	5
Celebrating our International Students	6
Responding to Demand in Vietnam and Indonesia	7
PGCE International	7
Pupils' Award for STEM Progress	8
Connecting to Nature with OPAL	9
School of Education Input at AERA	10
History, Citizenship and Heritage Education	10
The Value of Languages	11
Visiting Scholars	11
Research Impact	12
Equity Through Education at Massey University	14
Effective Education Wins £1million Research Grant	15
Parliamentary Hearing in Prague	16
BERA Poverty and Attainment Nexus Event	17
Centre for Behaviour Analysis Update	18
Bulletin board	19
Professional Doctorates in Education	20
International Summer School on Children's Rights	21
Santander Mobility Scholarships	22
Centre for Children's Rights Update	22
Supporting Master's Students into Research	23

FSC

Welcome!



I am very pleased to have taken up the Head of School post at the School of Education, alongside my existing role as Director of its Centre for Effective Education. Before coming to Queen's I held academic posts in Dundee, Stirling, York and Durham. My research interests are in the areas of peer learning and interaction, science education, information and communications technology, and the socio-emotional issues surrounding blindness and visual impairment.

This issue of our newsletter **Education at Queen's** covers just some of the local and international activities undertaken by our staff and students in recent months. Our engagement with schools, students and policy makers at national and international levels continues to link the expertise of the Northern Ireland education community, and our academics, with recognized experts in the global academic community. I hope you find something of interest amongst the research, courses, events and projects covered in this issue. If you want to know more, please do get in touch. See more details on our courses and research at www.qub.ac.uk/edu

Professor Allen Thurston
Head of School

Tell Someone You Trust



Researchers from our Centre for Children's Rights, in collaboration with a group of young people and a number of children aged 9-13 years, have produced a video and accompanying leaflet that explain to children what sexual abuse and exploitation are and how the Council of Europe is working to protect children's rights through the Lanzarote Convention. The **Tell Someone You Trust** video has been translated into most languages spoken in Europe and received tens of thousands of hits on YouTube at <http://bit.ly/1qQdbWr>

The Council of Europe launched the materials on 'The European Day for the Protection of Children against Sexual Exploitation and Sexual Abuse' in November 2015. They are being used to educate children across the 47 countries of the Council of Europe, in schools and through the work of other major national and international agencies working to prevent sexual abuse, such as Interpol.

Regina Jensdottir, Director of the Children's Rights Unit in the Council of Europe, commended the collaboration with Queen's University and said: 'When I introduce the video, I am particularly proud to say that it has been made for children by children.'

Laura Lundy, Director of our Centre for Children's Rights (CCR), who led the project said: 'Our experience at CCR tells us that, in order to produce 'child-friendly' material, we need to involve children in authorship. Sexual abuse and exploitation is a sensitive topic and the Lanzarote Convention is a detailed legal document. That made it even more important to take children's advice on how to explain these issues to other children in ways that are appropriate, accurate and engaging.'

Researcher on the project Michelle Templeton, from the School of Nursing and Midwifery at Queen's, said: 'This project is an excellent example of participation that demonstrates how adults, young people and children can all work together to share relevant information in a way that helps improve children's lives.'

For more information contact

Professor Laura Lundy at l.lundy@qub.ac.uk or +44 (0)28 9097 5942

Student Profile Sinéad Fitzsimons

Course Name: PhD

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

I decided to study at Queen's University because it offered me the perfect balance between flexibility and support. There was freedom to take my research down the path that I was interested in, but positive and informed support was made available to me in order to help me achieve my goals. The wide array of staff expertise at the School of Education has meant that I've been able to get support from specialists in a variety of areas and fields, which is what my cross-disciplinary research needs.

Unlike in Canada, where I'm from, the PhD at Queen's did not require me to complete a set number of courses. In Canada, you usually complete an average of 8-10 graduate or postgraduate courses before beginning your research, which means students tend to rush the courses and these do not always apply to their ultimate research area. At Queen's, however, I can take courses as they apply to my research on a needs basis. The focus is on me and my research rather than filling class quotas and increasing tuition funding. It also means that I can be efficient with my time and take the courses when I need them.



What have you found most interesting or useful about the course so far?

The most useful aspect of the PhD programme at the School of Education has been the cross-disciplinary support I've received. Various academics, not just my supervisors, have been available to help me and I have been able to make connections within other Schools across campus in order to help me with my research. In addition, I feel like the type of support I've been given has been designed around my research needs, rather than my research being forced into a mould that suits the support available.

Has the course enhanced your existing knowledge?

My original goals and understandings about the area of international education have greatly changed since I started my study at Queen's because I've been encouraged to push my understandings, consider

counter theories, and look at cross-disciplinary approaches to my understanding. This critical approach to research has given me a broader perspective on issues in international education and potential research methods.

Where are you in your career at the moment?

I'm a history teacher who has taken a leave of absence from teaching in order to pursue my PhD.

What do you plan on doing after the course?

My goals are to get more involved with curriculum development related to history and citizenship in countries around the world.

Have you any advice for future students?

Jump right in and take advantage of everything available to you! It's there for you, so dive in.

Would you recommend the School of Education to prospective students?

Definitely. It's the type of learning community that helps you to excel in your area, shares support for students and also celebrates and respects the expertise of the doctoral students.

You can read more about our research degree programmes at www.qub.ac.uk/edu

Staff Profile Alison MacKenzie



Dr Alison MacKenzie teaches on and coordinates the Inclusion and Special Needs Education Master's programme in the School of Education.

Before entering academia in 2013, I was Head of Social Subjects in a number of secondary schools in Scotland specialising in Geography and Modern Studies (Politics, Sociology, International Relations and Citizenship Studies). I taught for thirteen years in schools in socio-economically deprived areas in Fife. Prior to becoming a teacher, I worked in marketing and, for a short time, worked at the BBC.

I am originally from the Western Isles of Scotland, the Gaelic speaking part of the country, and am a lover of mountain landscapes, a keen cyclist, a walker and a yogi.

My academic background is in Philosophy of Education. My PhD from

the University of Glasgow focused on the philosophy of emotions, compassion in particular, and how our emotional development and expression affect our flourishing. I am interested in how injustice and inequality are reproduced and sustained by forms of ignorance, testimonial and hermeneutical injustices, lack of access to important capitals such as linguistic capital, and by the ways in which ordinary vices are often overlooked as important sources of injustice: cruelty, misogyny, hypocrisy and so on.

I am primarily influenced by liberal feminist philosophers who have done much to raise awareness of how women as persons, as knowers and as carers, have been overlooked in the philosophical (and virtually every other) tradition; and helped us think differently about how other classically marginalised groups, such as those with impairments and disabilities, fare under conditions of micro and macro inequalities and injustices. Among my favourite thinkers are Aristotle, JS Mill, Martha Nussbaum, Pierre Bourdieu and many feminist philosophical thinkers.

Concepts that I enjoy working with include autonomy and personhood; testimonial and hermeneutical injustices; linguistic capital; inequality

and injustice; stereotyping and prejudice; and emotions.

In our Master's programme on SEN/Inclusion I ask students to think differently about commonplace assumptions about what it means to include people with disabilities or impairments, from the working class or marginalised sexualities; to ask, for example, what it means to label somebody as something.

We also explore what happens when we give greater or less credibility to a person simply because of her or his status, colour, class or sex, and the consequences if we deliberately cultivate ignorance of injustice and inequality. In pursuit of these kinds of questions, I like students to release their imaginations on stubborn and persistent problems in new ways.

You can read more about our Master's degree in Inclusion and Special Needs Education programmes at www.qub.ac.uk/edu

Celebrating our International Students



The international students at the School of Education make a rich and vibrant contribution to the culture of the School. For example, we were lucky enough to call on the skills of international **EdD TESOL student Saud Buhamdi** who took photographs for us at a prestigious national event being hosted at Queen's University in March this year. See the BERA poverty and attainment nexus event on page 17.

This year's Chinese Spring Festival was celebrated at the School of Education, with **doctoral student Yini Liao** and friends dressing up in beautiful traditional Qipao (Chinese dress) as Yini presented her research at a Doctoral Research Centre Seminar. This series of seminars is one of the opportunities the School provides for doctoral students to develop their presentational skills amongst a supportive audience of fellow students.

We had a fabulous student and staff lunchtime food event on 15 April in The Exchange at the School of Education. Organised by **doctoral student Ciara Keenan**, the International Dish Day was a celebration of the cultural diversity of our lovely students. It included maps, flags, a quiz and dishes from around the world which

students and staff very much enjoyed sharing over a chat. Ciara Keenan said afterwards: 'The event was organised to stimulate dialogue and contact between students and staff. It was extremely successful. I was so pleased to hear the buzz of conversation and enjoy the wonderful tastes and smells from all the various dishes.'

For more information on doctoral study, support and opportunities at the School of Education see <http://bit.ly/1Tde9Ct>



Responding to Demand in Vietnam and Indonesia



In January, School of Education colleague Oscar Bladas Marti (left) joined a University business delegation on a recruitment visit to South East Asia.

In Vietnam and Indonesia the delegation visited a number of education agencies and met government bodies responsible for funding scholarships at postgraduate level. In Indonesia they attended a higher education exhibition and visited the University of Indonesia, where an agreement of collaboration between the two universities was signed. Also in Indonesia, Oscar had the opportunity to meet several future students on Master's and Doctorate courses in the School of Education. They were very enthusiastic about taking up their studies. The School of Education, and the wider University, is seeing a growing interest from Vietnamese and Indonesian students seeking to join our growing, and increasingly more diverse, cohort of international students.

PGCE International

Our international Postgraduate Certificate in Education (PGCEi) course is about to embark on its third year with new students, beginning with induction week in Malaysia. The course is led by the School of Education in collaboration with Stranmillis University College, Belfast, and Tenby Schools, Malaysia. It is a unique blend of in-class, supported practice as well as carefully designed, targeted online learning.

Karen Kerr (School of Education) and Sharon Jones (Stranmillis) visited this year's student group in Malaysia earlier this semester. We congratulate the class of 2015/16 on their hard work and dedication and wish them well for their careers after completing the course in June.

Pupils' Award for STEM Progress



A team from Assumption Grammar recently won a Youth and Future Talent Award for their work with Project 500 (Schools), a research project based at the School of Education and funded by the Primary Science Teaching Trust. These awards are presented annually by the Newry, Mourne and Down District Council. The Assumption team won the award in the 'Innovation and Creativity' category for their 'original and inspired approach to promoting literacy and science' involving collaboration between the school's Science and English departments and local primary schools.

In what was described by the judges as 'a fantastic, unique and engaging initiative' the Project 500 team of pupils was congratulated for their commitment to encouraging both reading and a love of science and for the promotion of careers in STEM subjects (Science, Technology, Engineering and Mathematics).

Project 500 is in its second pilot year and now involves about 30 schools - primary, post-primary and special - including a number in England. In total, about 1,700 pupils, aged 8-14 years old, are engaged in a range of activities designed to develop their interest in science, in reading and, in particular, in reading about science.

In another Project 500 example of encouraging children and young people to read science books for interest and enjoyment, World Book Day (3 March) saw children in a number of Northern Ireland schools dress up as figures from science books - Marie Curie, Albert Einstein, astronauts, robots, human solar systems and even human supermassive black holes!

For more information contact

Dr Ruth Jarman at r.jarman@qub.ac.uk or +44 (0)28 9097 3916 or Dr Joy Alexander at j.alexander@qub.ac.uk

Connecting to Nature with OPAL



Our OPAL team, Karen Kerr and Gretta McCarron, continue to advocate for outdoor learning and citizen science in Northern Ireland and beyond through a variety of outreach activities, publications and events.

Children from **Ballydown Primary School** in Banbridge helped launch the 'Report for the Royal Society for the Protection of Birds (RSPB): Connection to Nature Questionnaire' on the 'Northern Ireland Kids' Life and Times Survey' whilst attending the Open Air Laboratories (OPAL) Outdoor Classroom. The event was

part of the **ESRC Festival of Science** at Queen's University.

RSPB commissioned the research by Karen Kerr (School of Education). A total of 2,400 children responded to the survey, answering questions designed to measure a range of aspects, including their enjoyment of the outdoors.

The report reveals that only 25% of children have what the RSPB charity considers 'a realistic and achievable' level of connection to nature, with children living in more urban areas scoring less well. The benefits of nature were also borne out in the research, with the children who ranked as the most 'connected' rating their health and wellbeing as significantly higher. The RSPB says the figures are proof that the Department of Education must embed into the Northern Ireland curriculum opportunities for outdoor learning in the natural environment.

The OPAL team presented their research paper 'The use of the Open Air Laboratories (OPAL) surveys as a tool to

promote science learning and engagement in schools' in Berlin in May at the **European Citizen Science Association International Conference: Citizen Science - Innovation in Open Science, Society and Policy**. They have been invited to become founder members of a European Citizen Science Association Group to lead the development of the use of Citizen Science (CS) resources for schools.

Karen and Gretta were delighted to host a **meeting for all of the UK OPAL partners and community scientists**. Over 30 scientists from UK universities and environmental organisations took part in a field trip to the Belfast hills and planned events and activities. On day two, they were introduced to the new OPAL Polli:Nation survey, a biodiversity and education project led by Learning through Landscapes that encourages schools to transform their grounds into pollinator friendly habitats.

For more information contact

Dr Gretta McCarron at g.mccarron@qub.ac.uk or +44 (0)28 9097 1496



School of Education Input at AERA

The School was well-represented once again at this year's annual conference of the American Educational Research Association in Washington by a number of colleagues who presented papers and attended roundtable sessions on the outcomes and impact of their various research projects.

- **Impact of the Roots of Empathy Programme on Social-Emotional Learning: A Randomised Controlled Trial**, Paul Connolly, Sarah Miller, Seaneen Sloan and Aideen Gildea.
- **Can Book-Gifting Programmes Act as a Catalyst for Cooperative Learning Among Children, Parents and Teachers?** Liam O'Hare and Paul Connolly.
- **Effective Teaching and Learning of Science in the Outdoors: A Blended Model**, Karen Kerr.
- **The Benefits of Open Air Laboratories (OPAL) Online Resources for Engagement with Science Education** (roundtable session), Gretta McCarron and Karen Kerr.
- **The Preparation of Student Teachers to Meet the English as an Additional Language Requirements of Newcomer Pupils in the Emerging Diversity of (Northern) Irish Education and Society**, Eugene McKendry.
- **Causality and the Role of Mixed Methods Research in Randomized Field Trials: A Critical View from Within**, Andy Biggart.
- **Exploring the Findings from Three Randomized Controlled Trials of Bookgifting Programmes**, Liam O'Hare, Paul Connolly and Andy Biggart.

History and Citizenship

The School was delighted to support the EUROCLIO (European Association of History Educators) annual conference in March. Entitled 'Reimagining Remembrance', the week-long conference brought to Belfast over 180 historians, history educators, researchers and policy makers from 30 countries. The conference explored how history, citizenship and heritage education play a role in interpreting the decade of centenaries in Northern Ireland and beyond.

School of Education colleagues contributed to conference proceedings. **Tony Gallagher** gave a keynote address on the role of education systems in a divided society, with reference to the development of history and citizenship education in Northern Ireland. Two of our PGCE Social Science students, **Joanna McFaul** and **Alex Browne**, contributed to a panel discussion on the challenges and opportunities of teaching in a divided society. **Lesley Emerson** delivered a plenary session on how history and citizenship education can support young people in understanding the legacy of conflict, drawing on the research on the 'Prison to Peace' educational programme.

Sinéad Fitzsimons (see page 4), a PhD student in the School and newly elected member of the EUROCLIO Board, helped organise the conference. She said: 'The resounding support for the conference has shown how important history and citizenship education are in helping our young people understand the legacy of the past.'

For more information contact

Lesley Emerson at l.emerson@qub.ac.uk or +44 (0)28 9097 5927

The Value of Languages

The Northern Ireland Centre for Information on Language Teaching and Research (NICILT), located in the School of Education, launched two educational videos showcasing the value of language skills in Northern Ireland.



Languages for Business explores the impact linguists have on the local economy and why more people with language skills are needed in Northern Ireland. In particular it highlights the importance of learning German to support our local export sales market.

Languages for Communication looks at why people are attracted to language study and how useful the skills gained from language acquisition are for daily communication in the workplace.

In March, NICILT held an information event at Queen's University for languages and careers teachers in the post-primary sector in Northern Ireland. Its focus was Languages for Careers and delegates heard from speakers from Invest Northern Ireland, the European Commission, the British Council, Conradh na Gaeilge and more.

Language skills are considered transferable and are highly valued by employers. Programmes and initiatives are available to schools in Northern Ireland to support and enhance language learning. For example, NICILT offers information, research, events and training covering all aspects of language teaching and learning.

For more information visit www.qub.ac.uk/schools/nicilt

Visiting Scholars

International research impact in shared education and behaviour analysis attracts visiting scholars to the School of Education. See below for details of just a few of the scholars with us this academic year.

The Marie Curie ASSISTID EU CO FUND programme supports a multidisciplinary group of experts who are using their skills to develop assistive technology for people with intellectual disabilities, to help improve social communication, employment prospects and quality of life. Three of their Fellows are being hosted by our Centre for Behaviour Analysis over a two year period. **Anita Yakkundi** is researching reading support software. **Aviva Cohen** is developing an app and training workshops to give ageing caregivers peace of mind. **Trish MacKeogh** is working on developing best practice in matching technology to the needs of persons with disabilities.

Our Centre for Shared Education is hosting **Carolyn Geraci** and **Juliette Fischer**. Carolyn is a Fulbright Teaching Award Holder from Texas, USA. She is researching school-wide and in-classroom strategies and techniques to promote unity and to dispel discrimination and hostile environments. Juliette is completing a Master's degree in international relations at Sciences PO, Grenoble, France. While with the School of Education she is assisting researchers in the Centre for Shared Education on the Shared Education Signature Project Research Study, exploring how shared education school collaborations work in practice as well as reasons why some collaborations tend to generate improvements in reconciliation and education outcomes while others do not.

Research Impact

We undertake the highest quality research that contributes to the development of education policy and practice locally and globally. Through a wide variety of accessible and flexible dissemination strategies, our research extends beyond the University to influence education where it counts. The following examples illustrate some of the impact our leading edge researchers have generated.



During her PhD study **Karen Kerr** found that the decline in children's attitudes to science was happening much earlier than thought, at age six or seven. Children were disengaged from science. Things are changing. Karen is leading an ambitious project that is altering perceptions and providing new experiences of what science is. Led by Imperial College London, OPAL (Open Air Laboratories) is UK-wide, funded by the Big Lottery, with Queen's as the lead partner in Northern Ireland alongside the Field Studies Council. It is a citizen science project with a specific emphasis on hard-to-reach and disadvantaged communities. 'The knowledge and the skills that are gained through learning in the outdoors are invaluable. The effect on children's health and wellbeing from being outdoors can't be over-estimated. It's about

opening minds to possibilities and sustaining that interest, bedding it into what schools are doing.' The OPAL message is being spread far and wide through science events and networks. Karen's research always keeps her close to the classroom, whether indoor or outdoor. 'It's exciting to use my teaching experience in new ways. Schools approach us all the time and I've been overwhelmed by the feedback. It's vital to promote science at primary level so that we can develop Northern Ireland's scientists of the future.'



While working on a PhD exploring conservation in urban areas of Belfast, **Joanne Hughes** realized there were other very different issues impacting on people's lives. Through working with children in separate Belfast communities, her PhD focus shifted towards issues relating to identity and belonging in the context of the conflict, which at the time was pervasive. It looked at the interpretive frameworks through which children in different school settings, separate and integrated, attached meaning to their own and other identities.

She is recognised internationally for her expertise in identity and belonging. For example, she was the keynote speaker in Cyprus at the 2013 conference of the European Trade Union Committee

for Education, which represents 11 million teachers across Europe. At home, she was invited by the Minister for Education to sit on the Community Relations Policy Review Committee and contributed to the work of the Ministerial Advisory Group on Shared Education.

'I've been involved in a number of studies of relationships between Protestants and Catholics in Northern Ireland, exploring issues around identity and the value of inter-group contact. I see my role as someone who can bring research evidence to the table. Decisions on core social and public policy issues which will impact on the lives of children should be evidence-based.

In Northern Ireland, schools are often cherished institutional representations of community and faith-based identities. Within that context, what can we do to offer children sustained contact and the positive outcomes associated with that opportunity? Shared education seems the obvious way forward and research like ours helps to open minds, to make a positive difference.'



Laura Lundy tells her students: 'When you see something with which you're not comfortable, that's where the learning is.' For her, that feeling arose in a research project for the Northern Ireland Commissioner for Children and Young People, on childhood in NI from a children's rights perspective. 'We interviewed 350 professionals who work with children and talked to them about the right of the child to be heard. They kept saying – we do the voice of the child – but what they were saying didn't match up to my understanding of what that meant in law.'

This issue led to the development of a new model for understanding and implementing Article 12 of the UN Convention on the Rights of the Child, ensuring that children's views are given due weight in decision-making in every area that affects them – education, family court, social security, healthcare and more. Her model is based on four concepts: voice, space, audience and influence. It has been adopted in the Irish National Children's strategy, by the Children's Commissioner, NGOs, other higher education institutions, government departments and teachers in Northern Ireland and abroad.

Her work has international reach. She has provided training and advice on child participation to the UN Committee on the Rights of the Child, the Council of Europe, Eurochild, Child Rights Connect and UNICEF.

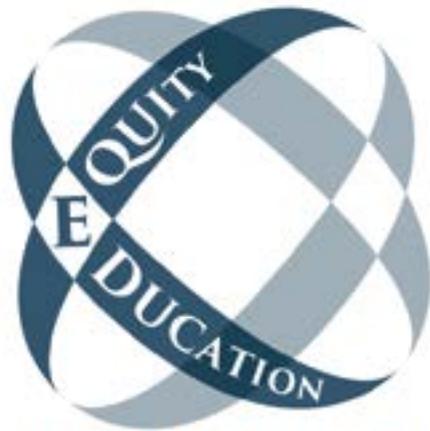


Every day, the impact of research carried out by **Paul Connolly** has a positive influence on children's lives. His work on promoting respect for ethnic diversity led to an educational programme which has been adopted and embedded in over 1,200 preschool settings, involving more than 40,000 children. Paul has specialised throughout his career on issues of diversity and inequality in early childhood. He says: 'When we started this research we found that, in Northern Ireland, children as young as three were capable of holding sectarian and racist attitudes. But we also realised that here was a chance to give children a much more inclusive sense of others and a much more positive respect for difference, while at the same time not stopping them developing a strong sense of their own identity.'

Collaboration was key. He worked closely with the organisation now known as Early Years on initiatives such as a partnership with the US-based Sesame Workshop and the BBC which led to the children's television series Sesame Tree. Early Years and the American Peace Initiatives Institute have also developed a major preschool education programme – the Media Initiative for Children: Respecting Difference Programme – based upon Paul's research and dealing with issues such as bullying, racial discrimination and cultural difference.

Colombia, Serbia and Israel are among the countries now developing early childhood programmes based on Paul's work with Early Years, to reduce racial and ethnic divisions and conflicts and to build socially inclusive communities.

Equity Through Education at Massey University New Zealand



EQUITY THROUGH EDUCATION
RESEARCH AND ADVOCACY AT THE NEXUS OF EQUITY AND EDUCATION

Laura Lundy was a keynote speaker at the Equity Through Education Symposium in February, organised by the Institute of Education, Massey University, New Zealand. The symposium focused on identifying challenges and solutions for achieving equity through education, and on identifying a future research and advocacy platform in New Zealand that will address these important challenges. Laura's address focused on the ways in which equity is defined and delivered through the UN Convention on the Rights of the Child on issues such as school admissions, discipline and curriculum. Professor John Smyth from the Australian Federation of Universities, well known for his seminal work on student voice and marginalised students, was also a keynote speaker.

The symposium included presentations and roundtable conversations with practitioners and researchers from centres and schools, the Ministry of Education, NGOs and private providers about topics like culture, families, health, poverty, and ability and disability. A new research initiative on Equity Through Education was launched and Laura has been invited to be on its international advisory board. Interested individuals are invited to join this initiative. Further details, including how to apply to be a member, are available on the Equity Through Education website.

For more information contact

Professor Laura Lundy at l.lundy@qub.ac.uk or visit www.qub.ac.uk/ccr

Centre for Effective Education Wins £1million Research Grant



Allen Thurston, Maria Cockerill and Nicole Craig from the School's Centre for Effective Education (CEE) have been awarded a grant of £1,038,782 from the Education Endowment Foundation to run a large-scale trial of literacy programme Read Write Inc. (Phonics and Fresh Start) in English primary schools. The team will run an effectiveness randomised controlled trial (RCT) across 120 schools, involving approximately 11,900 pupils between the ages of 5 and 11 years. This is an exciting opportunity to test the Read Write Inc. Phonics programme already used in 25% of UK primary schools.

Between September 2016 and July 2018, 60 intervention schools will deliver Read Write Inc. Phonics (5-9 years), a whole-school approach for early readers, and Fresh Start (9-11 years), a catch-up approach for children still struggling to read at the end of primary school. The remaining 60 control schools will continue to deliver 'business as usual' literacy teaching and support during this time. Through this clustered RCT design, the project will test the effectiveness of this early intervention phonics-based literacy programme Read Write Inc. in developing reading in primary schools. The final report will be available on the CEE website after February 2019.

For more information contact

Professor Allen Thurston at a.thurston@qub.ac.uk or +44 (0)28 9097 5929

Parliamentary Hearing in Prague, Czech Republic



The Centre for Behaviour Analysis (CBA) in the School of Education played a key role in a Parliamentary Hearing hosted by the Ministry of Health in Prague, Czech Republic, in February this year. The hearing was called to inform government officials and Ministers about effective Applied Behaviour Analysis-based interventions for individuals with autism.

Evidence was delivered by Karola Dillenburger (CBA), Karel Pancocha (Masaryk University, Brno, Czech Republic), Mickey Keenan (Ulster University), Lorri Unumb (Autism Speaks) and Neil Martin (Board Certified Behaviour Analysts). The hearing was hosted by Dr David Kasal, Member of Parliament and Vice-President of Committee on Health, and attended by representatives of the Minister of Health, the Minister of Education, adults on the autism spectrum, parent organisations and the Czech Association for Behaviour Analysis (CzABA), who appointed Karola Dillenburger as an Honorary Member.

The hearing was followed by a meeting with the Czech Ministry of Health and Ministry of Education, who affirmed commitment to autism services based on applied behaviour analysis (ABA) and university-based training for Board Certified Behaviour Analysts.

The first ABA course starts at Masaryk University in Brno in the Czech Republic in September 2016, supported by Erasmus+ contracts between Masaryk University and Queen's University Belfast.

For more information contact

Professor Karola Dillenburger at k.dillenburger@qub.ac.uk or +44 (0)28 9097 5985

BERA Poverty and Attainment Nexus Event



The British Education Research Association's Research Commission series on Poverty and Policy Advocacy aims to improve the life chances of children and youth living in poverty through seminars that provide spaces for academics, teachers and policy makers across the four jurisdictions of the UK to engage in knowledge building about poverty and cumulative multiple deprivations, as these find expression in education and schooling. On 10 March the third event in the series was held at Queen's University Belfast, convened and chaired by Ruth Leitch (back row, left) from our Centre for Shared Education. This event highlighted child poverty and education concerns for Northern Ireland, illustrating education and community patterns and discussing policy/practice interventions that have been shown to improve children's educational engagement, attainment and life chances in Northern Ireland and contrasting these with what is happening elsewhere in the UK.

School of Education colleagues Ruth Leitch, Tony Gallagher and Joanne Hughes (back row, second right), with Erik Cownie (Ulster University), presented on current research on education, poverty and equality. Stephanie Burns (School of Education) and Gerry McMahon (Project Manager, Full Service Community Network) presented jointly on the impact and practice of full service extended schooling models in Northern Ireland.

For more information contact

Professor Ruth Leitch at r.leitch@qub.ac.uk or +44 (0)28 9097 5949

Centre for Behaviour Analysis



- The first cohort of fifteen **MSc Applied Behaviour Analysis** students have now graduated. Some of the students are pictured here with Queen's University Belfast Chancellor Thomas J Morgan and Karola Dillenburger (School of Education).
- Centre colleagues are involved in a new project that will focus on **helping children in special schools to overcome vision problems**. Funded by Action Medical Research, it will be conducted in collaboration with Professor Kathryn Saunders of Ulster University and the Northern Health and Social Services Trust.
- The 2nd conference of the **Hellenic Community for Behaviour Analysis** took place at Panteion University, Athens. Katerina Dounavi (Deputy Director of the Centre) participated in an invited round table discussion focusing on Behaviour Analysis Certification Board (BACB) certification in Greece.
- At the Hellenic Community conference Katerina also co-authored a poster entitled **The Inclusion of Children with Autism Spectrum Disorder in Mainstream School Settings: Effective Applications Informed by Behaviour Analysis**.

www.qub.ac.uk/cba

Bulletin board

- We are so pleased and proud to report that our recently retired colleague **Professor Carol McGuinness** has been honoured with a lifetime achievement award from the British Psychological Society in Northern Ireland. See details at <http://bit.ly/1U7mj3g>
- The **'Watch-Learn-Do' Road Safety Video Modeling** project for children, including those with Autism, was launched at the Northern Ireland Assembly (see www.peatni.org/road). A presentation at the launch focused on collaborative work between our Centre for Behaviour Analysis, Ulster University and the charity Parents' Education as Autism Therapists.
- Yini Liao, PhD student at our Centre for Behaviour Analysis, secured a **William and Betty MacQuitty Travel Scholarship** from the University, to support her three month research study period at Monash University in Australia. Her PhD focusses on a comparison between the UK and China of the implementation of applied behaviour analysis-based early interventions.
- Postgraduate Certificate in Education (PGCE) **student Treasa Toner** was one of ten violinists and two pipers from the Cross Border Orchestra of Ireland (CBOI) chosen to perform at the White House as part of this year's St Patrick's Day celebrations. Treasa told us: 'Having the opportunity to meet and speak to President Obama and Vice-President Biden was wonderful, if very surreal, but they gave us a warm welcome into the famous Blue Room.'
- Despite a busy study schedule and even busier teaching practice placements, a committee of our lovely Postgraduate Certificate in Education (PGCE) students ran a **great formal night** in February for their year group and helped raise awareness of and nearly £600 for the Cancer Fund for Children.
- The Autumn 2016/New Year 2017 **Open Learning programme** will be open for enrolment from mid-August. Classes start week beginning Monday 26 September 2016. Visit our website www.qub.ac.uk/ol for details about courses (description, price, days and times) as well as the opportunity to enrol. Or contact the Open Learning Office for a free copy of the brochure. Tel: 9097 3323/5032. Email: openlearning.education@qub.ac.uk

Professional Doctorates in Education

For experienced professionals in the field of Education, the **Professional Doctorate (EdD)** is a distinctive way of undertaking doctoral research. EdD students carry out doctoral research which is embedded in their professional practice and supported by taught modules.

Delivered over intensive 2.5 day sessions (Thurs-Fri-Sat), the EdD modules are designed to develop research skills and support students with their doctoral research. With guidance from supervisors, EdD students who successfully complete modules go on to undertake their doctoral dissertation. The programme can be taken full-time over 3 years or part-time, normally between 4-6 years.

The EdD programme offers professionals in the field of Education the opportunity and support to investigate their own professional practice, in order to make an original and independent contribution to research knowledge in Education.

As a doctoral degree in TESOL, the **Professional Doctorate in Education (EdD TESOL)** is an attractive qualification for experienced senior professionals worldwide who wish to undertake independent research supported by teaching, in the global field of Teaching English to Speakers of Other Languages. The programme is offered full-time taken over 3 years or part-time, normally between 4-6 years.

For more information and to apply visit www.qub.ac.uk/edu



EdD student Samantha Taylor

Watch Samantha's video at <https://youtu.be/jYSAAYQ0oOA>

'The EdD is much more than I expected it to be – it has given me a solid grounding in many aspects of educational research that I am now drawing on during the dissertation phase.'

I have found the quantitative research methods, action research and assessment and testing modules the most interesting and useful.

The EdD has given me confidence in quantitative research methods – this to me has been a highlight of the programme.'

International Summer School on Children's Rights

Our Centre for Children's Rights is hosting a summer school on 1-3 June 2016, on children's rights-based participation in decision-making. The Centre's director and deputy director, Laura Lundy and Lesley Emerson, have developed a pioneering approach to children's rights-based research and consultation, implementing it at local, national and international levels. Staff have conducted consultations for and/or provided training on child participation to bodies such as the UN Committee on the Rights of the Child, Child Rights Connect, Plan International and the Council of Europe Children's Rights Unit. Responding to demand from international agencies and academics for access to this expertise, the Summer School has been designed for those who would like a better understanding of the theory and practice of children's right to participation. It will allow those interested in developing their skills in this area to network and learn with and from others interested in this approach.

Speakers include a range of international child rights scholars based at the Centre, including David Archard, Bronagh Byrne and Karen Winter as well as child participation experts Gerison Lansdown and Anne O'Donnell (Head of Citizen Participation at the Irish Department of Children and Youth Affairs).

Topics to be covered include:

- working with children's advisory groups;
- child-led consultation;
- developing online questionnaires;
- ethics and child protection;
- working with young children and those with learning disabilities;
- employing new technologies;
- convincing duty-bearers;
- and writing 'child-friendly' documentation.

For more information contact

David Piekaar at d.piekaar@qub.ac.uk or +44 (0)28 9097 5956



Students and Staff Awarded Santander Mobility Scholarships

The School of Education is delighted to announce three Santander Mobility Scholarship awards. Two of the awards were to doctoral students **Andrew Woollock** (awoollock01@qub.ac.uk) and **Jill Magennis** (jmagennis07@qub.ac.uk) to support collaborative activities with Universidade Federal de Santa Maria, Brazil, and Universidad de Medellin, Colombia, respectively. The third award was to **Dr Stefania Giannakaki** (m.giannakaki@qub.ac.uk), Lecturer in Educational Leadership, and will support her research connections with the Institute of Arts, Federal University of Uberlândia, Brazil.

Queen's University is a member of the prestigious international Santander Universities network, which brings together almost 1,000 universities across Spain, Portugal, Latin America and the UK. This strategic partnership creates opportunities for both staff and students to undertake research and educational activities in UK, European and overseas universities at a partner institution within the Santander Universities Network.

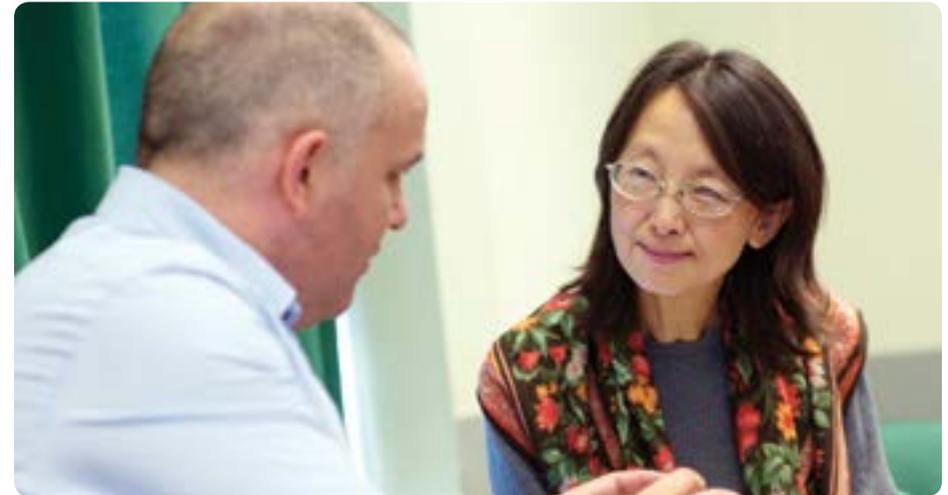
Commenting on the awards, Head of School, Professor Allen Thurston said: 'We are delighted that the School of Education has received these three mobility awards. We are fundamentally committed to ensuring that our research has global reach and impact. These new awards will help us extend further our many international connections and collaborations.'

Centre for Children's Rights

- In February, Laura Lundy was an invited speaker at the **Oxford Children's Rights Network seminar series**, an initiative based at Oxford University and funded by the Economic and Social Research Council. Her presentation reflected on the challenges involved in children's participation in public decision-making.
- The **Council of Europe's Strategy on Children's Rights was launched in April in Sofia, Bulgaria**. Laura Lundy convened a session on children's budgeting which had presentations by members of the Committee on the Rights of the Child and the European Committee on Social Rights.
- Laura Lundy, Tony Gallagher and Lucy Royal Dawson completed a **human rights audit of education law in Turkmenistan** commissioned by the Organisation for Security and Co-operation in Europe and presented in Ashgabat to the Ministry for Education.

www.qub.ac.uk/ccr

Supporting Master's Students into Research



Doctoral students in the School of Education put together a seminar series aimed at Master's students, to help them think about their dissertation research proposals, methods and methodologies, and to open up discussion about what constitutes research. Students from both the EdD and PhD programmes have been sharing their wisdom and experience with Master's students on topics such as: qualitative research methods and how to design one's own qualitative research project; a digital approach to organizing knowledge and managing research; biographical methods in educational research; using translation in qualitative research; and the questions to consider before determining the shape and substance of a dissertation.

Future seminar topics include: the structure of the education system and access to it; the right to education for young people excluded from mainstream schooling; and managing ethical issues and conducting interviews and focus groups on controversial topics.

The Master's students who attended the seminars picked up a wealth of very useful insider knowledge from the doctoral students and both student groups took away plenty of insight from the shared discussions on conducting educational research.

For more information contact

Deirdre Davies at d.davies@qub.ac.uk or +44 (0)28 9097 5258



The production team for this issue of the newsletter was:

- Barbara Lynagh
- Angela McMenamy



Queen's University
Belfast

SCHOOL OF
Education

We are exceptional

Education for Transformation

Postgraduate Certificate in Education (PGCE)

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

Research Programmes

- Doctor of Philosophy in Education (MPhil/PhD)
- Doctor of Education (EdD)
- Doctor of Education in TESOL (EdD TESOL)

Short Courses

Open Learning short part-time day and evening courses at Queen's offer all adults the chance to try something new and to enjoy learning in a relaxed, friendly atmosphere. We offer courses in a wide range of subjects including:

- Education
- History
- Literature
- Languages
- Music
- Philosophy
- Visual arts

Modular Master's Programme

- Applied Behaviour Analysis (MSc/PGDip)
- Autism Spectrum Disorders (MSc/PGDip/PGCert)
- Children's Rights (MSc/PGDip/PGCert)
- Educational Leadership (MSc/PGDip/PGCert)
- Educational Studies (MEd/PGDip/PGCert)
- Inclusion and Special Needs Education (MEd/PGDip/PGCert)
- Teaching English to Speakers of Other Languages (MSc/PGDip/PGCert)

Need to know

- Master's programmes and research programmes (MPhil/PhD/EdD) can be taken in full-time or part-time mode. Applications should be made using the Direct Applications Portal (go.qub.ac.uk/pgapply).
- The EdD comprises nine taught Doctoral modules (of which four must be research modules) and a research dissertation.
- The deadline for PGCE applications is 1 November each year. Applications should be made using the Direct Applications Portal (go.qub.ac.uk/pgapply).
- If you're interested in studying for a Master's module as a short course for personal or professional development then please contact the Education Secretary (tel: 028 9097 5923, education@qub.ac.uk).