NEWSLETTER
WINTER 2019/20
Making a Social Difference
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Welcome!

I am very pleased to bring you the Winter 2019/20 issue of our newsletter, highlighting just some of the recent activities, events and innovation involving staff and students in the School of Social Sciences, Education and Social Work at Queen’s University.

Our aim of making a social difference is central to all our teaching, research and engagement with professionals and policy makers, both nationally and internationally. We continually aim to connect the Northern Ireland community with world leading experts and to share with the global audience the recognised excellence in Northern Ireland schools and agencies.

I hope you and your colleagues find something of interest in our newsletter. If you want to know more about any aspect of our activities, 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

The production team for this issue of the newsletter was:
  • Barbara Lynagh
  • Angela McMenamay

Find out more: www.qub.ac.uk/ssesw
In September, our Disability Research Network (DRN) held a hugely successful event at Queen’s, looking at **Opportunities and Challenges for Inclusive Education in Northern Ireland**. The event brought together delegates from across various sectors including the Department of Education, Education Authority, Northern Ireland Commissioner for Children and Young People, Equality Commission, children’s sector organisations, schools, parents, researchers and academics.

It included a **presentation** from Professor Sally Tomlinson (left) from Goldsmiths, University of London, on the ‘Ins and Outs of Inclusion’, where she outlined the ways in which children with disabilities have tended to be excluded from education over time as a result of education policies.

Bronagh Byrne (third right, Co-Chair of DRN) highlighted **developments in the right to inclusive education** under international law and presented findings from an analysis of United Nations responses to policy and practice across 70 global countries.

The event concluded with a **panel session** facilitated by Professor Vicki Graf (third left) from Loyola Marymount University, Los Angeles, a leading international figure in inclusive education. The session included expert education input from: Kevin Donaghy (second right), principal of St Ronan’s Primary School, Newry; Michael Allen (right), principal of Lisneal College, Londonderry; and Jonathan Gray (second left), principal of Arvalee School and Resource Centre, Omagh. All three panellists shared their vision for inclusion and examples of best practice.

As a result of the professional exchanges and networks established at the event, and a desire for further debate, a ‘Knowledge Exchange Hub on Inclusive Education’ is being developed, to continue the conversation through a combination of seminars and working group discussions.

**For more information** or to join the Hub, contact Dr Bronagh Byrne, b.byrne@qub.ac.uk

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Find out more: [www.qub.ac.uk/ssesw](http://www.qub.ac.uk/ssesw)
Brenda Brady is a Level 3 student on our undergraduate BSW degree, a professional qualification in Social Work. She is a peer mentor for other students.

I am a mother of twins who have just started their GSCE’s. Alongside my own life experience, I have worked in the statutory and voluntary sectors in varying roles which prepared and inspired me to start my Social Work degree in September 2017.

I was a stay-at-home mum for a number of years during which I studied English Literature part-time but I always knew I wanted to be a social worker. I have always cared about helping others, which is something that was instilled in me by my parents, who both worked in the health service for 40 years.

Queen’s is a fantastic place to study and has opened up so many opportunities for me via the degree programme and through other learning avenues related to the social sciences in exploring social justice, research and simulated learning. The campus is beautiful and there is always a friendly and welcoming atmosphere.

Since starting the Social Work degree I have been challenged to think more deeply and critically about different aspects of society and how these impact individuals and communities. I have gained knowledge and skills to pursue a professional career in social work. I have met great friends and been taught by academics with a wealth of expertise that I can bring to practice.

Queen’s library facilities are excellent and the librarians are always there to point you in the right direction. The student portal is central to navigating your learning and accessing resources for your subject. It has a plethora of information on the Students’ Union, wellbeing and accessing student support services. The Student Guidance Centre, peer mentoring and student reps are available for additional support and advice.

Returning to university was a little overwhelming. However, I have had opportunities to attend a diverse range of activities including courses, open days and workshops. I have been able to listen to international speakers and engage with other students from across the world.

I have been on placement, made fantastic friends and find the Queen’s Film Theatre is a brilliant way to take time out from studying.

When I graduate I hope to begin professional practice as social worker and to apply for a Master’s in Social Science Research Methods at the School of Social Sciences, Education and Social Work.

For more information about our degrees see www.qub.ac.uk/ssesw
Academic Laura Lundy (second left) was in New Zealand in August on a trip organised by Victoria University of Wellington and funded by the Law Foundation for New Zealand.

With fellow children’s rights experts Ursula Kilkelly (University College Cork, third left), Bruce Adamson (Scottish Children’s Commissioner) and Justice Clarence Nelson (Supreme Court of Samoa and member of the UN Committee on the Rights of the Child) she received a warm Pasifika welcome (photo courtesy of Office of the Children’s Commissioner, New Zealand).

Laura gave a keynote at a Victoria University two-day symposium marking the 30th anniversary of the UN Convention on the Rights of the Child (UNCRC).

She also presented at a seminar for civil society on Making Child Rights Real in Aotearoa; discussed her child rights approach with staff in the Children’s Commissioner’s office; took part in a roundtable conversation with Pasifika lawyers on child law and culture; and carried out training on ‘The Lundy Model’ of child participation for over 60 staff at Oranga Tamariki (the Department of Children) who use the model in their work.

While in New Zealand, Laura appeared on ‘The Nation’ news show, where she accompanied the country’s Children’s Commissioner, Andrew Becroft (right), in a discussion about ensuring implementation in New Zealand of the UNCRC, for Maori children in particular. The trip concluded with a reception, hosted by the Irish Embassy, to mark the expert input of Professors Lundy and Kilkelly to the events in Wellington.

Laura said of her trip: ‘It was a privilege to be invited to New Zealand/Aotearoa, where the Lundy model of participation is used so widely, to share my research and understanding of children’s rights and participation and to learn about their efforts and challenges in delivering children’s rights in a way that is culturally appropriate and acceptable’.

Find out more: www.qub.ac.uk/ssesw
Learning Together at Hydebank Wood College

The School of Social Sciences, Education and Social Work (SSESW) has developed an innovative new undergraduate module called Reintegration After Prison, being offered for the first time this academic year and delivered in HM Hydebank Wood College and Women’s Prison, Belfast.

This module, organised by SSESW academics Shadd Maruna and Gillian McNaull, is part of the Learning Together movement led by the University of Cambridge and involving partnerships between prisons and universities across the UK and beyond. Read about this initiative at http://bit.ly/2o9eN0W

At Hydebank Wood, a number of SSESW students are attending classes in the facility alongside a group of students from Hydebank Wood drawn from both the male facility (formerly known as the Young Offenders Institute, housing 18-21 year olds) and Northern Ireland’s only Women’s Prison (Ash House) based at the same site.

In recent years, Hydebank Wood has transformed into a learning environment with a variety of vocational and educational courses, and a small number of students already pursue higher education through the Open University.

The new Learning Together module will offer students at Hydebank Wood a first taste of a university-level classroom, hopefully encouraging some of them to continue with third level education upon release.

For their part, the SSESW students have the opportunity to learn about issues of rehabilitation and reform inside an actual penal facility, studying alongside fellow students with considerable lived experience to share.

The partnership is also a knowledge exchange opportunity for Queen’s University and the Northern Ireland Prison Service, with both institutions benefiting through the collective initiative.

For more information contact Professor Shadd Maruna at s.maruna@qub.ac.uk or tel +44 (0)28 9097 5986

Find out more: www.qub.ac.uk/ssesw
Young People, Policing and Stop and Search

School of SSESW criminologist John Topping was delighted to join youth delegates in welcoming the new Chief Constable of the Police Service of Northern Ireland (PSNI), Simon Byrne, to our packed conference Patten 20 Years On: Young People, Policing and Stop and Search in September.

Its main aim was to examine the current status and evidence around the policing of children and young people by the PSNI, with a specific focus on police stop and search powers.

The unique conference was supported by our Crime and Social Justice research group and organised in partnership with two leading young people’s rights and advocacy organisations, Include Youth and the Children’s Law Centre, who supported young people in putting their views and questions to conference speakers.

In addition to input from John Topping, based on his current policing research related to stop and search, the conference had a range of international keynote speakers and experts including: Professor Ann Skelton (UN Committee on the Rights of the Child); Debbie Watters (Northern Ireland Policing Board); Katrina Ffrench (StopWatch), Professor Ben Bradford (Global City Policing and the Jill Dando Institute of Security and Crime Science); Tim Mairs (PSNI); Paul Holmes (Office of the Police Ombudsman for Northern Ireland); and Koulla Yiasouma (Northern Ireland Commissioner for Children and Young People).

Conference themes included the PSNI’s use of stop and search powers against young people, current evidence around policing practice, lessons from England around stop and search, and policing innovations to support the mental health needs of those interfacing with police.

Also on the programme was a superb performance from C21 Theatre Company encapsulating young people’s experiences of stop and search.

For more information about the research behind the event see http://bit.ly/2LK58Y4
Developing Training from a Children’s Rights Perspective

Members of our Centre for Children’s Rights (CCR) have been leading a partnership project aimed at enhancing child-centred responses to violence against children.

The project is called Participation for Protection (P4P) and includes Katrina Lloyd, Laura Lundy, Siobhan McAlister, Michelle Templeton and Karen Winter. It has produced training resources informed by consultation with over 1300 children across Europe. The resources were co-designed with children and young people in Northern Ireland, from St Ita’s Primary School, Include Youth and Newstart Education Centre. The resources are being rolled out by project partners in Austria, Belgium, Germany, the Republic of Ireland and Romania.

The CCR team has been delivering training in Northern Ireland, in collaboration with Include Youth, for a wide range of professionals including youth workers, social workers, educators and those working in the criminal justice system.

While many professionals are trained in protecting children and responding to those who experience violence, such training is often informed from an adult perspective.

Participation for Protection (P4P) represents a dedicated effort to inform training from a child’s perspective. The aim is to enhance understanding of what violence means to children, the factors that impact on their ability and willingness to disclose violence, and their views on what constitutes ‘good’/child-centred support.

Some of the findings from the survey carried out with school children across partner countries, on their understanding of violence and their views on helpful responses, are available at: participationforprotection.wordpress.com.

A training package and free resources informed by the consultations with children can be downloaded from the CCR website at www.qub.ac.uk/ccr.

Find out more: www.qub.ac.uk/ssesw
Political Economies and Consequences of School Exclusion

School of SSESW colleagues Laura Lundy, Gavin Duffy, Tony Gallagher and Gareth Robinson are to collaborate with academics from Oxford, Edinburgh, Cardiff, Reading and London School of Economics on a **multidisciplinary research project examining the political economies and consequences of school exclusion across the UK**. The Economic and Social Research Council has awarded £2,550,850 for research on the cost of exclusions at individual, institutional and system levels, as well as pupils’ rights, entitlements, protection and wellbeing, and the landscapes of exclusion across the four UK jurisdictions.

There are vast differences in the rates of permanent school exclusion across the UK with numbers rising rapidly in England but remaining relatively low or even falling in Northern Ireland, Scotland and Wales. Latest figures show there were 7,900 permanent exclusions in England compared to fifteen in Northern Ireland and just five in Scotland.

**Preliminary work** conducted by the research team illustrated that pressures on schools to perform well in examination league tables can lead to the exclusion of pupils whose predicted attainment would weaken overall school performance. As a consequence, pupils who do not conform to the rules can be excluded to the social margins of schooling.

The study is led by Professor Harry Daniels and Associate Professor Ian Thompson (Oxford). Co-Investigator Gavin Duffy (SSESW) said: ‘As a multidisciplinary team we want to understand more about the stark differences in the rates of fixed and permanent exclusions across the four jurisdictions. We are also keen to learn more about those practices in schools which could be described as informal or unregulated as this may give us a more accurate picture of school exclusion.’

The research is organised into three work strands:

i. **the landscapes of exclusion**, which will examine the policy and legal frameworks and the costs of exclusions in each jurisdiction;

ii. **the experiences of exclusion**, focusing on the perspectives of pupils and their families, practitioners, school leadership and other education professionals; and

iii. **a strand that will integrate these findings** to ensure that the learning is continuous as the research develops a coherent multi-disciplinary understanding of the political economies of exclusion.

Laura Lundy (SSESW) commented: ‘I am delighted that the rights-based approach to research that we have pioneered in the Centre for Children’s Rights at SSESW will be used across the four jurisdictions involved in the study to ensure that children and young people impacted by school exclusion will be working with us directly to shape the research project and understand the findings.’

These analyses will involve the cross cutting themes of: children’s rights, youth crime, values and the role of religion, geographical context, gender and ethnicity, social class, special needs and disability, and mental health.

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**Find out more:** [www.qub.ac.uk/ssesw](http://www.qub.ac.uk/ssesw)
Lecturer Dr Jonathan G Heaney is Programme Director for Sociology. He tweets as @jonathangheaney and blogs at theorytypes.wordpress.com.

I was delighted to join the Sociology team at Queen’s in 2014, six months after graduating from my PhD at National University of Ireland (NUI) Galway. I returned to education as a mature student in 2004, completing a BA in Sociology, Politics and Economics at NUI Galway in 2007. My PhD project was funded by an Irish Research Council ‘Government of Ireland Scholarship’ Scheme and studied emotions and social change in late modernity in general, and the Republic of Ireland in particular.

My primary research interests are interdisciplinary and lie in social, sociological and political theory, at the intersections of Sociology and Politics. I am especially interested in the relationship and dynamics of emotions and power, and how they form and change our social lives. My publications explore these topics and the relationship between emotions, nationalism and national identity. More recent interests concern the interplay of emotion and power in contemporary party politics. I aim to combine insights from Political Sociology and the Sociology of Emotions to contribute to a new emerging sub-field - the Political Sociology of Emotions – to examine the increasing importance, visibility and deployment of emotions by politicians. We appear to be living in an age of emotional politics and my work aims to help us better understand it.

I am passionate about teaching and these ideas and themes also feature in my classes. In addition to teaching undergraduate and postgraduate courses in social theory, I am preparing a new module on the Political Sociology of Emotions that explores the role of emotion and power in relation to the rise of populism, Trump, Brexit, as well as in situations of war, conflict and post-conflict.

In recent years, I have coordinated the European Sociological Association’s Research Network on Emotions and organized conferences (in Edinburgh, Manchester, Stockholm, Athens and elsewhere) featuring leading emotion scholars from around the globe.

As a relatively new, and not exactly ‘young’, father of a wonderful daughter, Hazel, who is three and a half, I don’t have much time for hobbies.

I enjoy film and organize the Sociological Cinema Series at the Queen’s Film Theatre in Belfast. Staff, students and the general public watch a film, after which academics and the audience draw out and discuss the various Sociological themes within the movie. I also like to read, especially science/speculative fiction, and poetry.
A **US-UK Fulbright Scholarship** saw School of SSESW academic Joe Duffy spend last academic year in the USA, including teaching at **New York University’s Silver School of Social Work** where he collaborated with Dr Carol Tosone (NYU) and seven survivors of the 9/11 terrorist attacks on the World Trade Centre to facilitate Social Work students’ conversations with the survivors about the impact that trauma had on their lives.

He also spent time at **Belmont University** (Nashville), working with community organisations supporting people affected by poverty, homelessness, domestic abuse and addictions. Clients from these groups were directly involved, with Joe, in sharing their experiences with third year Belmont Social Work students as part of their preparations for field practice.

Joe’s unique teaching sessions **introduced this service user involvement** to the Social Work curriculum in the USA to help Social Work students understand trauma and effective behaviours when helping clients. He drew on his many years of integrating people with lived experience in Northern Ireland into social work classrooms to cultivate a culture of trust and partnership in the classes, giving clients and survivors control of the content by agreeing questions in advance.

In September, Joe held a **research launch in New York** where he presented results from his evaluation on the impact of his teaching approach on the students’ knowledge development.

Findings showed that hearing his facilitated conversations with people with lived experience of trauma had a marked impact on the students’ understanding of it. They felt that Joe’s sessions taught them: careful, respectful listening; the importance of person-centeredness, a non-judgmental approach and good communication skills; and how best to process emotions when hearing trauma narratives. Dr Tosone continues to use Joe Duffy’s model of incorporating input from 9/11 survivors in her module on the **Treatment of Trauma**.
Research Impact

Academics and researchers in the School of Social Sciences, Education and Social Work continue to lead to driving positive change and making a social difference for educators, learners, practitioners and the wider community. See below for an update on just a few of our specialist areas of activity.

Centre for Behaviour Analysis

In collaboration with Ulster University, Parents’ Education as Autism Therapists (PEAT) and Belfast City Airport, Centre colleagues enabled families living with a diagnosis of autism to prepare for their holidays by visiting the airport in June and experiencing the steps involved in boarding a plane. Video models, which are an evidence-based area of research for teaching new skills such as self-management and social skills, were devised by the Centre and can be accessed at http://bit.ly/2M99Qh3

Catherine Storey was elected Secretary of the European Association of Behaviour Analysis, an international organisation that promotes Behaviour Analysis and provides an international forum for matters relevant to behaviour analysis.

Katerina Dounavi and PhD students Emma Craig and Jenny Ferguson have written a chapter in the Encyclopedia of Autism Spectrum Disorders (Ed. Prof Volkmar, Yale University School of Medicine), describing current knowledge on the use of telehealth, the distribution of health-related services and training via technology, for the delivery of behaviour analytic interventions such as training carers and parents to teach independence skills to children and young people with an ASD.

Disability Research Network

The DRN was delighted to welcome Dr Sonali Shah (University of Birmingham) in September to present on her current research on the healthcare needs of girls and women with cerebral palsy.

Berni Kelly and colleagues have been awarded funding from the Global Challenges Research Fund to undertake a feasibility study, Building Positive Futures: A Cross-Country Pilot Study on Youth Transitions from Out-of-Home Care in Africa, working with partners in Uganda, Ghana, South Africa and Zimbabwe. The project will develop the methodology of the Growth beyond the Town care-leaving study in South Africa to incorporate a peer research approach and input from care leavers (across experiences of disability, gender and culture) and to test its feasibility for a cross-country study on care leaving in Africa.

DRN has received funding from the Department for the Economy Global Challenges Research Fund to examine the physical and mental health needs of people with disabilities in Cambodia. Alan Maddock is the Principal Investigator and the Co-Investigators are Paul Best, Bronagh Byrne, Anne Campbell, Gavin Davidson, Berni Kelly, Lorna Montgomery and Ciaran Mullholland. The project is a partnership with the voluntary sector organisation Exceed.
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 a social difference for educators, learners, practitioners and the wider community. See below for an update on just a few of our specialist areas of activity.

**Centre for Children’s Rights**

Laura Lundy, Siobhan McAlister and Michelle Templeton led a **consultation earlier this year with 274 children deprived of their liberty in 22 countries.** The consultation, a collaboration with Terres des Hommes and Professor Ursula KilKelley and Dr Louise Forde from University College Cork, was part of the Global Study on Children Deprived of Liberty. It employed the Centre’s unique child rights-based research methodology, ensuring that the views of children in a range of settings (including immigration, youth justice and other institutions) and global contexts were integral to the study and its recommendations to the world’s governments.

Laura Lundy was at the **University of Ghana** in Accra in June as part of a British Academy grant led by Dr Afua Twun-Danso Imoh (University of Sheffield). The project enables early career researchers in childhood studies in West Africa to be mentored by editors of leading childhood journals. Laura, joint Editor in Chief of the International Journal of Children’s Rights, mentors two early career scholars from Nigeria, supporting them to get their work published in international journals.

While in Accra, Laura visited the **Ghana headquarters of World Vision** to meet two young people from its Young Leaders programme. Laura Lundy and Michelle Templeton are conducting a research project with World Vision, looking at the experience of children in the programme who participated in international events in New York, Brussels and Geneva. World Vision have adopted Laura’s model of participation (the Lundy Model) as core to their global strategy on child participation and gender equality.

Judith Thompson, **Northern Ireland Commissioner for Victims and Survivors**, attended a celebration at Queen’s in June to thank young people involved in advisory groups on a project examining the transgenerational impacts of the Northern Ireland conflict on young people.

The Centre hosted **seminars** with Dr Jenna Gillet-Swan (Queensland University of Technology) in September and Dr Noam Peleg (University of New South Wales, Sydney) in October. Jenna presented her work on student voice while Noam presented his work on the child’s right to development. The Centre is hosting a **visiting researcher** from the University of Murcia, Spain. Carmen Maria Carabello is a doctoral student focusing on inclusive education.

In September, **Laura gave a keynote** at the European Network of Ombudspersons for Children Annual Conference. Hosted in Belfast by the Northern Ireland Commissioner for Children and Young People, the conference addressed ‘Children’s rights in the digital environment’. Laura Lundy, Bronagh Byrne and young advisors with disabilities hosted a session with their advisory group of children with disabilities who work on their Council of Europe study on the digital rights of children with disabilities.

**www.qub.ac.uk/ccr**
Autism and Puberty: Strategies to Utilise for Teaching

In addition to her keynote on *Beyond childhood: preparing for adulthood*, with an emphasis on individuals with an autism spectrum disorder (ASD), at the ABA Today 2019 international conference (Applied Behaviour Analysis) in Melbourne in July, School of SSESW academic Nichola Booth delivered a three-hour masterclass for delegates at the conference. Entitled ‘Puberty, anxiety and autism: it will happen! Understanding the impact on your teen, and practical strategies to help’, the workshop centred on Nichola’s work and research within our Centre for Behaviour Analysis.

The masterclass was attended by an international audience of around 60 delegates from a variety of professional backgrounds and disciplines including teaching, medicine and social work. Also in the audience were Applied Behaviour Analysis practitioners, students of Psychology and Special Education from Monash University, Melbourne, and parents and carers of individuals on the autism spectrum.

Nichola’s masterclass provided attendees with effective solutions for behavioural difficulties that may arise during puberty for individuals with autism. All strategies and interventions were based on key principles and teaching technologies derived from the science of Applied Behaviour Analysis. The masterclass enabled attendees to effectively teach key life skills that could help make the transition to puberty easier for individuals in hospitals, residential settings, schools and the home.

Puberty for individuals with an ASD is a topic which is often overlooked and under-researched. By offering solutions from practice in the applied sector, Nichola was able to use science and experiences to highlight to professionals and other delegates that puberty preparation for individuals with an ASD is a topic which requires explicit and continuous teaching.

**For more information contact**
Dr Nichola Booth at n.booth@qub.ac.uk or tel +44 (0)28 9097 3264
NICILT: Promoting Language Learning in Northern Ireland

Our Northern Ireland Centre for Information on Language Teaching and Research (NICILT) provides an important service for schools and for staff and students on our Postgraduate Certificate in Education (PGCE). It is funded by the Department of Education to promote and support language teaching and learning.

NICILT raises awareness of European Day of Languages (EDL), celebrated on 26 September, and this year NICILT launched a new EDL-themed poetry competition for Year 9 pupils. It encouraged pupils to develop their Thinking Skills and Personal Capabilities, dictionary and language skills and to further understand the purpose of EDL. NICILT also visited All Saints College, Belfast, to promote EDL and provide a Languages for Employability workshop for 160 Year 10 pupils.

In October, NICILT launched its first four-day mini film festival for Year 10 pupils of French and Spanish. These events, held at Queen’s Film Theatre, attracted around 800 pupils to Queen’s and included guided campus tours by our PGCE students. Schools were also provided with tailored teaching materials reflecting the statutory requirements in modern languages in the curriculum.

NICILT is running a new Ambassadors scheme in Northern Ireland in collaboration with the School of Arts, English and Languages at Queen’s. The scheme, set up by the Open World Research Initiative and funded by the Arts and Humanities Research Council, links post-primary pupils and university students to promote languages and motivate pupils to opt into languages at A Level.

The 175 pupils taking part in the Ambassadors scheme attended an immersion day at Queen’s in October, which included subject-specific sessions and guided tours of the University with undergraduate ambassadors and our PGCE modern language students (pictured at our resource centre).

For more information visit www.qub.ac.uk/schools/nicilt or the NICILT Facebook page.
Professor Danielle Turney is our Social Work Subject Lead. She joined the School of SSESW in August 2018.

Having lived and worked in England all my life, I have had a fascinating year getting to know Belfast and learning about the similarities and differences between social work in England and Northern Ireland.

While studying philosophy and politics at Manchester University I got involved in different community/welfare-related activities. I had not initially thought about a career in social work, but by the end of my degree, it seemed like the ‘next step’. Embarking on a Masters in Social Work programme at Sussex University was the start of a significant learning process (still under way!) that introduced me to the complexity, challenges and opportunities that social work presents. I have been involved in social work one way or another ever since – first as a local authority social worker in South London, later as a PhD student and then as a social work educator and researcher. Clearly something hooked me in and has continued to demand my interest and attention!

Supporting the learning of social workers – whether working with people at the start of their professional careers, or with established practitioners who want to develop and extend their knowledge and skills – has been a key part of my academic life, and I taught on and/or managed programmes of qualifying and post-qualifying education at Goldsmiths London University, the Open University, and the University of Bristol before my move to Queen’s.

As a researcher, my interests focus mainly on three broad areas: child welfare and protection, in particular child neglect; relationship-based practice; and social work assessment, decision-making and professional judgement. From my PhD research exploring anti-racist practice in social work onwards, my work has been underpinned by my interest in theory building. Social work involves highly complex activities and relationships, and decision-making in conditions of uncertainty. Theory does not furnish ready answers, but can sharpen understanding of the hard questions posed by social work practice, deepen appreciation of why they are hard, and aid reflection on how to work through to answers expressed through practice.

My core concern is to make theory relevant to specific, recurrent questions about real world social work – for example, drawing on care ethics to explore understandings of child neglect, and using Recognition Theory to help understand the dynamics of practice with ‘involuntary’ clients of social services. I look forward to developing my work in the context of the concerns of everyday practice here in Northern Ireland.

Find out more: www.qub.ac.uk/ssesw
As part of our research focus on Peace in Societies, academic Dina Belluigi (right) hosted a seminar in September at Queen’s University entitled ‘At the Margins of the University: Scholarship and practice of higher education transformation and disruption in contexts of post conflict, inequality and oppression’.

Jenny Bożena du Preez (Nelson Mandela University, third right), Dina Belluigi and Tony Gallagher (SSESW, back row, second left) reflected on the Emancipatory Imaginations: Advancing Critical University Studies Winter School held in South Africa in August, involving invited scholars and practitioners from Ghana, India, Kenya, Ireland, South Africa, the UK, Cyprus, Germany and Canada. A collaboration between Dina Belluigi and Andre Keet (Nelson Mandela University), the Winter School questioned where social justice concerns sit within transformations of higher education and related scholarship.

Naomi Lumutenga (HERS-EA, second right) discussed the educational non-profit organization Higher Education Resource Services Eastern Africa, which advances women’s leadership in higher education in Uganda, Kenya, Tanzania, Rwanda, Burundi, South Sudan and Ethiopia. The woman-centred curriculum addresses personal and institutional barriers, positioning female academics to undertake challenge-based research which informs policy and grassroots capacity development.

Highlighting the impact of the Syrian crisis on academics with little protection when in exile, Tom Parkinson (University of Kent, back row, third left) and Dina Belluigi (SSESW) reflected on roundtables held in partnership with The Council for At Risk Academics in June in Istanbul.

Academics from international communities discussed the challenges of sustaining their academic work and authority under conditions of crisis, exile, political oppression and post-conflict legacies in locations such as Belarus, Bosnia Herzegovina, Kenya, Northern Ireland, Palestine, Serbia and South Africa.
Challenging Inequality in South Africa through Mentoring

A team of social work academics and researchers, led by School of SSESW academic Mandi MacDonald (fourth right), is collaborating with the Children’s Institute at the University of Cape Town to evaluate the contribution of formal youth mentoring in promoting the wellbeing of under-served youth in South Africa.

They are partnering with SAYes, a Cape Town based NGO working with children’s homes to offer transition mentoring to young people preparing to leave care. South Africa remains one of the most unequal societies in the world, with significant disparities in opportunity and income, particularly for youth, over half of whom live in poverty. Inequality and social exclusion are sharply focused in the lives of young people living in care and care leavers.

This pilot project, funded by the Department for the Economy Global Challenges Research Fund, will evaluate the SAYes programme as a case study to explore whether formal mentoring offers an effective, scalable contribution to South Africa’s Sustainable Development Goals.

The SSESW research team, including Berni Kelly, John Pinkerton and Montse Fargas, had a busy and productive visit to Cape Town in September. Working with Professor Shanaaz Mathews and Jenna-Lee Marco from the Children’s Institute, they interviewed 37 care experienced young people, 9 mentors and 8 carers. They heard how mentors offer much-valued social support and help with making informed life choices.

The team will return to South Africa in February 2020 to discuss the findings with young people, practitioners, academics and policy makers.

It is hoped that these first-hand accounts will lay a foundation for developing a larger study, with other African and international partners, into the feasibility of formal mentoring as a means of challenging inequality for young people in care and leaving care.

Find out more: www.qub.ac.uk/ssesw
Criminology Links with Sao Paulo, Brazil

As part of a British Academy grant, SSESW Criminologist John Topping welcomed to Queen’s University in October the research partners from the Federal University of Sao Paulo (FUSP), Brazil. The project is entitled **Policing Protests and the Quality of Democracy in Brazil and Northern Ireland**.

It involves research in both countries examining the dynamics and parameters of protests, their meaning and how they are policed. It includes both empirical research and knowledge exchange between Queen’s and the FUSP.

While in Belfast, the University of Sao Paulo partners met with Harry Maguire (second left), Director of Community Restorative Justice Ireland, and spent time with policing experts discussing the legal and policy framework related to parades and protests in Northern Ireland.

Global Undergraduate Awards Commendation

For the third year in a row, an SSESW undergraduate student has been recognised as a Highly Commended entrant in the **Sociology & Social Policy category** of the Global Undergraduate Awards (UA), the world’s largest academic awards programme identifying leading creative thinkers and problem-solvers through their undergraduate coursework.

Written for his Social Policy module on gerontology, Freddie Finlay’s paper, **Demography is not Destiny** was assessed by an international panel of expert judges from world leading academic institutions.

UA provides top performing students with support and opportunities to raise their profiles at a summit in Dublin where they can network with world-renowned speakers, academics and potential employers and attend workshops designed to help them share research and begin their path after undergraduate study.

Find out more: [www.qub.ac.uk/ssesw](http://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 www.qub.ac.uk/ssesw

Undergraduate (2020/21 entry)

- 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
- BSW (Hons) Social Work (3 year Undergraduate Route)
- BSW (Hons) Social Work (2 year Relevant Graduate Route)

Postgraduate (2020/21 entry)

Taught Programmes

- Applied Behaviour Analysis
- Autism Spectrum Disorders
- Children’s Rights
- Cognitive Behavourial Therapy Programmes
- Educational Leadership
- Educational Studies
- Higher Education Teaching (PGCHET)
- Inclusion and Special Needs Education
- International PGCE
- Mental Health and Mental Capacity Law
- Social Science Research
- Social Work with Children, Young People and Families
- Substance Use and Substance Use Disorders
- Systemic Practice and Family Therapy
- 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

- Integrated PhD
- PhD in Education
- PhD in Social Policy/Sociology
- PhD in Social Work

Find out more: www.qub.ac.uk/ssesw
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Our Open Learning short part-time courses offer all adults, regardless of age or qualifications, the chance to try something new for leisure or personal development. These flexible, affordable short courses are offered during the day, evening and weekend in a relaxed and friendly atmosphere. There are over 250 courses in a wide range of subjects including Education, Creative Writing, Archaeology, Photography, History, Wine Tasting, Literature, Languages (French, German, Italian, Spanish), Music, Philosophy and Visual Arts. Our New Year programme starts on **20 January 2020**. Find out more and enrol at www.qub.ac.uk/ol.

Award Winning PGCE Maths Teaching

Academic Ian Cantley picked up the **Most Inspirational Teaching** Award at this year’s Queen’s University Students’ Union Education Awards. Ian teaches on our PGCE Mathematics course and was overwhelmed to hear that every one of his PGCE students had nominated him for the award. Some of them attended the awards ceremony to make the presentation to him and to represent the PGCE Mathematics group, whose nominations included comments such as:

‘Ian genuinely cares about each and every one of us, which comes across in his teaching, feedback and encouragement. He has challenged us immensely throughout, and prepared us all for going out into our placement schools.’

‘Ian not only has a passion for PGCE and his teaching, but a passion for all young people in Northern Ireland to receive an outstanding education.’

Ian commented: ‘It is an immense privilege, and responsibility, to teach and mentor future teachers on the PGCE Mathematics programme. I aim to instil a passion for mathematics education in my students since I consider this to be an essential attribute of any aspiring teacher of mathematics.’
A team from the School of Social Sciences, Education and Social Work (SSESW) is exploring how people with learning disabilities, and their organisations, exert influence on the policy and practice of adult safeguarding. The SSESW team consists of Lorna Montgomery, Berni Kelly and Gavin Davidson and includes research assistant Lisamarie Wood, a Research Officer from Praxis Care.

The Getting Our Voices Heard project is investigating what works in different contexts across all four UK nations, identifying examples of how people with learning disabilities and Disabled Persons’ Organisations influence adult safeguarding policy and practice. The project seeks to better enable disabled individuals to shape the policies which affect their lives in order to enhance their choices, control, dignity and freedom.

The research team recruited and trained six people with learning disabilities as peer researchers, to assist with each stage of the project including design, data collection, analysis, report writing and action plan. The project concludes in March 2020 with a UK-wide Implementation Plan highlighting recommendations on effective approaches to ensuring that people with learning disabilities can influence adult safeguarding policy and legislation at national and organisational levels.

Lisamarie Wood (back row, left) completed our BA in Sociology and MRes in Social Science Research, learning in depth about different ways to research within society based on worldviews and how research can have real and lasting impact in society. She is a Visiting Scholar at Queen’s University while she collaborates on Getting Our Voices Heard.

Lisamarie commented: ‘I’ve had an avid interest in Sociology since being introduced to it at school, fascinated by the different approaches used by sociologists throughout history to study and understand society. I was drawn to Sociology because of its power to understand and address inequalities in society and to influence social change.’
Mainstreaming Shared Education

Earlier this year, School of SSESW colleagues Joanne Hughes and Rebecca Loader, from our Centre for Shared Education (CSE), were appointed to undertake research into ‘mainstreaming’ shared education in Northern Ireland schools. The work was commissioned by the Social Change Initiative (SCI), a Belfast-based international charity focussing on inclusive and peaceful societies, and the Shared Education Learning Forum (SELF), an influential practitioner-led network formed by teachers and principals involved in the shared education initiative in Northern Ireland.

The mainstreaming process involves further embedding existing cross-sectoral shared education into education policy in the region.

For the ‘mainstreaming’ research, which is due for publication in late 2019, Joanne and Rebecca conducted two studies, one with policymakers, education officers and sectoral leaders in Northern Ireland, and one with practitioners from 16 school partnerships across the region.

The research explored understandings of shared education and its aims, developments in shared practice, and enablers and barriers to mainstreaming the model in Northern Ireland.

This CSE research is intended to inform developments in the mainstreaming of shared education policy level, and will be disseminated to key stakeholders through the Social Change Initiative and the Shared Education Learning Forum.

To this end, Joanne and Rebecca presented initial findings at SELF seminars in May this year and at the annual SELF conference in Templepatrick in September. Joanne, Rebecca and report co-author Professor Rhiannon Turner (School of Psychology at Queen’s University) will present their full findings at a seminar to be hosted by the Social Change Initiative later this year.

Read more about the Centre for Shared Education at www.qub.ac.uk/cse
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