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# research **ED** **DUBLIN**

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October 5th 2019



St. Columba's College  
[www.stcolumbas.ie/researched](http://www.stcolumbas.ie/researched)  
@researchEDDub

[researched.org.uk](http://researched.org.uk)  
#rEDDub

# Welcome

Welcome to the first - and not the last - researchED Dublin. I'm thrilled to be working with Julian and St Columba's College.

The last few years have seen an extraordinary revolution taking place in international education. Old dogmas are being overthrown, but sensibly, carefully, by educators who have decided enough is enough; no more should what we teach, and how we teach, be based on intuition, gut instinct and 19th century philosophy masquerading as science.

Our maxim is 'working out what works', which doesn't mean that answers are easy, or plain. Being evidence-informed means being cautious of bold certainties. I'm proud to have been part of this modern movement. There has never been a more exciting time to be in education, and I'm delighted to see where it takes us. Thank you for coming along and being part of that. Have a great day!



**Tom Bennett,**  
Founder  
[www.researchED.org.uk](http://www.researchED.org.uk)  
[@tombennett71](https://twitter.com/tombennett71)

We are truly excited to welcome researchED to Ireland for the first time, and to St Columba's College. Ireland is no different to so many other countries: those of us who work in education want our practice to be rooted in evidence, and we want our expertise to be heard. Too often our voices have been ignored. We've been waiting 6 years for Tom Bennett's movement to come here, and today is the day to catalyse so many vital conversations.

My sincere thanks go to everyone involved: the presenters for giving their time and expertise freely, our supporters Independents by Sodexo, Furlong Solutions and the ASTI, all my colleagues at the College (with particular gratitude to Humphrey Jones), and of course all the attendees who snapped up the tickets within a month. There is such pent-up demand for this: have a *wonderful* researchED Dublin.



**Julian Girdham,**  
Sub-Warden, St Columba's College  
[@sccenglish](https://twitter.com/sccenglish)



Sincere thanks to our supporters:

## INDEPENDENTS BY SODEXO



Independents by Sodexo is delighted to be the chosen catering and hospitality partner for St Columba's College. We have been proudly providing catering and a range of other services to our school clients in Ireland and the UK for more than 50 years.

Pupils' health and wellbeing is at the root of everything we do. We aim to deliver fresh food you can be proud of: food that will sharpen the mind, energise and rejuvenate the body. All with dishes that will make your pupils smile.

Serving your pupils fresh food, made from scratch each day, continues to be so important to us while communicating its provenance and seasonality. As members of Origin Green, our sustainability credentials are impeccable. Sourcing our fresh meat dairy and vegetables from Origin Green certified producers locally, means we make an important contribution to the Irish economy.

To deliver all of this, our approach is one of partnership, truly understanding all of our clients and being an active part of their community.

Our heritage and inherent family values breathe through our experienced and dedicated schools team, empowering a naturally entrepreneurial and agile approach, but always reliably consistent.

See more at [www.independentsbysodexo.com](http://www.independentsbysodexo.com).

## FURLONG SOLUTIONS



For 16 years Furlong has supplied its function-rich Management Information System (MIS) SchoolBase to Independent schools both in the UK and abroad. As well as SchoolBase, Furlong also supplies FeeMaster our school billing solution and Maestro our Music and Performing Arts management solution. Furlong provides software solutions to over 250+ Independent schools around the world. The SchoolBase MIS is tailored to meet schools' challenges, whilst being versatile enough to grow with your school and adapt to your future needs. SchoolBase isn't just an MIS solution. We pride ourselves on offering the best service and unparalleled support with a focus on building meaningful and lasting partnerships with schools.

## ASSOCIATION OF SECONDARY TEACHERS IN IRELAND



The ASTI is Ireland's main second level teachers' union and represents 16,800 teachers in community schools, community colleges, comprehensive schools and voluntary secondary schools attended by 80% of all second-level students. The ASTI acts as a professional association voicing the concerns and interests of the teaching profession at second-level and as a registered trade union, which protects teachers and fights for improvements in their pay and conditions of employment.

# Session Timetable

**B**

Big Schoolroom

**L**

Library

**C**

Cadogan

## 8.00-9.10am: Registration, Whispering House

		<b>BIG SCHOOLROOM</b>	<b>LIBRARY</b>
9.10am - 9.30am	p.2	<b>Welcome</b> Tom Bennett & Julian Girdham	
<b>Session 1</b> 9.30am - 10.10am	p.6	<b>Seven Myths about Education</b> Daisy Christodoulou	
<b>Session 2</b> 10.25am - 11.05am	p.6	<b>Making Kids Cleverer: A manifesto for closing the advantage gap</b> David Didau	<b>Senior Leadership: How can we help novice senior leaders learn?</b> Claire Stoneman
Break 11.05am - 11.25am			
<b>Session 3</b> 11.30am - 12.10pm	p.7	<b>Why are Barak Rosenshine's Principles of Instruction so popular and so good?</b> Tom Sherrington	<b>Open Education and post-primary education</b> Ann Marcus-Quinn & Triona Hourigan
<b>Session 4</b> 12.20pm - 1.00pm	p.8	<b>The Ingredients for Great Teaching</b> Pedro de Bruyckere	<b>Curriculum: Contro- versies, Concepts and Conversations</b> Mary Myatt
Lunch 1.00pm - 1.55pm			
<b>Session 5</b> 2.00pm - 2.40pm	p.9	<b>Closing the Vocabulary Gap</b> Alex Quigley	<b>Open Digital Badges in Formal Education in Ireland</b> Fred Boss
<b>Session 6</b> 2.50pm - 3.30pm	p.10	<b>Behaviour lessons from the best UK schools</b> Tom Bennett	<b>Comparative judge- ment: an easier way to assess writing</b> Daisy Christodoulou
<b>Session 7</b> 3.40pm - 4.20pm	p.11	<b>The Pedagogy Delu- sion: When Teaching Kills Learning</b> Carl Hendrick	
4.20pm	Farewell in Big Schoolroom		

CADOGAN	SCIENCE 1 (DOWNSTAIRS)	SCIENCE 2 (BIOLOGY)	SCIENCE 3 (PHYSICS)
<b>Seven Misconceptions About Teaching Adolescents to Read</b> Dianne Murphy	<b>Comparative judgment in STEM education</b> Eva Hartell	<b>On Bjork's Desirable Difficulties in the classroom</b> Rebecca Foster	<b>Teacher perspectives on applying evidence to practice</b> Jennifer McMahon
Coffee/Tea in Whispering House and Dining Hall/Lower Argyle			
<b>Introducing a knowledge-rich curriculum at Key Stage 3: A case study</b> James McCoy	<b>The Batman Effect: concentration in the classroom</b> Gráinne Hallahan	<b>I structure (most of) my maths lessons</b> Neil Almond	<b>The Importance of Film</b> Conor Murphy
<b>Six Kinds of Behaviour Problems and How to Deal With Them.</b> James Murphy	<b>Teachers teach but do they learn?</b> Mirjam Neelen	<b>Evidence-based primary maths: what is research really telling us?</b> Victoria Simms	<b>Retrieval Practice for Long-Term Learning</b> Kate Barry
Dining Hall/Lower Argyle and Whispering House			
<b>What they don't tell you about learning a language!</b> Sandrine Pac-Kenny	<b>A Research-Led Approach to School Science Laboratory Design</b> Humphrey Jones & Mary Singleton	<b>Teaching students to collaborate</b> Edmond Behan	
<b>Some Hard Truths from Gifted Education</b> Peter Lydon	<b>Networked Learning Communities</b> Stuart Farmer	<b>Getting research into practice: One school's story</b> Leona Forde	
Farewell in Big Schoolroom			

SESSION  
**1**

## Daisy Christodoulou Seven Myths about Education

**B**

A number of common ideas about education have surprisingly little evidence to back them up. This talk will examine some of them, and show why the latest research from

cognitive science offers a more effective way to think about education.

SESSION  
**2**

## David Didau Making Kids Cleverer: A manifesto for closing the advantage gap

**B**

Education systems are systemically biased in favour of the most advantaged students and against the most disadvantaged. This is not intentional and neither is it fate. This session discusses what might need to change for schools to realign themselves in favour of closing the advantage gap.

SESSION  
**2**

## Claire Stoneman Senior Leadership: How can we help novice senior leaders learn?

**L**

In this session, Claire will explore some of the considerations around senior leadership knowledge, and the application of that knowledge, that may

be needed for senior leaders new to their roles. She will explore this through the lens of cognitive psychology, and what we know helps all novices learn.

SESSION  
**2**

## Dianne Murphy Seven Misconceptions About Teaching Adolescents to Read

**C**

An examination of very common myths that not only prevent reading success but contribute to reading

failure. One of the striking features of misconceptions about reading is their longevity. These 'zombie myths' refuse to die. The problem is not just an academic one - mistaken beliefs about reading, and about teaching young people to read, have lifelong consequences for the

children concerned. This session aims to clarify the difference between these popular misconceptions versus scientific research into learning to read, and draws optimistic conclusions about how much impact we can have if we focus on evidence-based practice.

SESSION  
**2**

## Eva Hartell Comparative judgment – unpacking teachers’ assessment practices in STEM education

**S1**

Dr Eva Hartell will summarise research, and elaborate on the use of comparative judgement for formative purposes, primarily in STEM education.

SESSION  
**2**

## Rebecca Foster On Bjork’s Desirable Difficulties in the classroom

**S2**

In this session, Rebecca will share how she’s applied Robert Bjork’s research into desirable difficulties in the classroom. By separating learning from performance and focusing on long-term goals we can increase students’ retention of knowledge but it can feel counter-intuitive to make things more difficult. Rebecca will share how she’s used Bjork’s ideas to inform effective lessons, resources and curriculum design, offering practical suggestions for how to apply these ideas in your classroom.

SESSION  
**2**

## Jennifer McMahon Learning from yesterday to prepare for tomorrow: teacher perspectives on applying evidence to practice

**S3**

A research to practice divide exists in the field of education and much has been written about bridging the gap between teachers and educational research (McIntyre, 2005). However, there is a distinct lack of empirical evidence to ascertain how educators perceive, value and use research in practice, particularly in an Irish context. This session will discuss current research and policy trends in integrating educational research with practice drawing on research studies, including a recent study of Irish educators attitudes and practices relevant to assessing and applying

educational research. The session will conclude by inviting participants to reflect on how research is currently employed in educational settings and how best to harness educational research to shape and guide future educational practice.

**Break**  
Coffee/Tea in Whispering House and Dining Hall/Lower Argyle

SESSION

3

**Tom Sherrington**

Why are Barak Rosenshine's Principles of Instruction so popular and so good?

B

Barak Rosenshine's Principles of Instruction are a set of 10 ideas that

characterise effective instructional practice. In recent years they have gained in popularity around the UK with some schools even adopting them as a core framework. Why is this? In this session we will explore what the principles are, how teachers can apply them in practice and discuss the reasons for their popularity.

SESSION

3

**Ann Marcus-Quinn and Triona Hourigan**

Open Education and Post-Primary Education

L

There is a dearth of research into the area of open education and development of open material for post-primary classrooms (Beaven, 2018). More

research of this kind is critical to the development of an open digital strategy for schools particularly given the findings of the Stavanger Declaration 2018. There is an emerging expectation and evolving culture that teachers will not only incorporate more digital resources into their teaching practice but that they will also become producers of such digital content (Banks, McCoy and Smyth 2018 and Ganapathy, Wei & Jong, 2015). Therefore, the Stavanger Declaration calls for caution when introducing digital technologies to education and urges for further research on pressing issues regarding screen technologies and cognition. This presentation will address this complex issue and will reflect on challenges and tensions related to OER design and classroom integration.

SESSION

3

**James McCoy**

Introducing a knowledge-rich curriculum at Key Stage 3:

C

A case study

Are you considering introducing a knowledge-rich curriculum? Where

do you begin and what strategies can you employ to generate enthusiasm for it? How do you ensure that staff and pupils are prepared for this move? What are the 'quick wins' and what are the pitfalls to avoid? This session will provide an overview of the implementation of a knowledge-based curriculum in a school in Northern Ireland and will detail research-based decisions made and practical considerations undertaken by leadership to establish a new curriculum model at Key Stage 3. The session will also provide a focus on the introduction of 'English Mastery' - a knowledge-rich course of study - to the English Department and will outline lessons learnt from this move, incorporating practical tips for school staff, pupils and parents who are about to embark on a similar journey.

SESSION

3

**Gráinne Hallahan**

The Batman Effect: what it does (and doesn't) tell us about concentration in the classroom

S1

Teachers may have used self distancing in their classrooms for some time, thinking of it simply as a 'quirky' or 'fun' idea, but research has proven that self distancing is an incredibly useful tool for concentration, confidence, and creativity. Therefore, if we're going to do it, it is important we utilise it for its full effect. Firstly, Gráinne will outline the research behind the idea (the more famous Batman effect study, and some more recent work with older students) and then will give some practical applications of the theory, along with resources to use in the classroom.

SESSION

3

**Neil Almond**

I structure (most of) my maths lessons: putting research into practice

S2

Educational research will only be of use if it can be transferred from the academics and placed into the hands of every-day teachers in order

to make meaningful change to our practice. In this session, you will find out about educational 'research' presented at university that almost meant Neil's career stopped before it even began; what he has learnt from engaging with research from cognitive science and how he has used that to create an evidence-informed structure that he applies to most of his maths lessons. Furthermore, it will detail changes to pedagogy that Neil has implemented as a result, the combination of which has resulted in large gains for the cohort in the 2019 Maths SAT. While this session has Key Stage 2 (7 to 11 years old) in mind and uses many examples from that context, its principles can be applied across different key stages.

SESSION

3

## Conor Murphy

The Importance of Film: a brief history of its place at second-level, and how we can embed it in our schools

S3

Long dismissed as mere entertainment the presence of Film in Irish education has changed dramatically over the last twenty years. Conor will be looking at these changes, delving into why they occurred and why the study of film is so important. Using Alain Bergala's 2016 book, *The Cinema Hypothesis*, he will look at how we can develop a school-wide approach to film studies, with particular attention on how we choose, and use, films within the comparative element of the English curriculum.

SESSION

4

## Pedro de Bruyckere

The Ingredients for Great Teaching

B

A lot works in education, but nothing works all of the time. In this session you'll learn some basic ingredients for great teaching. But just like when you use salt and pepper in the kitchen,

too much or too little can make a huge difference when working on feedback, metacognition, etc... Based on the new book with the same title.

SESSION

4

## Mary Myatt

Curriculum: Controversies, Concepts and Conversations

L

Renewed discussion about the purpose, range and entitlement of the curriculum means we need to consider whether a) a broad and

balanced curriculum is being provided for all pupils across all years; b) sufficient attention has been paid to the quality and coherence of the curriculum, and the extent to which pupils know and understand the material over time; c) schools have a real purchase on the quality and coherence of the curriculum. This session will consider some of the controversies relating to the curriculum, draw from cognitive science in ensuring that pupils make real gains in their learning and outline some of the conversations to be had at school and classroom level.

SESSION

4

## James Murphy

Six Kinds of Behaviour Problems and

C

How to Deal With Them

An introduction to the use of behaviour analysis to improve the classroom experience for everyone. Most teachers learn the hard art of

behaviour management through experience, without any rigorous or systematic link to what research tells us about what some academics call 'the laws of learning'. In this session we will look at one of the principal tools of Applied Behaviour Analysis, and how it can enable us to take a more analytical - and successful - approach to managing behaviour and motivation

SESSION

4

## Mirjam Neelen

Teachers teach but do they learn?

S1

How to improve your own self-directed learning skills

As a teacher, you probably know that self-directed and self-regulated learning

skills are important for all people, especially in a time where lifelong learning is deemed to be critical. You might even consciously teach your students to help them become better learners. But what about you? How are you driving your own continuous learning and what do you do to



get better at it? In this session, we discuss what self-directed and self-regulated learning are. We talk about what the research tells us about how teachers approach their own learning in the context of professional development. Most importantly, how to get better at it over time? We all know that things are not so structured during a regular work day so it's not necessarily easy to pay attention to your own learning. Let's share our current approaches and invite ideas from others on how to improve. We can become better learners by involving others. The best part is: Your students can help you learn as much as you help them!

SESSION  
4

**Dr. Victoria Simms**

**Evidence-based primary maths: what is research really telling us?**

S2

We all want to be evidence-based practitioners and researchers, but what is research telling really telling us about how maths should be taught?

In this session, Dr Vic Simms (Reader in Developmental Psychology, Ulster University) will explore our current knowledge of evidence-based practice in mathematics education in the primary years. How do we bridge the gap between research and practice? What lessons can we learn from global research? What type of research do we need more of in the future?

SESSION  
4

**Kate Barry**

**Retrieval Practice for Long-Term Learning**

S3

Retrieval practice is gaining popularity as an evidence-backed means to help students retain information in long-term memory. This talk will look at some of the evidence for using retrieval practice and suggest practical strategies for its use in the classroom, with a particular focus on English and Modern Foreign Languages.

**Lunch**

**Dining Hall/Lower Argyle and Whispering House**

SESSION  
5

**Alex Quigley**

**Closing the Vocabulary Gap**

Alex explores the challenging demands of an academic curriculum and how closing the vocabulary gap between our 'word poor' and 'word rich' students could prove the vital

difference between school failure and success. The session explores the vital evidence on the 'vocabulary gap', whilst offering lots of practical strategies for teachers at every phase to teach vocabulary successfully.

SESSION  
5

**Fred Boss**

**Open Digital Badges in Formal Education in Ireland**

L

This study interrogates the research around policy development and proposes using the Innovation Index created by Fullan and Donnelly (2013) to

maintain policy fidelity as it is translated across the education system in Ireland. By analysing open digital badges, the Index will emphasise structural commonalities between digital badges and junior cycle education that is supportive of all stakeholders in education. The Index was completed using the author's experience of working at the macro, meso and micro levels of the education system and proposes how open digital badges could be integrated into formal education to support learning. The analysis of policy research, the Junior Cycle Framework (2015) and open digital badges enabled the generation of three hypothetical scenarios. These scenarios further develop the potential within open digital badges to support ongoing learning and assessment. The metadata structure of digital badges reflects the relationship between learning outcomes, learning intentions and success criteria, a structure which is supportive of teaching, learning and assessment in the Junior Cycle. As the move to the use of electronic means for reporting is encouraged, this study proposes a method of integrating open digital badges to support education in Junior Cycle.



SESSION

5

## Sandrine Pac-Kenny

What they don't tell you about learning a language!

C

In a world where the focus is on STEAM, languages find themselves having to fight for their place. Being able to speak a language has many

benefits for the individual's learning it but also for their community and society in general. Furthermore, learning a language has hidden benefits which help the learner develop skills s/he will use forever more. The goal of this talk is to show how learning languages is an asset to anyone, whatever area they are interested in.

SESSION

5

## Humphrey Jones & Mary Singleton

A Research-Led Approach to School Science Laboratory Design

S1

The science laboratories at St. Columba's College are housed in a dedicated building, designed by the

modernist architect Robin Walker and completed in 1971. By 2016 the building required a full renovation, offering the unique opportunity to the science teachers to alter the layout of the spaces to match their curricular, practical and philosophical needs. This talk will outline the research-led approach taken by the science teachers in creating the bespoke design of their learning spaces. It will describe the process undertaken in designing the new laboratories, the challenges they faced, the research base that determined key decisions and unexpected outcomes of the process. Finally, the presenters will outline how the new laboratories have influenced pupil attitudes to science, subject uptake, examination results and teaching and learning since the renovation. Uniquely, the session will be presented in the very classrooms that feature in the talk.

SESSION

5

## Edmond Behan

Teaching students to collaborate: the impact of skills training on student engagement in collaborative learning

S2

Research has shown that collaborative learning can result in social and cognitive gains for students. However, such findings are

deemed contentious by studies which report significant collaborative inhibition, owing in no small part to students' lack of preparedness for collaboration. The need for greater understanding on this issue in an Irish context is given added urgency in light of policy developments which urge teachers to increasingly facilitate collaborative learning with their students. Following inductive analysis of the data sets in my mixed-methods action research study, it emerged that skills training may have a positive impact on students' subsequent engagement in collaborative learning. However, the nature and extent of that impact is mediated by factors such as the perceived value of the collaborative task and by students' perception of the value of their own voice and that of other students in the group. One key recommendation from the study is by reconceptualising the relationship between collaborative learning and direct instruction as one that is mutually enriching rather than competing, teachers can support students in building value to their voice which in turn may enhance their engagement in both student and teacher-led learning.

SESSION

6

## Tom Bennett

Behaviour lessons from the best UK schools

B

In this session Tom will outline the most effective strategies that schools (and classrooms) utilised in order to create safe, calm and nurturing environments where students and staff could all flourish. Behaviour is closely connected to the classroom culture, and the school leaders need to be the conscious architects of that culture. When this happens, everything is possible. Until it does, very little is.

## Daisy Christodoulou

SESSION

6

Comparative judgement: an easier way to assess writing

L

Marking essays reliably is time-consuming and difficult, and picky marking schemes can also end up distorting teaching and learning. This session will introduce comparative judgement, a new way of assessing writing that avoids these pitfalls.

SESSION

6

## Peter Lydon

### Some Hard Truths from Gifted Education

Gifted education is virtually non-existent in Irish schools. Graduate teachers are usually never exposed to the ins and outs of Gifted education.

Politically correct attitudes towards intelligence and ability, a lack of knowledge of the field of Giftedness, and a dumbing down of the curriculum compound the absence of appropriate challenge for Gifted students. This session outlines the issues and suggests some solutions the reality of Gifted children in schools and the classroom.

SESSION

6

## Stuart Farmer

### Networked Learning Communities –

### the solution to effective professional learning of teachers?

Drawing on an extensive literature review and research conducted with science teachers across the north of Scotland, this session will consider what the barriers are to effective subject-specific professional learning taking place and how these might be overcome, especially in remote and rural areas.

SESSION

6

## Leona Forde

### Getting research into practice

One school's story of building a system for teacher-led professional development. This presentation will look at how a Cork school supports teachers in engaging with research in

order to identify, share and implement effective educational practices. Leona will explain the why, how and potential benefits of such a project, including practical tips of how you might do this in your school.

SESSION

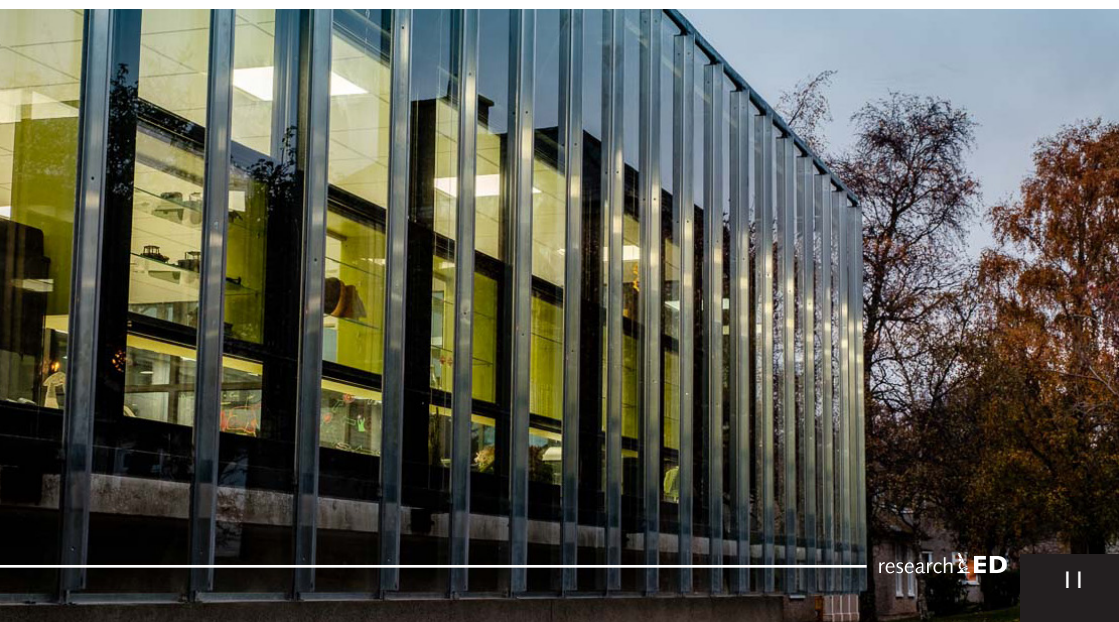
7

## Carl Hendrick

### The Pedagogy Delusion: When Teaching Kills Learning

This session will examine why a focus on teaching often comes at the expense of learning. Pedagogy is often guilty of being more about increasing

teacher workload and accountability and less about pupils gaining the kind of knowledge needed to understand the world. In adopting fads, gimmicks and the latest pedagogical porridge school leaders are often guilty of letting down both the pupils in their charge and the teachers who teach them. This session will look at why the science of learning makes so much pedagogy redundant and will attempt to suggest ways of creating the conditions where pupils (and teachers) can flourish.



# Speakers



**Neil Almond**

@Mr\_AlmondED

[nutsaboutteaching.wordpress.com](https://nutsaboutteaching.wordpress.com)

Neil graduated university in 2013 with a BA in Primary Education. He had read copious amounts on learning styles and was aware of every educational themed pyramid there was. 6 months later, after successfully gaining employment, he was asked to leave his first job as an NQT because spending his time looking at students' learning styles and applying pyramids did little to help the students learn. 6

years (and much reflection, reading and listening to Craig Barton's Maths podcast) later, he is a lead teacher for the Woodland Academy Trust focussing on improving teaching, learning and curriculum across 4 schools.



**Kate Barry**

@KMUBarry

[ellenkmetcalf.wordpress.com/](https://ellenkmetcalf.wordpress.com/)

Kate teaches English and French at Loreto Secondary School, Fermoy. She has just started a PhD in Education at UCC.



**Edmond Behan**

@edmondbehan1

Edmond is a second-level English teacher with over 25 years' experience in the classroom. He has written several leading English textbooks for schools. In 2019 he was conferred with a First Class Honours Master of Education Degree in Maynooth University. He was also a recipient of a John Coolahan Research Support Framework bursary award in 2018. He has presented showcases at Féilte 2017, a

ResearchMeet at Féilte 2018, a conference presentation on Team Teaching at both MIC Limerick and ESAI in Cork in 2017. He also presented a paper on collaborative learning at the ESAI Conference in Sligo in April 2019.



**Tom Bennett**

@tombennett71

[behaviourguru.blogspot.co.uk](https://behaviourguru.blogspot.co.uk)

Tom is the founder of researchED, a grass-roots organisation that raises research literacy in education. Since 2013 researchED has visited 14 countries on five continents, attracting thousands of followers. In 2015 he became the UK government's school 'Behaviour Czar', advising on behaviour policy. He has written four books about teacher training, and in 2015 he was long listed as one of the world's top

teachers in the GEMS Global Teacher Prize. In the same year he made the Huffington Post's 'Top Ten Global Bloggers' list. His online resources have been viewed over 1,200,000 times. He currently lives in London where he keeps bees and solves crimes that Scotland yard can't crack.



**Fred Boss**

@fboss

Fred taught Art for 18 years in De La Salle College, Dundalk before joining PDST Technology in Education and working on face-to-face CPD as well as the online course portal TeacherCPD.ie. He has since moved to the National Council for Curriculum and Assessment and led the development of the new Junior Cycle Visual Art and Leaving Certificate Art specifications. His interest in digital technologies and

their uses in education was explored in his recent thesis on "A Proposed Methodology for the Introduction of Open Digital Badges as a Support for Learning within Formal Education in Ireland." Fred has also organised the weekly #edchatie online discussions since March 7th, 2011.



## Pedro De Bruyckere

[@thebandb](#)

[theeconomyofmeaning.com](#)

Pedro has held a position as educational scientist at Arteveldehogeschool in Ghent, Belgium, since 2001. He is the co-author of several books on youth and education in Dutch and is an often-asked international public speaker on education. One of his strongest points is that he is funny when explaining serious stuff. In 2015 Pedro co-wrote the popular book *Urban Myths about Learning and Education*

with Paul Kirschner and Casper Hulshof. He is also an avid blogger on new research in education: do check [www.theeconomyofmeaning.com](#).



## Daisy Christodoulou

[@daisychristo](#)

[daisychristodoulou.com](#)

Daisy is the Director of Education at No More Marking, a provider of online comparative judgement. She works closely with schools on developing new approaches to assessment. Before that, she was Head of Assessment at Ark Schools, a network of 35 academy schools in the UK. She has taught English in two London comprehensives and has been part of government commissions on the future of teacher

training and assessment. Daisy is the author of two books, *Seven Myths about Education and Making Good Progress? The future of Assessment for Learning*, as well as the influential blog [daisychristodoulou.com](#).



## David Didau

[@DavidDidau](#)

[www.learningspy.co.uk](#)

The author of several books on education, David is a prominent and often provocative commentator on social media. He taught in English schools for 15 years before becoming a full-time writer, speaker and consultant. His blog, The Learning Spy, is one of the most influential education blogs in the UK, and he has written a series

of books that challenge our assumptions such as *What If Everything You Knew About Education Was Wrong?*, *What Every Teacher Needs To Know About Psychology and Making Kids Cleverer*.



## Stuart Farmer

[@stuartphysics](#)

Stuart taught physics in Scottish secondary schools for almost 35 years, during which time he was involved in many curriculum and assessment activities as well as organising and delivering a wide range of professional learning conferences, events and workshops for science teachers. He now works full-time for the Institute of Physics overseeing all its educational activity in Scotland including its professional learning support for teachers and its policy work.



## Leona Forde

[@leonaforde1](#)

Leona has been teaching for 16 years: currently she works at Kinsale Community School, Co. Cork, where she teaches English and History. Her interest in collaborative practice began when undertaking a post-graduate course in leadership and management in 2015, when she undertook an action research project in the area of teaching gifted and talented students in a mainstream classroom.



## Rebecca Foster

[@tlpmsf](#)

[www.thelearningprofession.com](#)

Rebecca is a Head of English and SLE at Wyvern St Edmund's Learning Campus in Salisbury. She is a TES columnist, host of the new TES Leadership Podcast and blogs at [www.thelearningprofession.com](#).

# Speakers



## Gráinne Hallahan

🐦 @heymsrshallahan

🌐 [www.tes.com/author/grainne-hallahan-0](http://www.tes.com/author/grainne-hallahan-0)

Gráinne is the Senior Content Writer at TES magazine. She taught English in Essex for ten years, before leaving to create resources, examine for AQA, and write study guides with Mr Bruff. Now she is a full time writer at TES, and a contributor to the #teamenglish group on Twitter.



## Dr Eva Hartell

🐦 @EvaHartell

🌐 [evahartell.blogspot.com](http://evahartell.blogspot.com)

Eva is an experienced STEM teacher and holds a PhD in the area of classroom assessment. Her doctoral thesis concluded that affordance for teachers' assessment practices must be increased. She has been very fortunate to work together with teachers, schools, and municipalities conducting practice-based research during her doctoral studies and afterwards as well in Sweden and internationally. She is

currently working with research and development in the municipality of Haninge and at KTH Royal Institute of Technology in Sweden. Her interest is to develop instruction in order to bridge teaching and learning in K-12 STEM classrooms.



## Dr. Carl Hendrick

🐦 @C\_Hendrick

🌐 [chronotopeblog.com](http://chronotopeblog.com)

Carl is the author of *What Does This Look Like in the Classroom?* Originally from Dublin, he has taught English for several years in the UK in both the state and independent sectors where he has worked on several cross-sectoral collaborations and holds a PhD in education from King's College London. He currently teaches English at Wellington College where he has held the positions of head of English and direc-

tor of learning and research and is an organiser of the Festival of Education at Wellington College. He is currently co-writing a book with Professor Paul Kirschner on seminal works in education.



## Dr. Triona Hourigan

🐦 @DrT\_Hourigan

Triona researches in the area of ICT and Education with particular focus on integration and policy. Today she is presenting with Dr Ann Marcus-Quinn.



## Humphrey Jones

🐦 @humphreyjones

🌐 [www.frogblog.ie](http://www.frogblog.ie)

Humphrey has taught at St. Columba's College since 2005 and is currently Head of Biology & Agricultural Science and Assistant Housemaster. He is a strong advocate for a vibrant, content-rich and future-proofed science curriculum and enjoys incorporating technology and innovative teaching methods in the classroom. He

has worked closely with the PDST, the ISTA and IASTA in recent years, providing resources for science teaching and learning. He is also known for his work in communicating science to the wider public, principally through his award-winning website The Frog Blog ([www.frogblog.ie](http://www.frogblog.ie)). He is the co-author of the best selling book *A Neutron Walks Into A Bar*. Today he is presenting with Mary Singleton.



## Peter Lydon

🐦 @peterlydon

🌐 [peterlydon.ie](http://peterlydon.ie)

Peter is a second level geography teacher in Dublin. He also worked for the Centre for Talented Youth Ireland in Dublin City University for 17 years. He is an online tutor for ICEPE.eu summer CPD courses, and in conjunction with the University of East London, on the Exceptionally Able module of their MA in Special and Additional Learning Needs. He is a co-author of the best-selling *Real World Geography* published by

Folens, and is currently working for publication on a practical guide for parents and teachers of Gifted Children.



## Dr. Ann Marcus-Quinn

🐦 @A\_MQ

Ann is a lecturer in Technical Communication and Instructional Design at the University of Limerick, Ireland. She is currently the Course Director for the MA in Technical Communication and e-Learning. Today Ann is presenting with Dr Triona Hourigan.



## James McCoy

🐦 @TheRealMcCoyBJA

James is currently an English teacher and Vice-Principal of Markethill High School, with responsibility for Curriculum, Assessment and Pastoral Care arrangements. In the past 20 years, he has held the position of Senior Teacher, which included responsibility for staff development and curriculum design, as well as Head of English and Drama. He has contributed to Tom Sherrington's new book, *The Learning Rain-*

*forest Fieldbook* and is currently completing his dissertation for a Masters in Educational Leadership, focusing on the subject of the Leadership of Change. James is due to take up the post of Principal of Lurgan Junior High School in November 2019.



## Jennifer McMahon

🐦 @jennytalkspsych

🌐 [www.i-teach.ie/](http://www.i-teach.ie/)

Jennifer is a psychologist working in the area of education, psychology and inclusion and primarily conducts research in the area of resilience, well being and mental health. This includes the development and evaluation of interventions to support students and teachers. She also has a particular interest in the science

of evaluation and implementation in translating evidence based practice to applied settings and is a co-founder of Teachers Research Exchange (T-REX), a national online portal designed to support teacher research.



## Conor Murphy

🐦 @conorsmurf

🌐 [thevideotrolley.blogspot.ie](http://thevideotrolley.blogspot.ie)

After doing his BA in UCC Conor went to Dublin to study for his MA in Film, decided he needed a job and stayed to do his Higher Diploma in Education. He has been teaching English for over twenty years, and now works at Skibbereen Community School in County Cork.



## Dianne Murphy

🐦 @ThinkReadTweet & @ThinkingReadin1

🌐 [thinkingreading.net](http://thinkingreading.net)

Dianne is a specialist reading intervention designer. With a background in teaching, special education and linguistics, she developed Thinking Reading, a high-impact intervention specifically designed to meet the needs of adolescent struggling readers. After setting up literacy centres in New Zealand and UK secondary schools,

where students achieved remarkable progress, she went on to work full-time sharing and replicating the programme in UK schools. She is a Teach First Innovation Award winner and Innovation Partner. She is co-author of *Thinking Reading: what every secondary teacher needs to know about reading*, and has contributed chapters to *What Does This Look Like in the Classroom?* and *The researchED Guide to Literacy*. Dianne works to disseminate research about good instructional practice in reading through writing, social media, blogging and speaking at conferences.



**James Murphy**

[@HoratioSpeaks](#)

[thinkingreading.net](http://thinkingreading.net)

James has been an English teacher, head of English and senior leader in New Zealand and England. He has a background in special education, education research and literacy. With Dianne Murphy he leads Thinking Reading, a high-impact reading intervention which enables struggling readers at secondary school to catch up completely. He is co-author of *Thinking Reading: what every secondary teacher needs to know about reading*, published by John Catt Education, and the editor of *The researchED Guide to Literacy*. He is a regular speaker at educational conferences, an occasional media contributor, and blogger.



**Mary Myatt**

[@MaryMyatt](#)

[www.marymyatt.com](http://www.marymyatt.com)

Mary is an education adviser, writer and speaker. She trained as an RE teacher and has also taught English, history, maths and Latin. A former local authority adviser and inspector, she works in schools talking to pupils, teachers and leaders about learning, leadership and the curriculum. She maintains that there are no quick fixes and that great outcomes for pupils are not achieved through tick boxes. Her books include *Curriculum: Gallimaufry to Coherence*, *Hopeful Schools: building humane communities*, and *High Challenge, Low Threat*.



**Mirjam Neelen**

[@MirjamN](#)

[3starlearningexperiences.wordpress.com/](http://3starlearningexperiences.wordpress.com/)

Mirjam is a Learning Advisory Manager with about 15 years of industry experience, working at a wide variety of companies, such as start-ups, not-for-profits, and large corporations. She is a proud advocate for evidence-informed approaches to learning design and writes blogs with Professor Emeritus Paul A. Kirschner. In her current role, she leads the learning experience design processes across Accenture's various business entities globally. Mirjam analyses business and performance challenges in close collaboration with her clients and manages the front-end design processes, working with other learning teams.



**Sandrine Pac-Kenny**

[@sandrinepk](#)

<https://www.lcdsandrine.com>

Sandrine trained as a French and Spanish teacher and has been teaching for 20 years. During her teaching career, she has organised school exchanges and developed an interest in the use of digital technology to enhance students' participation, communication and autonomy. Since September 2018 she has been seconded to Post-Primary Languages Ireland as an Education Officer. Her role involves developing resources for language teachers and guidance counsellors, and looking after the communities of practice and a team of associates. She is also involved in promoting the importance of languages as part of the government language strategy Languages Connect (launched in 2017).



**Alex Quigley**

[@huntingenglish](#)

[www.theconfidentteacher.com](http://www.theconfidentteacher.com)

Alex is a Senior Associate working in the Dissemination and Impact team of the Education Endowment Foundation, playing various roles, including supporting the network of Research Schools and leading the metacognition and self-regulation campaign, as well as developing the EEF school improvement cycle. He joined the EEF in 2018 after 15 years working as an English teacher. Alongside his teaching role, he was the Director of Huntington Research School, in York. Alex is the author of books including *Closing the Vocabulary Gap* and *The Confident Teacher* and he regularly writes columns for TES and Teach Secondary magazines. He also co-authored the 'Metacognition and self-regulated learning' guidance report.



## Tom Sherrington

[@teacherhead](#)

[teacherhead.com](#)

Tom is an education consultant and author. He writes the popular blog [teacherhead.com](#) and his books include *The Learning Rainforest*, *Great Teaching in Real Classrooms* and best-seller *Rosenshine's Principles in Action* as well as the newly-published *The Learning Rainforest Fieldbook*. With 30 years' experience as a physics and maths teacher and school leader, including 11 years as a Headteacher, Tom is now in demand from schools across the UK and around the world to deliver CPD for teachers and leadership teams. He works with several schools and colleges providing consultancy support on curriculum, assessment and improving the quality of teaching. He is a regular keynote speaker and contributor to conferences and education festivals.



## Dr. Victoria Simms

[@drvicsimms](#)

Victoria is a developmental psychologist with expertise in mathematical Cognition. She has a wide publication list and has research interests in both typical and atypical development. She investigates how young children develop understanding and proficiency in mathematics and also researches cognitive outcomes for individuals with neurodevelopmental disorders. Victoria is a Chartered member of the British

Psychological Society.



## Dr. Mary Singleton

Mary has taught at St. Columba's College since 1996. She is currently Head of Science, teaching Physics and Mathematics, Registrar and Director of Studies. She holds a PhD in Nuclear Physics from UCC and previously worked as a research scientist for the United Kingdom Atomic Energy Authority at the JET laboratories in Oxfordshire. Her main research interests are in Nuclear Fusion research. She was also involved for a number of years in the initial teacher education program in UCD.

Today she is presenting with Humphrey Jones.



## Claire Stoneman

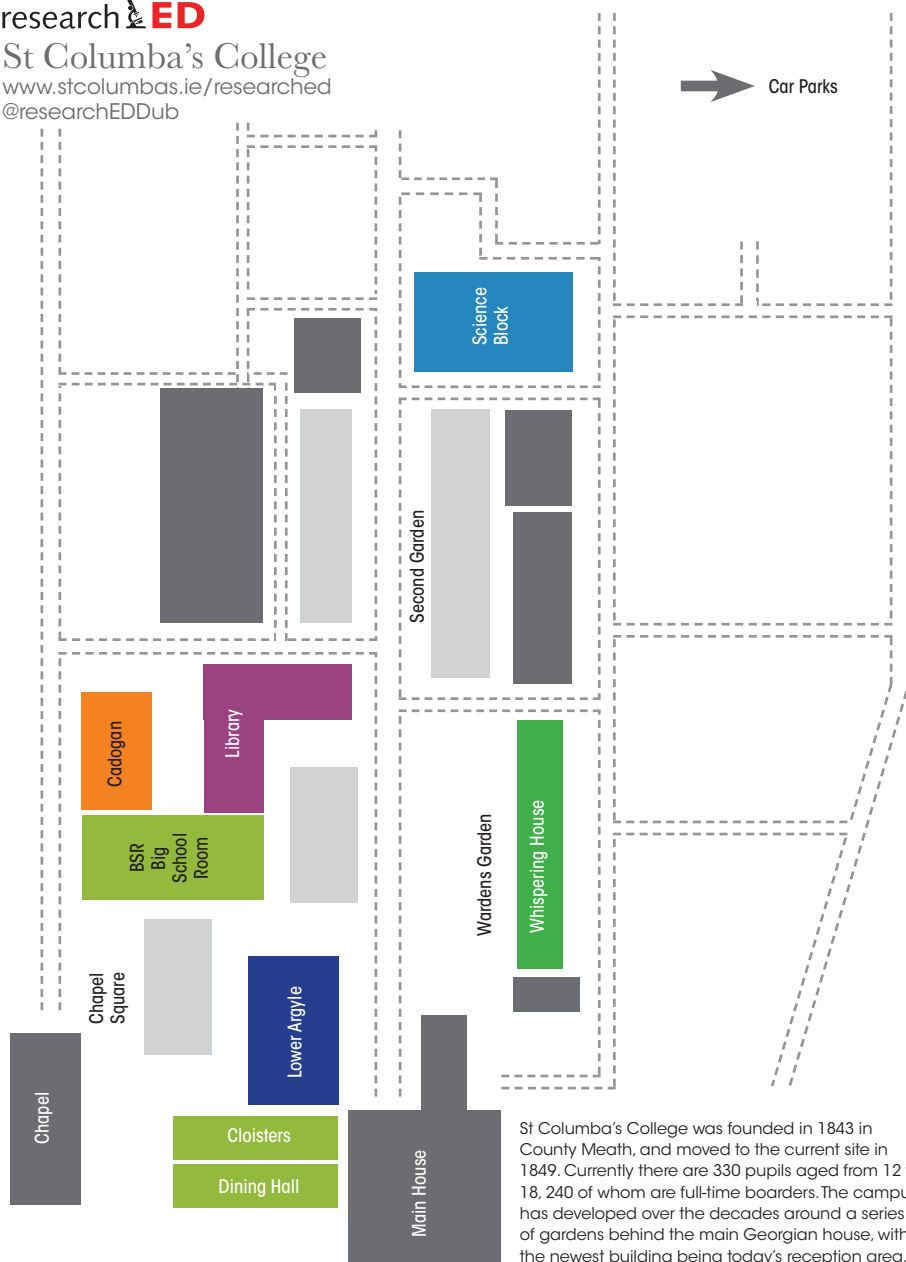
[@stoneman\\_claire](#)

[www.birminghamteacher.wordpress.com](#)

Claire is an English teacher, experienced deputy head teacher and organiser of researchED Birmingham. She is particularly interested in curriculum development and in middle and senior leadership. Claire is writing a book on senior leadership, to be published by Routledge in late 2019/early 2020. She blogs at [www.birminghamteacher.wordpress.com](#), writes for Teach Secondary and the TES, and has presented

at a number of researchED conferences.





St Columba's College was founded in 1843 in County Meath, and moved to the current site in 1849. Currently there are 330 pupils aged from 12 to 18, 240 of whom are full-time boarders. The campus has developed over the decades around a series of gardens behind the main Georgian house, with the newest building being today's reception area, Whispering House.

The Chapel, designed by the great Victorian church architect William Butterfield, dates from 1880, and is open all day for those who wish to visit it.

## Support researchED

researchED is a grass-roots, teacher-led organisation started in 2013 by Tom Bennett. It is a truly unique phenomenon, bringing people from all areas of education together: speakers include teachers, principals, professors, academic researchers and policy-makers. Since the first sell-out event in London, it has spread across the UK, and internationally: in 2019 alone venues include Melbourne, Rome, Philadelphia, Haninge (Sweden), Vancouver, Birmingham, Blackpool, Rugby, Chile, the Netherlands and the national conference in London.

The aims are simple: to help teaching become more evidence-facing; to raise the research literacy in teaching; to improve education research standards and to bring research users and research creators closer together. We believe in teacher voice, and short-circuiting the top-down approach to education that benefits no-one. A community has been forged of tens of thousands of educators, and of 100s of speakers who subscribe to our mission, waive their fees and make themselves available to speak. The researchED magazine is published four times a year, and a new series of short evidence-informed guides published by John Catt Educational has just been launched.

We've managed to do so much with almost nothing, but are trying to offer more in building a core team to run the days, and to rebuild and maintain the website. All donations and assistance are welcome!

[www.gofundme.com/help-researched-bring-evidence-into-the-classroom](http://www.gofundme.com/help-researched-bring-evidence-into-the-classroom)

Get in Touch

[contact@researchED.org.uk](mailto:contact@researchED.org.uk)

[@researchED1](https://twitter.com/researchED1)

[www.researchED.org.uk](http://www.researchED.org.uk)





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[www.stcolumbas.ie](http://www.stcolumbas.ie)

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