

QCAP South Belfast Education Colloquium: Connecting, Collaborating, and Community

*Tuesday, 27th August 2024 | 10:00 AM to 2:15 PM
Peter Froggatt Centre (PFC), Queen's University Belfast*

The QCAP South Belfast Education Colloquium aims to bring together primary school staff members from across South Belfast to connect, collaborate, and build a stronger educational community. In the wake of significant challenges, including COVID-19 and resource constraints, this event provides a vital opportunity for teachers and classroom assistants to engage in meaningful professional development and conversations. The Colloquium will address key themes such as inclusion, leadership, and effective pedagogy, ensuring that all participants leave with practical strategies to enhance their work.

Event Highlights

- Keynote by Professor Chris Chapman on the impact of schools on children and young people.
- Breakout Sessions on Pedagogy for Inclusion, Literacy/Reading Strategies, Middle Leadership/Collaboration, and Numeracy for Primary.
- Networking Opportunities with a catered lunch to reconnect with colleagues and share insights.

Programme

Time	Activity		Location
9:30 AM	<i>Arrival – Tea/Coffee</i>		Peter Froggatt Centre
10:00 AM	Welcome and Introductions	Maria Lee	PFC 0G/024
10:15 AM	<i>Keynote - Impact of School on Children</i>	Chris Chapman	
11:15 AM	<i>Breakout Sessions:</i>		
	Pedagogy for Inclusion	Bronagh Byrne Nichola Booth Shawna Draxton Jessica Oney	PFC 02/026
	Literacy/Reading Strategies	Geraldine Magennis-Clarke	PFC 02/018
	Middle Leadership/Collaboration	Gavin Duffy	PFC 02/025
	Numeracy for Primary	Ian Cantley Geraldine Parks	6CP 0G/026
12:45 PM	Closing Address/Remarks	Neville Watson	PFC 0G/024
1:00 PM	Lunch and Networking		PFC Foyer

Event Social Media

Follow QCAP on X (twitter) and share today's event using our conference hashtag **#QCAPSouthBelfastSchools24**

Speaker Bios



Prof Chris Chapman was appointed as Professor of Educational Policy and Practice at the University of Glasgow in January 2013 and became the Founding Director (2013-16) of the Robert Owen Centre for Educational Change (ROC). From 2016-21 Chris was Director of Policy Scotland, the University's Centre for public policy research and knowledge exchange. He was also Co-Director of ESRC/Scottish Government funded What Works Scotland Centre and seconded part-time as Senior Academic Advisor to Scottish Government. Chris was also PI of Children's Neighbourhoods

Scotland (CNS) a major Scottish Government investment in researching and developing a place-based approach to tackle poverty and improve outcomes for children and young people. He leads the ESRC/CLIP CNS legacy project in partnership with Queen's University Belfast and the development of a model for a "Networked Learning System" with the Pontificia Universidad Catolica de Valparaiso (PUCV), where he is a Visiting Professor. In addition to this work, Chris Directs the Network for Social and Educational Equity. This programme of work uses research-practice partnerships to promote equitable education through the development of networked learning systems. Chris sits on the First Minister's International Council of Education Advisers and advised on the Government's Education and Children's Issues and Further and Higher Education Issues Scientific Groups during the COVID-19 pandemic. Chris has researched and advised education systems around the world and is the immediate Past-President of The International Congress of School Effectiveness and Improvement (ICSEI), a global organisation that connects research, policy and practice to support the development of high quality and more equitable education systems. Before moving into academia Chris taught in challenging secondary schools in Birmingham where he undertook a part-time MA before completing his PhD thesis on intervention and improvement in schools in challenging circumstances at the University of Warwick.



Dr Nichola Booth is a Senior Lecturer in Applied Behaviour Analysis in the School of Social Sciences, Education and Social Work. She is a Board-Certified Behaviour Analyst, Doctoral level and a UKBA (cert). Prior to working at QUB Nichola worked for 20 years in clinical practice, specifically with autistic children, teenagers and their families and was Director of Training for an autism charity. Her current research interests lie in improving accessibility for children with disabilities in transport settings such as airports and train

stations. She is also involved in developing virtual reality programmes for increasing understanding of behaviour difficulties in a classroom setting for teachers and classroom assistants.



Dr Geraldine Magennis-Clarke is a senior lecturer in Literacy and Education at St. Mary's University College, Belfast. Her research interests focus particularly on the teaching of reading in the early years and children's literature. She works closely with schools in translating the current educational research base into practice. More broadly, she is interested in comparative approaches to education, including those systems within the UK/ROI and the United States of America. Most recently (2017-2019), she fulfilled a Visiting Professorship role, teaching Elementary Literacy in the Education Department at Valparaiso University in Indiana, USA. She is a member of the Literacy Advisory Group in the north of Ireland and founder of the Science of Reading, Northern Ireland (SoRNI) online group. She is also a member of the Literacy Association of Ireland (LAI).



Dr Bronagh Byrne (with Hearing Dog Robyn) is deaf Professor of Disability and Children's Rights at Queen's University Belfast. She is Co-Director of the globally recognised Centre for Children's Rights at Queen's where she also coordinates the Master's degree programme in Children's Rights. Bronagh's research expertise is on the rights of children and young people with disabilities and the right to inclusive education in particular. She is a member of UNICEF Innocenti's Advisory Group on the Global Research Agenda for Children with Disabilities.



Jessica Oney is beginning her third year as the TK-5 Principal at WISH, where she has been a dedicated member of the community for eight years. With extensive teaching experience across various grade levels, she is committed to fostering supportive and diverse educational environments. She holds a master's degree in Elementary Education from Northern Arizona University and a Master's in Educational Leadership, along with an Administrative Credential from California State University, Northridge. Driven by a desire to provide her own children with an environment where they could learn from a diverse group of students and become collaborative members of the world, Jessica joined WISH with a deep dedication to inclusive education. She has a passion for partnering with programs like Supporting Inclusive Practices (SIP), providing workshops and professional development in collaboration with universities, and welcoming international visitors and local educational agencies to learn best practices and share them globally.



Shawna Draxton is beginning her 15th year at WISH, currently serving in the role of Executive Director. She was a founding teacher of the award-winning CHIME Charter School and the founding principal of WISH Elementary School. Her work at CHIME, WISH, LAUSD, and through global partnerships has made her well-versed in creating effective, student-centered, and teacher-supported macro systems within TK-12 educational settings. Dr. Draxton is dedicated to designing and maintaining innovative, meaningful, and engaging, student-driven and data-informed

instructional experiences grounded in social and emotional responsiveness that result in excellence for all! She regularly leads professional development sessions on best practices in education, including collaboration, co-teaching, universal design for learning, using technology in the classroom, inclusion, and school-wide positive behavior support systems. She is a multi-credentialed National Board Certified Teacher. Previously, she taught credential candidates at California State University, Northridge, and Occidental University. This last decade she has worked closely with a group of passionate teachers, parents, professors, and engaged community members to build high-quality public schools for ALL students. WISH Community and Academy, TK-12 schools, serve as professional development schools for LMU's School of Education.



Dr Gavin Duffy is a senior lecturer and Programme Director of the MSc Educational Leadership Programme at the School of Social Sciences, Education and Social Work, Queen's University Belfast. Gavin is a member of the Centre for Shared Education at the School and a member of the Centre for Leadership, Ethics and Organisation at the Queen's Management School and a member of the Queens Community and Place (QCAP) research team. Gavin is the Northern Ireland lead on ESRC funded cross-jurisdictional study of school exclusion in the UK with a particular interest in understanding the perspectives of school leaders in the exclusion process. Collaborating partners include Oxford University, Cardiff University and Edinburgh University. Gavin's main areas of research include shared education and the role of education in divided societies; effective collaboration between schools; school improvement and teacher professional development; educational leadership; school exclusion and education in custodial settings. He works directly with teachers and leaders in schools in various jurisdictions including Northern Ireland, Israel, Palestine and the United States to promote collaboration and the potential of networks.



Geraldine Parks is a Senior Lecturer in Numeracy and Special needs at St Mary's University College Belfast. A primary school teacher with extensive experience in Primary Education, Geraldine's area of research interest is in Maths anxiety and ways to overcome it, in addition she is part of a team developing the mathscify web site as a resource for schools and for teachers. Geraldine is interested in the various pedagogies for teaching and has studied Maths mastery for the past 7 years. Geraldine has recently presented her research findings at a number of conferences.



Dr Ian Cantley is a Reader in Education at Queen's University Belfast. His teaching responsibilities include contributions to the PGCE initial teacher education programme (including coordination of the post-primary mathematics pathway) and taught masters' programmes in education. He also supervises masters' and doctoral level dissertations on various aspects of education. Ian's current research interests are in mathematics education and the philosophy of education. He has



published numerous articles in leading international journals on both the philosophy of education and mathematics education. His work is particularly concerned with the theoretical assumptions that underpin contemporary approaches to educational assessment, methods for improving students' mathematical learning experiences at school, and gender equity issues in mathematics."