



STRANMILLIS UNIVERSITY COLLEGE
A College of Queen's University Belfast

Stranmillis University College ANNUAL REPORT

1st August 2012 – 31st July 2013

CONTENTS

| | <i>Page</i> |
|---|-------------|
| Chairman's Foreword | 1 |
| Principal's Introduction | 2 |
| Teaching Excellence | 3 |
| Enhancing Employability | 8 |
| Professional Learning Partnerships | 14 |
| Widening Participation & Community Engagement: Addressing Underachievement | 20 |
| Widening Participation Through Professional Development & Lifelong Learning | 26 |
| International Continuing Professional Development | 30 |
| Lifelong Learning | 31 |
| International Development | 32 |
| Excellence in Research and Scholarship | 37 |
| Staff Contribution to Key Events & Conferences | 41 |
| Staff Appointments & Achievements | 42 |
| Student Achievements | 44 |
| Students' Union Achievements | 47 |
| Appendix 1 - Financial Information | 48 |

BOARD OF GOVERNORS (2012-2013)

Chair

Steve Costello, MBE BA (term of office expired December 2012)

Mrs Doreen Bell, BA MA DASE – Acting Chair (January 2013-May 2013)

Professor Sir Desmond Rea, OBE MSc (Econ) MBA PhD (appointed May 2013)

Members

Mrs Doreen Bell, BA MA DASE – Vice Chair

Neil Bodger, MA Dip Modern Languages

Derek Capper, CertEd BA

Colm Donaghy, BEd MA – Staff Governor

Rev Matthew Hagan, MPhil CertTh

Dr Judith Harper, EdD MEd BEd DASE PQH(NI)

Dr Anne Heaslett, BA MA DPhil MSc FRSA – College Principal

Mrs Shirley Madden, LLB LLM PgDip [appointed March 2013]

Terry McGonigal, BA MBA MSc FCCA FCIPD

Kenneth Nelson, [appointed March 2013]

Alex Ramage - Staff Governor

Robert Thompson, MA BA DASE CertEd [appointed March 2013]

Gregg Turnbull, BEd - Student Governor

Clerk to the Board

Dr Clifford Boyd, MSc PhD - *Acting Secretary*

CHAIRMAN'S FOREWORD

The academic year 2012-13 has been a busy and challenging one for the Board of Governors as the College consolidated its core business, developed its international programme, continued with its programme of repair and refurbishment of the estate and launched its SEN literacy project.

In December 2012 the Chair, Mr Steve Costello, retired from the Board after twelve years of service. The Board paid tribute to his dedication and commitment at a special luncheon to mark his retirement. I have been happy to undertake the role of Acting Chair during the interim period until the new Chair, Professor Sir Desmond Rea, was appointed in May 2013. The Board also welcomed three new members in March 2013.

This year celebrated the 90th anniversary of Stranmillis University College. Consistent features over the life of Stranmillis have been the quality of the teaching and the quality of the students. Some of the components which contribute to maintaining our high reputation are featured in this report. Highlighted are a range of innovative projects, the fruits of which are the enrichment of student learning and the enhancement of employability opportunities.

In 2012-13, we welcomed the first cohort of students from the Institute for Study Abroad, Butler University. This added to the already impressive influx of European and international students onto campus and into classes. This was complemented by a commendable proportion of our students undertaking very valuable study and work experience programmes across the world. Significant growth in these areas has followed, as planned, in 2013-14.

Increased emphasis has been placed on community engagement, where there is clear evidence of interacting with the local and wider Northern Ireland community to clarify the shared goals of community and College in order to put in place mechanisms to advance the achievement of these goals.

Expansion of continuing professional development is a key focus for the University College, with high profile collaborative work with St. Mary's University College on the CREDIT and SEN Literacy projects at the heart of this achievement. The principal and staff are to be commended for their professionalism and enthusiasm and congratulated on the successes achieved in 2012-13.

Doreen Bell, BA MA DASE

Acting Chair (January 2013-May 2013)



Professor Sir Desmond Rea
Chair, May 2013 - present



Doreen Bell, BA MA DASE
*Acting Chair, January 2013-
May 2013*



PRINCIPAL'S INTRODUCTION

The University College's mission is:

'To sustain a critical community of educational excellence in teaching and research in a shared environment where diversity is welcome, in order to meet the professional needs of society in Northern Ireland.'

A major highlight of the 2012-13 academic year was the University College's celebration of its 90th anniversary. In honour of this significant milestone the College's annual Music for a May Evening event was dedicated to 'A Celebration of 'Stran' Through the Decades in Words and Music'. The concert involved students, staff and Alumni with a former student and BBC broadcaster, Etta Halliday taking on the role of Master of Ceremony for this special event.

To mark the occasion the University College invited current students to compose a special piece of music. Cathy Cassidy's composition was the overall winner. She composed the piece to represent how the College has inspired her by its natural beauty, wildlife and Gothic architecture. Its title, "Labyrinth - Tales of Time", indicated how over its 90 years many buildings and people have changed in the College, but its core values remain the same.

The greatest legacy of Stranmillis is its graduates. Over the past 90 years Stranmillis University College has secured a well-earned reputation as a major provider of the education and training of teachers, whether as new entrants to the teaching profession or for the continuing professional development of teachers who wish to deepen their competence and skills. The University College also provides a well-recognised learning experience contributing to academic awards in Early Childhood and Health & Physical Education. Indeed Stranmillis University College has a unique lead in the area of Early Childhood and Early Years Education, with teams of scholarly/research active tutors whose expertise not only informs their teaching, but influences policy and practice.

Continued investment in the University College campus and facilities demonstrates our commitment to providing a first class learning experience for our local students and those international students who come to study at Stranmillis. In 2012-13 the University College invested over £1million in building works and refurbishments. This included the installation of en-suite bathroom facilities in Dunseverick Hall, a technology enhanced refurbishment of the first floor teaching space in Central Building and the commencement of a scheme to address disabled access to Stranmillis House.

Another successful financial year has enabled the University College to drive forward its investment strategy. The College reported a surplus of £277,000 for the year (see Appendix 1, page 48). Excluding the impact of the pension adjustment (FRS 17) of £262,000 the College effectively achieved an operational surplus for the 2012-13 year of £539,000. Despite a reduction of 5.8% in the recurrent grant received from DEL the University College succeeded through its income generation strategy in increasing its income by 7.3%.

This report celebrates some of the success stories of 2012-13 and provides an insight into the vibrancy and achievements of Stranmillis University College as it enters its ninth decade.

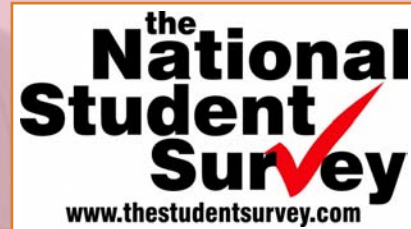
Dr Anne Heaslett
Principal

TEACHING EXCELLENCE

National Student Survey Results

Stranmillis University College continues to celebrate its place in the top quartile ranking in the United Kingdom. It achieved its target of gaining a score of 4+ by recording an overall 4.21 out of 5.0 in the National Student Survey. More significantly the College scored 4 or more in each of the 7 focus areas which make up the survey. Personal development remains the highest scoring section at 4.5, closely followed by academic support and

teaching at 4.3. Following a £120,000 investment in Learning and Library Resources, the College was delighted to achieve an overall score of 4.1 in that section.



TEACHING EXCELLENCE

A Range of Professional Programmes

At Stranmillis we offer teacher education from early childhood/early years education, to primary and post-primary, along with complementary disciplines in related areas such as health and physical activity. Sharing staff expertise across phases and sectors is a particular strength of these programmes and provides a framework for a deeper multi-perspective understanding of educational issues. Stranmillis has always provided a range of programmes at undergraduate and postgraduate level but has now also established an impressive programme of lifelong learning and professional development which has been developed in response to the needs of professionals. This allows for much better continuity across the professional journey for both staff and students as research-driven expertise can be shared from undergraduate to professional development and postgraduate study

Stranmillis University College is unique amongst Higher Education Institutions within Northern Ireland in that it provides programmes at both undergraduate and

postgraduate level with a strong, dedicated focus on Early Childhood Care & Education (ECCE). This suite of provision comprises two distinct, but inter-related areas of learning, namely Early Childhood Studies (FD, BA, MA and CPD) and Early Years Education (BEEd, PGCE and MA/MEd modules, CPD); jointly, these specifically address the holistic needs of young children in the 0 to 8 age phase.

All programmes have a strongly reflective element and an emphasis on promoting research by students. Students at Stranmillis University College are both users and producers of research, with the completion of a dissertation now a compulsory element of the final year in all undergraduate programmes.

External examiners have noted 'excellent use of quantitative methods and statistical analysis' and suggested that some students should be encouraged to disseminate their work at national conferences because their 'small scale research projects demonstrate in-depth knowledge and understanding.'



College staff after the Graduation Celebration event, July 2013



Liz Huddleston and Catherine Magowan

Special Awards

For the first time in 2012-13 special awards to mark the outstanding achievements of students in dissertation work were introduced.

Mr Ken Wylie (former Head of Education Studies) has sponsored a new Education Studies Prize for the best final year BEd dissertation in Education Studies. The inaugural winner of the trophy was Catherine Magowan for her outstanding dissertation on Gifted and Talented Education. She received her award from Mrs Liz Huddleston, former Stranmillis student and now principal of Bangor Grammar School.

External Examiners' Reports

The University College's excellence in teaching is once again reflected in the external examiners' reports where they highlight the College's exemplary practice. Typically teaching teams have been commended for not only their dedication but 'sheer enthusiasm' (Ref:

BEd Science Report & BEd Business & Enterprise Report). Teams were also praised for their openness to other ways of looking at things and a willingness to push practice forward to better serve the interests of the students. The innovative nature of assessments was identified as a strength, particularly in the Health & Leisure programme. The BEd post-primary Technology & Design programme was commended for the team's continued drive to make links with industry and provide relevance to the students' learning (BEd Technology & Design Report).

The University College's flagship programme – the BEd Primary - drew particular praise from its external examiner who commented:

'I am once more very impressed with the programme as a whole, the ethos of academic rigour and support for the student body and the outcomes in terms of individual achievement for students.'

TEACHING EXCELLENCE

Master's Level Development

Masters level work continues to expand (a 52% increase in enrolments was recorded in 2012-13) and receive praise from external examiners for the high quality of 'practice-based research' undertaken by students. For example, the MA Early Childhood was praised by its external examiner for,

'The consideration of ethics, the use of statistical analysis, and the variety of the topics covered within the students' work.'

The range of MEd modules offered as part of the joint SEN Literacy Project with St Mary's University College was referred to by the external examiner as '...an immense undertaking which underpins a major initiative in education in Northern Ireland. ...the learning gained by students taking this programme will have a significant and positive impact upon children in Northern Ireland.' This accreditation at Master's level has emerged from the professional development work introduced through the Project. The external examiner went on to comment:

'It is my view that this programme represents an initiative that is at the cutting edge of work in the field of education and more specifically dyslexia and developmental literacy difficulties and the professional development of teachers.'

Another new module was added to the MEd programme offering a specialism in Physical Education. The strong recruitment to this programme was an indication of its relevance to the professional needs of teachers and related professionals.



Technology Enhanced Teaching & Learning

The College is engaged in the use of technology for assessment purposes. All students undertaking Erasmus, International or Malaysian placements produce online blogs as part of their assessment.

As part of the Master's degree in STEM at Stranmillis, a method of delivery that is currently being trialled is Skype. In the picture (right) an undergraduate student is seen demonstrating advanced lighting technology. Using Skype, students on the Master's degree course were able not only to observe and learn about this little-known area of technology, but also interact with the presentation. In this way it has been possible to facilitate a number of such presentations and demonstrations that would otherwise have been geographically impossible.



ENHANCING EMPLOYABILITY

In 2012-13 Stranmillis University College rebranded 'Additionality' as 'Degree Enhancement' in order to emphasise further the link to enhancing employability and transferable skills. A number of new courses were added to the portfolio of existing programmes and students were able to gain recognition and reflect on the skills gained through this valuable aspect of their time in College. These included:

A number of final year B.Ed. students who chose to undertake their block placement in a special school context, complete the special training sessions and submit the portfolio of thematic reflective evaluations were awarded the new Certificate in Special Education as part of the College's Degree Enhancement programme.

The Stranmillis Student Volunteering and Community Tuition Certificate was further expanded and shows effective links with the Widening Participation Strategy.

Engagement with Stakeholders & Curriculum Development

Throughout the year the University College held a number of Stakeholder Meetings involving representatives from the Department of Education, ETI, CCEA, the Education and Library Boards, and other relevant bodies to ensure that curriculum development demonstrated responsiveness to the needs of employers and the policy agenda. This has led to a number of new and exciting developments such as those listed on the following pages:



Early Years Education: Outdoor Learning

During the academic year 2012-2013, a series of events took place on Outdoor Learning. After securing some money from the Northern Ireland Environment Agency, a number of outdoor resources were purchased and a temporary outdoor classroom was established. As part of this project PGCE (Early Years) students were tasked with planning a range of outdoor playful activities deemed suitable for young children. These activities were then effectively translated into practice on the College campus with children from a local inner city primary school.



This year's focus on Outdoor Learning culminated in Stranmillis University College hosting a seminar on Thursday 23rd May, 2013 entitled Learning Outdoors: Enriching the Curriculum and Inspiring Children. The seminar targeted policymakers, principals, practitioners and academics, all with an interest in Outdoor Learning for primary and nursery-aged children. This joint venture between the University College, the Department of the Environment and Sport NI, was officially opened by the Environment Minister Alex Attwood and included keynote addresses from Professor Pete Higgins of Moray House School of Education, Edinburgh and Dr Jane Waters of Swansea Institute of Education.

ENHANCING EMPLOYABILITY

Primary Science Teaching Trust Northern Ireland (PSTTNI)

2013-2016

Stranmillis University College has recently been designated by the Primary Science Teaching Trust as a hub for innovation and research in Primary science. The College will receive funding of £84,000 to support research and curriculum development activities during the next three academic years. The initial focus of the activity will be the Playful Approaches to Science (PATs) Project which aims to develop the connections between play and enquiry-based science. This project will use co-teaching to develop teachers' expertise and then extend this throughout schools and communities of practice.

Science Coteaching In Teacher Education (SCITE)

In May 2013 the College showcased the innovative work developed through the SCITE project. This research project funded by the ASTRAZeneca Science Teaching Trust sought to simultaneously develop the practice of in-service and pre-service teachers using coteaching. The coteaching pairs attended a series of preparatory seminars in Stranmillis before embarking on a period of copractice across six primary schools. Following this each teacher and student teacher adapted the new approaches within their solo practice.

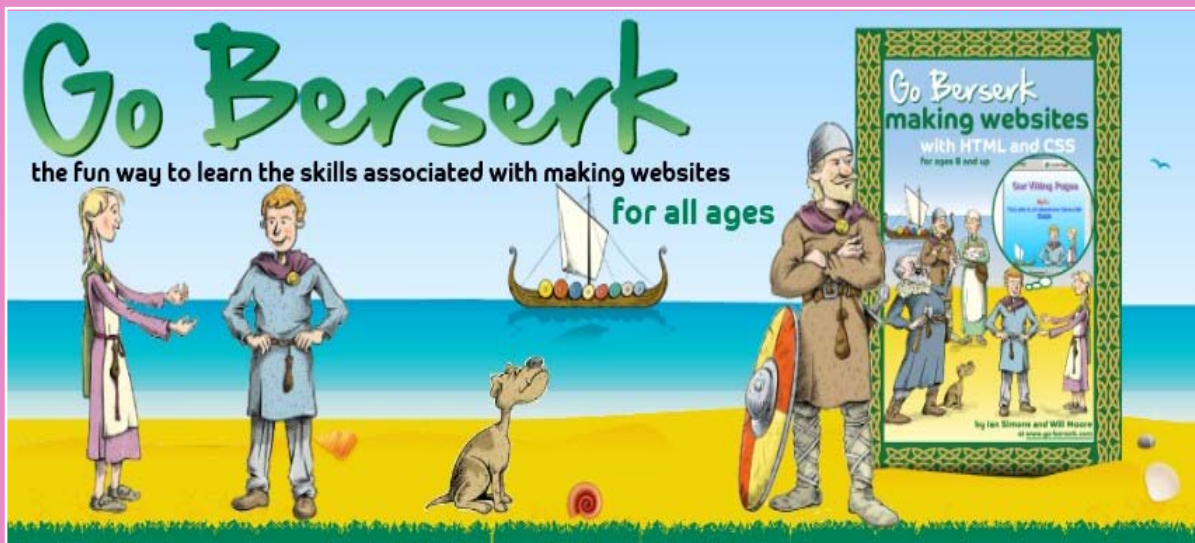


The 'Go Berserk' Project

'Go Berserk' is a project sponsored by Allstate, Liberty IT, Citi and Northgate IS. It is about teaching primary school children computer programming skills so they can produce their own online website with pictures, video, moving text and colour effects.

The sponsors of 'Go Berserk' have enabled the team to put a copy of the book 'Go Berserk' making websites with HTML and CSS' into every primary and post primary school in the province. With thousands of high end jobs available in the IT sector all over the UK, it is very important that all our young people get the opportunity to develop a skill set which can be useful in their future career plans.

Just before Easter 2013, all schools in Northern Ireland were given the opportunity to apply to be part of the University College's pilot project to assess the impact of computer programming at Key stages 2 and 3. A report has been prepared on the results of the pilot. The College aims to play its part in helping to make the province a global hub of IT excellence and inspire the Mark Zuckerbergs of the next generation in our local schools!



The IMPaCT Mathematics Project

The IMPaCT Mathematics Project – 'Interactive Mathematics: Parents and Children Together focuses on using technology to engage parents in their child's learning. The IMPaCT project is integrated into the Year 3 BED (Primary) Numeracy specialism module and aims to promote the active engagement of parents in their child's learning at home. The focus of this work is in using evidence-based practice to raise numeracy standards. Having undertaken theoretical training based on current research and engagement with their primary school teacher mentors and College tutors the students become immersed in this intervention programme of interactive numeracy games and active mathematics. This is the second year of the project and the College's work this year saw students exploring the use of QR codes linked to instructional video housed within the websites of the schools.

ENHANCING EMPLOYABILITY

Engineering Projects

The University College has developed two very exciting engineering projects in conjunction with Greenpower Educational Trust. Using the theme of 'Numeracy through Engineering' the Institute of Engineering and Technology (IET) Formula Goblins project for primary school pupils and the IET Formula 24 project for secondary school pupils will see our local school children design, build and race a racing car propelled by an electric motor. This project is growing from strength to strength as the message of 'Active Learning while having fun' is spreading throughout the province. The 'Formula Racing Event', which was held on May 25th 2013, took place at Stormont Estate and was an outstanding success for all participants. During the next academic year staff in the College will be working with Mr Stuart Christy, STEM Ambassador, to develop this work further.



New Foundation Degree in Partnership with BMC

In 2012-13 Stranmillis University College and Belfast Metropolitan College worked in partnership to develop a Foundation degree course in Health and Leisure. The course gained final approval from Queen's University in time to recruit students for the 2013-14 academic year.



GRADUATION JULY 2013



PROFESSIONAL LEARNING PARTNERSHIPS

Contextualised professional learning is an essential element of all of the University College's undergraduate programmes; therefore robust partnerships are critical to the success of students

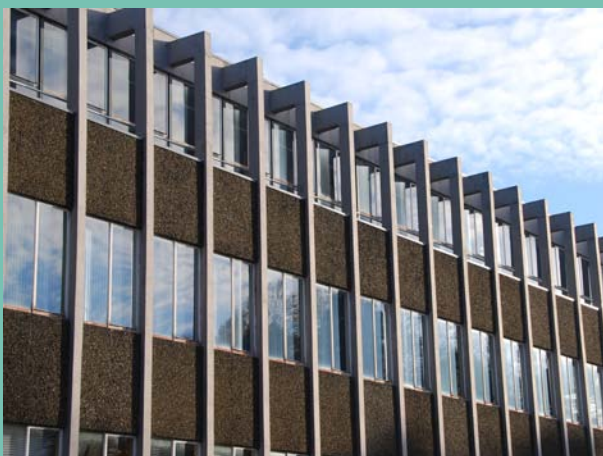
and graduates. In order to strengthen learning outcomes we ensure that all student assessments are strongly focussed on professional reflection and best practice.

Best Practice Partnerships:

STEM - Lumen Christi Project

This project is now in its fourth year and aims to assist students to improve their teaching and facilitate enhanced pupil learning. It is supported by the DE Teacher Tutor budget under the umbrella of promoting excellence in teaching and learning. This work is undertaken in association with Lumen Christi College, a specialist Maths/Science school which offers mentors in both maths and science to each Year 1 student. Students analyse videos of their teaching and, using the software 'Wimba Create', integrate text and video analysis of exemplars and individual student teaching. A group of nine students in the first of their four year B.Ed. degree, specialising in post-primary Mathematics and Science, worked in pairs to video record, edit and evaluate exemplar lessons observed during a visit to a partner school and then their own classroom teaching. The products- multi-media learning objects (MLOs) - were then exchanged and viewed by their peers, tutors and mentors.

As we have found in previous research, students continue to value the opportunity to re-watch recordings of their teaching and, as a result, often identify previously unnoticed areas for development. The analysis and editing of video ensured that learning was an active process. The paired production and exchange of MLOs was seen to enhance collaboration and discussion within and between groups. Overall this use of technology engaged the students and helped articulate the relationship between theory-based descriptions of practice and real classroom situation.



Wider UK Partnerships:

Kent County Council/Stranmillis Strategic partnership

In 2012 -13 we extended the student experience of learning and teaching by sending both Year 3 and 4 Year BEd students to both primary and post primary schools in Kent, England. We also aimed to provide students the opportunity to work in schools that were ethnically diverse. This provided them with another learning environment within the UK and has also contributed towards the policy driver of enhancing employability.

In conjunction with Kent County Council we planned an information seminar (Nov. 2012) for final year students to encourage them to avail of this important employment opportunity. Students were also encouraged to attend recruitment fairs. A measure of success of this venture can be seen in the fact that four newly qualified graduate teachers have taken up teaching posts in Kent, three in primary schools and one in a post-primary school.



PROFESSIONAL LEARNING PARTNERSHIPS



Alternative Placements Partnerships:

Stranmillis University College has been proactive over the past ten years in its attempt to expand and enhance the level of challenge and opportunity by constantly reviewing the range of 'beyond school' placement experiences for undergraduate students. Examples of best practice include strong 'Alternative Placement' partnerships with almost fifty public, private and third sector organisations. We carefully select organisations providing high quality curriculum support for schools and learning such as Mencap, BBCNI, Christian Aid, the Army, the Ulster American Folk Park, NI Water, Belfast Hospital Schools, ETOAS and many more.

The success of this work influenced an amendment to DE policy that is now included in Circular 2010:03 for the approval of all ITE courses. Indeed, as we seek to take this dynamic project to its next level, we have been commended for our 'most innovative approaches to broadening and strengthening the educational experience of student teachers during the preparation stage' (ETI 2013). Our more recent additions to quality assured placement options seek to facilitate student volunteering and opportunities for community engagement. Both approaches focus on projects working with disadvantaged children in schools and other settings.

Year 4 BEd students on Alternative Placements



PROFESSIONAL LEARNING PARTNERSHIPS

The Stranmillis University College Graduate Internship Programme for 2012-13 was expanded to include Joint Graduate Internships with two partner organisations: Barnardo's and the South Eastern Health and Social Care Trust (Aspire NI Programme). The primary aim of the expanded programme was to provide interns with meaningful

experience through their involvement in projects which meet the business needs of the College and of the partner organisations while enhancing the interns' employability and skills and their transition to full-time employment. Access to two M-level modules of their choice was also included in the internship package.



The Barnardo's Partnership:

Barnardo's approached Stranmillis University College to propose that they use the existing Graduate Internship scheme to utilise the skills and expertise of Stranmillis graduates to deliver innovative, alternative education programmes in schools to engage children and young people in learning. Their proposal stated:

'We recognise the commitment of the College to widening access and see the potential for this scheme to benefit the interns, the College, our partnership and children and families in Tullycarnet.'

The Tullycarnet Neighbourhood Renewal Partnership has gathered together schools and statutory, voluntary and community groups to work together to bring about positive educational improvement. Barnardo's is the lead agency of this partnership project. Graduate Interns worked with Barnardo's and the teaching teams in Gilnahirk Primary School and Dundonald Primary School.

The Aspire NI Partnership:

The core of many of the issues faced by secondary schools in financially deprived areas is poor pupil aspiration and resilience. Evidence suggests that one of the best ways to address this is to enable relationships to be built between positive adult role models and vulnerable young people, often through the medium of extracurricular activity, where confidence, self-belief and a vision for what is possible in their lives is nurtured.



Once again, under the successful Stranmillis Graduate Internship umbrella, the Aspire NI management team approached the College to develop a proposed model of intervention. Two graduate interns were appointed and schools in the SE area, Movilla High School in Newtownards and Laurelhill Community College in Lisburn, were selected to deliver the pilot in 2012/13.

With the Joint Service Level Agreements in place, on September 1st six new, freshly graduated students began their work as interns on the various projects ranging from sports development to underachievement to widening participation. The interns spent some of their time in schools and other settings, and some of their time was spent in College.

The Intern Learning Agreements allowed the interns to showcase their activities by hosting an Area of Learning event for 80 pupils from their host schools on the Stranmillis campus in June. During their final 'viva' presentations, senior managers from partner organisations, schools and Stranmillis were impressed, not only by the personal and professional learning gained, but by the significant positive impact on the levels of aspiration and resilience in the children with whom they had worked. The aspiration to support the transition to employment for the graduates has also been achieved as all six are in full-time jobs and are continuing with their MEd studies. Stories about the 'onward journeys' are available from the Stranmillis website.



Patrick (Paddy) Parke, Zoe Adair, Emma Dallas, Catherine Woods, Hayley Spence, Aaron Davis

WIDENING PARTICIPATION AND COMMUNITY ENGAGEMENT: ADDRESSING UNDERACHIEVEMENT

During 2012-13 the University College continued to witness considerable growth in activity associated with its Widening Participation (WP) Strategy.

During 2012-13 the University College undertook a variety of briefing seminars/ workshops/ mock interviews in numerous post-primary schools and FE Colleges. Various external Careers Fairs/Presentations were targeted at mature students and males interested in teaching. In relation to our 'Males in Teaching' project during 2012-13 the 'MiT' website was rebuilt. To see it, go to: www.malesinteaching.com.

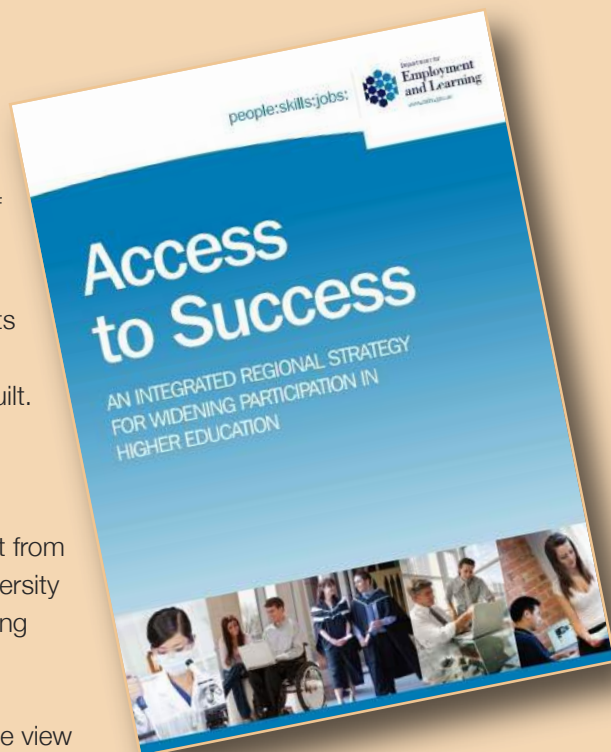
Considerable work was undertaken to incorporate Widening Participation into the wider College Academic Plan, moving it from the fringes of the Stranmillis curriculum to the core. The University College welcomed the Department for Employment & Learning Regional

Strategy publication 'Access to Success' and in particular the view that

'... management commitment to widening participation can drive institutions to improve the quality of the student experience and improve retention and progression rates. Activities to recruit and retain students, particularly from non-traditional backgrounds, are integral to these institutions rather than seen as an add-on to core activities' (4.8.14, Access to Success).

The integral nature of Widening Participation within Stranmillis was consolidated during 2012-13 and in addition to our core Widening Participation activity associated with student recruitment; we focused on expanding our innovative community engagement programme. Below are just some of the highlights of our community engagement activities.

As part of its Widening Participation agenda Stranmillis welcomed partner school and community groups onto the College campus to engage in initiatives which aimed to raise educational aspirations and attainment, as the six examples following illustrate:



Mini University Days

Throughout the year approximately 200 pupils from 10 schools with low educational attainment were involved in 'Mini University Days'. This gave a large number of pupils who may never have considered third level education the chance to experience university for a day. Zoe Adair, Stranmillis Widening Participation Intern, who helped organise the events said: *'Many of pupils who came to the College on these days stood in awe at the sight of a lecture theatre, saying that it was like what they had seen in the movies!'* The university days were organised in partnership with the SEELB 'Learning to Live Together' programme which aims to improve community relations, to develop enduring relationships between young people from different cultures and traditions and help young people to explore and develop a greater understanding of the concepts of Equity, Diversity and Inter-dependence.



WIDENING PARTICIPATION AND COMMUNITY ENGAGEMENT: ADDRESSING UNDERACHIEVEMENT

GCSE Maths Revision

Maths students travelled from as far as Portaferry and Lisburn to take part in the annual Maths GCSE Revision course in Stranmillis.

Former student Angela Coates led the sessions and was enthusiastically and very ably supported by our undergraduate students. The pupils worked in small break-out groups where they could practise sample questions. Their feedback showed that they really liked the fact that our students were on hand to help and answer queries, not only about maths but also about what it was like being a student at Stranmillis..

One of the teachers said: *"Thank you so much for inviting us to the revision Saturdays. Our pupils really got lots from them. They came back very confident and feeling they had learnt a lot, which for some of them is great. It has changed a few attitudes and they are now trying really hard in school to achieve their 'C' grade."*

Some of the pupils' comments were:

"After going over topics, I liked that we were able to try some questions so we knew that we understood the work."

"Coming here has been really helpful. All the people are really friendly. Thanks so much for the opportunity."





An Enterprising Day

The Year 2 Business and Enterprise students planned and held a fun-filled and interactive enterprise activity at Stranmillis University College for 50 pupils from the Holy Trinity College, Cookstown and the High School, Ballynahinch.

The activities encouraged pupils to work together to think about elements of enterprise, to solve problems and develop creative thinking. Pupils who attended the event commented that they enjoyed the team building activity, problem solving and meeting new friends.

Following the event Emma McKenna, a teacher from Trinity College Cookstown, commented that it was:

"An extremely well organised event by the Year 2 Business students. Teamwork, thinking skills and creativity skills were all encouraged and developed through workshops. All Year 10 pupils had a fun day that also linked in with the curriculum."

Lecturers Lisa McKenzie and Ann Robinson were delighted with the success of the event and commented that:

"Having the opportunity to actually deliver the planned enterprise programme to a group of pupils was an exceptionally valuable learning opportunity for our students, helping to develop their professional teacher competencies. It was great to see the Year 10 pupils from both schools working together, engaging in entrepreneurial activity and further developing their thinking skills and personal capabilities. We are delighted that the attending pupils enjoyed and gained from the event. A valuable experience for all!"

WIDENING PARTICIPATION AND COMMUNITY ENGAGEMENT: ADDRESSING UNDERACHIEVEMENT

Wildcats 2013

Before the Easter holiday, 61 pupils were involved in a 5 week 'Wildcats' programme coordinated by Stranmillis lecturer Melanie McKee, Billy Boyd (Belfast Community Sports Development Network) and Widening Participation intern Zoe Adair. Two schools were involved with the programme - Malvern Primary School and St Peter's Primary School, bringing not only a Widening Participation element to the programme but also a flavour of cross community interaction. Stranmillis students, including international students, also helped to organise the event.

The 'Wildcats' multi-skill physical activity programme is Sport Northern Ireland's campaign to challenge children and young people to be active for at least 60 minutes every day and to develop the fundamental movement skills used in all sports. The programme was delivered by Sport NI coaches with the help from our student volunteers.



Laurelhill Pupils Go Berserk in Stranmillis

Nine pupils from Laurelhill Community College (Year 8 – Year 11) visited the College to take part in an intensive one-day 'Go Berserk' workshop. The workshop was delivered by Stranmillis lecturer Mr Ian Simons and focused on embedding computer programming into primary and post-primary IT classes.

The pupils were accompanied by Hayley Spence a Stranmillis Graduate Intern based in Laurelhill, who remarked that the pupils thoroughly enjoyed spending time in a university environment and feedback was excellent with some reporting:

"I would do it again if I had the chance."



WIDENING PARTICIPATION THROUGH PROFESSIONAL DEVELOPMENT & LIFELONG LEARNING

During 2012-2013 over 200 educational professionals attended a variety of professional development courses offered as part of the Stranmillis University College CPD Programme. On Thursday 20th June a special celebration and keynote lecture evening was held to mark these achievements. The College Principal Dr Anne Heaslett welcomed keynote speaker Professor Ken Jones, Senior Consultant for CPD at Swansea Metropolitan University, who spoke about the benefits of CPD for individuals and also for their places of employment. Professor Jones also highlighted the importance of continual professional learning and the models for evaluating its impact in a variety of settings.



Dr Anne Heaslett and Professor Ken Jones

Meeting the Needs of the professional community through regional provision through 'Learning Hubs'

Stranmillis University College in 2012-2013 continued to expand its range of innovative professional development courses. One of our most exciting new developments was the introduction of 'Stranmillis Learning Hubs'. Each Learning Hub, usually a partner school, acts as a venue for their own staff and staff from neighbouring schools or the local area, to come together to avail of the expertise of Stranmillis CPD staff. The first such course, *'Supporting Playful Learning in the Foundation Stage of Primary Schools'*, was delivered in four regional venues and feedback was so positive there are future plans to extend both the geographical spread and the range of courses offered in this way.

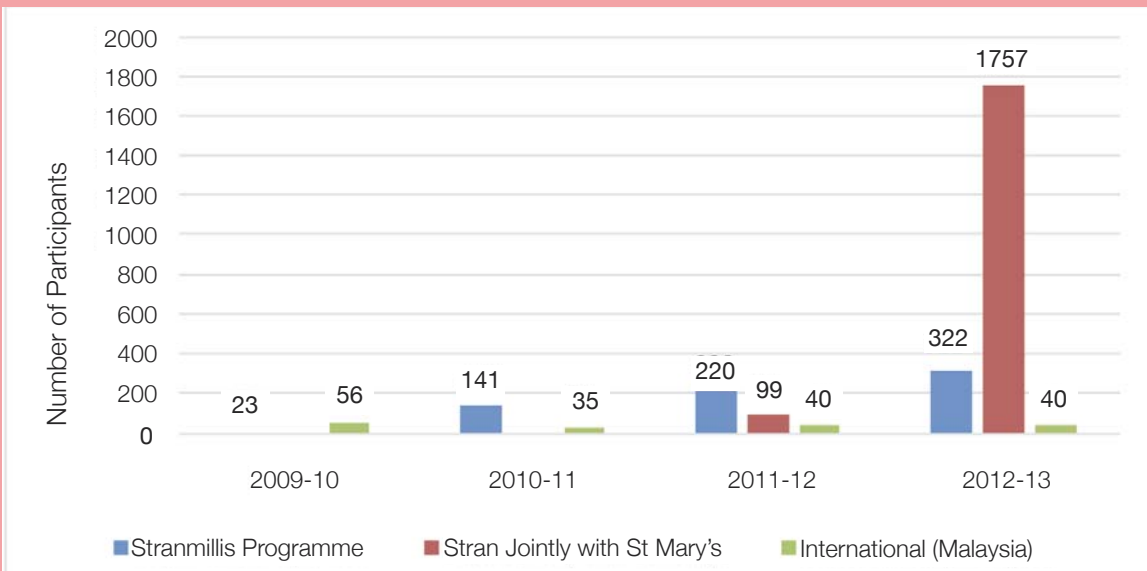
Stranmillis University College Learning Hub Locations in 2012-13



Shared CPD

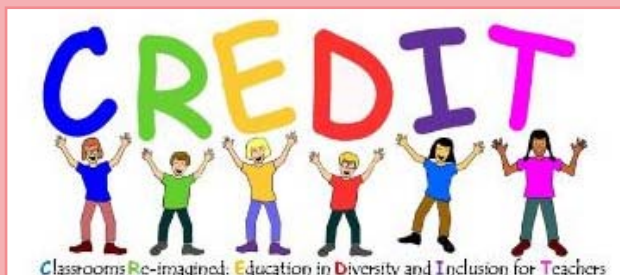
In 2012-13 Stranmillis University College and St Mary's University College were jointly responsible for two significant professional projects- the CREDIT (Classrooms Re-imagined: Education in Diversity and Inclusion for Teachers) Project funded by the International Fund for Ireland and the SEN Continuing Professional Development Literacy Project funded by the Department of Education. The latter is one of the largest professional development projects ever to be undertaken in Northern Ireland and is part of the Minister's vision to ensure that every school is able *'to achieve at a similar high level, regardless of location or the socio-economic background of pupils'*. The aim of the project is to build up the professional expertise of serving teachers in order to reduce significantly the number of children referred for psychological assessment of literacy difficulties.

The two University Colleges, through their collaborative commitment to professional development, have supported a massive expansion of CPD as highlighted in the figure below. Together they have demonstrated the importance of skilling teachers and the mixing of education and community as a powerful way of moving forward. For every teacher involved in professional development the hope is that there will be a class of learners who reap the benefits. The scale and impact of this work is therefore significant by international standards.



Shared CPD Programmes 2009 – 2013

WIDENING PARTICIPATION THROUGH PROFESSIONAL DEVELOPMENT & LIFELONG LEARNING



CREDIT Project

This project has been 'cutting edge' in that it involves teachers working in all phases and sectors in order to help them develop skills and confidence in dealing with issues of diversity, inclusion and community cohesion in the classroom and on a whole-school basis. By the end of the academic year 2012/2013, over 130 teachers across all phases and sectors of the education continuum had participated in professional development courses delivered by the CREDIT Project.

On 27 February 2013, an impressive list of dignitaries including Fund Chairman Dr Adrian Johnston, leading educationalist Sir Bob Salisbury and NI Assembly Education Committee Deputy Chair Danny Kinahan, gathered at the inaugural CREDIT Awards event to celebrate the achievements of the work of participating teachers. Cross and Passion College, Ballycastle and Aithne Kerrigan, CREDIT co-ordinator at Ashfield Boys' High School, Belfast took top honours in the school and teachers' categories respectively for innovative efforts to promote reconciliation and positively change attitudes.

The project has received very positive feedback in the Education and Training Inspectorate interim report and is building upon its work with classroom teachers to involve youth workers and school leaders in future programmes.

SEN Continuing Professional Development Literacy Project

The SEN Continuing Professional Development Literacy Project is a three year project delivering professional development that is focussed on literacy skills to teachers in primary schools across Northern Ireland. The Colleges secured £3.4 million of funding from the Department of Education to support a new initiative that will boost literacy in primary school-age pupils, particularly those with Special Education Needs (SEN).



Already 4,640 teachers have registered for the 20 hour online school based Master's level course. Two further modules at Master's level have been developed as part of the professional development package. To date 852 teachers in 426 schools are undertaking this intensive programme of study, with 426 participants being assessed for a Master's level qualification in teaching children with specific literacy difficulties (dyslexia).

This course creates a collaborative learning community where teachers have the opportunity, within their own school, to engage in significant CDP. It allows informed debate within schools and between schools in a province-wide learning community.. Ultimately, the learning from this project will guide future policy in Northern Ireland. The innovative model, which uses technology to deliver the course into schools, alongside

face to face teaching, has enabled the delivery of high quality CPD to large numbers within a short timeframe.

The project's external examiner commented, *'This programme represents an initiative that is at the cutting edge of work in the field of education and more specifically dyslexia and developmental literacy difficulties, and the professional development of teachers'. This further demonstrates the Colleges' capacity to work effectively against international benchmarks.*

The programme emphasises the need to focus on skilled practitioners and the power of transformation in providing teachers with the time and space to embed good practice.



INTERNATIONAL CONTINUING PROFESSIONAL DEVELOPMENT

In 2012-13 the University College continued its work with Malaysia through its partnership with Tenby Schools. This involved delivering professional development courses in Key Stage 2 Literacy and Behaviour Management to some 40 teachers employed in Tenby Schools across Malaysia.



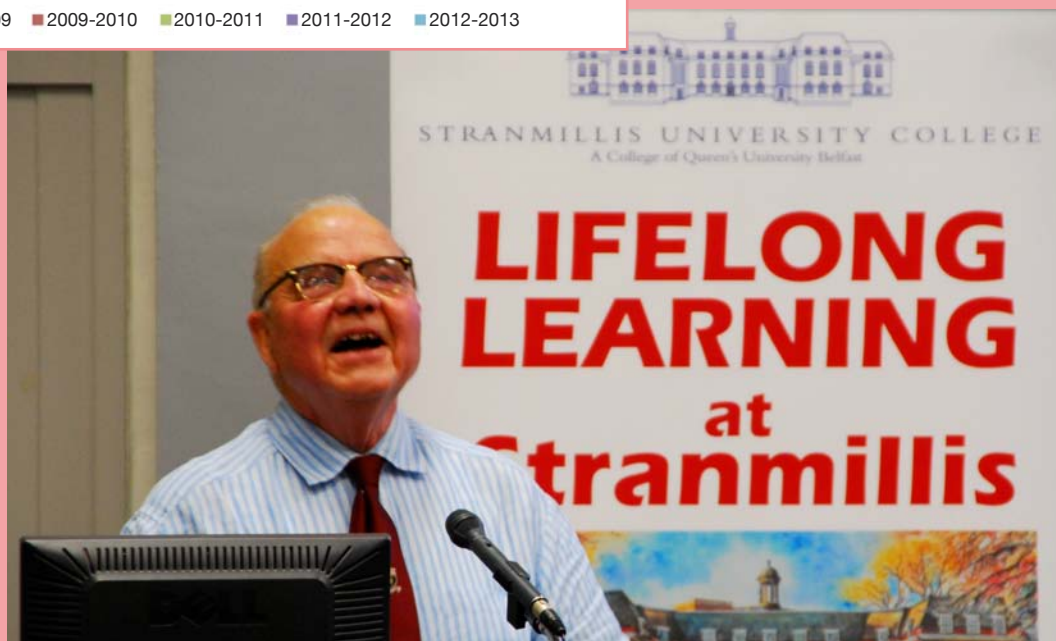
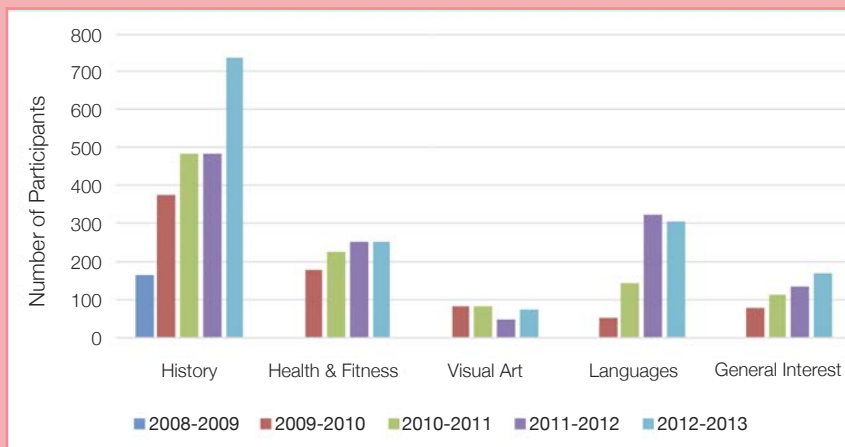
*Dr George Beale, Head of Humanities with teachers
from Tenby Schools, Malaysia*



LIFELONG LEARNING

The year 2012-13 saw a broadening and refinement of our Lifelong Learning programme with new courses in Literature, Astronomy, Archaeology and Irish History and enrolments from every section of the community reaching a record high. There was a 31% increase in the number of participants in the College's Lifelong Learning (Extra-Mural Programme). The academic year ended in June with a highly entertaining talk by Dr Brian Trainor, former Head of the Public Record Office of Northern Ireland; he spoke on his life and career as Keeper of the Archives to an audience of Lifelong Learners.

Lifelong Learning Participation 2008 - 2013



INTERNATIONAL DEVELOPMENT

International Outreach – Student Mobility

During 2012-13, the College's Erasmus and International programmes continued to flourish, using the former to send thirty-one students to a wide variety of destinations in Europe, whilst, through the International programme, fourteen BEd students had the opportunity to visit Hong Kong, The People's Republic of China, the United States, Uganda or Zambia. A grand total of fifty-one Erasmus and international students had reciprocal visits to Stranmillis.

Funding was provided by our Malaysian partner Tenby Schools to enable four BEd Primary and two Post-Primary Technology and Design students to undertake a four-week school-based placement in Malaysia. In addition, a Year 3 BEd student spent three weeks in The Doane Stuart School, New York State, whilst four students (along with students from St Mary's University College) had the opportunity to visit the David Yellinn College of Education in Jerusalem at Easter, through the University College's Diversity & Mutual Understanding (DMU) programme. In reciprocation, ten Israeli students visited Stranmillis to undertake an academic and cultural programme.





In China

In Denmark



In Finland



In Hong Kong



In Uganda



In Hungary



In the Netherlands

INTERNATIONAL DEVELOPMENT

A New International Teacher Education Partnership – Stranmillis: IfSA-Butler

After a period of intensive planning with colleagues at the Institute for Study Abroad (Butler University) and Faculty from a number of American Universities, Stranmillis welcomed ten Teacher Education students from Virginia to undertake the Professional Development – Northern Ireland Culture and Education Programme in Belfast. The programme model has since been acknowledged at the Butex Conference in July 2013 as a ‘gold standard available nowhere else in the UK’.

The first cohort of students from the Curry School of Education, University of Virginia (UVa) and Shenandoah University arrived on 30th September 2012. The ten week Special Programme included seminars introducing students to the local education system and curriculum, interspersed with educational visits and concluding with teaching placements in local schools. Partner schools enthusiastically engaged with the students and, supported by a team of Stranmillis tutors, provided them with valuable opportunities to deliver aspects of the Northern Ireland Curriculum.

Students participated in a ‘graduation ceremony’ on 5th December 2012 to celebrate their study at Stranmillis. Special guests included Mrs Pamela Hamblet (US Consul); IfSA representatives: Dr Mark Scheid (President), Mr Steve Seaworth (Marketing Vice President) and Dr Tim Conway (Director of Programmes Ireland); principals and teachers from host schools; and Mrs Doreen Bell (Vice-Chair of Stranmillis Governing Body).

A further two students from the Curry School of Education at the University of Virginia joined other incoming international students at Stranmillis for the Semester Programme in January 2013. Students participating on this programme were integrated with Stranmillis students and selected options from a range of taught modules. In addition to academic study they had opportunities to undertake placements in local schools and to engage in volunteering with Stranmillis Widening Participation Partnerships.

Reporting on evidence from an evaluation of the 2012-2013 Stranmillis Partnership, Opal Leeman Bartzis, Director of Custom and Collaborative Programs, Institute for Study Abroad, Butler University commented:

‘Through entering a new culture and being confronted with differences in beliefs, values and attitudes, the student begins an important process of reflection that unfolds during the teaching placement but continues beyond its conclusion.’



As well as studying hard, the US students got 'out and about'



INTERNATIONAL DEVELOPMENT

International Outreach – Staff Mobility

In 2012-13, four members of staff undertook staff mobility visits to Denmark, Belgium and the Netherlands. Participation in an Erasmus Intensive Programme (IP), initiated in 2011-12, also allowed Mrs Joanne Gardiner (PE) and three PE students to visit Denmark to share ideas and experiences and contribute to curriculum development planning for PE with a group of other European colleagues.

Visiting lecturers came to Stranmillis from a range of international destinations in 2012-13, including Sweden, Belgium and Zambia. Mr Patrick Kayawe, from David Livingstone College of Education in Zambia, was the keynote speaker at our International Day held in November when he delivered a lively and interesting talk about his work in Zambia which entertained the assembled students and staff whilst also conveying the importance of globalisation and working together for a better future.

The Malaysian Project

The now well-established partnership with Tenby Schools in Malaysia continued to flourish in 2012-13. In addition to the student placement experience outlined above, a range of Continuing Professional Development (CPD) activity was offered for Malaysian teachers and delivered by Dr George Beale. We look forward to continued development of this partnership in the next academic year.



EXCELLENCE IN RESEARCH/SCHOLARSHIP

The promotion of a rich and vibrant culture of scholarship and research is at the heart of the strategic operation of Stranmillis University College. The College considers research as fundamental to the development of open and critical minds, fostered by students working with staff at the forefront of subject knowledge and professional practice.

In 2012-13, Stranmillis University College's research covered a broad range of areas, including Early Years Education, educational underachievement, special needs, entrepreneurship, literacy development, leadership and professional development.

Research and Scholarly Activity Outputs



EXCELLENCE IN RESEARCH/SCHOLARSHIP

Funded Projects

Dr Colette Gray commenced work on her cross-border research project 'Transitions in the Early Years' with researchers from St Patrick's College, Drumcondra, funded by SCoTENS.

Dr Noel Purdy continued and completed research for his SCoTENS funded project 'Cyberbullying and the Law', in conjunction with Dr Conor McGuckian at Trinity College, Dublin.

Dr Glenda Walsh and Dr Barbara McConnell completed an evaluation of the All Ireland Centre for Excellence Programme funded by Early Childhood Ireland and Early Years.

Dr Michael levers continued his work collaborating with the School of Education at Queen's University Belfast on the iLIAD project, investigating the factors impacting educational achievement in areas of deprivation, funded by the Office of the First and Deputy First Minister (OFMDFM).

Dr John McCullagh led the AstraZeneca Science Teaching Trust's SCITE project to its conclusion, piloting a model of science co-teaching in teacher education.

Books



Two members of staff published books in 2012-2013.

- Dr Noel Purdy, whose edited book *Pastoral Care 11-16: A Critical Introduction* was published by Bloomsbury, and launched at special event hosted by the College in April 2013.
- Dr Louise Quinn, whose PhD thesis, *Children's Social Identity Development: A Northern Ireland Perspective*, was published by Lambert Academic Publishing in November 2012.

Book Chapters

- levers, M., Wylie, K., Gray, C., Ní Áingléis, Bernadette, Cummins, B., 'Collaborative Models of Teaching Practice in Irish Primary Schools', in Madalinska-Michalak, J., Niemi, H., and Chong, S. [eds] (2012), *Research, Policy, and Practice in the Teacher Education in Europe*, Lodz, Poland: University of Lodz, Chapter 13, pp. 241-262.
- Palaiologou, I., Walsh, Glenda, MacQuarrie, S., Waters, J. and Dunphy, E. (2013), *The National Picture in the Early Years Foundation Stage*, edited by Palaiologou (2nd Edition). London: Sage, pp. 37-53.

Peer Reviewed Journal Articles

International Journals

- Drummy, C., Breslin, G., Davison, G., McKee, D. and Murphy, M. (In press) 'Correlates of pedometer determined physical activity in 4-5 year old children,' *Journal of Sport and Health Research*.

- Hunter, T. and Walsh, G. (2013) From Policy to Practice?: The Reality of Play in Primary Schools in Northern Ireland, *International Journal of Early Years Education*, DOI: 10.1080/09669760.2013.830561.
- McCullagh, J.F. (2012) 'How can video supported reflection enhance teachers' professional development?'. *Cultural Studies of Science Education*, Vol 7, Iss. 1, pp. 137-152.
- McGettigan, I. L. & Gray, C. (2012). 'Perspectives on school readiness in rural Ireland: The experiences of parents and children.' *International Journal of Early Years Education*, 20, 1.
- Melhuish, E., Quinn, L., Sylva, K., Sammons, P., Siraj-Blatchford, I., & Taggart, B. (2012): Preschool affects longer term literacy and numeracy: results from a general population longitudinal study in Northern Ireland. *School Effectiveness and School Improvement: An International Journal of Research, Policy and Practice*. Vol. 24, No. 2, pp. 234-250.
- Richardson, N., U. Niens, A. Mawhinney & Y. Chiba (2013) 'Opting Out or Opting In? Conscience clauses, minority belief communities and the possibility of inclusive religious education in Northern Ireland'. *British Journal of Religious Education*: 35:3 - September 2013 (pp.236-250).

National Journals

- Breslin, G., Hanna, D., Lowry, R., McKee, D., McMullan, K., Haughey, T.J., Moore, N., 'An exploratory study of specialist and generalist teachers: predicting self-efficacy in delivering primary physical education,' *Working Papers in Health Sciences*, Vol. 1, Iss. 1, 2012.
- Gibson, K. and Purdy, N. (2012) 'Reflect-Select-Defend: A Model for Student Teacher Reflection', *Critical and Reflective Practice in Education*, Vol. 3, pp. 14-30.
- McGuinness, C., Sproule, L., Bojke, C., Trew, K. & Walsh, G. (2013) Impact of a play-based curriculum in the first two years of primary school: literacy and numeracy outcomes over seven years, *British Educational Research Journal*, DOI: 10.1002/berj.3117.
- McMurray, S. (2012) 'An evaluation of the use of Lexia Reading software with children in Year 3, Northern Ireland (6- to 7-year olds)'. *Journal of Research in Special Educational Needs*, Vol. 13, Iss. 1, 2013, pp. 15-25.

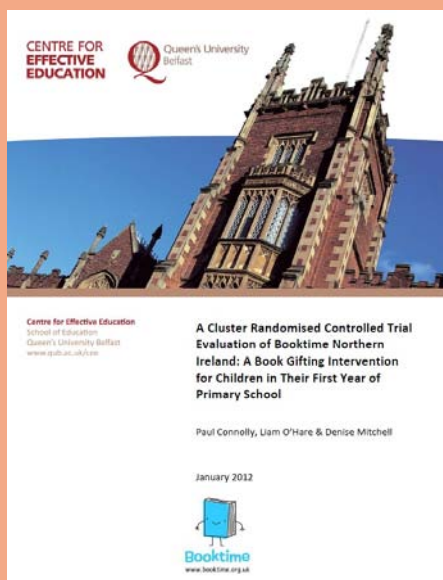
- Purdy, N. and Ferguson, J. (2012) 'Newcomer pupils: facing up to the cultural and linguistic challenges' *Critical and Reflective Practice in Education*, Vol. 3, 2012, pp. 31-41.

Professional & Non-Peer Reviewed Publications

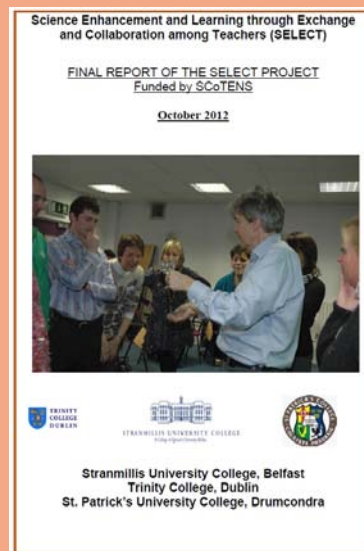
- McCullagh, J.F (2012) *Promoting Children's Engagement in Primary Science Using Books Stories and Puppets*. Bristol: AstraZeneca Science Teaching Trust.
- Moffett, P. (2013) Ingredients for maths. *Early Years Educator*, 15 (4), 32-34.
- Purdy, N. (2012) 'Disablist Bullying', *Special* (NASEN publication), September 2012.
- Purdy, N. (2012) 'Moving Beyond the Textbooks: Future Challenges for SEN in ITE', *Special* (NASEN publication), November 2012.
- Purdy, N. (2012) 'Beating the Bullies', *Ni4kids*, November 2012.
- Purdy, N. (2012) 'Cyberbullying: A Parents' Guide', *Irish Methodist Newsletter*, November 2012.
- Purdy, N. (2013) 'Helping your child cope with bereavement', *Ni4kids*, January 2013.

Professional Reports

- Connolly, P., O'Hare, L. & Mitchell, D. (2012) *A Cluster Randomised Controlled Trial Evaluation of Booktime Northern Ireland: A Book Gifting Intervention for Reception-Aged Children*. Belfast: Centre for Effective Education, Queen's University Belfast.



- McCullagh, J.F., Murphy, C., Doherty, A., Murphy, C. and Smith, G. (2012) *Science Enhancement and Learning through Exchange and Collaboration among Teachers* (SELECT) Final Report, Armagh : SCoTENS.



- O'Sullivan, H., McConnell, B. and McMillan, D. (2012) *Continuous Professional Development and its Impact on Practice: A North-South Comparative Study of Irish Teachers' Perceptions, Experiences and Motivations*. Report to the Standing Committee of Teacher Education North and South (SCoTENS) <http://scotens.org/wp-content/uploads/Final-Report1.pdf>.

Conference Presentations

- Burgess, F. (2013) 'Memory Boxes and Narratives as Tools in Music Teacher Reflection' The Reflective Music Teacher: the Twenty-first European Music in Schools/ISME European Regional Conference.' Lemmensinstituut, Leuven Belgium, February.
- Burgess, F. (2013) 'Sustaining A Musical Self: Narratives of Women Music Teachers in Schools' Paper presented at The Ninth Research in Music Education International Conference. University of Exeter, England, 9-13th April.
- Connolly, P., O'Hare, L. and Mitchell, D. (2012) 'The effects of Booktime on the reading attitudes and behaviours of children aged 4-5years old and their parents in Northern Ireland: A Cluster randomized controlled trial,' August 2012, University of Zurich, Switzerland EARLI SIG 18 Educational Effectiveness.
- Connolly, P., O'Hare, L. and Mitchell, D. (2012) The effects of Booktime on the reading attitudes and behaviours of children aged 4-5 years old and their parents in Northern Ireland: A Cluster randomized controlled trial. Paper presented at BERA conference, University of Manchester, September 2012.
- McGittigan, I. & Gray, C. (2012) Divergent views on school readiness: parents & pupil experiences. Paper presented at the EECERA Conference, Portugal, September 2012.
- McKee, M. (2013) 'Provision of PE in Northern Ireland.' Paper presented at the Congress of the International Association of PE and Sport for Girls and Women (IAPESGEW) in Cuba, April 2013.

EXCELLENCE IN RESEARCH/SCHOLARSHIP

- Murtagh, E. M. and McKee, D. (2012) 'Contribution of Primary School Physical Education Class to Daily Moderate-Vigorous Physical Activity.' Paper presented at the 4th International Congress on Physical Activity and Public Health, Sydney, Australia, November 2012.
- Richardson, N. (2012) 'New Forms of Public Religion.' Paper presented at the AHRC/ESRC Religion & Society Conference, The Divinity School, St John's College, Cambridge, September 2012.
- Richardson, N. (2012) 'Religious Education at Schools in Europe.' Paper presented at the University of Vienna, November 2012.
- Purdy, N. (2012) 'A Parent's Perspective on Transition'. Presentation given at the Annual Conference for Vice Principals of Special Schools, held at Stranmillis University College, Northern Ireland, November 2012.
- Richardson, N. Religious and Cultural Diversity in Schools: Challenging the Learners or Challenging the Teachers? Church of Ireland Inter-Faith Working Group Conference on Educating for Understanding: St. Thomas's Church, Belfast, Northern Ireland, October 2012.

National Conferences

- Bell, I. (2013) 'Interactive Mathematics: Parents and children together (The IMPACT Project) Using technology to engage parents in their child's learning.' Paper presented at 4th Teacher Education Advancement Network (TEAN) conference, 'Strengthening teacher education' at Aston University, May 2013.
- Burgess, F. (2013) 'Sustaining A Musical Self: Narratives of Women Music Teachers in Schools'. Paper presented at The Ninth Research in Music Education International Conference. University of Exeter, England, April.
- Campbell, R. A., McKee, D.P., Wallace, S.H. (2013). 'Initial Teacher Education: Teaching and Assessment in Fundamental Movement Skills for student teachers.' Paper presented at conference entitled 'Learning to Move, Moving to Learn: Exploring Fundamental Movement Skills Across the Lifespan', at University College Cork, Ireland, April 2013.
- Greenwood, R. (2012) 'What kind of curriculum is the Northern Ireland curriculum?'. Paper presented at the IASSEE Research Symposium, Mary Immaculate College Limerick, Ireland, September 2012.
- McConnell, B. and Walsh, G. (2013). 'Using a self-evaluation tool to improve quality in day care'. Paper presented at NIBPS Annual Conference 2013, Northern Ireland.
- McCullagh, J., Bell, I., Corscadden, F. (2013) 'Where do we start? An evaluation of how video analysis may support student teachers during their initial classroom experiences.' Paper presented at 4th Teacher Education Advancement Network (TEAN) conference, 'Strengthening teacher education' at Aston University May 2013.
- McKee, B. (2012) 'Domestic abuse – Using arts-based education to help student teachers learn about the context and impact on children' in the SCoTENS Annual Report (by selection). Paper presented at 'Creative Teachers for Creative Learners: Implications for Teacher Education' conference, Cavan, Ireland, October 2012.
- McMillan, D. (2013), 'Leadership: An Essential Component'. Paper presented at NIBPS Conference, Killadeas, Co Fermanagh, Northern Ireland, April 2013.
- McMillan, D., O'Sullivan, H. and McConnell, B. (2012) 'Learning to order? the dilemma of teacher professional development.' Paper presented at International Professional Development Association (IPDA) Conference: Aston University, Birmingham, November 2012.
- Purdy, N. (2012) 'Gifted and Talented: Challenges and Opportunities'. Paper presented at the Annual Conference of the National Association for Special Educational Needs NI, held at Stranmillis University College, Northern Ireland, October 2012.

Research Seminars

The Research Office also continued its lunchtime seminar programme in 2012-2013, taking the unprecedented step in 2012-2013 of inviting all staff and students to attend and engage with the work being undertaken by the College. Talks included:

- 'School Readiness: The Child's Perspective' by Dr Colette Gray;
- 'Embedding Computer Science Programming and Skills into the KS2 and KS3 Curriculum' by Dr Irene Bell and Mr Ian Simons;
- 'The Role of the University Tutor in School-Based Work in Primary Schools in Northern Ireland' by Dr Michael levers;
- 'Children's Views on the Use of Popular Culture in the Teaching of Writing' by Dr Jill Dunn;
- 'The Digital Researcher' by Dr James Nelson;
- 'Lo! – Learners on learning: Exploring three different cohorts of student learning experiences in 3 different approaches to blended learning' by Fergal Corscadden;
- 'Vygotsky and Play: A Critical Exploration of Theory into Practice' by Dr Andrea Doherty.

Funding Awards

- Dr Barbara McConnell and Dr Glenda Walsh have been successful in securing funding from Early Years: the organisation for young children and Early Childhood Ireland to evaluate a self-evaluation tool in an effort to enhance the quality of the learning experience for young children.
- Dr Glenda Walsh, Dr Dorothy McMillan and Dr Andrea Doherty were successful in securing funding to evaluate, on behalf of the Ballyfermot partnership, the impact of a cross-sectoral training programme on the implementation of Aistear in the Republic of Ireland.
- Dr Pamela Moffett secured SCOTENS funding to design a maths resource for young children.
- Dr David McKee in collaboration with Susan Crawford (University College Cork) successfully gained a SCoTENS grant to investigate Fundamental Movement Skills in the North and South of Ireland.
- Miss Melanie McKee was awarded a prestigious UCET travel scholarship to attend World Congress of the International Association of PE and Sport for Girls and Women (IAPESGW) in Cuba.

STAFF CONTRIBUTION TO KEY EVENTS & CONFERENCES

To celebrate Stranmillis University College's 90th year anniversary, two high profile public lectures were organised to showcase the work and social impact of the work carried out by two of the College's leading researchers.

- On 21st November 2012, Dr Norman Richardson delivered his lecture entitled 'Messages to the Future: Challenges for Educational Sharing in a Culturally Diverse Northern Ireland.'
- On 17th April 2013, Dr Noel Purdy delivered his lecture 'Bullying in Schools: Challenges and Opportunities', and launched his edited book *Pastoral Care 11-16: A Critical Introduction*, published by Bloomsbury. This event attracted a great degree of media attention, including an interview with Dr Purdy on BBC Radio Ulster's flagship news programme, Good Morning Ulster.



Other Key Events

Dr James Nelson presented a keynote paper at the Sharing RE Conference: Nelson, J., 2013. *Challenges and Opportunities for Sharing Religious Education in Northern Ireland*.

Dr Norman Richardson presented a practitioner session at the Sharing RE Conference on the theme *Sharing Religious Education: Finding Ways Forward*.

In December 2012 Religious Studies lecturers hosted a one-day conference for ITE RE students from Stranmillis University College, St Mary's University College, University of Ulster and Queen's University where representatives of the National Association of Religious Education (NATRE) led workshops and sessions on the theme of *Thoughtful and Creative Religious Education*.

In February, the Department of Humanities hosted a very successful *Let's Talk – Education* in partnership with the Education Department at Parliament Buildings and the Peace and Reconciliation Group.



STAFF APPOINTMENTS & ACHIEVEMENTS

New members of academic staff

Dr Sharon Jones, was appointed to the University College as a Senior Lecturer in Education Studies, beginning in June 2013. Dr Jones, a Cambridge graduate, has taught most recently in Antrim Grammar School, where she led the school's Stretch and Challenge (Gifted and Talented) programme.

Dr Andrea Doherty, was appointed as a Senior Lecturer in Early Years Education. Dr Doherty obtained her PhD in June 2013. Her thesis was early years focused, based on the translation of theory, specifically Vygotsky's cultural-historical theory, into practice in a primary school in Northern Ireland.

Three members of academic staff received their doctorates in 2012-13

- Dr Jill Dunn was awarded her EdD from Queen's University Belfast.
- Dr James Nelson was awarded his PhD from Queen's University Belfast
- Dr Norman Richardson was awarded his PhD from the University of Warwick

GEM Awards

The inaugural Going the Extra Mile (GEM) awards were launched this year. This gave students the opportunity to reward members of staff, within the College, based on a number of different criteria. The following staff received awards:

- GEM award for best feedback and overall winner: Dr Noel Purdy
- GEM award for innovative use of Technology: Dr James Nelson
- GEM award for providing student support: Dr Louise Quinn
- GEM award for Support Staff: Mr Mark Williams

Mr Ian Simons: Recognition for 'Go-Berserk' Resources

Mr Simons is the co-author of the 'Go-Berserk' resources for teaching computer science to pupils in KS2 and KS3. Ian says 'a lot has happened over the last year. He and his co-author Mr Gareth McAleese have received the following awards in the past year: UTV Business Eye, Belfast Business, Ulster Bank Business Achievers, DANI and the latest is the Talk Talk's Digital Heroes NI Award 2013.

Staff Representational Appointments

In May 2013 Dr Irene Bell, Head of STEM, was appointed the Northern Ireland Chair of Computing at School. The Computing at School (CAS) Group aims to promote the teaching of computer science at both Primary and Post-primary level in schools. CAS is a collaborative partner with the BCS through the BCS Academy of Computing, and has formal support from other industry partners. Dr Bell will also represent Northern Ireland on the UK CAS Management Board and will be joining the 'CAS Schools Working Group' sponsored by Microsoft.



Dr Sharon Jones



Dr Andrea Doherty

Ms Audrey Curry (Assistant Vice-Principal) was appointed as a Director of the Children's University (Northern Ireland) in January 2013. The Northern Ireland Children's University was established in 2012 and aims to develop the understanding that learning can be satellite navigation to better places in life ... all under the motto "aspire to inspire". The Children's University aims to promote social mobility by providing high quality, exciting and innovative learning activities and experiences outside normal school hours to children aged 7 to 14 (and 5 and 6 year olds with their families) and engaging the wider communities as learning partners in the realisation of this.

Dr Noel Purdy was elected Chair of the Northern Ireland Anti-Bullying Forum in June 2013. The NIABF has a membership of over twenty regional statutory and voluntary organisations all acting together to end bullying of children and young people. It is funded by the Department of Education and hosted by the National Children's Bureau NI.

Dr Purdy was elected in October 2012 to serve as Vice-President of the Northern Ireland branch of NASEN (National Association for Special Educational Needs) from 2012-14. Nasen is the leading organisation in the UK which aims to promote the education, training, advancement and development of all those with special and additional support needs.

Visiting Academics

A Second Visiting Professor

Professor Colleen McLaughlin was appointed in April 2013. Professor McLaughlin began her career as a teacher. In 1985 she was appointed as a tutor at the Cambridge Institute of Education, and in 1992 became a Lecturer in Education at the University of Cambridge. More recently she became a Senior Lecturer in 2000, Deputy Head of Faculty in 2007 and Director of International Initiatives in 2010. In September 2012, after more than 25 years at Cambridge, she became Professor of Education and Head of School at the University of Sussex.

For many years Professor McLaughlin has been a leading figure within educational research in the UK, with a particular focus on pastoral care in education. She was the editor from 2000-2010 of the leading international journal in this field - International Journal of Pastoral Care in Education. In 2008 she was awarded the Fellowship of the British Association of Counselling and Psychotherapy (in recognition of outstanding contribution to the field of counselling in schools). She has been involved in a range of national and international research projects, the most recent of which aims to develop educational policy and practice in Kazakhstan (£3.2 million). We look forward to the contribution of Professor McLaughlin will make Stranmillis University College during her term of office.

Farmington Scholars

Stranmillis played host to two Farmington scholars during 2012-13. Simon Lemon (Movilla High School) and Paddi Matthews (Royal School Dungannon) were funded by the Farmington Institute in Oxford to carry out research into areas of interest to teachers of Religious Education. Simon made Communication Skills and RE his focus while Paddi chose to explore ways of improving the criticality of A-level students in RE.



***Dr Norman Richardson &
Dr James Nelson***



Professor Coleen McLaughlin

STUDENT ACHIEVEMENTS

Teaching Abroad

Initial teacher education students graduate from Stranmillis University College as skilled practitioners ready to work in any part of the world. One such student was Andrew Nicholl, a Year 4 Technology and Design student. Andrew was based in Tenby International School in Malaysia, and he describes the time he spent there as the highlight of his teaching preparation. He comments that 'This was a really great experience for me. Stranmillis is great in that there is no shortage when it comes to European and international exchange programmes'.



Stranmillis Students come top in Primary STEM Competition

Stranmillis students have won two of the three prizes in the 'Smartgear Project' organised by Sentinus in partnership with Stranmillis University College, St Mary's University College and The University of Ulster. Year 2 BEd primary student Jordan Smyth and her class from Cavehill Primary School Belfast won the award for the best P6 project, with Peter Craig and his class from Avoniel Primary school Belfast coming top of the P7 entries.

A total of 90 schools, including 21 represented by Stranmillis students, took part in this Key Stage 2 Primary Science and Technology project which involved applying sensor technology to creating novel everyday devices such as 'smart' clothing which could adapt to changes in light, temperature and humidity, or early warning systems for severe weather. Each student was firstly trained in using the resources in the classroom during

workshops led by Gerard Hughes from Sentinus. The students then carried out the activities during their school based placement as either formal lessons or as after school STEM clubs. The host teachers also attended a continuing professional development workshop at Stranmillis and received a full kit of the resources required to incorporate this work into their future practice.

‘Highly Commended’ in the Undergraduate Awards

Three Stranmillis students who graduated in July have been ‘Highly Commended’ in the Teacher Education category in the 2013 ‘Undergraduate Awards’.



Of the four highly commended students in the Teacher Education category, three were from Stranmillis:

Sandra Hanna (ECS) whose essay was called: *‘Compare and contrast the theories related to the development of prejudice in children’*;

Claire Livingstone (BEd) whose essay was: *‘Girls’ indirect aggression: its nature, incidence, impact and responses’*; and

Mark Elliott (BEd) whose essay was: *‘Cyberbullying – what can schools do?’*

Royal Society of Chemistry’s Schools’ Analyst Competition

Schools from all over the province come together to participate in The Royal Society of Chemistry’s Schools’ Analyst Competition 2013. Once again the Northern Ireland heat of the Royal Society of Chemistry’s Schools’ Analyst Competition was held in the College on 9th March. The competition, sponsored by Warner-Chillcott UK involved 12 teams from all over Northern Ireland carrying out chemical analysis directly related to the ‘A’-level chemistry curriculum. This year the team representing Royal Belfast Academical Institution, under the guidance of a former Stranmillis graduate Katie Parks, were the winners. They received a cheque for £400 for chemistry resources from Professor Duncan Thorburn-Burns, Chairman of the Analytical Division of the Royal Society of Chemistry. Lumen Christi College from Derry came a close second.



STUDENT ACHIEVEMENTS

Essay Competition

This year for the first time the College ran a Sixth Form Essay Competition, with the winning prize of £200 generously sponsored by the General Teaching Council of Northern Ireland. Pupils in Year 13 were invited to submit an essay in response to WB Yeats' famous quotation "Education is not the filling of a pail, but the lighting of a fire." There was a high number of responses from schools across Northern Ireland and England. A panel of judges met to review the submissions, and following discussion, the results were as follows: Winner: Ross Neill (Grosvenor Grammar School, Belfast); Runners up (unranked): Cormac Begley (Abbey Grammar School, Newry), Caitlin Bloomer (Assumption Grammar School, Ballynahinch), Gavin Fleming (St. Colman's College, Newry). Prizes were distributed at the Annual College Prize Ceremony on 4 July 2013.



STUDENTS' UNION ACHIEVEMENTS

The 2012/13 year within the Students' Union was one of change and transformation. The sandstone campus centrepiece of Stranmillis House in which the Students' Union is housed was closed in order to facilitate a large scale renovation which will provide the building with improved accessibility and modernised facilities.

A summer of intense planning by the Students' Union Executive saw an action packed Welcome and Orientation week involving external partners and public organisations becoming involved in the process. We also welcomed a record number of International and Erasmus students to the campus and they enjoyed immersing themselves into the 'Stranmillis culture'.

This year, following on from the efforts of the previous year, the Students' Union continued to strengthen their links with NUS-USI, the umbrella organisation for students' unions in Northern Ireland. Gaining membership of NUS-USI has enabled the Union not only to strengthen the voice of the student body but to develop links with other students' unions across the country.



This year, the Union continued its charitable activities, raising over £6000 for the Northern Ireland Cancer Fund for Children. The fundraising efforts were led by Karen Waddell, our Welfare Secretary for the year. Activities included a murder mystery evening, an abseil and the coveted Stranmillis X-Factor.

On the sporting front, Stran students had another successful year. For the first time the College had two volleyball teams - a male and a female team - at the inter-varsities tournament. The men's football team had another great campaign, having the opportunity to play at Seaview stadium. King's Scholars Rugby Football Club had another successful year culminating in a trip to Carlow for the semi-final of the All-Ireland Division 2 competition. Other sporting activities included hockey, where the team travelled to the annual sixes tournament in Antrim.

Once again, the Stranmillis pantomime had another successful run, extending the number of shows to 13. Peter Pan, and his adventures in Neverland was this year's chosen production and it proceeded to enthral audiences at each show. It was also arranged that some children and families connected to the Northern Ireland Cancer Fund for Children could avail of complimentary tickets.

The Music Society held a number of successful events in conjunction with the College including our *Christmas Carol Service* and the *Music for a May Evening* to celebrate the College's 90th Anniversary.



APPENDIX 1: FINANCIAL INFORMATION 2012-13

The extracts from the College's audited accounts for the twelve-month period 1st August 2012 to 31st July 2013 which follow indicate that it successfully operated within the block grant allocated to it by the Department for Employment and Learning. Income was also derived in part from its various income-generating activities associated with the hire of premises and catering/residential services, accrued to the College. The audit statement for the period was unqualified. A full set of audited accounts is available, upon application, from the Head of Finance – Tel: 028 90384265.

INCOME AND EXPENDITURE ACCOUNT For the Year Ended 31 July 2013

| | 2013 £ | 2012 £ |
|---|-------------------|-------------------|
| Income | | |
| Funding Grants | 6,433,538 | 6,732,775 |
| Tuition Fees | 3,232,887 | 3,134,128 |
| Research Grants and Contracts | 188,111 | 138,359 |
| Other Operating Income | 3,424,457 | 2,347,796 |
| Interest Receivable (Including FRS 17 amount) | 85,886 | 97,641 |
| | <u>13,364,879</u> | <u>12,450,699</u> |
| Expenditure | | |
| Staff Costs | 6,682,225 | 6,420,033 |
| Other Operating Expenditure | 4,626,954 | 3,892,762 |
| Depreciation | 1,615,572 | 1,579,076 |
| Interest Payable (including FRS 17 amount) | 163,000 | - |
| | <u>13,087,751</u> | <u>11,891,871</u> |
| Total Expenditure | | |
| | <u>13,087,751</u> | <u>11,891,871</u> |
| Surplus before Exceptional Item | <u>277,128</u> | <u>558,828</u> |
| Taxation | - | - |
| Exceptional Item | - | - |
| | <u>-</u> | <u>-</u> |
| Surplus on Continuing Operations after Depreciation | <u>277,128</u> | <u>558,828</u> |

The Income and Expenditure Account of the College relates wholly to continuing operations.

Statement of the Total Recognised Gains and Losses for the year ended 31 July 2013

| | 2013 £ | 2012 £ |
|--|------------------|--------------------|
| Surplus on Continuing Operations after Depreciation | 277,128 | 558,828 |
| of Fixed Assets at Valuation and Taxation | | |
| Actuarial (Loss)/Gain in respect of Pension Scheme | 1,400,000 | (4,357,000) |
| | <u>1,677,128</u> | <u>(3,798,172)</u> |
| Total Recognised (Losses)/Gains relating to the year | | |
| | <u>1,677,128</u> | <u>(3,798,172)</u> |
| Reconciliation | | |
| Opening Reserves and Endowments | (1,210,872) | 2,587,300 |
| | <u>1,677,128</u> | <u>(3,798,172)</u> |
| Total Recognised (Losses)/Gains for the year | | |
| | <u>466,256</u> | <u>(1,210,872)</u> |
| Closing Reserves | | |

BALANCE SHEET

As at 31 July 2013

| | 2013 £ | 2012 £ |
|--|-------------------|-------------------|
| Tangible Assets | 51,881,460 | 52,767,093 |
| Total Fixed Assets | <u>51,881,460</u> | <u>52,767,093</u> |
| Debtors | 945,294 | 455,343 |
| Short Term Deposits | 3,250,000 | 2,750,000 |
| Cash at Bank and in Hand | 445,085 | 743,564 |
| Total Current Assets | <u>4,640,379</u> | <u>3,948,907</u> |
| Less: Bank Overdraft | - | - |
| Creditors – amounts falling due within one year | (1,328,755) | (940,254) |
| Net Current Assets | <u>3,311,624</u> | <u>3,008,653</u> |
| Total Assets less Current Liabilities | 55,193,084 | 55,775,746 |
| Less: Creditors – Amounts falling due after more than one year | - | - |
| Less: Provisions for Liabilities and Charges | (4,937,000) | (6,075,000) |
| NET ASSETS | <u>50,256,084</u> | <u>49,700,746</u> |
| Deferred Capital Grants | 49,789,828 | 50,911,618 |
| Reserves | 5,403,256 | 4,864,128 |
| FRS 17 Pension Reserve | (4,937,000) | (6,075,000) |
| Total Funds | <u>50,256,084</u> | <u>49,700,746</u> |

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