

Literacy and Numeracy Taskforce - Membership

Chair

Sir Robert Salisbury

Until recently, Professor Sir Robert Salisbury worked in the School of Education at the University of Nottingham as Director of Partnerships. In this role, he co-ordinated the regional leadership activities, liaised with the National College for School Leadership and encouraged collaborative international initiatives. He is now based in Northern Ireland where he works with the Queen's University and the Regional Training Unit. He is co-leader of the Trainee Heads Scheme at the National College of School Leadership and is Chair of three Intervention Boards for the DCSF in England.

He is the former Headteacher of The Garibaldi School in Forest Town, Mansfield, Nottinghamshire. This 11 - 18 mixed comprehensive was in trouble having experienced a chequered history and by 1989 was losing a large number of pupils to neighbouring schools. Expectations were low, vandalism high, results poor, and a very negative image of the institution existed in the community. Things have changed dramatically and Garibaldi is now being recognised for its achievements both nationally and internationally.

Bob Salisbury now has a national and international reputation for his thought-provoking ideas on leadership styles and staff motivation. His innovative approach to challenging complacency, raising achievement, creating 'enterprise cultures' and education for the 21st Century, has brought him many invitations to speak to both educational and commercial audiences. He works regularly with schools in challenging circumstances.

Members

Maureen Smyth

Maureen, who has extensive experience in the area of Literacy, is Principal of Cumber Claudy Primary School. In her previous school, Newbuildings PS, she was an effective Literacy co-ordinator with responsibility for reviewing Literacy schemes throughout the school, selecting resources and modelling strategies. She trained in First Steps – a Language and Literacy resource developed by the Australian Council for Educational Research. This is the model from which the previous NI Literacy strategy was designed and that which reflects much of the rationale underpinning Literacy in The Revised Curriculum.

She trained as a Reading Recovery teacher, delivering the programme from 2002-2006 which involved supporting individual children on a daily basis.

In January 2007 Maureen was awarded the Professional Qualification for Headship (NI). As part of her studies she planned and carried out school improvement work “Raising Standards in Literacy”, analysed data and reviewed the process of reading at the Foundation stage.

She has been Teacher Tutor for a number of years supporting Beginning Teachers and those on Early Professional Development. As principal, she is responsible for overseeing all curriculum areas, analysing data, setting targets, prioritising the needs of the children and the continuous professional development of her staff.

Andy McMorran

Andy has been a teacher since 1975 and Principal of Ashfield Boys' since September 1999. During his period as Principal, he has been largely responsible for raising the performance of the school (24% of pupils achieved 5+ GCSE A*-C in 2000. By 2007/08 73% achieved 5+ GCSE A*-C).

Máire McGinn

Máire, who is Head of Mathematics and numeracy co-ordinator, Dean Maguirc College, Carrickmore, is an excellent practitioner and leads a department which attains very good mathematics results (although the school

has a FSME figure of approximately 40%, over 60% of its pupils regularly achieve a grade C or better at GCSE; the level 6+ KS3 proportion is regularly over 30%). The department has also entered teams of pupils in mathematics competitions with notable success. During the past two years Máire was a member of a focus group with whom CCEA had been consulting on the Levels of Progression for Using Mathematics.

Of particular interest to Máire is to strive to remove the stigma associated with the study of mathematics and by targeting parents, teachers, employers and the media to promote mathematics in a more positive way. She also firmly believes that motivation is a key factor in raising pupil achievement and that it is essential to make strong connections between the mathematics taught and pupils' lives outside the classroom.

Anne Moran

Anne is Dean of the Faculty of Social Sciences. She joined the University in 1985 as a lecturer having previously been a Senior Teacher in a post-primary school in Belfast. In 1999 she assumed the role of Head of School of Education, was awarded a chair in Education in 2000 and in 2002 was appointed to the role of Dean. Her teaching and research interests are in inclusive and special education, adult literacy, learning and teaching and the use of technologies to support students' learning. Between 2001 and 2003 she was awarded a grant from the EU Grundig programme to undertake a project entitled *Access for Disadvantaged Adults to Education*, with institutions in Cork, Greece and Munich. During that time she was also funded by DEL to support work in the area of Essential Skills and as part of this work, participated in a study visit to the USA to examine practices in adult literacy.

Dr Robbie McVeigh

Dr Robbie McVeigh is currently working as Senior Expert on the *Roma Migration Study* - a European Roma Rights Center Project for the European Union Fundamental Rights Agency. Much of his research work has focused on racism, sectarianism and equality in Ireland, north and south. His recent publications include *The Next Stephen Lawrence? Racist Violence and*

Criminal Justice in Northern Ireland (NICEM, 2006) and *Migrant Workers and their Families: A Trade Union Response* (ICTU, 2006). He is co-chair of the Department of Education Taskforce on Traveller Education. Dr McVeigh is also chair of the Board of Governors of Gaelscoil Éadain Mhóir, an Irish-medium primary school in Derry.

Dr Eemer Eivers

Eemer is a researcher at the Educational Research Centre, Dublin. She was the Republic's national project manager for the 2006 cycle of the OECD's PISA (Programme for International Student Assessment) study and is currently managing the National Assessments of English Reading and Mathematics. Recent publications include *A Teacher's Guide to PISA Science* (2008), *Ready for Tomorrow's World? The competencies of Irish 15-year-olds in PISA 2006* (2007) and *Implementing the Revised Junior Certificate Science Syllabus* (2006). She has authored a number of technical reports (e.g., '*The 2004 National Assessment of English Reading*', and '*Reading Literacy in Disadvantaged Primary Schools*'), and reports for more general audiences (e.g., '*Succeeding in Reading?*' and '*Literacy in Disadvantaged Primary Schools: Problems and Solutions*'). Eemer has conducted research at all levels of the education system, and has a particular interest in reading literacy and educational disadvantage.

Role of Observers

The Departments of Education; Employment & Learning and Social Development have observer status on the Taskforce as they all have work areas contributing to the raising of standards in literacy and numeracy.

This is to ensure that the Taskforce benefit both from the experience of these observers and from the workings of their respective Departments and for the Departments to be kept informed and take account of the work of the Taskforce.