

SCoTENS Summary

Project Name

Shared Responsibility Across a Shared Island (SRASI): Teaching social justice in initial teacher education.

Partners

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The aim of the project is to develop and share a teaching approach to foregrounding social justice across two teacher education programmes from two jurisdictions (Ireland and NI) that encourages teacher educators and pre-service teachers to learn with and from each other, not only within their respective jurisdictions but also across jurisdictions. Teacher educators and pre-service teachers (PSTs) from both jurisdictions will share a space as they begin considering how best to approach the teaching of social justice and begin to appreciate the extent to which specific social justice issues are unique (or not) not only to their jurisdiction but also the school context in which they find themselves on school placement.

The PSTs will pair up with a peer from the other jurisdiction and collectively identify a specific social justice area of interest that may have arisen in earlier experiences of working with school students or may be something they suspect might challenge them (e.g., diversity, race and ethnicity, sexuality). They would then engage with the research conducted on the identified area of interest and select six relevant research articles that have the potential to inform their practice surrounding their area of interest. For each research article, the PSTs collectively identify (i) the purpose of the research, (ii) three key findings, and (iii) for each key finding, discuss the implications for their practice and how they would plan for that practice. The two external experts on the project, Dr Carla Luguetti and Dr Jennifer Walton-Fisette will advise and challenge the research team on all elements of the project.

Teacher educators, PSTs and policy makers will benefit from this project as there will be an increased shared understanding of social justice matters across the island, which will inform the future practice of teacher educators, PSTs and ultimately in-service teachers.