

Name of Project: SHARED (Student Hopes: Achievement, Research, Equity and Diversity)

Partners:

Marino Institute of Education, Dublin, Dr. Melanie Ní Dhuinn and Dr. Julie Uí Choistealbha (Lead partner)

St. Mary's University College, Belfast, Ms. Julie Hamilton.

Research Advisory Team:

Professor Michael Shevlin, Trinity College Dublin; Dr. Jean Ware, Bangor University; Professor Colette Murphy, Trinity College Dublin; Dr. Jackie Boivin, Bridgewater State University.

Aim of project:

This project aims to explore how teacher educators, North and South can prepare and support student teachers to negotiate and engage with challenges of educational underachievement while on school placement, making them aware of the potential to change and influence educational trajectories and impact positively on educational outcomes through positive and active *social justice* underpinned pedagogy.

Brief overview of project:

The research will be two-fold, utilising an action-research approach that explores the student-teachers' understanding of teacher agency, educational engagement, achievement and attainment and how agency can impact on levels of achievement and attainment. Within this strand of the research *student-teachers* will be participants, guided by the MIE and St. Mary's research team. Within the second strand of the research the student-teachers will act as *researchers* researching and exploring the concepts within their practice and with their pupils as *participants*.

Who will benefit from this project?

There will be multiple benefits for teacher educators, including how the findings may inform how we prepare student teachers for placement, focusing on making connections between the Foundations elements of ITE programmes and how these manifest in day to day pedagogy and practice. In addition the project will provide an example of how student teachers can be researchers of their own pedagogy and practice using age-appropriate methodologies that engage pupils and enable pupils to articulate their views on various issues using a student voice approach. The project will offer insight into the student-teacher as researcher, use of observations, reflective diaries and research methodologies on placement and the potential to integrate and bring to life elements of the Foundations of Education into practical teaching experiences. At an All-Island level the research will spotlight a breadth of data generated from student teachers North and South and very interestingly from a breadth of age groups of primary pupils North and South.



SHARED

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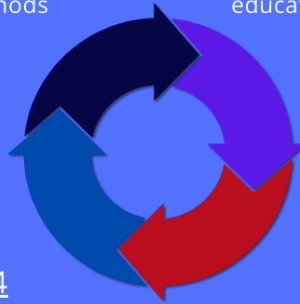
4 PHASES OF THE RESEARCH

Phase 1

A pre-placement preparatory programme for student teachers on sociological concepts and research methods

Phase 2

Pre-placement focus groups with student teachers focusing on teacher agency and educational achievement.



Phase 4

Post-placement focus groups with student teachers

Phase 3

Delivery of pre-designed lessons linked to social justice and in-school data collection by student teachers (visual data and focus groups)

- This project aims to explore how teacher educators can prepare and support student teachers to negotiate and engage with the challenges of educational underachievement while on their school placement.
- The project focuses on making student teachers aware of the potential to change and influence educational trajectories and impact positively on educational outcomes through positive and active social justice underpinned pedagogy.



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