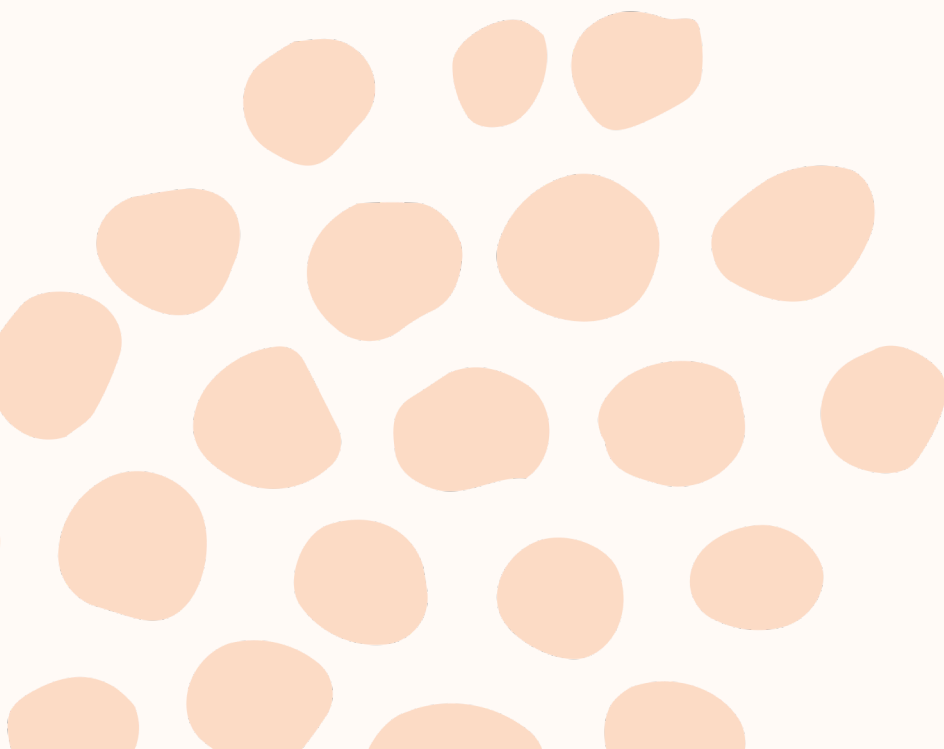


*Where is the
knowledge base
for teaching?*

- Máirín Glenn -

Educational responses to reaching out to people and communities with Action
and Living Educational Theory research - Symposium

Máirín Glenn



About NEARI

www.eari.ie

Educational
in Ireland (NEARI)



Supportive
environment for
practitioner
researchers



Three meetings
every year



For beginners and
experienced
researchers alike

... (16th September 2022)
... and Early Childhood Education
... University [Hybrid]

NEARIMeet was hosted in the Education Building in Maynooth University. We
... to meet our lovely group of attendees. We also welcomed participants who
... online in our third experiment with a hybrid event.

We are delighted to express our gratitude to the [Educational Studies
Association of Ireland](#) and their Special Interest Group (SIG)
programme for supporting NEARI.

The thought-provoking guest speakers at this NEARIMeet were Prof David Coghlan and Dr.
Mags Amond and Denise Delaney. [See more here...](#)

**Link to Spring NEARIMeet (1 April 2023) Stranmillis
University College, Belfast [Hybrid]**

The NEARIMeet of 1 April 2023 took place in Stranmillis University College in Belfast and
online. This event took place at the end of the Educational Studies Association of Ireland
... (SAI) Conference. NEARI is delighted that they are part of the ESAI SIGs programme. The
... presentations at this meeting were given by Tomás Ó Ruairc and Michelle
... [See more here...](#)

... NEARIMeet (28 January 2023)
... [Hybrid]

Rich source of
videos, interviews,
blogs etc


Knowledge base

In 2002, Hiebert et al. (2002) proposed the idea of a 'knowledge-base for the teaching profession' as a repository for practitioners' knowledge.





Living Educational Theory research is values based

- Foundations
 - Overarching aims
 - Principles for practice and research
- 



Living Contradictions and problems arising

LIVING CONTRADICTION

Incommensurate
with my values of
social injustice

SILENCING

Silencing of teacher's
voice and diminution of
their theory.

INTERPRETED

Much teacher research
is interpreted by
others

Why is this happening?

Incorrect perceptions:

- Teachers as mere deliverers of content (Goodwin 2021)
- Teacher research is trivial (Zeichner 1999)

Most decisions about classrooms and schooling are generally informed by silos of large-scale, synthesised research outcomes.

Battle against injustice

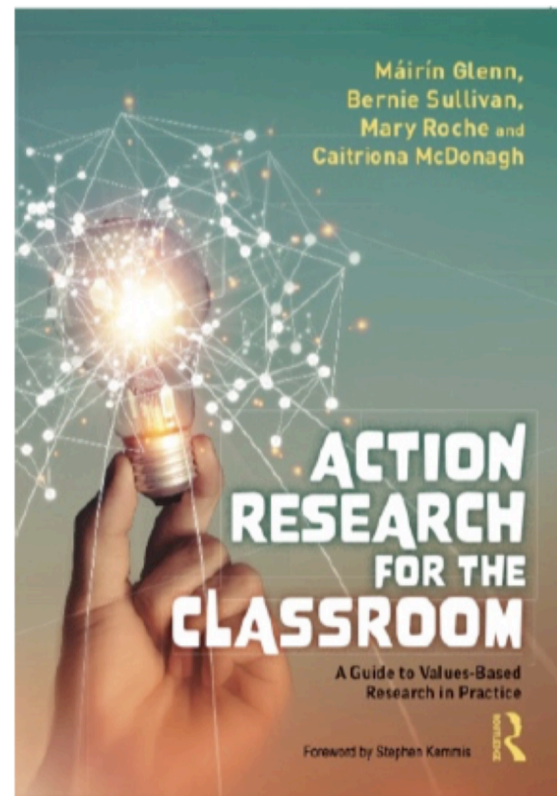
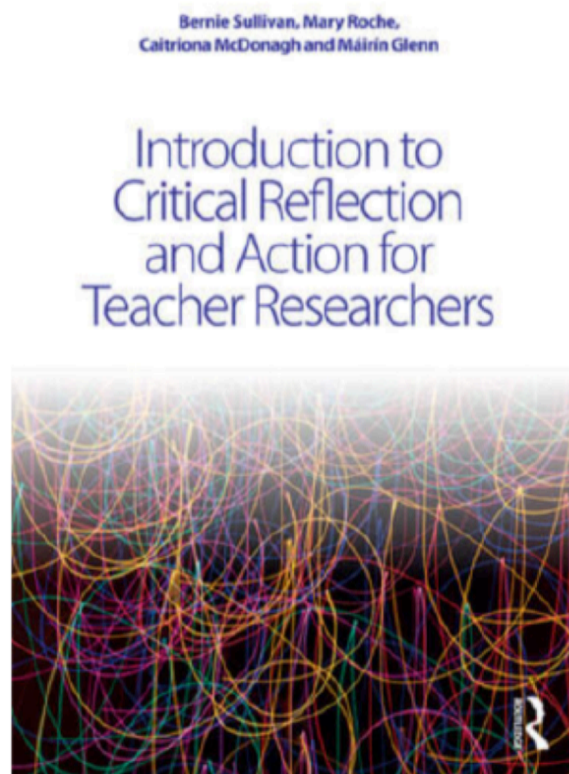
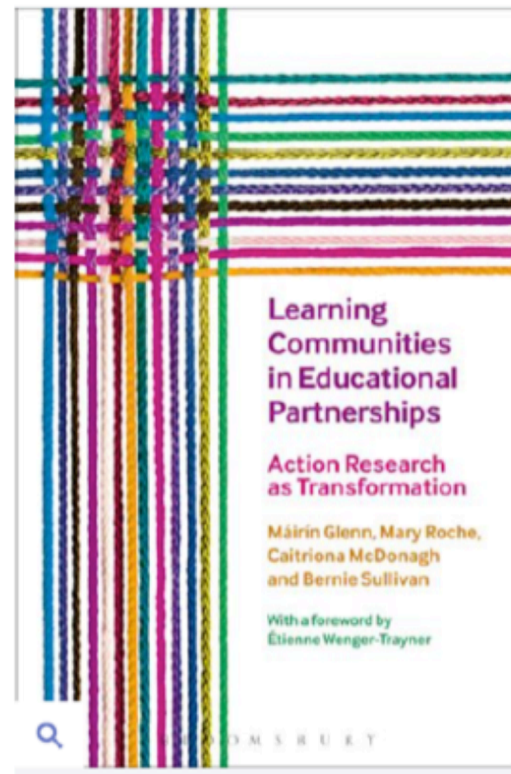
If we are to battle against injustice in education, then as teachers and teacher-researchers, how can we challenge those assumptions that diminish democracy and social justice in education?

How might we place teacher-research at the centre of public debate around education?

What can we
do about it?

- Unleash our sense of agency
- Develop an action reseracherly disposition to our practice
- Establish a living knowledge-base as a learning community that is agentic, research aware and research-active





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Thank you