

Telling stories to fill silences: building a critical mythology of Irish teacher education

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This paper will suggest that not only is Irish teacher education at a critical juncture (Burke 2009, Harford 2010), it is in fact in crisis, which will in time lead to paradigmatic change (Kuhn 1962). In the coming period of 'revolution' new ideas and theories must be tested and examined in order to find that which work best.

The paper will propose a typography of critical myth to probe aspects of primary teacher education. It will examine four categories of myth that fundamentally impinge upon much of what we do as teacher educators, and yet are treated as 'givens' or natural.

It will be argued that sectors of the teacher education community in Ireland have been silent and explore what causes and perpetuates the silences.

References

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