



Educational Studies Association of Ireland (ESAI)

Critical and Feminist (C&F) Research Policy Analysis ESAI Special Interest Group (SIG)

Biographies of the C&F ESAI SIG Committee Members

The C&F ESAI SIG members are committed to answering the call from UNESCO in 2021, published in their *Reimagining our futures together: a new social contract for education* for humanising education and for recognising that while education is a vital tool for the production of goods and services, and economic wellbeing, it is much more than this. Education teaches people what is of value normatively, socially, politically, affectively and culturally in personal and public life, implicitly and explicitly. It shapes the human imagination and subjectivities and can either constrain or enhance human consciousness. To find out more about our Special Interest Group in the Educational Studies Association of Ireland (ESAI) read our key principles articulated in our document entitled: 'What the Critical and Feminist Research Policy Analysis ESAI SIG Stands For'.

What follows below are the biographies of the C&F ESAI SIG committee members:

Geraldine Mooney Simmie (Convenor) is a Professor of Education (STEM Education) and Director of EPI•STEM, a UL hosted research centre in STEM Education at the School of Education in the University of Limerick. Before that Geraldine was a mathematics and science teacher in Coláiste Iognáid S.J. in Galway city and a member of the *Transition Year Support Team* in the west of Ireland for a decade. Geraldine's research interest is in emancipatory teaching and teacher learning and in STEAM Education & Democracy for epistemic justice, social justice and eco-justice. Geraldine advocates for a dynamic view of democracy that needs to change depending on the changing needs of society and the planet, a view that is upstream of a closed meritocratic individualism. Geraldine understands STEM literacies as complex ethical, socio-political and socio-scientific problems of our times urgently needing new critical, feminist and radical care theories and actions. Her academic and activist work is guided by a belief in the contradictory purposes of education, the urgent need to move beyond human capital theory as a 'good enough' framing of what it means to be human and to live well together with other humans, other species and the environment in the world. Geraldine is an active member of the *American Educational Research Association (AERA) Paulo Freire Special Interest Group*, and has papers and books published on emancipatory education and democracy. See: <https://www.ul.ie/research/dr-geraldine-mooney-simmie>

Craig Skerritt PhD (Treasurer) is a Lecturer in Education at the Manchester Institute of Education (MIE), University of Manchester. An active researcher in policy, leadership, and sociology, Craig is a member of the Critical Education Leadership and Policy (CELP) research group at MIE. His work has been published in a wide range of leading peer-reviewed journals, and his book "Consulting Students on Classroom Practice, 'Good' Teaching, and Teacher Performance: A Critical Account of Student Voice in

Contemporary Schools” will be published by Bloomsbury in 2024. As well as his involvement with the Educational Studies Association of Ireland’s Critical and Feminist Policy Research Analysis Special Interest Group, Craig also convenes the British Educational Research Association’s (BERA) Educational Research and Educational Policy-Making Special Interest Group.

Mags Crean is Assistant Professor in Social Policy in Maynooth University. Mags holds undergraduate degrees in Natural Sciences and Social Sciences, as well as a Masters degree in Equality Studies and PhD in Social Justice from University College Dublin. Her research aims related to education include both (1) combating educational inequality through policy & practice and (2) informing discourse and policy on the purpose of education. This means that she places a research focus on the role of education in social change; poverty and intersectional inequalities across different social groups; and conceptualising education as a public good and site of affective and cultural action. Mags has contributed to academic journals, book chapters and reports on the topic of social justice and equality in education. She also played a core research role in Ireland’s first longitudinal study of children in primary school conducted by University College Dublin, which gave Mags direct insight into many aspects of children’s school lives over 5 years. In addition to research and academic work, Mags has worked at a community level to inform discourse and initiatives on education for social change and was awarded a UCD Egalitarian World Initiative/ Combat Poverty Agency, Civil Society Scholarship in 2008 to produce a research paper on popular education in Ireland. Mags draws on her personal, professional and political experiences to highlight the ways in which education can play a role in creating a more egalitarian society. See: <https://www.maynoothuniversity.ie/people/mags-crean>

Bernie Grummell is an Associate Professor in the Departments of Education and Adult & Community Education, Maynooth University. Her research explores the complex landscape, processes and experiences of inclusion, diversity and transformation across different sectors of education and society, with a particular focus on transformative community development, inclusive learning and adult literacy. She is currently the Irish partner on the EU Erasmus + Teacher Academies project called *TUTOR* about supporting greater inclusion amongst educators in second level and further education (2022-2025). Recent publications include *Power and Possibility in Adult Education* and *Doing Critical and Creative Research in Adult Education*, co-edited with Fergal Finnegan and *Youthreach and Wellbeing* report (2022) with Michael Kenny and Jolanta Burke. She is currently co-director of the Centre for Research in Adult Learning and Education in Maynooth University. See: <https://www.maynoothuniversity.ie/adult-and-community-education/our-people/bernie-grummell>

Kathleen Lynch is a sociologist and Professor of Equality Studies (Emerita) at University College Dublin (UCD). She is also a Commissioner of the *Irish Equality and Human Rights Commission*. An academic and activist for social justice, her work is guided by the belief that the purpose of scholarship, teaching and research is not just to understand the world but to change it for the good of all humanity. To that end, she played a leading role in establishing and leading both the Equality Studies Centre and the School of Social Justice in UCD for over 25 years. A visiting professor in many of the world’s leading universities, she has authored many books and articles on equality and social justice issues, especially in the field of education, and, more recently, on the links between care and justice. Her most recent book, *Care and Capitalism: Why Affective Equality Matters for Social Justice*, was published by Polity Press, Cambridge in 2022. She is working on a new book on the impact of human capital theory on education. She was awarded the *UCD Medal for Pioneering Change*, in 2018, and the Irish Research Council, *President of Ireland Prize* for her work *promoting Equality and Social Justice* in 2019.

Eamonn Mitchell EdD is a teacher educator at Mary Immaculate College, Limerick. He has worked as a primary school teacher, and Eamonn has worked in Initial Teacher Education since 2008 as a visual art education lecturer, school placement coordinator, and acting Director of School Placement.

Currently, Eamonn coordinates and lectures in postgraduate education on the M.Ed. and M.Ed. (Educational Leadership and Management) programmes. Eamonn's interests lie in the intersectionality between philosophy of education, theories of caring, leadership, democracy, and social justice. Over the past fifteen years, he has contributed regularly to educational discourse at national and international conferences, in academic papers, and within the primary education community in Ireland. Eamonn values educational research that embodies practitioner focus, qualitatively-rich data, and acknowledges the arts as a viable medium of re/presentation.

Dawn Murphy PhD is a lecturer on the Early Childhood Education program at South East Technological University (SETU). Valuing the importance of Early Childhood Education to society, much of Dawn's emancipatory research focuses on the serious deficits and limitations found in the professionalisation of the sector and the implications of this for Early Childhood educators, children, their families and for the public interest values of the wider society in Ireland. Prior to joining the South East Technological University (SETU), Dawn taught at the Waterford and Wexford Training Board, teaching across Early Childhood and Healthcare programmes. Before moving into teaching, Dawn managed an Early Childhood Setting for nine years and previously qualified and worked as a paediatric nurse.

Martin Galvin PhD is the Head of Civic and Community Engagement in University College Cork and an Adjunct Lecturer in Education at Mary Immaculate College Limerick. His PhD entitled 'Whose Knowledge Matters' examines community and citizen participation in the Limerick Regeneration process, drawing on Cultural Historical Activity Theory and his experience at the CRADLE institute in the University of Helsinki, where he was a visiting scholar with Professor Yrjö Engeström. He has a deep commitment to Democratic Education, and previously worked for ten years in the US in multicultural settings as an administrator, secondary teacher and adult educator. As a National Steering Group member of Ireland's Campus Engage initiative, he supports the development of engaged research, community engaged learning, volunteering and partnerships across the Irish Higher Education System, and is deeply interested in how the practices of 'engagement' can shape and frame contemporary science and society interaction. He is Co-Director of the UNIC Centre for City Futures, where he collaborates with partners in ten European Universities and their Municipalities, to address the social, economic and environment challenges facing Post Industrial Cities. He is Co-Chair of an EU wide initiative to integrate 'Living Labs' as an approach to advance European higher education societal engagement and he is also a Higher Education Reform Expert with the Erasmus+ SPHERE Consortium, providing support to the modernization of higher education in Partner Countries neighbouring the EU. He has published in leading journals, including his theorisation of social partnership as adult education in the *Journal of Education Policy*.