

A Contemporary Overview on Secondary School Teacher Education in the Irish Republic

Abstract

There is a great deal of talk about a crisis in teaching across the English-speaking world, about the quality of teachers leaving much to be desired, and about the quality of student outcomes dropping. This, in turn, has resulted in various aspects of teacher preparation coming under severe scrutiny. In general, disquiet has been voiced about the quality of those admitted to teacher preparation programmes, about the quality of the programmes themselves, and about the quality of those responsible for delivering them. Much of the literature in this regard emanates primarily from the US, and England and Wales, and to a lesser extent from Australia and New Zealand (O'Donoghue & Whitehead, 2008). While the criticisms voiced may well be valid for these contexts, one would still not be justified in uncritically generalising from them to the rest of the English-speaking world. This paper adopts such a 'troubling' perspective by focusing on the situation regarding secondary school teacher preparation in the Republic of Ireland (Ireland).

Key words: *teacher education, Republic of Ireland, 'troubling' criticisms, secondary schools.*

Introduction

The current situation regarding secondary school teacher preparation in Ireland can be depicted by using O'Donoghue and Whitehead's (2008, pp. 193–197) organizational framework which is deduced from the views of contemporary senior