

Patrick Burke | Dublin City University

General Biography

Patrick Burke is a primary school teacher who now works as an Assistant Professor in the School of Language, Literacy and Early Childhood Education at DCU. He is particularly interested in working with teachers and schools who wish to examine the practical implementation of literacy research in classrooms.

What might this collaboration involve? There is a lot yet to do in fully figuring out how to apply the principles of the Primary Language Curriculum in classrooms in a meaningful way; teachers have a crucial role to play in this. Patrick is interested in supporting teachers in navigating the curriculum in practical ways (What resources and texts are needed? What teaching approaches are new? Which approaches require adaptation?). Much of the research in literacy education takes place internationally and therefore requires a degree of localisation when applied in Irish schools. Teachers here also have much to showcase for international peers; Patrick is interested in supporting school-based innovation in literacy teaching that might not be captured in any journal article or research tome! He hopes that learning from this collaboration will also provide exemplars of good practice that can be used to support student teachers and teachers in the system more broadly.

Patrick has experience as a classroom teacher, as an advisor with the Professional Development Service for Teachers and as a member of the NCCA development group for the Primary Language Curriculum. He has extensive experience of translating research into practical advice with and for teachers in primary schools. He is particularly interested in school-level planning and self-evaluation for literacy, how literacy is taught across the curriculum (disciplinary literacy), the teaching of spelling, children's comprehension difficulties, children's metacognition/thinking when reading digital and traditional texts, children's evaluation of sources (including fake news) and in the use of literacy skills in the transfer from primary to post-primary school. He has experience in working on professional development, the use of children's literature to support literacy learning, the generation of research-informed resources/plans for teaching and working with teachers and children in classrooms. He holds a B.Ed in Education and Psychology degree from Mary Immaculate College and an M.Ed in Reading/Literacy Education from Frostburg State University. He is currently completing doctoral studies in the Institute of Education at DCU.