

The Curriculum Vitae of

## Professor Geraldine Mooney Simmie

Professor of STEM Education

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### Academic Leadership at University of Limerick

- Professor of STEM Education, School of Education, University of Limerick
- Director EPI•STEM The National Centre for STEM Education, School of Education, UL (12 June 2021 to date)
- Expert Researcher on Education & Skills with the European Commission [3 Dec 2024 to date]: Social Transformation & Resilience EU Partnership
- Head School of Education (Acting), UL (2023-2024)
- Director/Co-Director Structured PhD in Education, UL (2012-2017)
- Academic Coordinator of Teaching Practice & Mentoring, UL (2004-2014)

### Recognition as an Independent Researcher

My research excellence lies in Critical and Feminist Curriculum Studies and Policy Studies in General Education and in STEAM Education in relation to emancipatory teaching, research and teacher learning for (a) human development and reflexivity and (b) for a caring and just democracy, thriving economy and sustainable planet.

My research studies contribute original research and advocacy for transformative education within an understanding of 'teaching' as a relational journey of human becoming - humanizing education for reflexive learning and for the common good of a democratic society and local environment (ethics/care/justice/democracy).

My studies theorize 'Teaching Professional Learning' as a cultural endeavour with transformative possibility for care and justice. My 30+ ISI papers, five books, and ten book chapters interrogate this multifaceted and complex construct using philosophical, critical and feminist sociological perspectives.

## Education PhD (Education); MSc (Chemistry); BSc (Chemistry & Mathematics); HDE

- PhD in Comparative Education, Trinity College Dublin 2003-2009 (part-time). Mooney Simmie, G.(2009) The policy implementation process in the upper secondary education system (senior cycle) and videregående skolen in science and mathematics in the Republic of Ireland and the Kingdom of Norway from 1960-2005. PhD thesis. Dublin: Trinity College Dublin. <http://www.tara.tcd.ie/handle/2262/90412>
- Master's in Science by research, University of Galway 1979-1981. Chemistry study entitled: The Thermal Degradation of Siloxanes Using the Shock Tune Technique.
- Higher Diploma in Education, University of Galway 1978-1979.
- B.Sc. (honours) in Chemistry (major) and Mathematics (minor), University of Galway 1974-1978

## Employment

- Professor of STEM Education and Senior Lecturer (2004 to date)  
School of Education, University of Limerick
- Research & Development Officer (2003-2004)  
Teaching and Learning for the 21st century (TL21),  
School of Education, NUI Maynooth
- Regional Development Officer (Secondment) (1993 - 2003)  
Transition Year Support Team, on secondment to the  
Department of Education & Skills
- Secondary School Science/Physics/Math Teacher (1987-2003)  
Jesuit College Coláiste Iognáid S.J. Galway
- Secondary School Science/Biology/Math Teacher (1981-1987)  
Dominican College Taylor's Hill Galway

## ISI Research Journal Publications

ORCID number:

<http://orcid.org/0000-0002-5026-4261>

1. Mooney Simmie, G., & Tolbert, S. (2025, *in press*). Science Education for Democracy and Sustainability: a transnational critique of policy texts in a fast globalizing reform ensemble. *Democracy & Education*.
2. Mooney Simmie, G. (2024). Radical disruptions of care-less masculinised imaginary of academic identities: strict divisions of research and organisational labour in higher education. *Access: Critical Explorations of Equity in Higher Education*, 12 (1), 83-92. <https://novaajs.newcastle.edu.au/ceehe/index.php/iswp/article/view/221/202>
3. Mooney Simmie, G., & Moles, J. (2024). A productive pedagogy of liminality: a counterpoint to a limited performativity. *Pedagogy, Culture & Society*, DOI: 10.1080/14681366.2024.2419877. <https://doi.org/10.1080/14681366.2024.2419877>
4. De, Van Vo & Mooney Simmie, G. (2024). Assessing Scientific Inquiry: A Systematic Literature Research of Tasks, Tools and Techniques. *International Journal of Science and Mathematics Education*. <https://link.springer.com/article/10.1007/s10763-024-10498-8>
5. McKenna, D., & Mooney Simmie, G. (2024). Framing Early School Leaving Interventions and their Policy Responses: A Critical Literature Review of Mainstream Narratives and Counter-Narratives. *International Journal of Critical Pedagogy*, 13(1), 67-88. <https://janeway.uncpress.org/ijcp/article/id/1285/>
6. Mooney Simmie, G., O'Meara, N., Forster, A., Ryan, V., & Ryan, T. (2024). Toward a Model of Teachers' Continuing Professional Development (CPD): a border-crossing journey with embedded contradictions, ethical dilemmas and transformative possibilities. *Professional Development in Education*, 50(1), 46-58. <https://www.tandfonline.com/doi/full/10.1080/19415257.2023.2283420>
7. O'Grady, E., & Mooney Simmie, G. (2024). Respect as a critical reflexive practice during induction: Exploring mentor teachers' conceptions of respect. *Teachers and Teaching*, 30 (3), 271-288. DOI: 10.1080/13540602.2023.2236986. <https://doi.org/10.1080/13540602.2023.2236986>
8. Mooney Simmie, G. (2023). Teacher professional learning: a holistic and cultural endeavour imbued with transformative possibility. *Educational Review*, 75(5), 916-931. DOI: 10.1080/00131911.2021.1978398. <https://doi.org/10.1080/00131911.2021.1978398>
9. Mooney Simmie, G. (2023). The gendered construction of teachers' identities and practices: feminist critical discourse analysis of policy texts in Ireland. *Gender and Education*, 35 (3), 282-298. DOI: 10.1080/09540253.2023.2167944 <https://doi.org/10.1080/09540253.2023.2167944>
10. Mooney Simmie G (2023). The fast globalizing gendered construction of teacher education: A critical feminist research policy analysis of the contemporary reform movement. *Frontiers in Education*. DOI: 10.3389/educ.2023.1113011. <https://doi.org/10.3389/educ.2023.1113011>
11. Mooney Simmie, G. & Sheehan, C. (2022). The positioning of moral leadership in primary education: perspectives and contextual understandings of school principals in Ireland. *International Journal of Leadership in Education Theory & Practice*. <https://doi.org/10.1080/13603124.2022.2077457>
12. Mooney Simmie, G., Galvin, E., & O'Grady, A. (2022). Alternative Concepts in the Teaching of Photosynthesis: A Literature Review 2000-2021. *Higher Education of Social Science*, 21 (2), 1-11. DOI: 10.3968/12304. <http://cscanada.net/index.php/hess/article/viewFile/12304/pdf>

13. Murphy, D. & Mooney Simmie, G. (2021). Professionalisation of early childhood education and care practitioners: Working conditions in Ireland. *Contemporary Issues in Early Childhood*, 1-15. Online First: 21 April 2021. DOI: <https://doi.org/10.1177/14639491211010187>
14. Mooney Simmie, G. (2021). Pied Piper of Neo Liberalism Continues to Call the Tune in the Republic of Ireland: A Critical Scrutiny of Education Policy Text from 2012 to 2021. *Journal for Critical Education Policy Studies, JCEPS*, 19(2), 427-451. ISSN 1740-2743. <http://www.jceps.com/archives/11363>
15. Mooney Simmie, G., & Moles, J. (2020). Teachers' Changing Subjectivities: Putting the Soul to Work for the Principle of the Market or for Facilitating Risk? *Studies in Philosophy and Education*, 39(4), 383-398. DOI: <https://link.springer.com/content/pdf/10.1007%2Fs11217-019-09686-9.pdf>
16. Mooney Simmie, G., Moles, J., & O'Grady, E. (2019). Good teaching as a messy narrative of change within a policy ensemble of networks, superstructures and flows. *Critical Studies in Education*, 60(1), 55-72. DOI: <https://doi.org/10.1080/17508487.2016.1219960>
17. Mooney Simmie, G., & Edling, S. (2019). Teachers' Democratic Assignment: a critical discourse analysis of teacher education policies in Ireland and Sweden. *Discourse: Studies in the Cultural Politics of Education*, 40(6), 832-846. DOI: <http://doi.org/10.1080/01596306.2018.1449733>
18. Mooney Simmie, G., & Lang, M. (2018). Deliberative teacher education beyond boundaries: discursive practices for eliciting gender awareness. *Teachers and Teaching Theory and Practice*, 24(2), 135-150, DOI: <https://doi.org/10.1080/13540602.2017.1370420>
19. Edling, S. & Mooney Simmie, G. (2018). Democracy and emancipation in teacher education: A summative content analysis of teachers' democratic assignment expressed in policies for Teacher Education in Sweden and Ireland between 2000-2010. *Citizenship, Social & Economic Education*, 17(1), 20-34. DOI: <https://doi.org/10.1177/2047173417743760>
20. Galvin, M. & Mooney Simmie, G. (2017). Theorising participation in urban regeneration partnerships: an adult education perspective. *Journal of Education Policy*, 32 (6), 809-831. <http://dx.doi.org/10.1080/02680939.2017.1320731>
21. Mc Kenna, D. & Mooney Simmie, G. (2017). From Dialogue to Governance: Critical Analysis of the School Completion Programme in the Republic of Ireland from 2002 to 2016. *Journal for Critical Education Policy Studies*, 15(2), 304-324. ISSN 1740-2743 <http://www.jceps.com/archives/3550>
22. Mooney Simmie, G., de Paor, C., Liston, J., and O'Shea, J. (2017). Discursive positioning of beginning teachers' professional learning during induction: a critical literature review from 2004 to 2014. *Asia Pacific Journal of Teacher Education*, 45(5), 505-519. DOI: <http://dx.doi.org/10.1080/1359866X.2017.1280598>
23. Mooney Simmie, G., & Edling, S. (2016). Ideological governing forms in education and teacher education: a comparative study between highly secular Sweden and highly non-secular Republic of Ireland. *Nordic Journal of Studies in Educational Policy, NordSTEP 2*, 32041, 1-12. DOI: <http://dx.doi.org/10.3402/nstep.v2.32041>
24. Butler, J., Mooney Simmie, G., & O'Grady, A. (2015). An investigation into the prevalence of ecological misconceptions in upper secondary students and implications for pre-service teacher education. *European Journal of Teacher Education*, 38:3, 300-319. DOI: <http://dx.doi.org/10.1080/02619768.2014.943394>
25. Galvin, E., Mooney Simmie, G., & O'Grady, A. (2015). Identification of misconceptions in the teaching of biology: a pedagogical cycle of recognition, reduction and removal. *Higher Education in Social Science*, 8(2), 108. DOI: <http://dx.doi.org/10.3968/6519>

26. Mooney Simmie, G. (2015). McLaren's Pedagogy of Insurrection and the Global Murder Machine in Education in 'Austerity Ireland'. Book Review: Pedagogy of Insurrection, by Peter McLaren. *Journal for Critical Educational Policy Studies*, 13(3), 221-229. <http://www.jceps.com/archives/2782>
27. Young, A.M., O'Neill, A., & Mooney Simmie, G. (2015). Partnership in learning between university and school: evidence from a researcher-in-residence. *Irish Educational Studies*, 34 (1), 25-42. DOI: <http://dx.doi.org/10.1080/03323315.2014.1001203>
28. Mooney Simmie, G. (2014). The Neo-liberal Turn in Understanding Teachers' and School Leaders' Work Practices in Curriculum Innovation and Change: a critical discourse analysis of a newly proposed reform policy in lower secondary education in the Republic of Ireland. *Citizenship, Social and Economics Education*, 13(3), 185-198. DOI: <http://dx.doi.org/10.2304/csee.2014.13.3.185>
29. O'Grady, A., Mooney Simmie, G., & Kennedy, T. (2014). Why change to active learning? Pre-service and in-service science teachers' perceptions. *European Journal of Teacher Education*, 37(1), 35-50. DOI: <http://dx.doi.org/10.1080/02619768.2013.845163>
30. Mooney Simmie, G. (2012). The Pied Piper of Neo Liberalism Calls the Tune in the Republic of Ireland: An Analysis of Education Policy Text from 2000-2012. *Journal for Critical Educational Policy Studies*, 10(2), 485-514. DOI: <http://www.jceps.com/wp-content/uploads/PDFs/10-2-18.pdf>
31. Lonergan, J., Mooney Simmie, G., & Moles, J. (2012). Mentoring to reproduce or change discourse in schools. *International Journal of Mentoring and Coaching in Education*, 1(2), 104-119. DOI: <http://dx.doi.org/10.1108/20466851211262851>
32. Mooney Simmie, G., & Moles, J. (2011). Critical Thinking, Caring and Professional Agency: an emerging framework for productive mentoring. *Mentoring & Tutoring: Partnership in Learning*, 19(4), 465-482. DOI: <http://dx.doi.org/10.1080/13611267.2011.622081>
33. Mooney Simmie, G. (2007). Teacher Design Teams (TDTs) – building capacity for innovation, learning and curriculum implementation in the continuing professional development of in-career teachers. *Irish Educational Studies*, 26(2), 163-176. DOI: <http://dx.doi.org/10.1080/03323310701295914>

## Books (with Prestigious Publishers)

1. Edling, S. & Mooney Simmie, G. (2020). Democracy and Teacher Education: Dilemmas, Challenges and Possibilities. London: Routledge. <https://www.routledge.com/Democracy-and-Teacher-Education-Dilemmas-Challenges-and-Possibilities/Edling-Mooney-Simmie/p/book/9781138593251>
2. Mooney Simmie, G. & Lang, M. (2020). School-Based Deliberative Partnership as a Platform for Teacher Professionalization and Curriculum Innovation. Routledge Research Teacher Education Series. London and New York: Routledge. <https://www.routledge.com/School-Based-Deliberative-Partnership-as-a-Platform-for-Teacher-Professionalization/Mooney-Simmie-Lang/p/book/9780367264598>
3. Mooney Simmie, G., & Lang, M. (2017). Curriculuminnovation durch partnerschaftliches schulisches Handeln Eine Studie zu neuen Wegen schulischer Praxis. Berlin: Waxmann Publishers. <http://waxmann.ciando.com/ebook/bid-2356066-curriculuminnovation-durch-partnerschaftliches-schulisches-handeln-eine-studie-zu-neuen-wegen-schulischer-praxis.html>

4. Mooney Simmie, G., & Lang, M. (2012). What's Worth Aiming for in Educational Innovation and Change? Berlin: Waxmann Publishers. <http://waxmann.ciando.com/ebook/bid-476628-what-s-worth-aiming-for-in-educational-innovation-and-change-democratic-mentoring-as-a-deliberative-border-crossing-discourse-for-teacher-education-in-austria-czech-republic-denmark-germany-ireland-and-spain.html?CFID=70a32a70-fca5-487b-866f-9a66fac72d45&CFTOKEN=0&jsessionid=4BC7C7893D21D3136D3AC06DC1B65BEF>
5. Lang, M., Couso, D., Elster, D., Mooney Simmie, G., Klinger, U. & Szybek, P. (2007). Professional Development and School Improvement Science Teachers' voices in school-based reform. Innsbruck: Studien Verlag. <https://www.routledge.com/Professional-Development-and-School-Improvement-Science-Teachers-Voices/Lang-Couso-Elster-Simmie-Klinger-Szybek/p/book/9783706542272>

## Books Chapters / Case Studies (with Prestigious Publishers)

1. Mooney Simmie, G. (2025, *in press*). Chapter 11. Emancipatory Research Using Critical Feminist Discourse Analysis. In Michael L. Boucher (Editor). *Light a Fire and Watch It Burn: Disruptive Qualitative Methods in Education Research*. Myers Education Press. Part of the series: *Qualitative Research Methodologies: Traditions, Designs, and Pedagogies*, edited by Kathleen de Marrais, Melissa Freeman, Jori Hall and Kathy Roulston. <https://myersedpress.presswarehouse.com/>
2. Mooney Simmie, G. (2024). Making the Case for Critical Feminist Discourse Analysis of Policy: Decolonizing Educational Research for Critical, Social and Heuristic Purposes. *Sage Research Methods: Diversifying and Decolonizing Research*. London: Sage Publishers Ltd. ISBN: 9781529684650. DOI: <https://doi.org/10.4135/9781529684650>
3. Mooney Simmie, G. (2023). Chapter 14: Radically Dreaming Emancipatory Teaching: Supporting Teachers as Problem-Posing Intellectuals and Activists for a Just Global World. In *Radically Dreaming: Illuminating Freirean Praxis in Turbulent Times*, pp. 153-162. Edited by Tricia M. Kress, Robert Lake & Elizabeth Stein. New York City: DIO Press. <https://www.diopress.com/radically-dreaming>
4. Mooney Simmie, G. (2022). Chapter 8. Suppression of Teacher's Voices: Agency and Freedom within Neoliberal Masculinist Performativity. In *Transnational Feminist Politics, Education and Social Justice: Post Democracy and Post Truth*. Edited by Silvia Edling & Sheila Macrine, pp.141-154. ISBN 9781350174467. London and New York: Bloomsbury Academic. <https://www.bloomsbury.com/us/transnational-feminist-politics-education-and-social-justice-9781350174467/>
5. Mooney Simmie, G. (2021). Chapter 1: Remaining a Student of Teaching Forever: Critical Reflexive Insights from a Lifetime of Multiple Teacher Identities in the Republic of Ireland. In *Professional Learning and Identities in Teaching International Narratives of Successful Teachers*, Edited by Cendel A. Karaman and Silvia Edling, pp. 20-35. London and New York: Routledge: Research in Teacher Education Series. <https://www.taylorfrancis.com/chapters/edit/10.4324/9781003028451-2/remaining-student-teaching-forever-geraldine-mooney-simmie?context=ubx&refId=8bdef3ba-096f-48f7-88fc-13a88a7e97b5>

6. Mooney Simmie, G. (2020). Chapter 28. The Power, Politics, and Future of Mentoring. In *The Wiley International Handbook of Mentoring*. First Edition. Edited by Beverly J. Irby, Jennifer N. Boswell, Linda J. Searby, Frances Kochan, Rubén Garza, and Nahed Abdelrahman (pp.453- 469). Hoboken, New York: John Wiley & Sons, Inc. <https://onlinelibrary.wiley.com/doi/abs/10.1002/9781119142973.ch28>
7. Mooney Simmie, G., & Moles, J. (2014). Chapter 7: The Cultural Dynamics of Mentoring in the Socio-Political Context of Teacher Education in Ireland. In *Uncovering the Hidden Cultural Dynamics in Mentoring Programs and Relationships: Enhancing Practice and Research*, pp. 273-293. Charlotte, USA: Information Age Publishing. <http://www.infoagepub.com/products/Uncovering-the-Cultural-Dynamics-in-Mentoring-Programs-and-Relationships>
8. Edling, S., & Mooney Simmie, G. (2014). Det är lärares och lärarutbildares fel! : Faran med att gömma komplexitet under en slöja av fördomar. *Pedagogisk forskning i Sverige*. Pedagogisk forskning I Sverige, pp. 2-7. ISSN 1 401-6788. <http://urn:kb.se/resolve?urn=urn:nbn:se:hig:diva-16663>
9. Mooney Simmie, G., & Moles, J. (2012). Part Three: Culturally Based Concepts: Educating the Critically Reflective Mentor. In *The Sage Handbook of Mentoring and Coaching in Education*, pp. 107-121. Edited by Sarah J. Fletcher and Carol A. Mullen. London and New York: Sage Publications Ltd. ISBN 9780857027535. <https://uk.sagepub.com/en-gb/eur/sage-handbook-of-mentoring-and-coaching-in-education/book235773>
10. Simmie, G., & Power, S. (2012). Chapter 8: Innovations in science education: A national CROSSNET case study report from the Republic of Ireland. In Klaus-Henning Hansen, Wolfgang Gräber & Manfred Lang (Editors). *Crossing Boundaries in Science Teacher Education*, pp. 189-210. Berlin and New York: Waxmann Publishers. <https://www.tandfonline.com/doi/pdf/10.1080/13540602.2013.780419>

## Invited Keynote Educational Research Presentations

1. Mooney Simmie, G. (2024). Priorities for young children's education workforce – opportunities for increasing workforce professionalization, providing clear programme pathways, improving recruitment and retention, and addressing pay conditions. *Policy Forum for Ireland on Early Childhood Education and Care ECEC Professionalisation*. 11 March 2024, 11.30am to 12.30pm.
2. Mooney Simmie, G & Skerritt, C. (2024). National Convenor: Annual Report of ESAI Critical and Feminist Special Interest Group (SIG) Activities. Educational Studies Association of Ireland ESAI 2024 Conference. University of Maynooth. Friday, 5TH April 2024, 12.15 pm to 1.15 pm.
3. Mooney Simmie, G. (2023). National Convenor: Launch of *ESAI Critical and Feminist Special Interest Group (SIG)*. Educational Studies Association of Ireland ESAI 2023 Conference. Stranmillis University College, Belfast. Friday, 31st March 2023, 10.30am to 11.30am.
4. Mooney Simmie, G. (2022). Critical Policy Research Analysis – a theory and a method. An invited research seminar at the PhD Summer School, School of Education, University College Cork. 9th July 2022 (2pm).
5. Mooney Simmie, G. (2022). Science Teacher Education as Emancipatory Practices: for epistemic and social justice. 11am to 12pm, 27th January 2022. School of Education, University of Oxford, UK.

6. Mooney Simmie, G. (2021). All in this together! Teacher Education and Social Justice. Invited Panel Speaker from Teacher Education in the Republic of Ireland at all Ireland Zoom Webinar. SCoTENS: The Standing Conference on Teacher Education, North and South. 21st October 2021. 11.30am to 1.00pm, Studio, Belfast.
7. Mooney Simmie, G. (2021). Teacher Professional Learning. Narratives of Successful Teachers. International Teacher Education Webinar. University of Gävle, Sweden. 15th September 2021, 10am to 12pm.
8. Mooney Simmie, G. (2020). Teacher Education and Democracy: the discursive positioning of teachers as learners. School of Education and Business Studies, University of Gävle, Sweden, 10th February 2020.
9. Mooney Simmie, G. (2019). Teacher Education and Democracy: A Dilemmatic Perspective. NISE Research Seminar. University of Limerick, 20th November 2019/ Mary Immaculate College, 27th November 2019.
10. Mooney Simmie, G. (2018). Reflecting on the Legacy of Former Minister for Education Donogh O'Malley T.D. Limerick Lifelong Learning Festival, Limerick City. 22nd March 2018.
11. Mooney Simmie, G. (2018). Philosophy, Pedagogy and Politics in Early Years Education Studies: the case of Ireland. Keynote Presentation to 2nd International Conference on Critical Pedagogy. Northeast Normal University (NENU), Changchun, China, 28th June 2018.
12. Mooney Simmie, G. (2018). Exploring Alternatives: Critique of paradigm dominating teacher education professional learning in contemporary higher education. Sponsored by the National Forum for the Enhancement of Teaching and Learning in Higher Education and supported by the Centre for Teaching and Learning. 13th December 2018. Graduate Attributes Hub. Millstream Courtyard, UL.
13. Mooney Simmie, G. (2018). Invited Keynote Address to 120 School Principals. Mentoring – A Dilemmatic Perspective. National Centre for School Leadership, 24th April 2018, Sheraton Hotel, Athlone.
14. Mooney Simmie, G. (2017). Keynote Address: Is Teaching nearer to Poetry than to Physics? Presentation to 95th ASTI Convention Association for Secondary Teachers Ireland, 18th April 2017, INEC Convention Centre, Killarney, Co. Kerry.
15. Mooney Simmie, G., White, S., Ulvik, M., Helieve, I., Moles, J., Crosswell, L., Beutel, D. (2016). Mentoring in Differing Education Contexts: Perspectives from Norway, Ireland and Australia. European Educational Research Association. EERA 2016 Dublin. 26th August 2016. University of Limerick, University of Bergen, Norway, Queensland University of Technology Australia & Monash University, Melbourne, Australia. <http://www.eera-ecer.de/ecer-programmes/conference/21/contribution/37177/>
16. Mooney Simmie, G. (2016). Keynote Address: A framework curriculum and education policy: what drives improvements in teaching and learning. Presentation to Association for Secondary Teachers Ireland ASTI Conference, 5th March 2016, Gresham Hotel, Dublin. ASTIR 34 (3), p.10. May 2016.
17. Mooney Simmie, G. (2016). Keynote Address: Higher Education in Ireland: New Directions in Accessibility, Governance, Funding and Policy. Presentation to GMercyU Students, USA. Tara Building, Mary Immaculate College, 27th May 2016.
18. Mooney Simmie, G. (2013). Keynote Address: 21st Century Teacher Education in a Global Policy Imaginary: Invisible Pedagogies of Surveillance, Metrics and Servitude. November, 20th, 2013. Faculty of Education and Business Studies, Department of Culture Studies, Religious Studies and Educational Sciences, University of Gävle, Sweden.
19. Mooney Simmie, G. (2013). School Placement Guidelines: From Print to Practice. Teaching Council Stakeholder Group Johnstown House Hotel. Enfield. 7th June 2013. Teaching Council.



20. Mooney Simmie, G. (2012). Keynote Address: The Pied-Piper of Neo Liberalism Calls the Tune in the Republic of Ireland: A Critique of Education Policy from 2000-2012. 2nd International Conference on Critical Education. Thursday, 12 July 2012. Book of Abstracts, p.13. University of Athens, Greece.
21. Mooney Simmie, G. (2012). Keynote Address: What's Worth Aiming for in Educational Innovation and Change? The Science and Technology Education Group Seminar Series. STEG Seminar. December 6th, 2012. King's College, London.

## Educational Research Conference Proceedings

- Mooney Simmie, G. (2025, *in press*). Reimagining Science Education and STEAM Literacies: for a de-colonising classroom. SMEC Conference 2024, CASTeL 10th Science and Maths Education Conference. Dublin City University. Thursday, 13th June 2024, 2.30pm to 3.30pm.
- Tolbert, S., & Mooney Simmie, G. (Winter 2024). STEM Education, Democracy, and Civic Engagement in a Fast Globalizing and Unequal World. Science Education for New Civic Engagements and Responsibilities (SENCER) and the National Center for Science and Civic Engagement (NCSE). SENCER Summer Institute August 1-4 2024 US Proceedings. *Science Education and Civic Engagement*, 16(1), 5-17. [https://secej.net/wp-content/uploads/2024/02/SECEIJwinter2024\\_Tolbert.pdf](https://secej.net/wp-content/uploads/2024/02/SECEIJwinter2024_Tolbert.pdf)
- Mooney Simmie, G. (2022) How can the philosophy of education inform STEM Education Policy in schooling and higher education in a post-Covid pluralist and democratic Ireland: Growing back better. In E. Costello, P. Girme, D. Hyland, T. Kaur, O. Kelly, T. McLoughlin, & P. Van Kampen (Eds) Proceedings of the CASTeL 9th STEM Science and Mathematics Education Research Conference 2022 Proceedings (pp. 66-78), Dublin City University. <https://doi.org/10.5281/zenodo.6953886>
- Mooney Simmie, G. & Lang, M. (2014). Deliberative Innovation in Science Education. In C. P. N. Papadouris & A. Hadjigeorgiou (Eds.), E-Book Proceedings of ESERA 2013 Conference: Science Education Research For Evidence-based Teaching and Coherence in Learning. Nicosia, Cyprus: European Science Education Research Association. ISBN: 978-9963-70077-6. <https://www.esera.org/publications/esera-conference-proceedings/esera-2013#strand-14>
- O' Neill, A., Young, A.M., & Mooney Simmie, G. (2014). Session 5. Employability and School Placement. Researcher-in-Residence: One Model of School Placement, 114-115. Ireland International Conference on Education. April 28-30, 2014. IICE-2014 Proceedings. Dublin, Ireland.
- Lehane, L., O'Reilly, J. and Mooney Simmie, G. (2013). The Utilisation of a Pedagogical Content Knowledge (PCK) Lens to Develop Pre-Service Teachers' Orientations Toward Inquiry Practice. Nicosia, Cyprus: European Science Education Research Association. ISBN: 978-9963-700-776. <https://www.esera.org/conference-proceedings/20-esera-2013>

## International Educational Research Conference Papers

I present ISI papers annually at the largest international conference in educational research hosted by the American Educational Research Association (AERA) and at European and British research conferences.

1. Mooney Simmie, G., & Edling, S. (2024). Democracy and Education as a Broad, Deep and Dynamic Construct: a Feminist Critique. Policy Studies and Politics of Education. *The European Conference on Educational Research ECER 2024 Conference*. University of Nicosia, Cyprus. Friday 30th August 2024, 11.30am to 1pm.
2. Mooney Simmie, G. (2024). Education and the state of the discipline: re-orienting education from the measured individual and institution toward a new social contract. P2.27 Leadership in Context: Strategies, Policies, and Practices for School Improvement Worldwide. *British Educational Research Association BERA 2024 Conference*. University of Manchester, 18 September 2024, 3pm to 4.30pm.
3. Grummell, B., Skerritt, C. & Mooney Simmie, G. (2024). Interrogating the beliefs and values of members of a critical and feminist special interest group in Irish Educational Studies: reorienting education from measured individuals toward a new social contract. P4.24 *Gendered Understandings: Perspectives on Identity, Education and Discourse*. *British Educational Research Association BERA 2024 Conference*. University of Manchester, 19 September 2024, 9am to 10.30 am.
4. Mooney Simmie, G. (2023). The Case for Critical Feminist Policy Analysis: educational research for critical and heuristic purposes. Paper submitted to American Educational Research Association AERA 2023 Annual Meeting. Interrogating Consequential Education Research in Pursuit of Truth. Division D: Measurement and Research Methodologies: Section 4: Multi-Method and Mixed Method. Chicago, Illinois. Thursday, April 13th –Sunday April 16th, 2023.
5. Mooney Simmie, G. (2023). A Critical Feminist Reading of Freire: re-imagining teachers' identities and practices in a post-truth era. Paper submitted to American Educational Research Association AERA 2022 Annual Meeting. Interrogating Consequential Education Research in Pursuit of Truth. Paulo Freire Special Interest Group (SIG). Chicago, Illinois. Thursday, April 13th –Sunday April 16th, 2023.
6. Mooney Simmie, G., & Edling, S. (2023). The Case for Teachers' Democratic Assignment: the slow suffocation of democracy in a post-truth era. Paper submitted to American Educational Research Association AERA 2023 Annual Meeting. Interrogating Consequential Education Research in Pursuit of Truth. Democratic Citizenship in Education Special Interest Group (SIG). Chicago, Illinois. Thursday, April 13th –Sunday April 16th, 2023.
7. Mooney Simmie, G. (2022). Radically Dreaming after Neoliberalism: Teachers' Emancipatory Practices as a 'Wicked Problem' of Public Interest Values? American Educational Research Association AERA 2022 Annual Meeting. Paulo Freire Special Interest Group (SIG), Cultivating Equitable Education Systems for the 21st Century. San Diego, CA. Monday, April 25th, 2022 [11.30am to 1pm].
8. Murphy, D., & Mooney Simmie, G. (2022). (Re)Conceptualising a new Ethic of Care within Discourses of Early Childhood Education and Care Professionalism. American Educational Research Association AERA 2022 Annual Meeting. Critical Perspectives in ECEC Education Special Interest Group (SIG), Cultivating Equitable Education Systems for the 21st Century. San Diego, CA. Saturday, April 23, 2022 [2.30pm to 4pm].

9. Mooney Simmie, G., & Edling, S. (2021). Interrogating Self-Evaluation Using a Freirean Lens: the Changing Politics of Teacher Reflection. American Educational Research Association AERA 2021 Annual Meeting. Paulo Freire Special Interest Group SIG Roundtable. Freirean Educational Approaches in Uncertain Times. Saturday, 10th April 2021, 9.30am to 10am. On-Line Virtual Conference.
10. Mooney Simmie, G. (2020). Chairperson. Alliance of Critical Educators and Researchers ACER. Papers presented by Dr. Martin Galvin, Dr. Dawn Murphy, Dr. Ciaran Sheehan, Dr. Kathryn Corbett and Declan McKenna, School of Education, University of Limerick. Discussant: Professor Peter L. McLaren, Chapman University, California. American Educational Research Association AERA 2020. Paulo Freire SIG., 18 April 2020 (cancelled due to Covid-19 pandemic). San Francisco: USA.
11. Mooney Simmie, G. (2019). Eco-fascism in Teacher Professional Learning: interrogating constructs of Teacher Learning Networks and Teacher Leadership. American Educational Research Association AERA 2019. Re-Visioning Education Research for the Post-Truth Era. 43.058 Invited Speaker Session. Paulo Freire SIG., April 7th, 2019. Sheraton Centre Toronto Hotel, Second Floor, Dominion Ballroom North, 8am to 9.30am. Toronto, Canada.
12. Mooney Simmie, G., & Lonergan, J. (2018). Discursive Positioning of Teacher Learning: high-performance instruction or productive pedagogy? American Educational Research Association AERA 2018. Division K: Teacher Learning. New York Conference, 14 April 2018. NY, USA.
13. Mooney Simmie, G., & M. Lang. (2017). Developing a Framework for Inter-Professional Deliberation of Gender Awareness and Inclusion. American Educational Research Association AERA 2017. Division B: Curriculum Studies, Section 5 (Place & Praxis – The Places of Curriculum), p.52. San Antonio, Texas Conference, 27th April 2017. Texas, USA.
14. Mooney Simmie, G. (2016). Mentoring in Teacher Education: a critical review of the literature from 1986 to 2016. Paper presented at American Educational Research Association AERA 2016 Washington Conference, Saturday, 9th April 2016. Washington, USA.
15. Mooney Simmie, G., & S. Edling. (2016). Exploring the notion of ‘critical thinking’ in relation to teacher educators’ professional judgment within Teacher Education in Sweden and the Republic of Ireland. Paper presented at American Educational Research Association AERA 2016 Washington Conference, Friday, 8th April 2016. Washington, USA.
16. Mooney Simmie, G., & Erduran, S. (2016). Presentation to BERA Research Commission Project STEAM Conference, University of Aberdeen, Scotland. 19th February 2016.
17. Mooney Simmie, G., de Paor, C., Liston, J., & J. O’Shea. (2015). A Literature Review of Teacher Induction Workshop Programmes: a transmission model or an evolving dynamic framework for teacher autonomy? British Educational Research Association (BERA) Conference, Queens University Belfast, 16.09.2015.
18. Mooney Simmie, G., & Edling, S. (2015). (Re)positioning the Democratic (Ethical) Identity of the Teacher Educator within Global Policy Discourses of Compliance. American Educational Research Association, AERA Conference 2015, Chicago, USA.
19. Mooney Simmie, G., & Lang, M. (2015). Deliberative Teacher Education for Inclusion of Gender Beyond Boundaries. American Educational Research Association, AERA Conference 2015, Chicago, USA.
20. Mooney Simmie, G., and Edling, S. (2014). Approaching Teacher Educators’ Democratic Professionalism. Paper presented at European Educational Research Association Conference. EERA/ECER 2014. The Past, the Present and the Future of Educational Research. University of Porto, Portugal, 3rd September 2014. Network 10. Teacher Education Research, p.94.

21. Mooney Simmie, G., & Lang, M. (2013). What's worth aiming for in curriculum innovation? Friday, 8th February 2013. IOSTE Mini-Symposium for the Western European Region. Church of Ireland College of Education, Dublin.
22. Mooney Simmie, G., & Lang, M. (2012). Innovation in Science Teacher Education and the New Role of Mentoring. Association for Teacher Education in Europe (ATEE) Winter Conference 2012, 2.-4. April, 2012, Coimbra, Portugal.
23. Lehane, L., O'Reilly, J., & Mooney Simmie, G. (2012). Insights into pre-service science teachers' inquiry orientation through the utilisation of a PCK lens. Paper presented at the 2nd Croatian Workshop on Chemistry Education, Split, Croatia, 8th – 11th November 2012.
24. Lehane, L., O'Reilly, J., & Mooney Simmie, G. (2012). Utilising an existing PCK instrument to capture and develop Irish pre-service teachers PCK toward an inquiry oriented focus. Poster presented at the European Research in Chemical Education Conference ICCE-ERICE, Rome, Italy, 15 – 19th July 2012.
25. Mooney Simmie, G., Lang, M., Couso, D., Graeber, W., Power, S., Skinnebach, L., Stadler, H., Stougaard, B., and Volna, E. (2009). Catching the Teachers Being Innovative and Gender-Sensitive? Insights from the European GIMMS project in Science Teacher Education – with the GIMMS team. European Science Education Research Association (ESERA) Conference, September 1st, 2009. Book of Abstracts, p.117. Room ELMAS-L2. 01.30-3.30pm. Istanbul: Turkey.
26. Rath, A., & Mooney Simmie, G. (2009). Professional Identities in the Making: An Exploratory study of mentors' perspectives. Session 7: 15.30 to 17.00. Tuesday, 29th September 2009. European Conference on Educational Research ECER 2009, p.137.
27. Mooney Simmie, G. (2006). Educational Mentoring for Personal, Professional and Pedagogic Development in the context of a school-university partnership in Ireland. BERA Mentoring & Coaching Special Interest Group, Bath Spa University, UK. 11 February 2006.
28. Mooney Simmie, G. (2005). The curriculum workshop: a collaborative approach for professional development and school improvement – experiences of a trans-national European project EUDIST Case Study Science Research Findings from IRELAND. European Science Education Research Association (ESERA) Conference. Barcelona, August 2005.
29. Mooney Simmie, G. (2005). Does Developing Standards Militate against Developing Innovation? One University's Journey toward uniting Initial, Induction and In-Career Teachers in the beginning years of the 21st Century? European Conference on Educational Research, Dublin (ECER). University College Dublin. Session 4B. Thursday, 8th September 2005.
30. Mooney Simmie, G. (2004). Science Education for teaching and learning, an action research project for in-service teachers in Ireland: moving beyond the Status Quo. Association for Teacher Education in Europe (ATEE) Conference, Agrigento, Sicily, Italy. 23rd-27th October 2004.
31. Mooney Simmie, G., & Malone, R. (2004). Introducing a new Science Syllabus: a study of cultural change in lower secondary in Ireland. Association for Teacher Education in Europe (ATEE) Conference, Agrigento, Sicily, Italy. 23rd-27th October 2004.

## National Educational Research Conference Papers

1. Mooney Simmie, G. (2024). Reimagining Science and STEAM Literacies in the Anthropocene: a post-colonial classroom experience. SMEC 2024 Conference, CASTeL 10th Science and Maths Education Conference. Dublin City University. Thursday, 13th June 2024, 2.30pm to 3.30pm.
2. Mooney Simmie, G. (2024). *Interrupting the Discourse: Science Education in the Anthropocene*. Wisdom for Action Research Week RW 24 Conference. University of Limerick. Thursday 2 May 2024.
3. Mooney Simmie, G. (2024). Policy Analysis for Just Societies in Dark Times: foregrounding Justice and Intersectionality using a Critical feminist Discourse Analysis. *Educational Studies Association of Ireland ESAI 2024 Conference*. University of Maynooth. 6 April 2024. 1.30pm to 2.30pm.
4. Lane, D., & Mooney Simmie, G. (2024). Critically reflecting on 'Teaching Quality' within Initial Teacher Education through collegial conversation. *Educational Studies Association of Ireland ESAI 2024 Conference*. Learning & Teaching. University of Maynooth. 6 April 2024. 2.45pm to 3.45pm.
5. Crean, M., Galvin, M., Grummell, B., Lynch, K., Mitchell, E., Mooney Simmie, G., Murphy, D., and Skerritt, C. (2024). Daring to Transgress: Why the ESAI Critical and Feminist SIG Matters to Each of Us. Symposium. *Educational Studies Association of Ireland ESAI 2024 Conference*. University of Maynooth. Saturday 6 April 2024. 2.45pm to 3.45pm.
6. Mooney Simmie, G. (2023). *Integration of Research & Teaching: A Critical Conversation*. Wisdom for Action Research Week RW 23 Conference. UL. Wednesday 26th April 2023 9.30am to 11am.
7. Mooney Simmie, G., & Edling, S. (2023). The Case for Teacher Education, Change and Democracy: Framing the Problem in a Utilitarian Era. *Educational Studies Association of Ireland ESAI 2023 Conference*. Stranmillis University College, Belfast. Thursday 30 March 2023. 5pm to 6pm.
8. Mooney Simmie, G. (2022). How can the philosophy of education inform STEM Education Policy in schooling and higher education in a post-Covid pluralist and democratic Ireland: Growing back better. In E. Costello, Girma, D. Hyland, T. Kaur, O. Kelly, T. McLoughlin, & P. Van Kampen (Eds) *Proceedings of the CASTeL 9th STEM Education Research Conference* (pp. 66-78) Dublin City University [25th June 2022]. <https://doi.org/10.5281/zenodo.6953886>
9. Mooney Simmie, G. (2021). A Race to the Bottom: A Critique of Teaching and Learning as a Public Relations Exercise of Celebration and Human Capital. UL, MIC and LIT Regional Learning and Teaching Conference 2021, Celebrating Innovation, Opportunities and Inspiration in Learning and Teaching. Thursday, 23rd May 2021, No.55.
10. Mooney Simmie, G. (2021). Positioning Teacher Learning in Contemporary Times: a linear system of performance management or a cultural endeavour imbued with transformative possibility? ESAI Conference 2021, Friday, 26th March 2021 (Room 7, zoom link). 14.30 to 15.15. Parallel Session 6, Practice.
11. Corbett, K., & Mooney Simmie, G. (2021). A Critical Interpretive Study of Using Portfolios for Teachers' Learning during the Induction Phase of the Teacher Education Continuum in Ireland: A Policy Enactment Process, ESAI Conference 2021, Friday, 26th March 2021 (Room 3, zoom link). 13.30 to 14.15. Parallel Session 5, Teacher Assessment.

12. De Paor, D., Mooney Simmie, G., & Morrissey, D. (2021). Stories from School Exploring possibility in school-based teacher education. People, Purpose and Place. ESAI Conference 2021, Friday, 26th March 2021 (Room 7, zoom link). 14.30 to 15.15. Parallel Session 6, Practice.
13. Galvin, M., & Mooney Simmie, G. (2021). Whose knowledge matters in the policy cycle? Critical insights in the field of education on how we might interrogate assumptions about knowledge that frames policy development. ESAI Conference 2021, Friday, 26th March 2021 (Room 4, zoom link). 14.30 to 15.15. Parallel Session 6, Policy.
14. Lane, D., & Mooney Simmie, G. (2021). Recasting Teacher Excellence in Higher Education: in an age of organisational management and on over-reliance on metrics and rankings. ESAI Conference 2021, Thursday, 25th March 2021 (Room 5 zoom link). 15.15 to 16.00. Parallel Session 1, Policy and Management of HE.
15. McKenna, D., & G. Mooney Simmie. (2021). Framing Early School Leaving Interventions and their Policy Responses: A Critical Literature Review. ESAI Conference 2021, Friday, 26th March 2021 (Room 4, zoom link). 13.30 to 14.15. Parallel Session 5, Social Inclusion and the Role of Education.
16. Moles, J., & Mooney Simmie, G. (2021). The Positioning of the Good Teacher in Irish education, an educator or instrumental learning manager. ESAI Conference 2021, Friday, 26th March 2021 (Room 3, zoom link). 14.30 to 15.15. Parallel Session 6, Educational Policy in Practice.
17. Murphy, D. & Mooney Simmie, G. (2021). Practitioner Professionalism in Early Childhood Education and Care (ECEC) in Ireland: an emancipatory practice of care relations or a data driven system of performance management. ESAI Conference 2021, Thursday, 25th March 2021 (Room 4, zoom link). 16.15 to 17.00. Parallel Session 2, Policy and Practice I.
18. Sheehan, C., & Mooney Simmie, G. (2021). Discursive Spaces for Moral Leadership among Primary School Principals in Ireland: localised autonomy for critique or a business-like logic of management? ESAI Conference 2021, Friday, 26th March 2021 (Room 5, zoom link). 09.00 to 09.45. Parallel Session 3, Spotlight on Critical Inquiry and Leadership.
19. Mooney Simmie, G., & Corbett, K. (2020). A Critical Interpretive Study of Using Portfolios for Teachers' Learning during the Induction Phase of the Teacher Education Continuum in Ireland: A Policy Enactment Process. ESAI 2020 Conference. Opening Up Education Options, Obstacles and Opportunities. Institute of Education, Dublin City University, September 2020.
20. Mooney Simmie, G. (2020). A Critique of the Policy Cycle in Educational Leadership: gaps between ideology, evidence and scientism. Paper presented at 9th International Research Methods Summer School (IRMSS), Mary Immaculate College, Limerick. Friday, 22nd May, 2020.
21. Mooney Simmie, G. (2020). Rethinking Education and Democracy: The Teacher as Problem Poser and Critical Educator across the Continuum of Teacher Education. Research Symposium: Exploring the Teacher Education Landscape. 23rd January 2020. School of Education, University of Limerick.
22. Mooney Simmie, G. & Lane, D. (2020). Rethinking Teaching Excellence in Higher Education: working with and against the grain of neo-liberalism. Research Symposium: Exploring the Teacher Education Landscape. 23rd January 2020. School of Education, University of Limerick.
23. Mooney Simmie, G., & Moles, J. (2016). Productive Mentoring as a Social and Epistemic Responsibility for the Public Good. ESAI 2016, 2nd April 2016, NUI Galway.
24. Mooney Simmie, G., & Lonergan, J. (2016). Teacher Learning: Contextual Understandings and Perspectives of Post-Primary Teachers in Ireland. ESAI 2016, 2nd April 2016, NUI Galway.

25. Mooney Simmie, G., & Sheehan, C. (2016). Mind the Gap: the contextual understandings and perspectives of primary school principals in relation to finding discursive spaces for moral leadership. ESAI 2016, 1st April 2016, NUI Galway.
26. Mooney Simmie, G., & Moles, J. (2015). Education in the Republic of Ireland: the soul of the teacher in an age of measurement. Saturday, April 11th 2015. ESAI 2015. NUIM & Carton House, Maynooth.
27. Mooney Simmie, G., Moles, J. & O'Grady, E. (2014). Post-primary and primary mentor teachers' perceptions of what is good teaching. ESAI 2014, Fitzgerald Suite. Teacher Educators Strand. Friday, April 11th, 2014. Sheraton Hotel, Athlone.
28. O'Neill, A., Young, A.M., & Mooney Simmie, G. (2014). PLUS researcher-in-residence: one school placement model of school-university partnership in initial teacher education. ESAI 2014. Friday, April 11th, 2014. Sheraton Hotel, Athlone.
29. Downey, J. & Mooney Simmie, G. (2013). Hitting the Right Note: pre-service music education teachers develop their critical capacities through observation in the placement practicum. Saturday, March 23rd 2013. ESAI 2013. Radisson Hotel, Limerick.
30. Power, S. & Mooney Simmie, G. (2013). Educational Innovation and Change: a framework for pedagogical and professional change at Junior Cycle. Saturday, March 23rd 2013. ESAI 2013. Radisson Hotel, Limerick.
31. Mooney Simmie, G., & Moles, J. (2013). What is the purpose of mentoring in continuing teacher education and professional learning? Saturday, March 23rd, 2013. ESAI 2013, Radisson Hotel, Limerick.
32. Mooney Simmie, G., & O'Connell, C. (2011). An ICT-enhanced approach to pedagogical innovation and professional partnership in junior cycle: A study between Ireland and Nordic countries. ESAI 2011. April 15th 2011. Church of Ireland College of Education, Dublin.
33. Mooney Simmie, G., & O'Buachalla, S. (2010). A Tale of Two Countries from Dublin to Oslo: Becoming a Cross-National Comparative Educational Researcher. ESAI 2010. March 26th, 2010. Dundalk.
34. Power, S., & Mooney Simmie, G. (2009). Junior science teachers' perceptions of reform, pedagogies and assessment. ESAI 2009. Session 4: The Drawing Room. Saturday, March 4th 2009.
35. Mooney Simmie, G., & Mc Keon, C. (2004). What are the challenges involved in teaching senior cycle mathematics in new and interesting ways? ESAI 2004. NUI, Maynooth.
36. Mooney Simmie, G., & Geary, T. (2004). How can the experience of established science teachers be shared with students of science education while on their initial teaching practice placement? ESAI 2004. NUI, Maynooth.

## Research Grant Awards and Research Funding Bids

I have won several competitive research-grant awards as a UL educational researcher (see table below), both as a research project lead and as a partner with the European Commission (Comenius 2.1), Department of Education etc. [circa €500,000]. As Director of EPI•STEM National Centre for STEM Education, and working as a member of interfaculty teams in UL, I have secured Erasmus+, SFI, IRC, DES and HEA funding for research-led projects in EPI•STEM and campus wide (in excess of €3.5 million).

Grant(s) Awarded	Role	€
EUDIST 2002-2005 106278-CP-1-2002-1-DE-COMENIUS-C21	Partner	10,000
EU GIMMS (Gender, Innovation, Mentoring in Math & Science) 128749- CP - 1 – 2006 - 1 - IE- Comenius-C21 2006-2009	Principal Investigator	240,000
EU Crossing Boundaries in Science Teacher Education 129358-CP-1-1-COMENIUS-C21 CROSSNET 2006-2009	Partner	20,000
European Cirrius Teacher Education Project: Leonardo da Vinci Datalogging in Science Education 2008 DLIS 2008-2010 LLP-Ld-VToI/2008/803	Internal Evaluator	20,000
Master's in Education (Mentoring) 2006 DES Administrative Grant	Director	48,000
NTIPP 2006-2010 National Teacher Induction Pilot Programme DES	Coordinator	46,000
National Teacher Induction Programme DES UL & MIC (2014-2015).	Researcher	20,000
British Education Research Association (BERA) Science Technology Engineering Arts Mathematics (STEAM)	Researcher	20,000
National Forum for the Enhancement of Teaching and Learning in Higher Education & CTL (December 13th, 2018)	Research Seminar	1,000



## Excellence in Teaching and Curriculum Development

I am interested in researching my teaching, reflexively and empirically so that I can critically reflect on my teaching with my students and peers, and at the same time draw from the research literature, theory, policy, critical, feminist and philosophical perspectives.

I am drawn to emancipatory teaching as a relational practice of freedom, for human emancipation as a subject as well as for shared responsibilities with the wider world in relation to the common good of a caring and just democracy, a thriving economy and a sustainable planet. The question of where to draw in line in relation to teachers' democratic assignment is a key question I research with a colleague in Sweden (Professor Silvia Edling) and has resulted in a book by Routledge and three research papers to date (2016, 2017, 2019, 2020).

I have an interest in enacting and researching border-crossing school-university partnerships that work in dialogical ways to support teaching as an advanced professional practice, inclusive of the deliberative traditions found in the foundational disciplines associated with the social sciences, especially the capacity of the arts to humanise and to interrupt the discourse.

I teach undergraduate and postgraduate students - ITE studies, the Structured PhD in Education and the International Masters in Educational Leadership. To date, I have supervised 15 PhD studies, examined 21 PhD studies, 71 M.ED's and 12 Professional Masters in Education (PME) studies.

- *I am module leader for EN7031 Policy Studies for Structured PhD in Education students. See UL TALK 2016: <https://www.youtube.com/watch?v=nKgvpScuEtw>*
- *I am module leader for EN6232 Leading Educational Change: Policy, People and Practice in the International Masters in Educational Leadership at the School of Education.*
- *I act as tutor for module EN4051 Contemporary Understandings of Education: Philosophical Perspectives for Initial Teacher Education students (first year).*
- *In the past, I guest lectured on a new broadening module BR4022 The European Union: Broadening the Perspective led by Professor Joachim Fischer, UL Jean Monnet Chair.*
- *My philosophical understanding of 'good teaching' and 'teacher learning' is published in ISI journals, 'Educational Review' (2021), 'Studies in Philosophy and Education' (2020), 'Critical Studies in Education' (2019) and Culture, Pedagogy & Society (2024).*
- *My philosophical understanding of border-crossing school university partnerships with teachers as public intellectuals is published in Mentoring and Tutoring (2012), Teachers and Teaching (2018) and in five books with prestigious publishers.*
- *Curriculum Development: I won a competitive grant award from the 'National Forum for the Enhancement of Teaching and Learning in Higher Education' to present a national keynote lecture engaging with a number of key critical questions in Teacher Learning in Higher Education (2018).*
- *Curriculum Development: I won an international competitive grant from the European Commission [€240,000] to lead a boundary crossing team of educational researchers and teacher educators in six countries to design, deliver and evaluate pedagogical approaches with experienced science and mathematics teachers for curriculum innovation. The findings from GIMMS were published in the journal Teachers and Teaching (Mooney Simmie & Lang, 2018), and in three books, two books in English and one book in German (Mooney Simmie & Lang, 2020, 2017, 2012).*

## PhD's Supervised to Completion

1. Corbett, K. (2020). A Critical Interpretive Study of Using Portfolios for Teachers' Learning during the Induction Phase of the Teacher Education Continuum in Ireland: A Policy Enactment Process. PhD thesis. University of Limerick.
2. de Paor, D. (2021). Stories from School: A Narrative Inquiry Exploring Primary Teachers' Experiences of Supporting School-Based Teacher Education. Supervisor: Dr. Geraldine Mooney Simmie. Co-Supervisors: Dr. Deirdre Ní Chroinín & Dr. Dorothy Morrissey. PhD thesis. Limerick: University of Limerick & Mary Immaculate College.
3. Galvin, M. (2016). An exploration of Citizen Participation, Meaning Construction and Expansive Learning in an Urban Regeneration Process. PhD thesis. University of Limerick.
4. Lehane, L. (2016). Exploring the Development of Irish Pre-Service Science Teachers' Inquiry Orientations using a Pedagogical Content Knowledge Lens within a Targeted Learning Community. PhD thesis. University of Limerick.
5. Lonergan, J. (2016). Teacher Professional Learning: Contextual Understandings and Perspectives of Secondary Teachers in Ireland. PhD thesis. University of Limerick.
6. McKenna, D. (2021). A Critical Interpretivist Study of the School Completion Programme: rhetoric-reality contradictions between policies and practices in one case study school. Supervisor: Dr. Geraldine Mooney Simmie. Co-Supervisor: Dr. Mary Masterson. PhD thesis. Limerick: University of Limerick.
7. Murphy, D. (2018). Rhetoric-Reality Contradictions: examining the discursive positioning of Early Child Care Education Practitioners in the Republic of Ireland. PhD thesis. Limerick: University of Limerick.
8. Piper, K. (2018). (Re)Conceptualising Perceptions of National Identity Consciousness in Ireland's Primary Education Sector. PhD thesis. University of Limerick.
9. Power, S. (2012). Educational Innovation and Change in the Teaching and Learning of Science in the Contemporary Irish School and Classroom. PhD thesis. University of Limerick.
10. Sheehan, C. (2016). Contextual Understandings and perspectives of Primary School Principals in the mid-west of Ireland in relation to Moral Leadership in a Global Age of Measurement. PhD thesis. University of Limerick.

## PhD Examining [External Examiner & Internal Examiner]

1. Buckley, L. K. (2023). *Understanding the Link between Lifetime Trauma and Mortality & The Role of Physical Activity as a Mediator*. Ph.D. in Clinical Psychology, Department of Psychology, University of Limerick. Supervisor: Dr. Sharon Haughton. Internal Examiner: Professor Geraldine Mooney Simmie, School of Education, UL. Extern Examiner, Dr Mike Jackson, Bangor University, Wales.
2. Cunningham, S. (2025). *The Impact of Belonging to a School Community*. Ed. D. thesis. School of Policy and Practice, Dublin City University (DCU). Supervisors: Dr. Elaine Mc Donald, Dr. Sabrina Fitzsimons, and Dr. Nicola Broderick. Extern Examiner: Professor Geraldine Mooney Simmie, School of Education, University of Limerick and Professor Alan Gorman, School of Policy and Practice, DCU.
3. Ryan, B. (2023). *Embedding criticality in learning technology professional development*. Structured PhD in Education, School of Education, UL. Internal Supervisors: Professor Oliver Mc Garr, Dr. Orla Mc Cormack. Chair: Dr. John O'Reilly. Internal Examiner: Professor Geraldine Mooney Simmie, School of Education, UL. External Examiner, Associate Professor Enda Donlon, School of STEM Education, Innovation and Global Studies, Institute of Education, Dublin City University.
4. Devoy, S. (2022). *Illness Identity in Functional Neurological Disorder*. Doctor of Clinical Psychology. University of Limerick. Supervisor: Dr. Sharon Houghton. External Examiner: Professor William Mandy, University College London. Internal Examiner: Dr. Geraldine Mooney Simmie. Chair: Dr. Alice Eleney, Lecturer, Department of Psychology. 7 June 2022.
5. Majka, J.K. (2022). *Promoting Intergroup Relations Through Dialogue: A Qualitative Study on the Intergroup Dialogue Project*. PhD dissertation. Department of Education, Lancaster University, UK. Supervisor: Dr. Murat Oztok. External Examiner: Dr. Geraldine Mooney Simmie. Internal Examiner: Dr. Melis Cin. 28 January 2022.
6. Lee, S. (2021). *Smart teachers as updatable software: A genealogical examination of teacher subjectivity in the era of technology*. PhD dissertation. Department of Educational Research. Lancaster University, UK. Internal Examiner: Dr. Murat Oztok. Supervisor: Dr. Kyungmee Lee. April 2021.
7. Kinsella, K. (2021). *Evaluating a novel, online Acceptance and Commitment Therapy Intervention for Allied Healthcare Professionals in a Neurorehabilitation setting*. Supervisor: Dr. Sharon Haughton. Internal Examiner: Dr. Geraldine Mooney Simmie. April 2021.
8. Brady, A. (2020). *Being a teacher: toward an existentialist account*. PhD dissertation examined at Centre for Philosophy of education, University College London. Supervisor: Professor Paul Standish.
9. Hurley, P. (2020). *Changing the Client Lens: Giving Voice and Meaning to Mental Health Clinicians' experience of Trauma Informed Relational Care Training*. Doctor of Clinical Psychology. University of Limerick.
10. Gavin, J. (2020). *Lived Experiences of Supervision within the Assistant Psychology Pilot Scheme - An Exploratory Study*. Doctor of Clinical Psychology. University of Limerick. Supervisor: Dr. Barry Coughlan.
11. Walton, T. (2019). *Clinical Psychologists' Experiences of Facilitating Trainee Learning Through Supervision*. Doctor of Clinical Psychology. University of Limerick. Supervisor: Dr. Barry Coughlan.

12. Breen, E. (2018). Staff Experiences of Applying a Social Pedagogical Intervention within a Residential Childcare Setting in Ireland. Doctor of Clinical Psychology. University of Limerick. Supervisor: Dr. Patrick Ryan.
13. Cahill, K. (2018). Coping and Resilience in Transgender Individuals Who Have Experienced Transphobic Discrimination and/or Hate Crime: An Interpretative Phenomenological Analysis. Doctor of Clinical Psychology. University of Limerick. Supervisor: Dr. Barry Coughlan.
14. O'Grady, S. (2017). Policy, practice and partnership: An exploration of the perspectives of post-primary school-based teacher education in relation to school placement. Supervisor(s): Dr. John Smith, Dr. Bernadette Ní Áingléis, Dr. Enda Donlon, Dr. Barney O'Reilly. Ed.D., DCU Dublin City University.
15. Sheehan, M. (2017). Perspectives on the Problem of Alternative Conceptions. Supervisor(s): Dr. Peter E. Childs, Dr. Teresa Curtin. Extern Examiner: Professor Dr. Ilka Parchmann, Leibnitz Institute for Science and Mathematics Education (IPN), Kiel, Germany. PhD dissertation. University of Limerick.
16. Kieran, K. (2016). An Exploration into Clinical Psychologists Interpretation of Professionalism: An Interpretative Phenomenological Analysis. Doctor of Clinical Psychology. University of Limerick. Supervisor: Dr. Barry Coughlan.
17. Murphy, K. (2016). Self-Compassion is Dangerous: A Qualitative Exploration of Self-Compassion in a Primary Care Mental Health Group. Doctor of Clinical Psychology. Supervisor: Dr. Barry Coughlan.
18. Van der Bilj, A.J. (2015). Mentoring and the development of educators in South African Technical and Vocational Education. PhD in education dissertation. Supervisor: Dr. B.L. Frick.
19. O'Mahony, T. (2015). The experience of psychologists who assess for and diagnose Autistic Spectrum Disorders. Doctor of Clinical Psychology. University of Limerick. Supervisor: Dr. Barry Coughlan.
20. Ni Cheallaigh, A. (2014). Getting on with Life: Discursive Constructions of People Who Refer to Themselves as slow Learners. Doctor of Clinical Psychology. University of Limerick. Supervisor: Dr. Barry Coughlan.
21. Keating, K.M. (2013). Multifamily Therapy for young People with Anorexia Nervosa: A Qualitative Exploration of Participants' Experiences. Doctor of Clinical Psychology. University of Limerick. Supervisor: Dr. Barry Coughlan.
22. Ward, M.D. (2011). An Exploration of Older Adolescents' (16 and 17 year olds) Experiences of Adult Inpatient Psychiatric Units. Doctor of Clinical Psychology. Supervisor: Dr. Patrick Ryan.

## Academic Leadership and Service to the Community

I lead and manage an internationally renowned research centre in UL dedicated to Research & Innovation in STEM teacher upskilling and Teacher Professional Learning (CPD) – acting as Director of EPI•STEM The National Centre for STEM Education in my role as Professor of STEM Education (12 June 2021 to present).

- I work with the EPI•STEM team, EPI•STEM Associates, School of Education colleagues and inter-faculty colleagues to lead out the next generation of STEM teacher educators and researchers. I secure the budget stream for the research centre and liaise with STEM related enterprises and SFI/IRC/European research funders. I have responsibility for seven staff, research-led STEM activities, Course Directorship of the *Professional Diploma in Mathematics for Teaching PDMT*, and work with an international advisory board to advance a number of Research & Development projects in STEAM Education.
- I mentor Early Career Researchers, Post-Docs and Visiting Fellows and supervise PhD and M.Ed students in STEM and STEAM Education. We organise national STEM Research Conferences at EPI•STEM within and across disciplines including Mathematics, Science, Engineering, Technology and integrated-STEM Education.
- Former Academic Leadership roles in the School of Education include Head of School (Acting) in 2023-2024 and Deputy Head of the School of Education (2019 -2021).
- From 2004 to 2014, I acted as the Academic Coordinator of Teaching Practice and Mentoring at the School of Education. This involved academic oversight of 700+ UL ITE students taking a placement in post-primary schools annually. The UL program was highly commended by Professor Áine Hyland, head of the Teaching Council Review Committee in 2014. I established a Researcher-in-Residence initiative with local schools, the PLUS Initiative (Young, Mooney Simmie & O'Neill, 2017) and a Critical Debates Day in School Placement: Problematising Partnership in Teacher Education in Ireland. Thursday, 3rd July 2014. GEMS Building. See Book of Abstracts: [www.ul.ie/eps/.../Critical%20Debates%20Day%203%20July%202014.pdf](http://www.ul.ie/eps/.../Critical%20Debates%20Day%203%20July%202014.pdf)

### Academic Leadership and Service Roles External to UL

- Member of the Editorial Board of *The Curriculum Journal*, the official journal of the *British Education Research Association* (BERA), see link: <https://bera-journals.onlinelibrary.wiley.com/hub/journal/14693704/editorial-board>
- Member of the International Advisory Editorial Board of *Educational Review*, a top ranking journal in educational studies, see link: <https://www.tandfonline.com/journals/cedr20/about-this-journal#editorial-board>
- Since 2023, National Convenor of the Educational Studies Association of Ireland ESAI Critical and Feminist Special Interest Group (SIG) with the aim of humanising education for care and justice, see link: <http://esai.ie/critical-and-feminist-special-interest-group-cf-esai-sig/>
- External Examiner for PhD and Ed. D. studies in Education, including at Dublin City University, Institute of Education, London and Lancaster University, UK.
- Member of *American Educational Research Association* AERA Paulo Freire Special Interest Group (SIG) where I act as AERA Reviewer and Symposium Chair (since 2016).
- Review manuscripts for top ranking journals in teacher education, critical sociology and philosophy of education (see table).

Reviewer	Journal Status Web of Science	Date(s)
Critical Studies in Education	Quartile 1	2019 to date
Irish Educational Studies	Quartile 4	2019 to date
The Curriculum Journal	Quartile 2	2022 to date
Educational Review	Quartile 1	2019 to date
Educational Philosophy and Theory	Quartile 3	2019 to date

## Select Contributions to Policy Reports, Dissemination of Research and Public Broadcasting

I am an academic and an activist for emancipatory STEM education and research. I have an active media/social media presence and regularly engage in public policy debates. Please find below a select list of my contributions to public policy in STEM education:

- Expert researcher with the European Commission on a new Horizon study entitled: 'Social Transformation and Resilience Partnership: Scoping Study on Education and Skills'. The study examines the new social contract needed in education for securing a green and digital transition in the midst of fast-changing demographics across Europe.
- Co-host the EPI•STEM Podcast with Dr. Michelle Starr (Research Liaison Officer in EPI•STEM). The podcast highlights the STEAM education, research and development work of the research centre and the EPI•STEM Associates, see links below:



<https://open.spotify.com/show/3jkEuPWIS32Wg1iz55F6fh>



<https://podcasts.apple.com/us/podcast/epistem-podcast/id1775149946>

- As Director of EPI•STEM, I lead a number of school-university partnerships with the Limerick Education Support Centre, the Hunt Museum, local enterprises (e.g. Analog, Boston Scientific, Johnson & Johnson, Serosep) and STEM teacher professional bodies, e.g. OIDE, IMTA, IAMTA, ISTA, ETTA. See link to the EPI•STEM Winter 2024 Newsletter for details: <https://epistem.ie/events-view/epistem-winter-newsletter-2024/>
- Routledge (London) published videos of key concepts to accompany my book on 'Democracy and Teacher Education' (2020) with Professor Silvia Edling: <https://www.routledge.com/go/exchanges-with-authors-silvia-edling-and-geraldine-mooney-simmie-democracy-and-teacher-education>
- Reviewed a book for the 'The Curriculum Journal' on Critical Curriculum studies in 2022. My review of 'Curriculum and the generation of Utopia: Interrogating the current state of critical curriculum theory' by Joao M. Paraskeva, New York: Routledge, 2020, 338p published on-line on 29 January 2022, see link: <https://doi.org/10.1002/curj.148>
- Elected as a representative on a higher education group in Ireland tasked with writing the first national policy document on school placement. Teaching Council (2014). Guidelines on School Placement Teaching Council: Maynooth. <http://www.teachingcouncil.ie/initial-teacher-education-ite/school-placement.3059.html>
- Member of an International Research Group commissioned, in 2017, by the British Educational Research Association (BERA), to write a research report on STEAM Education - Reviewing the Potential and Challenges of Developing STEAM Education through Creative Pedagogies for 21st Century Learning: how can school curricula be broadened towards a more responsive, dynamic and inclusive form of education? (2017) [www.steamresearch.wordpress.com](http://www.steamresearch.wordpress.com)
- In a former role as post-primary science teacher, I wrote school textbooks, published by Folens and School and College Publishing (Integrated Chemistry (1987); Integrated Chemistry Workbook (1990); Science Workbook (1994). Produced videos with the Science Teaching Centre in the University of Galway for chemistry teachers in 1993 (Leaving Certificate Organic Chemistry Part I; Leaving Certificate Organic Chemistry, Part II; Junior Certificate Science: Water).

Academic & Professional Memberships: I am a member of European Science Education Research Association (ESERA), American Educational Research Association (AERA), British Educational Research Association (BERA) and the Educational Studies Association of Ireland (ESAI).