

EDITORIAL

Thomas (Tom) Kellaghan, co-founder of the *Irish Journal of Education (IJE)* in 1967 with Donal F. Cregan, President of St Patrick's (Teacher Training) College in Dublin from 1957 to 1976, sadly passed away in 2017, after a short illness. Tom was associate editor of the *IJE* for the first two volumes in 1967 and 1968 (with Donald Cregan as editor) and was sole editor between 1969 and 2015. During those years, Tom oversaw the direction and development of the journal, and worked diligently with prospective authors to prepare their work for publication. He also liaised with an international board of editorial consultants and with reviewers. When he retired from his involvement in the journal in 2015, Tom had edited 40 volumes of the *IJE*.

However, Tom's association with the *IJE* was not confined to editorial duties. He also authored or co-authored 38 articles between 1967 and 2011. In the lead article in this issue, we look back over his contributions to the journal and reflect on their relevance at the time of publication, and in the present time. Our intention is to shine a light on Tom's research interests and his scholarship over a long number of years. It is our hope that the article will provide insights into Tom's lifelong work in areas such as educational participation, educational disadvantage, student characteristics, student achievement and performance, public examinations, teacher judgements of student characteristics, instructional practices and classroom organisation, and public opinion surveys. We hope our review captures the relevance of those topics to the educational system at the time the articles were written, and today. Certainly, it would have been interesting to hear Tom's thoughts on the use of teacher judgements and calculated grades in the 2020 Leaving Certificate, given his interest in the role of teachers in making judgements about student performance, and his work on public examinations. We also hope that readers will, like us, come to the conclusion that Tom's work in the *IJE* always focused on identifying ways to support the educational system, schools and teachers in improving educational provision and, by implication, the life chances of the children and young adults under their care.

Of course, Tom's work as an educational researcher extended well beyond the *IJE*. He was the first Director of the Educational Research Centre in Dublin (1966-2009) and oversaw the development of a vast body of work in educational research, assessment, and evaluation; he collaborated extensively with researchers in other countries (most notably, the United States); and

produced numerous books, reports and articles directed at international as well as Irish audiences. Under Tom's stewardship, the Centre also attracted significant research funding from abroad including funding for a major study on the effects of standardised tests. While the Educational Research Centre has always been linked to St Patrick's College, Tom was pleased when it became a Statutory Body under the auspices of the Department of Education in 2015. Tom himself continued working until weeks before his death. His last book (co-authored with Vincent Greaney), *Public Examinations Examined*, was published by the World Bank in 2020.

Like the educational system, the *Irish Journal of Education* has evolved over time, both in response to new directions in educational research, and to changes in how researchers and readers access information. This volume is the last one to be printed in hard copy. In the future, the *IJE* will be published digitally and will be available at www.erc.ie. The journal will continue to provide a forum for researchers in Ireland and abroad to publish their research, and for researchers at the Educational Research Centre to disseminate their findings. If you are involved in educational research, or have evidenced-based knowledge of educational policy, practice or history, we encourage and invite you to submit an article to the *IJE*.

In addition to the article on Tom's work as editor of and contributor to the *IJE*, the current issue features articles on: the school effectiveness literature and its relevance to the Irish context; a consideration of aspects of the undergraduate curriculum in universities; and the mathematics performance of university entrants in Ireland. May we take this opportunity to thank all our contributors and to express our hope that readers will continue to find the journal informative and relevant as it transitions to a fully online publication.

Gerry Shiel (Editor)

Mary Lewis, Jude Cosgrove (Associate Editors)