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**From children's literature to the research literature: Preparing
pre-service teachers for research-informed literacy practice**

Internationally, teacher education programs have taken steps towards bolstering research-informed practice (e.g. Ireland: Teaching Council, 2011; USA: NCATE, 2008; Norway: Munthe & Rogne, 2015). However, closing the research-practice gap remains an ongoing challenge for teacher educators. This paper reports on efforts to equip pre-service teachers with the knowledge and skills required to critically interrogate literacy practice, through the combination of college-based literacy research workshops and an inquiry-based project. With support from their teacher educator, pre-service teachers (PSTs) learned how to locate and critically evaluate the published research in literacy. They then collaborated to apply the extant literature to real-life scenarios from the classroom of a practising teacher, identifying gaps in research, policy and practice in the process. The paper presents qualitative findings from both PSTs and practising teachers and reflections from the teacher educator involved. Perceptions around the usefulness of literacy research will be highlighted, as well as implications for literacy teacher education.