



*Improving education
through research*

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Scottish Educational Research Association Annual Conference

22 – 24 November 2023

**Meeting Global and Local Challenges Through
Interdisciplinary Partnerships and Collaborations
in Education**

Queen Margaret University

Welcome from the SERA President

On behalf of the SERA Executive and the Conference sub-committee, I extend a very warm welcome to the SERA Conference 2023 hosted by Queen Margaret University.

SERA was founded nearly five decades ago with a primary mission: "the improvement of education through promoting and sustaining high-quality educational research." We exist to bring together a diverse educational research community and seek to foster collaboration and dialogue across our members to achieve this essential goal.

Building upon the tremendous success of our 2022 conference, which remains our largest event to date, we are delighted to partner with Queen Margaret University. This year, we will explore the theme of ***Meeting Global and Local Challenges through Interdisciplinary Partnerships and Collaborations in Education***. This theme has gained even greater importance in recent months, reminding us of the critical role education plays in developing understanding at all levels.

Across the SERA Conference 2023 we will be treated to a very full and diverse conference programme which points to the importance of educational research to our communities in Scotland and our work with colleagues internationally. The keynotes this year have also taken the theme of *meeting global and local challenges* and have given us much to reflect upon.

Our opening keynote on Wednesday 22nd November will be delivered by **Dr Khadija Mohammed**, Associate Dean for Equality and Diversity at the University of the West of Scotland. Dr Mohammed's keynote, *'I'm Just a Teacher!' – What chance is there for future anti-racist education?* examines minority ethnic teachers' perceptions of their personal and professional identities and contributes to understanding why some teachers are uncomfortable expressing their personal identities to avoid being seen as the 'race person'.

On Thursday 23rd November, our second keynote will be delivered by **Dr Marion Allison**, Director of the Community Learning and Development Council on the topic of *Community Education: a path towards 21st century lifelong learning?* In her keynote, Dr Allison discusses a variety of influences on the education system and the development of knowledge and skills, considering ways in which community education can address these influences and lead to system change.

Our final 'keynote' on Friday 24th November sees a return of the international panel discussion which was one of the highlights of SERA Conference 2022. In this year's event, we have decided to continue this feature with representatives from our sister research associations of the British Educational Research Association (BERA), the Educational Studies Association of Ireland (ESAI) and the Nordic Educational Research Association (NERA).

Our annual conference is only possible through the dedication of a committed team. Special thanks to Dr Julie McAdam for chairing our Conference Sub Committee, to Dr Kat Lord and Dr Cara Blaisdell for hosting the event at QMU, and to Caroline Maloney, Dr Ian Matheson, and Dr John Queen for their invaluable behind-the-scenes work.

The conversations and the work of SERA continue well beyond the conference. Stay connected with us on social media, using the hashtag #seraconf23. Follow us on Twitter @sera_conference and Facebook. If you are not yet a member of SERA, consider joining us through our website (<https://www.sera.ac.uk/about/joining-sera/>) or speak to us at our Conference Desk.

All in all, a very exciting set of keynote presentations and papers await us at QMU! Whether this is your first SERA conference or you are returning, we look forward to your contribution across the three days.

A handwritten signature in black ink that reads "Angela Jaap". The signature is written in a cursive, flowing style.

Dr Angela Jaap
SERA President

Keynote 1

Wednesday 22nd November 2023, 11am, Halle Lecture Theatre

Dr Khadija Mohammed



Khadija is Associate Dean for Equality, Diversity and Inclusion. She is a multi-award winning sector leader on racial equity and anti-racism education. Her research centres on the lived experiences of Black and Minority Ethnic Teachers in Scotland with a focus on acknowledging, nurturing and celebrating their diverse identities. Khadija is the co-founder and Chair of SAMEE. She received the Scottish Trade Union Congress Equality Award in 2019 and is the first BME educator to be elected as the Convenor of the General Teaching Council for Scotland (GTCS). Khadija was Chair of the Advance HE/Scottish Funding Council project 'Tackling Racial Harassment in Universities and Colleges'. She is currently the chair of the Scottish Government Anti-Racism in Education Programme Board (AREP). Khadija also received the Times Higher Education Outstanding Staff Contribution Award in 2022.

'I'm Just a Teacher!' – What chance is there for future anti-racist education?

This paper examines minority ethnic teachers' perceptions of their personal and professional identities. It contributes to understanding of why some teachers don't feel comfortable expressing their personal identities to avoid being seen as the 'race person' and in doing so, it questions perceptions on whether anti-racist education can only be taught by Minority ethnic teachers.

Khohli (2018) suggests a need to understand how minority ethnic teachers negotiate their professional identities, and considers whether their personal identities actively or consciously impacted on their teaching. Whilst schools can be important sites for children and young people to encounter social justice, so too, are they sites for *teachers* to encounter social justice. Yet some minority ethnic teachers appear to feel confident in utilising their cultural and linguistic skills while others choose to assimilate in order to 'fit in'. This potentially oppresses minority ethnic teacher's identity?

This paper draws on qualitative research conducted with minority ethnic teachers from the West of Scotland. All were educated in Britain but selection criteria ensured a mix of different cultural and religious backgrounds. Focus groups enabled their responses to be analysed, in order to explore their experiences and perceptions of their contribution to the profession. It was also important to seek their views on responding to the needs of the minority ethnic children they teach and whether they felt that their cultural, religious and linguistic skills were of benefit to *all* the children they teach.

By identifying the enablers and barriers to minority ethnic teachers utilising their cultural, religious and linguistic skills in the classroom, the research findings inform our understanding of teachers working in culturally diverse classrooms. This paper concludes that if we are serious about equity and social justice there are underpinning issues about the identities of minority ethnic teachers that require further exploration.

Keywords: teacher identity, race/ethnicity, cultural diversity, equity

Keynote 2

Thursday 23rd November 2023, 11am, Halle Lecture Theatre

Dr Marion Allison

Director of CLD Standards Council Scotland



Has over 30 years' experience of working within Community Learning and Development and Education.

She currently leads the CLD Standards Council, the professional association for adult learner, community development and youth workers in Scotland. With a membership of approximately 3,000 people Marion leads the organisation across all business areas, working with a wide range of professionals from the public, voluntary and private sectors with partnership programmes across the UK and beyond. She has led the CLD Standards Council through two education reforms, contributes to youth work, adult learning and community work policy and is a strong advocate for the Community Learning and Development workforce and standards. Marion is also a member of the Institute of Directors, Vice-Chair of the Learning and Teaching Committee and Board of Management at Glasgow Kelvin College and a previous a Trustee at Impact Arts, an award winning community arts organisation. She worked all over Glasgow in various youth work roles before moving to South Lanarkshire Council where she managed two large youth centres. Marion lectured on the BA/BA(HONS) Community Education Course at the University of the West of Scotland and completed her doctoral study into Young People, Enterprise and Social Capital at the University of Stirling.

Community Education: a path towards 21st century lifelong learning?

John Dewey sagely claimed that "You cannot teach today the same way you did yesterday to prepare students for tomorrow." As Scotland once again finds itself in the maelstrom of Education Reform, policy makers may well ask how they prepare an education system suitable for the learners of tomorrow. The aim of this presentation is to show how effective Community Education can contribute to a reformed and connected lifelong learning system. Firstly, I will discuss how political, economic, social and technological changes have led to the rapid expansion and currency of knowledge and skills. Projected changes in technology, environment and populations mean that we are preparing learners for jobs and ways of living that do not yet exist.

In response to this challenge Skills Development Scotland have developed a meta- skills matrix that offers a framework of skills and abilities that future societies and economies may need.

I will critique this model and consider the value-added by learner's life experiences, pathways for lifelong-learning and the role of review and reflection. Overall, I will show how effective Community Education, underpinned by critical pedagogy (Friere 1972); can pave the way to system change. Finally I will ask participants to consider how their practice and research can influence and contribute to policies that work for all of Scotland's young people, learners and communities.

Keywords: Community Education, Meta-Skills, Policy

Outline Programme

Wednesday 22nd November 2023

1000–1100	Registration
1100-1200	Keynote: Dr Khadija Mohammed
1200-1300	Lunch
1300-1400	Session 1
1400-1500	Session 2
1500-1530	Afternoon break
1530-1630	Session 3
1630-1800	Network sharing event
1800-1810	Presentation of prizes
1815	Drinks reception (sign up sheet at registration desk)

Thursday 23rd November 2023

0900–0930	Registration
0930-1030	Session 1
1030-1100	Morning break
1100-1200	SER Lecture: Dr Marion Allison
1200-1300	Lunch
1300-1400	Session 2
1400-1500	Session 3
1500-1530	Afternoon break
1530-1630	Session 4
1630-1730	AGM
1930	Conference dinner

Friday 24th November 2023

0900-0930	Registration
0930-1030	Session 1
1030-1100	Morning break
1100-1200	Session 2
1200-1300	Lunch
1300-1345	Panel with sister associations
1345-1445	Session 3
1445-1515	Afternoon break
1515-1615	Session 4
1640	Close

WEDNESDAY 22 NOVEMBER 2023

Theme: Meeting global and local challenges through interdisciplinary partnerships and collaborations in education

1000-1100

REGISTRATION and welcome teas/coffees and pastries

(Rooms and Strands)

Halle Lecture Theatre

Room 3162
IRM

Room 3163
SJI

Room 3164
PVL

Room 3165
P&E

Room 3170
DL

1100-1200

KEYNOTE: Dr Khadija Mohammed - chaired by Angela Jaap, Halle Lecture Theatre

1200-1300

LUNCH

1300-1400

Poster session and rapid thesis presentations

003

Denise McGee-Dewar
How using a phenomenological perspective gained a unique perspective on the ITE and early career experiences of Scottish PE teachers

018

Jakob Billmayer
The didactical triangle as tool for analysing educational settings

052

Sabina Savadova
Living journals: Introducing a new approach to study participants' lives from afar

075

Francesca Fotheringham
Empowering Neurodivergent Students: Exploring the impact of a Co-Designed Peer Support Program in Mainstream Secondary Schools

001

Clare Uytman
"My best friend is barbie, even though she only has one arm she's increadibal"

010

Patricia Castellano
The impact of educational, professional, and social practices and attitudes on the retention of disabled students in Scottish Higher

W008

Kirsten Darling-McQuistan
Northern Pedagogy: continuing the conversations

S001

Martin Hagan
Perspectives on Professionalism: Teacher Education Policy Trajectories across the UK and Ireland

041

Mayukh Devadas
The Dynamics of Educational Inequality in Technology Enhanced Learning in Kerala, India

101

Fiasal Assiri
Factors Influencing Educational Technology Adoption: A Case of Madrasati Platform in Saudi Arabian Secondary Schools

1400-1500	<p align="center">Short Presentations (PK)</p>	<p align="center">W005 Dove Wimbish Personas and Possibilities: How Social Marketing Techniques Can Be Used To Kick-Start Collaborative Research</p>	<p align="center">S003 Alice Tawell Professionals', parents' and young people's perspectives on school exclusion across the four UK jurisdictions</p>	<p align="center">065 Daniela Mercieca Narrowing the theory-practice divide: an evaluation of teaching psychological theories in the educational psychology professional training programme</p> <p align="center">008 Tom Breeze Music teachers' pedagogic beliefs at a time of education reform: lessons from Wales</p> <p align="center">092 Stephanie Thomson Reimagining education after the pandemic: some responses and reflections from educators around Europe</p>	<p align="center">RT004 Charlaine Simpson Multi-establishment Headship Across Rural Scotland</p>	<p align="center">053 Serdar Abaci Preparing teachers to teach in the digital and data age: ITE provisions in Scotland</p> <p align="center">020 Shikha Kumari Critically observing and evaluating personalized learning in higher education through a socio-material approach</p> <p align="center">043 Mei-Hua Yang Mobile-assisted language learning and L2 Learners' Motivation</p>
1500-1530	AFTERNOON BREAK					

1530-1630	<p>S002 Alan Bainbridge Good Education in a Fragile World: higher education as if the world mattered</p>	<p>071 Eleanor Dodson Drama as a research method: Experiences working with students in Norway</p> <p>079 Lisa Reed Reconciling ethical dilemmas as a practitioner-researcher through use of a reflexive framework</p>	<p>067 Di Cantali Teachers as Agents of Change: a toolkit for teachers and schools addressing the UN Sustainable Development Goals</p> <p>076 Gert Biesta Decolonising The School: The Case Of Social Justice And The Practical, Intellectual And Political Integrity Of Education</p> <p>015 Haley Sneed An Investigation of Young People's Perspectives on the Effectiveness of Scottish Youth Work in Supporting Well-being in the Wake of the COVID-19 Pandemic</p>	<p>W013 Dobrochna Futro I am not an artist, I can't draw!' The use of art-making in developing inclusive multilingual approaches to language teaching in multilingual contexts</p>	<p>030 Charlaine Simpson Multi-establishment Headship Across Rural Scotland</p> <p>011 Alison Mitchell Headteachers as System Leaders: Understandings, provocations and propositions</p> <p>095 Sverrir Oskarsson School Boards in a challenging transition process</p>	<p>W007 Frances Wallace Make It Happen - Passive Consumers to Digital Creators</p>
1630-1800	Network Sharing Event - This is a unique opportunity to hear from each network and find out more about how they contribute to meeting the aims of SERA and generating knowledge in their respective fields. This will be held in the Halle Lecture Theatre					
1800-1810	Presentation of SERA prizes for posters, rapid thesis and short presentations (prizes donated by SER)					
1815	Drinks reception (there will be a sign up sheet for this at the registration desk – limit 70 people), QMU dining area					

THURSDAY 23 NOVEMBER 2023

Theme: Meeting global and local challenges through interdisciplinary partnerships and collaborations in education

0900-0930

REGISTRATION

(Rooms and Strands)

Halle Lecture Theatre C

Room 3162 IRM

Room 3163 SJI

Room 3164 PVL

Room 3165 P&E

Room 3170 DL

0930-1030

047 Pete Wright
Primary school students using mathematics to argue collectively for social change

026 Angela Jaap
Supporting primary teachers in classroom music through Lesson Study

002 Chantelle Boyle
Viewing Moral Education Through an Interdisciplinary Perspective: A Scottish Primary School Case Study

W002 Kara Smith
TUS: Exploring Hebridean & Indigenous Educational Research Methods

024 Aileen Kennedy
Graduates' reflections on an innovative ITE experience

063 Clare Smith
Revisioning School Experience Partnerships in Initial Teacher Education

029 Carleigh Bristol Slater
Uncovering Gaps in Child Protection Education in Scottish Teacher Training Programs

S007 Rachel Shanks
Uniforming Schools: forming and performing disciplined (and material) identities

W006 Elizabeth Nelson
Education for Sustainable Futures in Adult, Community, and Youth Contexts: A digital distance programme offering

1030-1100	Morning Break					
1100-1200	SER Lecture: - Dr Marion Allison - chaired by Kat Lord and Cara Blaisdell, Halle Lecture Theatre					
1200-1300	LUNCH					
1300-1400	<p style="text-align: center;">W011 Shirley Gray Exploring Critical Pedagogies in Physical Education</p>	<p style="text-align: center;">004 Jerry Johnson Research practice partnerships (RPPs) as a vehicle for asset-based inquiry and regional stewardship in rural settings: An example from eastern North Carolina in the US</p> <p style="text-align: center;">100 Julie McAdam Between Success and Failure: Researching with Grassroot Organisations</p> <p style="text-align: center;">031 Craig Orr Collaborative Improvement Networks: Reflections on Collective Impact</p>	<p style="text-align: center;">S009 Stephen McKinney Poverty and Education Network Symposium 1 Within and beyond the school gates...new research on the impact of poverty on education</p>	<p style="text-align: center;">W003 Hermione Xin Miao Early Career Researchers network-led workshop: Imagining and designing collaborative communities for everyone to thrive: Lessons learned from diverse lived experiences</p>	<p style="text-align: center;">087 Richard Opoku Agyemeng Ghana's basic school policy changes towards ESD and Citizenship Education</p> <p style="text-align: center;">046 Paul Adams Pedagogy and the Purposes of Education: comparing Scottish and Danish experiences and links to UK, Nordic & Continental inspirations</p> <p style="text-align: center;">072 Elle Scott Understanding and changing practices and policies impacting on care experienced young people's futures as successful adults – a literature review</p>	<p style="text-align: center;">077 Jonathan Hancock "We felt the textures from nature and it gave us new ideas": Investigating sustainability education through primary school children's natural and digital haptic touch explorations</p> <p style="text-align: center;">035 Elizabeth Nelson Print picturebooks, tactile engagement and digital learning</p> <p style="text-align: center;">066 Derek Robertson Learner dissensus and becoming(s) through gameplay with Minecraft in the primary classroom</p>

1400-1500	<p>082 Mike Jess Complexity Commonalities: Framing Future Curriculum Developments in Education</p> <p>084 Nematollah Azizi Pedagogical Indicators for Sustainable teaching and Learning in Higher Education</p> <p>058 Anna Robb Localising Philosophy: exploring the philosophy of technology with children using creative approaches</p>	<p>Perform003 Laura Colucci-Gray Responding to the Environmental Crisis: Exercises in Attentive Listening</p>	<p>W012 Victoria Smith Diversity (Race) in the Teaching Profession</p>	<p>RT002 Fearghal Kelly The national model of professional learning: a shared understanding of what makes effective professional learning to support education reform</p>	<p>009 Walter Humes International, National and Local Influences on Scottish Educational Policy: Actors, Agencies and Agendas</p> <p>036 Gillian Brydson Implementing new funding and governance structures in Scottish schools: associated social risks</p> <p>057 Anna Beck Mapping spaces of teacher participation in the National Discussion: the democratic legitimacy of consultation in policymaking</p>	<p>S008 Stavros Nikou Emerging trends in technology enhanced learning</p>
1500-1530	AFTERNOON BREAK					

1530-1630	<p>068 Donald Gray New Eyes for an Old Education: Ways of Attending in a Divided World</p> <p>059 Audur Palsdottir Climate Education for ACTION</p> <p>027 Bridget Burger Navigating Curriculum in Ocean Literacy</p>	<p>062 Rachel Drury Voice of the Baby: Exploring rights-based approaches for participation using the arts with babies and young children</p> <p>060 Carol Smith 'You can't know, you're not 5': exploring children's views of what it is like to be in Primary 1</p> <p>070 Duncan Mercieca Questioning 'Listening to children's voices' through Jean-Luc Nancy concept of 'sense'</p>	<p>S006 Paul Adams Pedagogy as gift: Contextual views from Scotland and Canada</p>	<p>W014 Alison Murray Using accessible resistance exercise to build emotional and physical strength- embodying pedagogies for accessible health and physical development (physical education) teacher education</p>	<p>028 Carleigh Bristol Slater Child Protection Education and Scottish Policy: A Comprehensive Review of Scottish Legislation and its Influences on Initial Teacher</p> <p>048 Qiyu Zhuang Challenges and Opportunities of a hidden group: PGT Provision towards Disciplinary-Shifted PGT Students</p> <p>019 Julie Harvie Developing understandings of school leadership in globally challenging times through Life History Narratives</p>	<p>P&E 085 Nematollah Azizi Reconceptualising the University Role in the Creation and Development of Sustainable Learning and Creative Cities: Case Study- University of Glasgow</p> <p>096 Andrew Horrell An insight into curriculum enactment in China and the interplay between policy and the legal system</p> <p>102 Barbara Van Der Meulen A "poorly understood occupational group"? A systematic review of the literature on university-based teacher educators in Scotland</p>
1630 – 1730	AGM	Halle Lecture Theatre				
1930	Conference dinner and presentation of Estelle Brisard award					

FRIDAY 24 November 2023

Theme: Meeting global and local challenges through interdisciplinary partnerships and collaborations in education

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1030-1100	Morning break					

1100–1200		<p>093 Stephen Day Exploring pre-service teachers' attitudes and beliefs about Learning for Sustainability</p> <p>023 Abimbola Abodunrin From Compliments to 'Otherness': Raciolinguistic Analysis of a Collaborative Online International Learning Experience of Pre-Service Teachers</p> <p>014 Denise McGee-Dewar Exploring new PE teachers' experiences of the Teacher Induction Scheme: Relationships and support</p>	<p>W010 Nic Dickson An arts-based workshop to explore the barriers and enablers to engagement in education for marginalised learners</p>	<p>S011 Svanborg Jonsdottir Wrestling with writing, resources, and solutions: Collaborative self-study of educational practices</p>	<p>064 Conny Gollek Developing a practitioner tool to support language development in 2-year olds –next steps with eLIPS</p> <p>089 Sally Zacharias Enhancing TESOL pre-service teachers' understanding of language use with digital technologies</p> <p>074 Francesca Fotheringham Addressing the Wellbeing Needs of Postgraduate Taught Students: Insights from a Longitudinal Study</p>	<p>044 Michael Gallagher Refugee inclusion in higher education: the nexus of barriers and the digital</p> <p>042 Mei Hu International students' feeling of shame in the UK higher education</p> <p>099 Taiwo Gbadegesin Black and Minority Ethnic in Initial Teacher Education: Through the lens of Critical Race Theory</p>
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1445-1515	AFTERNOON BREAK					

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Papers

Paper 001

**“My best friend is barbie, even though she only has one arm she’s increadibal”
Using representative toys to influence attitudes of Scottish children to disability**

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Keywords: disability, representation, inclusive education, imagined contact

Theme: Social Justice and Inclusion

Previous research indicates that imagined contact can reduce prejudice and promote positive friendship intentions between people from different backgrounds. However, much less is known about changing perceptions of disability after imagined contact. This project assesses the responses of children towards a series of images that represent disability in toys. The research question explored the impact of the ToyLikeMe Toy Box Tales activities upon children’s perceptions of disability. A mixed-methods repeated measures design was used. Children were invited to complete a short questionnaire followed by a story completion task, before and after taking part in a pop-up exhibition.

Children ($N = 312$) aged 7-11 from five Scottish primary schools were asked to write stories about disabled toy characters. Story completion is a novel approach which allows for attitudes to be explored thematically via the story. The adapted ADS (Attitudes to Disability Scale) assessed intention for friendship and attitude to disability.

We found that quantitatively affective responses towards disability were more positive post-exhibition. Post-exhibition affect predicted behavioral intentions. Qualitative themes reflecting positive and negative attitudes, both social and medical understandings of disability and achievement "despite" disability were developed.

This study shows how representation of disability in the Toy Box Tales images affects children’s perceptions of disability. This has the potential to be applied in a wider social and educational setting through the wider representation of disabilities in toys, books and language use to encourage more inclusive imagined contact with people who have a range of abilities and impairments.

Paper 002

Viewing Moral Education Through an Interdisciplinary Perspective: A Scottish Primary School Case Study

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Keywords: Moral Education, Curriculum for Excellence, Interdisciplinary Learning, Scottish Education

Theme: Curriculum

Religious and Moral Education is one of the eight curricular areas taught within non-denominational primary schools in Scotland. However, there is a significant gap in the research and academic literature focussed on the implementation of Moral Education at this level. Additionally, there is no literature within Scotland that observes how this curricular area is being explored through an interdisciplinary approach. This paper draws on an ongoing doctoral research project and aims to understand the implementation of ME through implicit and explicit lenses. Interviews were conducted with six primary school educators and three members of the senior management team within a case study school. The semi-structured interviews provided insights on teachers' and school leaders' understanding, planning, and implementation of Moral Education within their own practice and across the whole-school. The semi-structured interviews were then inductively analysed. One major theme highlighted that Moral Education is implemented by some educators, in this case study, across the curriculum; several teachers suggested that they use interdisciplinary approaches to explore this subject within their classrooms. This has serious implications for the ways in which schools and teachers plan and prepare ME for the classroom. Importantly, this paper highlights that the curriculum in Scotland can engage with an evolving world by relating Moral Education to other curricular areas to explore the diverse topics covered within this subject.

Paper 003

How using a phenomenological perspective gained a unique perspective on the ITE and early career experiences of Scottish PE teachers

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Keywords: Phenomenology, Qualitative methods, Teacher learning, Teacher education

Theme: Innovative Research Methods

Phenomenology is a research methodology which seeks to gain a deeper understanding of the nature of experience (Van Manen, 2001), by gathering and interpreting experiential accounts of lived experiences of a phenomenon (Vagle, 2018). This study employed hermeneutic phenomenology which focuses on concrete lived experiences and the meanings that participants make of these experiences (Van Manen, 2014). The ITE, induction and post-induction experiences of 7 graduates of a four-year undergraduate physical education programme were investigated. Data was collected at two key stages; during the induction year and during the first year of teaching post-induction through semi-structured interviews and focus groups.

Using a phenomenological approach to this study allowed the participants to reconnect with their previous learning experiences. This meant that we moved beyond their initial reactions or 'stock answers' that can emerge around questions regarding ITE and induction. This uncovered deeper and nuanced connections between their experiences at each stage and highlighted the complexities and non-linear nature of teacher learning during the early career phases. Additionally, participants understandings were *dynamic and temporal* (Dall 'Alba, 2004). As new teachers continue to learn and develop, their shifting horizons mean understandings of their past learning experiences also develop (Gadamer, 1994).

The affordances of this phenomenological enabled me to gain a unique perspective on early career teacher learning within this study. Therefore, this is an approach that could be used more in investigating the transition from ITE into teaching and could also useful in gaining a deeper understanding of experiences of learning in other contexts.

Paper 004

Research practice partnerships (RPPs) as a vehicle for asset-based inquiry and regional stewardship in rural settings: An example from eastern North Carolina in the US

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Keywords: research, rural, partnerships, assets

Theme: Innovative Research Methods

Responding to the SERA guiding question *What types/forms/functions of research best allow us to examine challenges and offer potential solutions?*, the proposed paper describes a place-conscious and context-specific application of the Research Practice Partnership (RPP) model deployed in a historically marginalized region. The region, eastern North Carolina (ENC), is predominantly rural and majority African American. The social, economic, and political history of the region is grounded in plantation agriculture, and issues of race and class remain salient. East Carolina University (ECU) is a regional institution with approximately 30,000 students and a mission that centers “regional transformation” and “service leadership.” Researchers in the Rural Education Institute (REI) at ECU utilize the RPP model in their work, and have evolved the model to further its potential as a vehicle for collaboration and impact. RPPs are collaborative, long-term partnerships between researchers and practitioners with the goal of improving problems of practice (Coburn & Penuel, 2016). As used by REI, the model adopts a deliberately *asset-based* (Kretzmann & McKnight, 1993)—as opposed to *needs-driven*—approach, embraces the role of the university as *connector* (Morse, 2014), and incorporates elements of *developmental democratic practice* (Hess et al., 2014) in that work. The net result is an innovative approach to research that centers context, values the assets of research partners and participants, and actively engages in capacity-building as a part of the process to identify and implement solutions. The paper describes this model and provides illustrative examples of RPP research projects in ENC.

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Paper 005

Subjective Well-Being, Beliefs, and Lifestyles of First Year University Students in the UK

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Keywords: Subjective well-being, beliefs, lifestyles, university students

Theme: Policy and Education

Mental well-being is an integral part of university students' overall well-being, and has been a matter of increasing concern in the UK. The main purpose of the study was to address the impact of university experience on students by investigating the changes students experienced in their subjective well-being, beliefs, and lifestyles during their first year of study, as well as the factors contributing to such changes.

This project was built on the theoretical framework of Astin's (2002) Input-Environment-Output/Outcome (I-E-O) model, which conceptualizes inputs as the personal qualities or characteristics students bring to the educational experience prior to university entry, environment as the actual experiences during the education programme, and outputs/outcomes as cognitive and affective changes in students.

Adopting a comprehensive theoretical model, the project was the first study of this kind in the UK that systematically explored university impact on transformations in a person's beliefs, lifestyles, and well-being. Using a longitudinal two-wave mixed method design (i.e., online survey and individual interview), this project identified important factors that contributed to, or inhibited changes students experienced in their 1st year of study. A total of 97 students participated in this study.

A key finding of the research has been that regardless of backgrounds, the majority of the students (n=76; 78.4%) reported high levels of stress during their first year of study, and that they experienced major changes in their lifestyles (n=69; 71%). This study also revealed that personal beliefs had important impact on these changes (n=81; 84%).

Findings of this study will help universities in designing and implementing comprehensive and functional university mental health model systems, as well as other well-being promoting programmes in the society. Implications for the higher education policy and future research are also discussed in the paper.

Old Wine in A New Bottle? A Case for the Shalom Inclusion Model

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Keywords: inclusion models, spirituality, disabilities, inclusive education, interventions

Theme: social justice and inclusion

In response to the call for full inclusion, several inclusion models have been developed and implemented in the past few decades. In the international arena, current models of inclusion (e.g., medical model, social model, biopsychological model) for students with disabilities cover a wide range of individual and institutional domains.

As a theoretical discourse, this article has two aims. First, to help teachers and other professionals understand the characteristics of these models, the article highlights the unique features, strengths, and limitations of three main inclusion models, considering that the direction of inclusion policy and provision of inclusion support can be impacted by broader societal and cultural values. The second aim is to present and illustrate a relatively underused approach, the Shalom Inclusion Model. This framework is justice-infused, spirituality-oriented, and based on ancient wisdom. The four central domains of the Shalom Inclusion Model—shared curriculum experience, shared strengths and needs, effective and differentiated pedagogy, and community and collaborative praxis—are also discussed.

The author argues that since spirituality has been a “forgotten” dimension in many models of inclusion support, the Shalom Inclusion Model, which is a comprehensive approach encompassing education, restorative interventions, compassion, collaboration, social justice, and the spiritual concepts of shalom and agape love, is worth exploring. In fact, many inclusive communities around the world have tangibly and successfully demonstrated the practicality and effectiveness of the Shalom Inclusion Model. To further illustrate the Shalom Model, this article presents two successful inclusive communities: the Grace Mission inclusive program and the Bruderhof community. These communities use a holistic approach to address the diverse needs of learners and provide restorative interventions to enhance the spiritual development and overall well-being of students with disabilities. The implications for inclusion support providers are also discussed.

Paper 007

Language teachers' wellbeing: insights of LGTBIQ+ in-service teachers

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Keywords: teacher wellbeing, LGTBIQ+, foreign language, teacher trainers

Theme: Professional and Vocational Learning; Social Justice and Inclusion

This paper aims at presenting the results of a qualitative study that examines the interplay between teacher wellbeing and queerness, in line with the ecological paradigm using semi-structured in-depth interviews. The key results indicate that teacher well-being is a multifaceted and interconnected system in which sexual orientation plays a crucial role in shaping their identities, skills, personal and professional relationships, as well as the cultural and political domains. Our findings suggest that despite facing homophobic discrimination, the participants were able to leverage their psychosocial resources to turn this adversity into positive outcomes, such as engaging in queer activism in their personal and political lives, and as foreign language teacher trainers.

Evidence for interviews

The study was conducted in Andalusia, Spain, during the first semester of 2021, focusing on the wellbeing of queer male foreign language teachers in nine public universities. Utilizing purposive sampling, seven participants were selected from various universities, ages, and cultural contexts for in-depth interviews. The researchers employed open-ended questions to gather qualitative data, exploring the intricate interplay between sexual orientation and wellbeing among language teachers. The participants' anonymity was ensured, and their linguistic specialties included English, French, and Spanish. By incorporating diverse perspectives, the study attained triangulation of data, strengthening its validity and reliability. The findings offer valuable insights into the impact of sexual orientation on teacher wellbeing within personal and professional realms, enriching the existing knowledge in this domain and encouraging further research on this underrepresented subject.

Originality and significance

If we compare the number of wellbeing studies focused on students with those of LGTBIQ+ teachers, the latter is still in the single digits. These normally revolve around Primary or Secondary teachers, but little knowledge do we have about queer university teachers, even less known if their area of expertise is foreign languages. This timely research fills a gap in the literature by interrelating the sexual identity of LGTBIQ+ teachers and teacher wellbeing from an ecological perspective. Key to this approach is the complexity of factors that affect teacher wellbeing in an interwoven architecture of five subsystems that embrace multiple elements—namely, psychosocial capital, identity or professional skills, dynamism of perceptions and experiences about it over time, the culture of educational institutions, the interrelationships with the different agents of the system, and the cultural parameters of each geographic context—. All of them play a pivotal role in teacher wellbeing, where teachers are central and proactive agents. Were they to know this structure and become aware of their own psychosociological capital, they would be able to develop strategies for the successful management of their wellbeing and power. Consequently, they would flourish satisfactorily in their work and life, teaching to the maximum of their potential, and being able to balance their physical and emotional health.

Music teachers' pedagogic beliefs at a time of education reform: lessons from Wales

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Theme: Professional and Vocational Learning

Music education in the UK has for many years been philosophically settled around a holistic, practical model proposed by Swanwick nearly half a century ago. There have been few challenges to this model, which has formed the basis for the national curriculum since its inception in the 1990s. Academics have instead concentrated on why *school music* tends to be unpopular with pupils, while *music itself* is central to so many young people's lives. In Wales, wide-ranging reforms to the education system in the wake of poor PISA results have led to the introduction of a new curriculum sharing many features with Scotland's *Curriculum for Excellence*.

This mixed-methods study conceptualises the pedagogic beliefs of music teachers working with 11-14 year-olds in mainstream secondary schools in Wales. The resulting model sheds light on music teachers' views of learning as a complex, cyclic process in which the aim is to allow pupils artistic agency, but in which the reality can be muddied by contradiction: what one teacher described as 'the illusion of choice'. Teachers' desired outcomes for the learning process challenge prevailing opinions in the literature about a culture of elitism in the music classroom, adding some nuance to existing conceptions of music education. However, in the context of a new 'curricular turn' calling for connections to be made between subject disciplines, the study sounds a note of caution around insufficiently rigorous justifications for the existence of the subject based on being 'civilising' for pupils or generating transferable creative dispositions.

Paper 009

International, National and Local Influences on Scottish Educational Policy: Actors, Agencies and Agendas

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Keywords: policy community, global discourse, national identity, educational reform

Theme: Policy and Education

This paper considers whether policy making in Scottish education has changed significantly in the post devolution period. Pre-devolution accounts (e.g., Humes, 1986; McPherson & Raab, 1988) emphasised the national character of the policy community. It was directed from the centre by inspectors and senior civil servants in the Scottish Education Department (SED), although official accounts claimed that consultation with stakeholders and partnership with local authorities were important features of the process.

In the post-devolution period, several new influences came into play. The hope was that the Scottish Parliament would herald a more open and accountable system of governance, better reflecting portrayals of the Scottish educational tradition as democratic and egalitarian. At the same time, educational systems became more subject to international pressures from agencies such as the Organisation for Economic Cooperation and Development (OECD). The OECD produced three reports on Scottish education (2007; 2015; 2021), which have featured strongly in debates about future policy. Research studies have suggested that educational systems now need to be understood in terms of different levels of influence which inter-relate in complex ways (Grek, 2019; Lingard, 2021). In relation to curriculum, these levels have been represented by the terms supra, macro, meso, micro and nano (Thijs & van den Akker, 2009; Priestley et al, 2021). There have also been strong arguments for giving a greater say to teachers and schools in framing and developing policies, rather than having them imposed from above. Regional Improvement Collaboratives (RICs) in Scotland might be seen as one example of this. Has their creation made any difference in terms of the overall distribution of power?

These issues are exemplified with reference to curriculum, governance and policy discourse. The concepts of actors (e.g., politicians, civil servants), agencies (e.g., curriculum and assessment bodies) and agendas (stated and unstated) are used to draw provisional conclusions about the nature and extent of changes. How has the traditional policy community, as described by Humes and McPherson & Raab, responded to the broader policy landscape in which international and local inputs have interacted with the new national context of devolved administration?

Paper 010

The impact of educational, professional, and social practices and attitudes on the retention of disabled students in Scottish Higher Education

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Keywords: disabled students, higher education, retention, Scotland

Theme: Social Justice and Inclusion

Many Higher Education Institutions worldwide face low student retention rates. Several dynamic factors (e.g. students' personal circumstances or low social and academic engagement) influence these low retention rates, making them a difficult challenge to address. Although these low student retention rates apply to the whole body of students, some seem to be at higher risk of early exit. One example is disabled students, who seem to graduate at even lower rates than their non-disabled peers. Disabled students' even lower retention rates appear to result from the combination of the abovementioned factors and the countless challenges that Higher Education (HE) still presents for disabled students (e.g. negative attitudes and difficulties in accessing supports). This study, developed in Scotland, explores some of these factors: the impact of professional, educational, and social practices and attitudes on the retention of disabled students in HE. Following a qualitative approach, 29 participants contributed to this study by taking part in semi-structured interviews. While this research is still in development, initial findings highlight the need for high-quality support provision designed with disabled students at heart, the importance of reducing the bureaucratic burden disabled students face when trying to access support, or the need to promote comprehensive, inclusive educational practices. These findings also illustrate the benefits of refining certain institutional systems (such as those related to student recruitment), the value of learning from the educational changes resulting from the Covid-19 pandemic, and the need to promote positive attitudes and disability and inclusion awareness across all levels of HE.

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Paper 011

Headteachers as System Leaders: Understandings, provocations and propositions

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Keywords: Headship, System Leadership, Leadership Development, Influence, Life History Narratives

Theme: Policy and Education

This paper interrogates both the construction of school principals/headteachers (HTs) as system leaders, and their exercise of this expectation placed on their leadership, using the context of Scotland as a case study. Current articulations of system leadership in education promote its practice as a compelling objective for school leaders, to engender collaborative and transformative systemic improvements, with equal concern for students in other schools, as for those in the leader's own school. However, system leadership is a problematic concept, with multiple conceptualisations yet modest empirical evidence, of the perspectives and identities of system leaders in schools. The empirical research underpinning this paper draws on life history narratives (LHNs) of eight HT participants, as part of the *Future of Headship* research project at the authors' institution. Through the LHN approach, participants were able to identify and elucidate significant episodes and experiences of headship as system leadership through their individual perspectives and identities. A thematic analysis of the LHN data identified common and critical themes characterising the participants' experiences around The *What?*, *Who?*, *Why*, and *For Whom/What?* of system leadership, and highlighted the disparity in perceptions and articulations of its potential, its practice, and its impact. Through the findings, three provocations are propounded for consideration by the SERA community, to shape the lens for further exploration of headship as system leadership. The paper concludes with propositions around implications for school leadership development, to prepare, support and challenge those leading our education systems during current and future global and societal uncertainties.

Paper 014

Exploring new PE teachers' experiences of the Teacher Induction Scheme: Relationships and support

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Keywords: Induction, Teacher learning, Early career teachers, Transition

Theme: Professional and Vocational Learning

The transition from initial teacher education (ITE) into teaching is a precarious time for new teachers. Faced with issues related to workload, behaviour management and marginalisation; some new teaching graduates can experience 'practice shock' (Veenman, 1984). Additionally, concerns remain that the pressures of the workplace can lead to learning from ITE being 'washed out' (Blakenship and Coleman, 2009). In Scotland, new teachers are supported during this transition through the Teacher Induction Scheme (TIS) which guarantees structured support for new teachers to reach the standards for full registration (SFR). Despite these features, concerns have been raised about the variability of support available during induction (Shanks, 2020).

This project explores the experiences of 7 graduates of a four-year undergraduate physical education programme. A phenomenological approach was utilised to capture their experiences of the teacher induction scheme. Phenomenology seeks to understand, describe, and interpret the meanings individuals make of their own experiences. Data was collected at two key stages; during the induction year and during the first year of teaching post-induction through semi-structured interviews and focus groups.

The findings painted a complex picture of teacher learning that was non-linear in nature. Though many themes developed, *relationships and support* was the most prominent. Fostering a sense of belonging and the importance of both formal and informal support were highlighted as key factors in supporting new teachers. However, some participants also recognised that support structures could also function to constrain their autonomy. Overall, the findings highlight the key role all practicing teachers have as teacher educators in supporting the development of new teachers.

Paper 015

An Investigation of Young People's Perspectives on the Effectiveness of Scottish Youth Work in Supporting Well-being in the Wake of the COVID-19 Pandemic

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Keywords: Young people, Well-being, Youth work, Photovoice

Theme: Social Justice and Inclusion

This research aims to investigate young people's well-being priorities and how youth work in Scotland can better support their ability to take action to address those priorities, particularly in the wake of the COVID-19 pandemic. This study utilises the methods of photovoice, photo-elicitation, an open-ended questionnaire, and semi-structured interviews. The co-creation of knowledge through photovoice and photo-elicitation will help to diminish power relationships by meaningfully engaging participants with academia and relevant stakeholders within their local community. It will encourage participants to be curious about their experiences while learning to lobby for change and actively oppose tokenistic engagement. Youth work services articulate that they have been significant in supporting young people throughout COVID-19 and its aftermath (UK Youth, 2021; Youth Scotland, 2020; YouthLink Scotland, 2020), but young people's views are missing. This research addresses a gap in the literature by investigating the experiences of those young people whom COVID-19 has most detrimentally impacted. This paper will present examples of the participants' photographic data and their accompanying photo stories. Additionally, it will discuss data concerning the participant-led coding and reflexive thematic analysis process. Lastly, it will present any preliminary findings and conclude with the expected outcomes of the study.

Paper 016

Understanding the social stresses affecting the families of Algerian students and students of these families during the period of their PhD studies in the UK in the context of family separation using social stress theory

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Keywords: social stress, family separation, family members, Algerian students

In the last few years, many Algerian students take doctoral research in the UK after receiving a fully funded scholarship from the Algerian government. Due to the collectivist nature of the Algerian society, both Algerian postgraduate students and their families who remain in Algeria experience social stress in this context of separation. This research study aims to understand the social stressors impacting families of these Algerian students and students themselves during the period of their doctoral journey in the UK. In particular, it explores how students, and their families perceive social stress and conceptualize family separation. It also aims at learning about the coping strategies they use to cope with family separation and social stress. The research is constructivist, and a descriptive multiple-case study design has been used. Data have been collected using qualitative semi-structured interviews with 18 students (90-180 mins) and 11 family members (60- 120 mins). Thematic analysis has been used to analyse the collected data. Findings showed that social stress for Algerian students and their families is basically originated from separation and study where all the stressors they came across were separation-related and study-related. With reference to the impact of COVID pandemic in intensifying these stressors, participants expressed the psychological and emotional impacts of separation on their mental health. Participants' conceptualizations of family separation were related to physical and emotional absence and presence. Algerian PhD students and family members pointed out to their use of social media, religious, emotional coping, and positive thinking to cope with separation and stress.

Paper 018

The didactical triangle as tool for analysing educational settings

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Keywords: didactical triangle, theory development, conceptual paper, analytical model

Theme: Innovative Research Methods/Curriculum

The aim of this paper is to introduce a model for analysing and comparing educational settings, to outline its underlying principles and to give examples of its implementation. The model is based on the assumption that educational settings, like other communication systems (Luhmann, 1997), can be described in their essence as a triangular relationship between "teacher", "learner" and "content". The model builds on the didactic tradition, specifically the didactic triangle, by exploiting the possibilities of its graphical representation. The construction of the model is also based on the assumption that actual educational settings can be classified and thus compared by analysing the variations within the teacher-learner-content relationship.

The development of this model stems from a study (presented at SERA 2022) of texts and images in various cookery books, which required analysis and comparison of the relationship between author (teacher), reader (learner) and recipes (content). Through a process of abductive reasoning, combining close textual analysis and theoretical readings, three heuristics of educational settings emerged: (1) a "teacher-pupil relationship", (2) a "master-apprentice relationship", and (3) an "instructor-instructee relationship". On this basis, the idea arose to extend the model beyond these three ideal types and to construct a general model that would enable the analysis, classification and comparison of educational settings. Similar approaches to the didactic triangle as an analytical tool, albeit limited to the context of schooling, can be found in Diederich (1988) and Houssaye (2014).

SERA 2023 will allow for a first peer review of this model and its possible applications.

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Paper 019

Developing understandings of school leadership in globally challenging times through Life History Narratives

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Keywords: educational leadership, life history narrative

Theme: Innovative Research Methods

Systems across the world have been grappling with issues related to the recruitment and retention of headteachers/school principals for more than a decade, a predicament now deemed by the World Bank to be at crisis stage (World Bank, 2022). Scottish education reflects the concerns, challenges and aspirations found in education systems internationally, and so provides a rich case study in which to explore in depth the lived experiences of headteachers. This paper highlights the experiences and perspectives of serving headteachers in Scotland, leading their schools through authentic engagement. It draws on the life history narratives of eight participants, as part of the *Future of Headship* research project at the authors' institution.

Firstly, the distinctiveness of the life history narrative approach is discussed. The importance of privileging voice is considered and the power of life history narratives as both a research tool and a professional learning tool is reflected on, whilst highlighting some of the ethical and methodological issues faced. Extracts from the narratives are used to illustrate the central themes that characterise the participants' experiences. The significance of the methods and the data is then explored. Finally, this paper proposes next steps in taking life history narratives forward to better understand the lived experiences of educators internationally, and in the amplification of school leaders' voices as an imperative in times of troubling educational leadership.

Paper 020

Critically observing and evaluating personalized learning in higher education through a socio-material approach

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Keywords: Personalized learning software, Student agency, Higher education, Socio-material

Theme: Digital Learning

Aims

Current technological developments have resulted in a multitude of learning software that emphasize personalized and adaptive learning. These learning software have been claimed to enhance student agency, improve learning outcomes, and empower instructors by leveraging new technologies such as Artificial Intelligence/Machine Learning. While claims for personalized learning are still debatable due to a lack of shared understanding of its effectiveness in teaching and learning, there is no concrete evidence of how student agency is understood in a technology supported personalized learning context. As a result, further study is required to investigate characteristics that relate personalized learning software to enhanced student agency. The purpose of the study is to critically evaluate personalized learning software to understand how student agency is defined and suggest an alternative perspective of student agency as relational and distributed. The additional inquiry will be to explore teacher's roles, responsibilities, and interventions in personalized learning environments and to note the impact, if any.

Main Methods

To support the argument for student agency as relational, this study will employ sociomaterial theory as a theoretical and methodological lens to evaluate personalized learning software, particularly for students and teachers. The study adopts an ethnographic study based on socio-material theory to investigate personalized learning in depth.

Main Findings

The research contends that student agency should not be regarded as an individual attribute that can be enhanced using personalized learning software, but rather that it is relational. The study also captures teacher's perceptions and expectations for the potential benefits and challenges of personalized learning software.

Conclusions

Higher education institutions will have direct access to the study's findings, which will assist them to understand how student agency is implemented in educational settings using personalized learning software.

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Paper 022

‘It brought me such joy’: How an online community of practice supported practitioners to introduce creative, play-based pedagogies for teaching French in nursery and early primary settings

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Keywords: professional learning partnership, play-based pedagogy, teaching languages, online community of practice

Theme: Professional and vocational learning

This individual paper presents an interdisciplinary professional learning partnership that ran January - May 2022. The partnership involved forty practitioners working in twenty early learning centres and early primary classrooms, two professional development officers from SCILT, Scotland’s National Centre for Languages and a Teaching Artist.

This presentation shows how we addressed the challenge of facilitating professional learning for educators across time, space and sector. Our objective was to collaboratively develop an innovative play-based pedagogy called creative puppetry and apply it to teaching French to children aged 3-6 in a range of settings.

Our solution centred around communication and relationship-building. Prior to starting, we hosted an online information session that demystified creative puppetry. We shared expectations and negotiated roles with participating partners.

Once underway, we established an online community of practice (Wenger-Trayner & Wenger-Trayner, 2015) and actively fostered an ethos of learning. Each partner’s expertise was valued, whether in play-based pedagogy, teaching languages or in facilitating professional learning. Joint planning, sharing and problem-solving were encouraged through our MS Team and other digital tools.

Furthermore, practitioners used an adapted lesson study (Dudley, 2014) approach to facilitate multimodal storytelling activities in their classrooms and playrooms, and to evaluate children’s learning and engagement.

Before and after the project, practitioners completed an online questionnaire. Responses showed that the supported use of digital tools and the carefully cultivated community ethos, positively affected practitioners’ pedagogical and content knowledge as well as the engagement of children, across the ability and communication spectrum, in learning French through creative puppetry.

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Paper 023

From Compliments to 'Otherness': Raciolinguistic Analysis of a Collaborative Online International Learning Experience of Pre-Service Teachers

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Keywords: Internationalisation, raciolinguism, otherness, collaborative online international learning, higher education

Theme: Professional and Vocational Learning

Drawing on a revisited analysis of Rodolico et al.'s (2022) research on Collaborative Online International Learning (COIL) experience in teacher education, this study explores how race and language interact to shape the learning experiences of pre-service teachers in collaborative online spaces, revealing how communication practices exacerbate raciolinguistic otherness. While higher education institutions are increasingly adopting cost-effective COIL approaches to foster multilingual and cross-cultural capabilities, there is limited research on their overall impact (e.g., Appiah-Kubi & Annan, 2020; Hanukaev, 2022) and none, to our knowledge, through a racio-linguistic lens. This study aims to address and support this gap in literature, highlighting the racio-linguistic dynamics that can be prevalent in COIL spaces. Against this backdrop, the COIL sessions were collaboratively designed via a series of workshops and focus groups (FGs) involving 30 undergraduate and 4 postgraduate students undertaking initial teacher education programmes at the University of Glasgow, Scotland, and Niccolo' Cusano University, Italy. The workshops and FGs were conducted in both Italian and English languages to circumvent monolingual barriers. However, as demonstrated in the paper, bi/multilingualism presents challenges and serves as only the initial steps in a nuanced process of managing communication barriers and unequal power/lingual relations within COIL. Initial findings reveal the significant roles of race and language in shaping the COIL experiences of pre-service teachers. Both groups of participants exchanged compliments, resulting in impulsive acts of delegitimising their own linguistic practices which exacerbated their self-conception as 'lesser others'. These racio-linguistic dynamics influenced interaction among participants, highlighting how language practices and stereotypes perpetuate unequal power relations and create barriers to effective collaboration within an online international learning space. These findings underscore the transformative potential of COIL, enabling tutors (especially) and participants to identify and mitigate racio-linguistic relations, foster cross-cultural understanding, and develop critical perspectives on race and language-related issues while designing and running COIL sessions.

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Paper 024

Graduates' reflections on an innovative ITE experience

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Keywords: initial teacher education, transformative learning, transition qualifications, social justice

Theme: Professional and vocational learning

In 2017, the MSc Transformative Learning and Teaching was offered for the first time. This was an innovative two-year Masters, underpinned by an explicit social justice philosophy, acknowledging that 'preparing teachers is a necessarily and thoroughly political and ideological [process]' (Beyer & Zeichner, 1987, p. 299). The programme qualifies graduates to teach across the primary/secondary transition, and adopts a student-centred pedagogical approach, framed by an assessment strategy that is both authentic and sustainable (Boud, 2000).

The first two cohorts of graduates have now been teaching for three or four years, and this paper reports on a study aimed to investigate their perceptions of their professional preparation. The study involved Zoom interviews with 11 graduates where they were asked about:

- Their reasons for choosing this specific ITE route;
- their teaching careers post-graduation;
- the extent to which undertaking an ITE programme with a specific philosophy was important to them, and the subsequent impact on their practice; and
- the extent to which this ITE route had prepared them for the particularities of their subsequent work as teachers.

Analysis followed Braun & Clarke's (2006) thematic approach, and revealed a range of reasons for applying for the programme, not all of them relating principally to the espoused philosophical stance. For example, there was evidence of an appreciation of the opportunity to spend two years studying at Masters-level, and a sense in which, for many, building professional networks beyond their schools has been an important aspect of realising their ambitions. The paper concludes by offering some observations about the potential future of such approaches to ITE, relating this to ongoing reform of assessment, qualifications and curriculum, as well as to the need to develop more systematic approaches to partnership working across schools and universities.

Paper 025

Leading with Heart: Inspired School Leadership With and For People

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Keywords: leadership education, teacher wellbeing, leader wellbeing, mindfulness

Theme: Professional and Vocational Learning

Never has it been more important to both understand and enact leading with heart, educational leadership attuned to the wellness and growth of people. The Leading with Heart program at the Werklund School of Education in Calgary, Alberta, Canada is a four-course graduate program for aspiring educational leaders. Developed and launched in 2018, this program of study has developed in students the concept of inspired leadership and has asked them to (re)consider how educational vision and mission are interwoven with the wellness of the people inhabiting school buildings. This session will present the findings of a study aimed at better understanding the impact of this program and its focus on the intersections of personal and collective wellness, mindfulness and leadership. The methods employed included interviews with two cohorts of students totalling twenty-four people, and the co-creation of an edited book (Burns & Mitchell-Pellett, 2020) with those two cohort years of students that stands as a chronicle of their experiences and the impact of the program. Four themes stand as the findings and will be structured around the work of Arrien (1993). These include the importance of vertical leadership growth, the criticality of voice, the role of mindfulness in teacher health and wellbeing, and the need for a resurgence in storytelling as a medium for leadership. Participants will then be encouraged to consider what new possibilities could be explored around leadership education in today's educational contexts.

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Paper 026

Supporting Primary Teachers in Classroom Music Through Lesson Study

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Keywords: Lesson Study, professional learning, primary music education, teacher confidence

Theme: Curriculum/teacher education

Rationale and/or theoretical background

The *Music Education in the Primary Classroom Report* (Moscardini et al., 2021) and our contribution to the *State of the Arts* symposium (Jaap et al., 2022) highlighted issues concerning teachers' knowledge and beliefs regarding music education in the primary classroom, with the findings indicating the need to support teachers' learning and practice in this area. In response, a pilot project was designed to address this need through the use of Lesson Study. While research on Lesson Study in music education is limited, our project utilised a model previously developed in Scottish primary classrooms to support teachers in mathematics education (Moscardini & Sadler, 2018). This model, in turn, was theoretically and conceptually informed by established research on Lesson Study in mathematics education (Hart et al., 2011) and inclusive practice (Norwich & Jones, 2012).

Aims and methods

The paper will share the findings of our pilot project, drawing on data gathered through pre- and post-intervention semi-structured interviews with 6 Primary teachers and 6 musicians, in addition to field notes gathered during the research lessons and the weekly planning/debriefing sessions. This approach to data collection captures the participants' experiences of engaging with the lesson study model as well as some anecdotal evidence of learning in the classroom while using this approach.

Findings

The paper will indicate the next steps for the project and consider the wider implications for music education particularly the potential for partnership in supporting the sustainability of high-quality professional learning for primary teachers in the arts.

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Paper 027

Navigating Curriculum in Ocean Literacy

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Keywords: ocean literacy, marine education, sustainable development, school development

Theme: Curriculum

Ocean Literacy has three defined aspects: knowledge about the ocean, ability to communicate about the ocean, and taking responsible action toward the ocean. However, relatively little research has been done on how to achieve these goals. UNESCO has declared the years 2021–2030 the Decade of Ocean Science for Sustainable Development, and emphasized Ocean Literacy as a key strategy for attaining the goals of the Ocean Decade. The purpose of this research is to examine Ocean Literacy in a global and cross-cultural context to understand how curriculum might engage with the constantly changing and evolving issues around the ocean. Cited international research on Ocean Literacy was analyzed, focusing on issues and opportunities surrounding the current widely accepted definition of Ocean Literacy. The findings are in three parts. First, that an internationally used definition stems from a single definition of Ocean Literacy generated in the United States. Second, a more culturally-relevant definition of Ocean Literacy is needed. Third, in terms of school development, an Ocean Literacy measurement tool would be of help for schools to find the collective constraints and challenges within each school who want to achieve the UN goals. These findings have implications for science and education researchers, school administrators and educators, policy-makers, NGOs and companies as Ocean Literacy efforts are undertaken across sectors and in diverse cultural and geographic contexts.

Paper 028

Child Protection Education and Scottish Policy: A Comprehensive Review of Scottish Legislation and its Influences on Initial Teacher Education

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Keywords: Scottish legislation, Initial Teacher Education, Children's rights, Child Protection

Theme: Policy and Education

The inauspicious effects of child abuse and prolonged neglect are many. Scotland recognized these lifelong negative effects and began implementing legislation and policy as early as the 19th century to help combat child abuse and neglect. Because of the strengths and prioritization of children's rights set forth by Scottish legislation, teachers and teacher education programs have needed to adapt over time. Teachers are key stakeholders when discussing the rights of children and child protection and wellbeing policies because of their proximity to children (Mathews & Walsh, 2004). Further, student teachers must show knowledge and understanding of pastoral and legal responsibilities, for example, regarding child protection and reporting of suspected abuse. This exemplifies the influences of Scottish law within teacher preparation programs and elicits discussion on the historical and future implications such legal changes may have for teachers and teacher programs.

Through a comprehensive chronological document review of Scottish policy, the influences and impacts on Initial Teacher Education programs are established. A legislative checklist was used to compare the changes of policy over time to better understand the implications on teachers' responsibilities and therefore teacher education programs. Specifically, major legislative documents such as the Education (Scotland) Act (1980) and the Children and Young People (Scotland) Act 2014 were compared. Finally, future policy implications are explored in relation to pending legislation including the monumental UNCRC (Scotland) Bill and its potential towards mandated reporting for government employees. By providing an overview of the past, stakeholders in education can begin to think about the future and critically examine their roles within policy and educational institutions.

Paper 029

Uncovering Gaps in Child Protection Education in Scottish Initial Teacher Education (ITE) Programs

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Keywords: Child protection, teacher education, Scottish Higher Education, Initial Teacher Education

Theme: Professional and Vocational Learning

Teachers are key stakeholders and valuable assets in the fight against child abuse and maltreatment. Previous research has demonstrated that teacher education programs are ideal environments for advancing knowledge on this critical area, yet little is known of the nature of this education and what pre-service teachers are being instructed on regarding child protection and safeguarding (Mathews & Walsh, 2004). This study aimed to uncover this previously unidentified area within Initial Teacher Education (ITE) in Scotland. A thorough systematic collection of public records (university websites etc.) and hidden literature (educational documents), pertaining to the education of child protection policy and reporting procedures was conducted. A predetermined search protocol was followed, specifically, each university that offers ITE instruction was eligible for the study and each program and/or pathway was systematically screened for any documents pertaining to the coursework, program structure, professional accreditation requirements etc. These documents were then uploaded into qualitative analysis software and underwent thematic and content analysis.

Eleven Scottish university websites were screened with a total of 203 documents being collected and analyzed. The document analysis yielded preliminary results pertaining to coverage of child protection education. Emerging themes reference Scottish legislation, provisional teacher registration, General Teaching Council Scotland provisional standards, and broad child protection education. Critically, most of the documents analyzed did not specifically refer to any legislation or child protection education covered within ITE programs and when mentioned most only broadly referred to the GTCS (General Teaching Council of Scotland) standards. This finding is significant as newly qualified teachers are expected to not only be knowledgeable of but maintain the professional standards for registration as set forth by the GTCS immediately upon graduation/employment. The implications of the level of coverage of child protection education including the pastoral and legal obligations of teachers is likely to influence the confidence and knowledge levels of newly qualified teachers. Inadequacy of either could lower reporting of suspected abuse by way of inability to identify new and/or ongoing abuse and for lack of understanding reporting procedures.

To continue to produce confident and knowledgeable educators for our children and young people, all facets of child protection education must be considered and reviewed. This research is the first of a four-part study that aims to uncover the nuances of child protection education and enlighten stakeholders on the power of knowledge and its impacts on confidence and reporting rates. Further research is needed to confirm the underlying context of child protection education in Scotland's ITE programs. This research is underway and will be produced for future publication with the goal of triangulating these preliminary results.

Paper 030

Multi-establishment Headship Across Rural Scotland

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Keywords: multi-establishment headship, models in practice

Theme: Policy and Education

In this presentation we will share results from research conducted by Aberdeen University and the Northern Alliance, a local Regional Improvement Collaborative (RIC). This original, exploratory research provides data about multi-establishment headship (MEH) models in Scotland. The project defined such models as 'one headteacher who has leadership responsibilities for multiple schools'. Similar terms include shared, dual, and linked headships. The focus of this qualitative interpretive study was to explore current practice and identify stakeholder perceptions of the benefits and challenges of MEHs.

A reason for the research was a perceived growing trend for establishing MEHs across Scottish councils. Government figures suggest this happens particularly in the primary sector, but not exclusively. Although such systems continue to be established organically, a paucity of evidence explores how MEHs are best conceived and realised.

Underpinned by a qualitative interpretive design, the research project explored 24 schools across the RIC. Several data collection methods were used, including stakeholder interviews, focus groups and online surveys. The following analysis included systematic and emergent thematic coding.

The main findings of the work include:

- three generic models of MEHs in practice
- the rationale for MEHs
- effective practice
- benefits (access, leadership, shared resources)
- challenges (community perception, workload, job sizing)

Also included are suggestions for improvements to MEH models in Scotland. In highlighting these points in the presentation and discussing the impact on current practice, the work will interest anyone currently working in or thinking about multi-establishment models.

Paper 031

Collaborative Improvement Networks: Reflections on Collective Impact

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Keywords: Collaboration, Systems, Networks, Reflective Practice

Theme: Innovative Research Methods

Aims

Collaboration has a plethora of definitions, 'each having something to offer and none being entirely satisfactory by itself' (Wood and Gray, 1991: 143). This study aimed to identify how the concept of collaboration is understood at the local level, and how it plays out in practice. The study focussed on Local Coordinators within the Children's Neighbourhoods Scotland programme.

Methods

The study relied on a Mixed Methods Social Network Analysis (MMSNA) design to visualise the professional networks of participants and explore the context of professional relationships. Through interviews and discussion groups participants reflected on their professional networks and activity systems. Contradictions between features were identified, developing opportunities for expansive learning.

Main Findings

From the perspective of those expected to enact it, collaboration is much more than simply 'working together' (Jordan and Michel, 2000). Rather than seeking to address 'Who is doing what, with what means, towards which ends' (Wood and Gray, 1991: 146), participants often focussed on which voices were absent. Reasons varied but included lack of resources, knowledge, or expertise. This was where participants understood their own value in supporting the community to achieve collaborative improvement.

Conclusions

This study demonstrates why, with so many definitions of collaboration, none can be 'entirely satisfactory' by themselves (Wood and Gray, 1991: 143) and may be of interest to those wishing to embed collaborative improvement in practice. The study presents an alternative approach to reflecting on collaborative networks, and so is analytically generalizable, as established concepts are re-examined (Smith, 2018).

Paper 032

Values-based university teaching: talking the talk but are we walking the walk?

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Keywords: Higher education, Initial teacher education, Values, Inclusion

Theme: Professional and Vocational Learning

Aims

This comparative study sought to explore the role of values in undergraduate professional qualifying courses (community education, social work, and teacher education) taught within a School of Education and Social Work. It aimed to enhance understanding of the way in which these courses draw on personal, professional and university values to inform course delivery. It also aimed to evaluate the inclusion and recognition of how professional values laid out in formal Standards by external professional bodies are incorporated in the teaching and learning for students (Carr, 2011; Lovat, 2011; Scharf *et al.*, 2019).

Methods

The research was undertaken using a mixed methods approach (Creswell and Creswell, 2019).

Firstly, a desk-based analysis of professional standards documentation and course documentation was undertaken, to identify and compare how key values-related vocabulary is used.

Secondly, surveys were used to capture the views of students and lecturers involved with full-time undergraduate professionally qualifying courses in the School. Data were analysed using descriptive statistics and thematic analysis (Braun and Clarke (2006).

Main Findings

Findings from the desk-based analysis indicate that a core vocabulary is used across professional standards in respect of professional values. Similarly, the same core vocabulary is identified in professional course documentation across the qualifying courses.

Findings from the lecturer and student surveys suggest that both populations recognise the importance of professional values and can identify where / how these are taught in their courses. Furthermore, some respondents feel that professional values are modelled by peers in their teaching / learning and professional activities.

Conclusions

Overall, professional values which align with those reflected in professional standards and the University's values are both found in course documentation and recognised by those studying and teaching on those courses.

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Compassion and Fatigue: Emotional Wellbeing of Support Staff in a Scottish School

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Francesca Fotheringham

Keywords: Emotional wellbeing, school support staff, compassion fatigue, compassion satisfaction, stress, burnout, Scottish primary schools

Research investigating employees in caring roles (e.g. teaching (Ormiston et al., 2022) and nursing (Harris et al., 2015)) found emotional labour can bring a sense of compassion satisfaction and job fulfilment, but also compassion fatigue - an overwhelm that reduces empathic capacity, increasing general burnout and stress. The affective impact of this role in an individual's life can be paramount. School support roles are recognised as caring positions yet is often an overlooked job with its first Scottish government discussion only happening this academic year (2022-2023). Additionally, there is scant literature on the psychological wellbeing effects of this role. This study aims to explore the lived experience of Scottish school support staff and the emotional effect this role has supporting vulnerable children, by taking a qualitative approach conducting semi-structured interviews with five Pupil Support Assistants (PSAs). To conduct a detailed investigation considering each participant's unique positionality, an Interpretative Phenomenological Analysis (IPA) was undertaken with the PSAs from one Scottish primary school.

Preliminary findings indicate that school support staff exist in a paraprofessional, emotionally demanding role situated between school and community. Long-term caring duties of vulnerable children can provide considerable job satisfaction, but the lack of autonomy combined with a requirement to be the sole carer for vulnerable children can take a psychological toll contributing to stress and fatigue.

As has been evident in other caring professions, having a clear understanding of the job's emotional experience could be a factor in improving the overall effect of support staff and in turn could assist in student attainment and wellbeing.

Paper 035

Print picturebooks, tactile engagement and digital learning

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Keywords: picturebooks, reader response, post-digital, reading

Theme: Digital Learning

This paper offers emerging insights into the ongoing conversation around digital learning, new technologies and the 'offline' through engaging in a post-digital paradigm that focuses on and foregrounds tactile engagement, community and shared practices. The paper draws on findings from two projects which examine practices of sharing print picturebooks: the first interviewed literacy practitioners sharing print picturebooks online during the COVID-19 pandemic, while the second examines student teachers reading and creating digital responses to books with children in a local library. Both studies utilise concepts of "shared book reading" (Chaparro-Moreno, Reali and Maldonado-Carreño, 2017) and in this talk we pay attention to the ways that the forms (such as wordless and postmodern picturebooks) and themes (such as inclusion) are made present in the shared readings to consider the affective and pedagogical experiences of reading face-to-face and across digital platforms. This paper examines the differences and similarities across online and in-person shared reading experiences, examining how both readings open pathways to "make community" between readers. Finally, through utilising a post-digital paradigm we trouble the binary juxtaposition of digital/face-to-face to consider whether we can develop a more nuanced understanding of how we can share reading experiences today.

Implementing new funding and governance structures in Scottish schools: opportunity and risk

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Keywords: risk, funding, equity, governance

Theme: Policy and Education

Recent policy direction in Scotland around school empowerment has given prominence to the models of devolved financial management. Whilst there is some evaluation of funding models, this is mainly from a headteacher perspective. The management of risk tends to be conceptualised through the delivery of statutory functions, where the responsibility sits with the Local Authority. This research aimed to assess the impact of a targeted funding model for school education by analysing a Scottish Government policy operationalised via the Pupil Equity Fund (PEF) allocated directly to Scottish schools, viewed through the lens of corporate risk management.

The case study methodology (Yin, 2009) was adopted in a Local Authority based on perceptions of interviewees (Crowe et al., 2011) to enhance understanding of risks (Enang et al., 2020). Primary data was collected through in-depth, semi-structured interviews with Local Authority senior staff, analysis of meeting minutes and official documents. Secondary data was gained from 36 documents (journal articles, Scottish Government publications and reports by external auditors published between 2005 and 2018).

Interview data was analysed through an interpretive paradigm and compared with the themes which emerged through policy discourse analysis. This analysis contributes to the study of policy-making in public services by exploring risk management frameworks with that of school improvement. Themes emerged that policy approaches through targeted funding can frustrate holistic approach and have unintended consequences. This can create risk, which in turn require mitigation. These findings contribute to the wider discussion around funding structures to support school empowerment in the drive for excellence and equity in Scottish schools.

Paper 037

Space Matters: co-creating inclusive learning spaces for pupils with additional support needs (ASN)

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Keywords: spaces, inclusion, co-design, well-being

Theme: Social Justice and Inclusion

With the policy to integrate as many young people as possible into mainstream education, schools and local authorities across Scotland endeavour to create the best conditions for learning and support the needs of all learners. As increased awareness of the importance of well-designed, agile learning spaces evolves, there is ongoing investment in new buildings and renovation work across the Scottish Learning Estate. Academic researchers and local educators have also risen to the triple pedagogical-spatial-financial challenge, particularly concerning learner well-being and engagement.

We present new research into the complex, transdisciplinary processes of co-creating inclusive learning environments and tools in school and EY settings, funded by a local authority that desired to better understand the influence of design guidance and investment in school resources. Interviews with 14 educators in different roles at four inner-city schools (Early Years, primary, secondary, special) explored their experiences of co-designing and adapting learning spaces with assistance from a local interior designer, peer professional learning, and pupil participation. Transcripts were coded using analysis software and the emerging themes were discussed by an interdisciplinary research team, informed by theories on pedagogical and learning space design.

The findings reveal tangible adaptations of indoor and outdoor learning environments and tools that influence a pupil's ability to regulate emotional response and to engage with learning tasks, across different learner ages and building types. The findings also foreground the need to embrace space and spatial literacy as a crucial pedagogical approach in inclusive education, relevant for all learners, not only ASN pupils. The educator-pupil relationship, pupils' sense of ownership, and ongoing communication with different stakeholders play significant roles in the positive effect of the spatial adaptations. Improving the capacity – the confidence and competence – of educators is fundamental to improving learning spaces in the future.

Paper 041

The Dynamics of Educational Inequality in Technology Enhanced Learning in Kerala, India

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Keywords: Caste, Digital-Caste-Capital, Digital-Caste-Habitus, Technology-enhanced learning

Theme: Digital Learning

The application of digital technologies for education and learning has brought significant changes to Indian society and its educational landscape. In this study, the researcher employs a digital sociological framework to examine the social and educational effects of these technologies in the context of four schools in Kerala, India. Specifically, the paper investigates the role of the Caste system, a religiously sanctioned social stratification, in shaping students' access, usage, and disposition of digital technology in education.

The Caste system, deeply ingrained in Indian society, categorizes individuals based on their birth community, with Dalits (untouchables) occupying the lowest strata and facing marginalization and discrimination. Even among non-Hindu communities such as Christians, Muslims, and Sikhs, elements of the Caste system and untouchability persist. In the contemporary period, it exists as a birth-based identity that shares common rituals, practices, and culture and is sustained through endogamy.

To analyse the inequality in Indian education resulting from the utilization of technology, this research adopts Bourdieu's theoretical framework in the digital context, incorporating the concepts of digital capital and digital habitus. By amalgamating these notions with the pervasive Caste system, this paper introduces the constructs of digital-caste-capital and digital-caste-habitus. Through these lenses, the research comprehends how the Caste of students is influencing their technological engagement and reproducing existing educational inequalities.

In this study, digital engagement refers to students' use of digital technology, such as smartphones, computers, other electronic devices, and the internet, in their daily lives. The focus is on the application of digital technologies for educational purposes, which is a subset of their overall digital usage. Understanding the portion of their total digital engagement that involves using technology for education is a pivotal aspect of this investigation.

A qualitative methodology tool of semi-structured interviews among the 31 higher secondary students from four categories of schools in Kerala, India, is conducted to collect the data.

Paper 042

International students' feeling of shame in the UK higher education

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Keywords: International education, shame, power relations, exclusion

Theme: Social justice and Inclusion

Chinese international students' negative feelings are often seen as their difficulties in fitting into the local context. From the perspective of host institutions, the notion of 'transition' is often underpinned by the discourse of 'deficiency' for Chinese international students lacking the necessary skills to manage their learning experience. However, the discussion of the emotional experiences cannot be reduced to the claim of merely presenting the vulnerable subjects and talking about Chinese international students' 'deficiency' when they enter an unfamiliar educational context, but it rather a way to expand our understanding of emotions affects/effects and retheorize them when we deal with social difference. This project attempts to draw on the post-structural and critical theoretical perspective to develop a conceptual framework, which moves away from narrow framework informed by the discourse of neoliberalism and globalization to transformative and reflexive praxis which may help to address the long-standing and enduring inequalities. In particular, Foucault's concepts of discourse and power are important here for comprehending how different subjects are recognised in UK classrooms and how power is unpredictable and complex, causing instrumentalist perspectives of international education to overlook the subtler and more profound ways that power inequalities play out in the discursive fields of higher education. Post-colonial theory offers valuable insights to uncover the marginalisation and exclusion of cultural and intellectual practices of international students, which may cause their self-perception as inferior or unworthy. Ahmed's theory of affective economies helps me to understand the role of emotions in student experience and relate individuals' emotions to the broader social and political contexts in which emotions are produced and circulated.

In this paper, adopting the interpretivist paradigm helped me to explore perceptions of Chinese international students' educational mobility and transition experiences. Rather than assuming there was an underlying and unified model for their mobility and transition process, I aimed to explore this phenomenon by looking at individual cases to trace their reflections and interpretations connected to their construction of their social identities (or in Foucauldian terms, their subjectivities) and the influence of their specific backgrounds and contexts. I am particularly interested in how their process of subjectivation are intertwined with various discourses and how particular discourses influence the ways they interpret the world. Informed by the theoretical framework and epistemological position, I chose semi-structured interviews as my primary method of inquiry to capture the complexity of participants' narratives. Audio diary is the second method that I used to trace participants' dynamic and lived experiences. There are 25 participants in my study who are all Chinese international postgraduates and they were picked in Glasgow and London from Russell Group, post-1992, and pre-1992 universities.

In my paper, I found that Chinese international students found it problematic to reconcile academic success in British universities and their learning identities in home countries' universities. While the identity of quiet and obedient learner is valued in Chinese educational context, it is contradicted with the UK dominant discourse of 'good' student of being participatory and rational. When the elements of British middle-class subjectivity which are positioned as norm facilitate little respect or directly reject other countries' academic literacy and values, this can contribute to misrecognition and inferior construction of international students. In addition, my findings demonstrated that Chinese international students' emotions cannot be seen as their personal possessions and psychological problems, instead, emotions are relational and can trace back to the social and cultural difference, structures and institutional culture in the UK higher education and shaped by the discourse of neoliberalism, individualism and postcolonialism.

Paper 043

Mobile-assisted language learning and L2 Learners' Motivation

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Keywords: mobile technology, language education, MALL, and secondary school

Theme: Digital Learning

The growth of web-based resources has fueled an increase in the use of mobile devices for education, particularly in mobile-assisted language learning (MALL). In Taiwan, the government has made English an official language to accelerate Taiwanese integration into the global community. To support this policy, schools have received significant funding and support to develop mobile learning environments to nourish the transformation of a bilingual nation by 2030.

Apart from exploring the potential of mobile technology in realising these national aims, the viability of MALL in reaching national-level targets around language education is being increasingly researched. However, empirical studies remain limited, with most studies focusing on language performance or standardised tests and neglecting the impact on motivation. Moreover, studies have limited engagement with the social and political situation around MALL, despite recognising their potential influence.

To address these gaps, this study explores the use of MALL in Taiwan by investigating the relationship between MALL and second language (L2) learners' motivation, examining learners' perceptions, experiences, and the use of mobile devices in senior high schools. The study adapted the technology acceptance model (TAM) and the L2 motivational self-system (L2MSS) to understand L2 learners' beliefs, attitudes, and learning experiences both in and out of the English classroom. This study utilized a mixed-methods approach, including online questionnaire surveys, semi-structured interviews, and co-creation workshops, to explore the research questions and investigate potential future learning spaces or forms.

This presentation aims to explore preliminary findings and highlight the profound impact of such studies within language education programs.

Paper 044

Refugee inclusion in higher education: the nexus of barriers and the digital

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Keywords: refugees, inclusion, digital learning, higher education

Theme: Social Justice and Inclusion; Digital Learning

This presentation will explore a research project (2020-2022) designed to surface the lived experiences and challenges refugee students face in accessing and participating in higher education in Uganda. The project sought to identify, in their own words, what refugees and those who worked with them in universities thought of the barriers and opportunities in higher education, what types of social capital was needed to succeed, and what role digital learning had in this process. Data were generated through desk research identifying policy language, a survey and 25 semi-structured interviews with students and staff at universities and staff at support organisations.

Findings surface how institutional policy can prohibitively frame the refugee experience. Non-academic structures, such as clubs and social networks designed to meet the students' social welfare, are critical in offsetting these framings. The increasing use of digital technologies for refugee inclusion in higher education is problematic insofar as it complicates this move between formal institutional policy and non-academic structures. In this presentation, we will note the subtle tensions that emerge from the expectations of participation in university life, and Ugandan life more broadly, amidst digital structures that complicate inclusion.

Findings have significant relevance to all higher education institutions in their efforts at refugee inclusion, but educational inclusion for traditionally marginalised groups more broadly. We argue it is critical to interrogate existing institutional policy and practice, to note the lived accounts of these students through these institutional structures, and to be mindful of the power asymmetries that may exist in digital learning.

Paper 046

Pedagogy and the Purposes of Education: comparing Scottish and Danish experiences and links to UK, Nordic & Continental inspirations

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Keywords: pedagogy, policy, comparative education

Theme: Policy and Education

This presentation is framed as a comparative study of Scottish and Danish understandings of pedagogy, taking into consideration their regional embeddedness in the sense of how Danish policies 'scale up' regarding the Nordic dimension, and Scottish policies in relation to UK dimensions. This comparative work is understood as a way of qualifying how Scottish and Danish pedagogies could benefit from being counterpoised more explicitly.

By identifying tensions within the regional placement of these two countries, this presentation explores how Scottish 'tensions' with England and within the UK lead to an anticipated Scottish exceptionalism that often refers to the Nordic region as a trope to emphasize 'public good', set against predominant market Discourses (Adams, 2022; Bryce et al. 2018; Gee, 2012) in dominant, English and (probably) Anglo-American conceptions for schooling. Simultaneously, we explore whether and to what extent Danish conceptions of pedagogy, which drew traditionally much from Continental sources, fare between increasingly dominant adaptations of Anglo-American market D/discourses and commitment to Nordic welfare and equity values (Blossing, Imsen, & Moos, 2016; Krejsler & Moos, 2021).

This comparative pedagogy presentation actualizes issues of how the two national cases have conceptualised education according to different background contexts, and how they have dealt with three key challenges: (1) the transnational turn in school policy via interlocutors like the OECD, the EU and IEA (Lawn & Grek, 2012); (2) the framing and adaptation of pedagogy according to their different positioning in relation to continental and Anglo-American educational theory, thinking and traditions (Uljens & Ylimaki, 2017); and, more recently, (3) how recent national(ist) turns, including Brexit, have impacted debate about pedagogy and the purposes of education (Rizvi, Lingard, & Rinne, 2022; Krejsler & Moos 2023).

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Paper 047

Primary school students using mathematics to argue collectively for social change

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Keywords: Primary mathematics, social justice, socio-mathematical agency, participatory action research

Theme: Curriculum

This presentation will report on the recent Primary Maths & Social Justice research project which aimed to investigate primary (age 5-11) students' capacity to apply their disciplinary knowledge in making sense of issues relating to social justice and sustainability. In particular, the project aimed to explore ways of developing students' 'socio-mathematical agency' (SMA), defined as the ability to use mathematics effectively to argue collectively for social change.

The project was a collaboration with six teacher researchers in two London primary schools. We adopted a model of participatory action research in which the teacher researchers played a significant role in the research design. We met with them five times over the course of one academic year, discussing research literature, planning/evaluating two research lessons, and designing a survey to measure their impact on students' SMA. We carried out statistical analysis of survey responses as well as thematic analysis of reflective discussions during meetings and interviews with teacher researchers.

The findings suggest that focusing on students applying their disciplinary knowledge to tackling social justice issues can lead to significant increases in SMA. Through engaging with contexts which they considered to be meaningful, students became more enthusiastic in solving real-life mathematical problems. With appropriate encouragement and support, students demonstrated greater willingness and capacity to work collaboratively in using mathematics to argue for social change.

We conclude that such an approach can help cultivate the type of collective disciplinary knowledge and critical understanding needed to address the social, environmental and economic challenges facing society.

Paper 048

Challenges and Opportunities of a hidden group: PGT Provision towards Disciplinary-Shifted PGT Students

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Keywords: PGT provision, disciplinary-shifted PGT students, academic development, graduate attributes

Theme: Policy and Education

PGT students' academic development and achievement have been one of the main focuses of PGT provision. In this paper, I pay particular attention to a group in which PGT students shift their disciplines when enrolled in the master-level study. I argue that discipline-shifted PGT students could be under greater pressure than those whose disciplines have remained (almost) unchanged. Being aware of the existence of this group, exploring the additional challenges these students face, and offering appropriate support are necessary. I meanwhile argue that it could be challenging to provide discipline-shifted students with appropriate academic support when regarding them as a disciplinary 'newcomer', and thus further consideration and actions from an institutional level are required. This insight can contribute to the student's satisfaction with their studies, and it could be viewed as a prerequisite for promoting UK graduate attributes, which potentially promotes the universities' reputation in the future. This paper is a systematic review integrated with the author's self-reflection and empirical experience.

Discipline-shifted PGT students seemed to form a hidden group that has been drawn less attention than other groups (e.g., international students, students with disabilities). The existing literature has explored PGT students' learning challenges in terms of the language barrier, academic register, critical thinking, and independent learning. In addition to these, discipline-shifted PGT students may encounter a shortage of fundamental academic knowledge and relevant practices. Possible solutions to amend this issue are proposed: 1) the revision of university admission policy, 2) pre-sessional academic support, 3) ongoing academic support, and 4) cross-disciplinary collaboration.

Paper 052

Living journals: Introducing a new approach to study participants' lives from afar

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Keywords: Azerbaijan, living journals method, visual participatory method, young children and digital media

This study proposes a new methodological approach – living journals method – for remotely studying participants. The approach enables researchers to enhance participant agency in the data generation process and reduce the need for physical presence of researchers in the field. By decentring the researcher in the data generation process, the method allows researchers to generate both visually and textually complex and rich data. The living journals method was initially developed to explore five-year-old children's digital media practices in five families in Azerbaijan, a former Soviet country. In this study, mothers were assigned as 'proxy' researchers and asked to generate data by responding to prompts delivered through WhatsApp application. Mothers' answers were used to create journals in print and digital formats, and subsequently, fathers separately, and mothers and children together were requested to interpret their own journals and those of other participant children. Allowing other families to comment on one another's journals further revealed their attitudes towards using digital technologies and enriched the data, emphasising its multivocality and metatextuality. By incorporating visual and personal elements, the method surpasses traditional text-based research accounts. As a result, the living journals method enables researchers to generate researchers multimodal, multivocal, metatextual, and multifunctional data. The article describes the living journals method in detail, highlighting its affordances for researchers to generate data from a distance in similar or different contexts. The article also discusses the methodological and empirical contribution of the method to this study about young children's engagements with digital media at home.

Paper 053

Preparing teachers to teach in the digital and data age: ITE provisions in Scotland

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Keywords: digital literacy, data literacy, initial teacher education, professional learning

Theme: Digital Learning/ Professional and Vocational Learning

Data and digital literacies are a significant aspect of participating in an increasing digital and connected world. The research is scarce to show what is provisioned in ITE programmes regarding teacher digital and data literacy and whether these are sufficient to prepare teachers equipped with confidence and competencies for teaching and learning with digital technologies. Thus, this study aims answer the following questions in Scottish context:

- What do ITE programmes across Scottish Universities offer for Digital and Data Literacy?
- How do digital and data literacy provisions in ITE programmes in Scotland align with the National Framework (SCDE, 2020)? What are the gaps and opportunities for improvement?

These questions are answered using two methods: 1) through document analysis of the published information (e.g., website, course/programme structure) of all ITE programmes in 11 Scottish Universities regarding digital and data literacy offerings; and 2) interviews with programme/course organisers at these institutions about the nature and content of digital literacy input. The interviews are taking place in June. The research data will be analysed thematically, adopting approaches from Braun and Clarke (2019).

Outcomes of this research will lead to recommendations for curriculum and programme development in digital and data literacy for ITE, based on gaps identified through document analysis, and reflections of course and programme organisers. Outcomes of this research will also pave the way for the development of a self-assessment instrument for student and practicing teachers that is aligned with the SCDE's National Framework for digital learning, which is considered as future research.

Paper 054

Exploring the Representation of Rural School Graduates in Higher Education in Azerbaijan

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Keywords: rural education, higher education, graduates' perceptions, rural school graduates

Theme: Social Justice and Inclusion

Gaining access to higher education has been challenging for many cohorts of students worldwide, and in particular in the rural areas of Azerbaijan.

This qualitative study aimed to investigate the experiences and perceptions of rural school graduates, teachers and principals that influence the disproportionate representation of rural school graduates in higher education institutions. The paper also provides a comparative analysis of the issue in the contexts of Scotland and Azerbaijan.

The study examined the problem of rural school graduates' perceptions of not pursuing higher education institutions and the perceived factors for rural school graduates that led to low admission scores in entrance exams. During the research, semi-structured interviews and focus group interviews explored graduates, teachers, and principals' perceptions. Nine graduates from three different rural schools and three school principals of those schools were individually interviewed. Also, five teachers participated in one focus group interview.

While there were some differences in perceptions four main themes arose from the study: 1) the essential skills for academic success 2) low-income families and child labour 3) students with low educational attainment 4) long-distance commuting. In the theoretical framework, I applied Bandura's theory of self-efficacy to support and analyse my findings.

The findings of this study yield insights for both future research and applied policy and practice related to rural education in Azerbaijan and beyond.

Paper 055

Exploring Chinese students' intercultural activities in the UK and their reflections on the culture of origin after returning to China

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Keywords: intercultural communication, culture and language, (reverse) cultural shock, international education

Theme: Social Justice and Inclusion

By investigating the intercultural engagement of Chinese students in the UK as well as the 'reverse cultural shock' experienced by students who return to China after studying in the UK, this research identifies learning and social activities that effectively help students engage in intercultural communication and navigate the challenges these may cause, as well as their reflections of the culture of origin as former international students. By conducting participant-led photography and 'photo interviews', the study allows participants control and freedom over the data, enhancing their active engagement in the research process.

This paper will illustrate part of the project's findings which demonstrate that Chinese students' experiences of various intercultural activities follows a pattern of honeymoon, challenges, struggles and reflections. By engaging with the intercultural complexity, students' views on the self have been broadened and they can become more attuned to the myriad of ways in which intercultural knowledge and skills are constructed and shaped in relations to others. This study has implications for the way in which prospective international students are prepared for their encounter with the receiving society and for in-depth considerations of how the experience of living in the UK influences returnee students' cultural understanding and readaptation.

Paper 057

Mapping spaces of teacher participation in the National Discussion: the democratic legitimacy of consultation in policymaking

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Keywords: policymaking, consultation, Scottish education, education reform

Theme: Policy and Education

It is often said that there is something distinctive about policymaking in Scotland. It is described as democratic, inclusive and participative; however, concerns about the authenticity of these claims have been raised (Humes, 2020). This paper examines this narrative by scrutinising a central mechanism in the current programme of Scottish education reform: the 'National Discussion' (ND).

The ND was launched in September 2022 to gather views on the future of Scottish education. Although consultation is often used as a tool for democratic policymaking in Scottish education, the size, scale and ambition of this one is significant. Emerging from the Muir Report and running in parallel with the Hayward Review of curriculum, the ND was promoted as a tool to hear from those whose voices are often marginalised in education policy spaces: teachers, amongst others.

Drawing on Lundy's (2007) model for participation, this paper critically analyses the ND as a process for involving teachers in policymaking. We use critical discourse analysis to scrutinise policy documents, podcasts, presentations, web resources and social media content in order to map out 'spaces' of participation and explore their governance and facilitation.

Although data analysis is ongoing, initial findings suggest that teacher participation is restricted by several features including governance, time and resource, existing policy architecture and the structure of consultation activities. We conclude by problematising the assumption that 'voice' leads to influence and identify factors that might enable or restrict teacher agency in ongoing reform.

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Paper 058

Localising Philosophy: exploring the philosophy of technology with children using creative approaches

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Keywords: Curriculum, philosophy in schools, art education, philosophy of technology

Theme: Curriculum

Students in classrooms today live in a world suffused with technology which affect how and where they access information, as well as how they interact with others and society. A team of researchers from across Philosophy and Education at the University of Dundee have been working together with local schools to explore how education can adequately prepare young people to live in a technological world critically and creatively. The project is informed by the work of Walter Benjamin's radio play for children focused on the Tay Bridge Disaster in Dundee, Scotland. The project also draws on Biesta's idea of "world-centredness", particularly the role that the arts can play in developing this in learners.

This paper focuses on recent work undertaken with a cluster of primary schools and a secondary school in a Scottish city as part of their transition work from primary to secondary school. Philosophy and art workshops were delivered in the schools, before and after the summer break. Data were gathered in the form of artwork and interviews with pupils, and auto-ethnographic narrative accounts of the researchers. The paper will argue that the creation of interdisciplinary spaces in classrooms, drawing together philosophy and arts education, can provide children and young people with the skills to engage with the world that they live in in a relevant and meaningful way and that there is a case for these marginalised subjects to be given more prominence in the curriculum as a result.

Paper 059

Climate Education for ACTION

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Keywords: Climate Education curriculum, Teacher Education, Sustainability Education, School development

Theme: Curriculum

The purpose of this research is to understand what kind of Climate Education curriculum helps Teacher Education Students to develop from almost naïve optimism of environmental challenges will disappear, to pro-environmental attitudes that can mobilise their knowledge and propel them into action. PISA has collected data on what will contribute to students' preparedness for environmental challenges. Data has revealed that scientific knowledge and skills do not automatically lead to action, and a considerable share of students who performed well in science did not act for the environment. Research shows that knowledge alone is not enough, and there is a strong need to go beyond climate literacy to climate action. But what does this mean in the context of Teacher Education and a subject based curriculum in schools? How should learning be rebuilt and what types of pedagogies are needed? PISA results were presented to a group of Teacher Education Students in a master programme on Sustainability Education asking what kind of learning can foster their curiosity and motivation for Climate Education, making them more likely to carry out environmental actions. Findings indicate that building collective efficacy of peers is important since people have different strengths and capacities. In addition it is empowering to work with others. The importance of knowledge cannot be ignored, but knowledge needs to be applied in a transdisciplinary context to be sustained and have influence on peoples' behaviour. This is important for developing existing courses within Teacher Education but also for teachers in schools who face challenges in integrating transdisciplinary Climate Education into their curriculum.

Paper 060

'You can't know, you're not 5': exploring children's views of what it is like to be in Primary 1

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Keywords: starting school, school readiness, participatory research, children's perspectives

Theme: Innovative Research Methods

This paper reports on my doctoral research which investigated the time when young children had begun compulsory education within a Scottish primary school context. Through the adoption of a school-based ethnographic approach, it set out to gain an in-depth, contextually grounded, understanding of children's every day, lived experiences of being in school based principally on how the children themselves talked about these experiences. This study is premised on the assumption that all human beings actively interpret and make sense of their worlds and that their actions, attitudes, beliefs and behaviours can be articulated by them. In order to better understand the world as experienced by children we must seek to see it as they do from the perspective of the children themselves.

The main participants in this study were 50 Primary 1 children attending a single Scottish primary school. Data were primarily gathered through close observation, and the use of participatory activities, thus providing spaces for children to share their experiences, views and perceptions of being in school. Through processes of reflexive interpretive analysis, it discusses how the children talked of this time, and what impacted on and shaped their experiences of being at school.

This study found that the children's day-to-day lived experiences of school had had a profound impact upon their emergent conceptualisations of necessary 'practices of being' in school, which strongly linked to 'practices of belonging' and social positioning. Three key themes emerged: children's emergent sense of identity and belonging; bodily movements and choice; and opportunities for peer friendships. Most notably, it was found that the children commonly perceived of school as a place where you would be judged to be 'right' or 'wrong' in ways that became intrinsically linked to judgements of capability and belonging in school. A fragility in this sense of belonging emerged that impacted on children's willingness to take risks and in particular notions of what it meant to be a learner in school. The study revealed how reported experiences were imbricated in the school's systems, structures, and design and use of spaces, which were observed to remain firmly focused on notions of a 'ready child', where children believe their role is primarily to 'fit in'. Following the lead of this study, seeking to foster children's own voices and attend to their perspectives may act to undermine this conception of the 'ready child'.

Paper 061

Pedagogy for Meaningful Lives: Exploring the Form of Confucius Texts

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Keywords: Confucius, pedagogy, philosophy, meaningful life

Theme: Professional and Vocational Learning

Current educational focus on qualification for preparing the future workforce might prevent students from leading meaningful lives. To address the question of how education would help students lead meaningful lives, this paper adopts a philosophical approach with an art-informed methodology, which provides an alternative way of knowing human existence through broader forms of human expression rather than only rationality. It will explore the artistic form of Confucius' texts—the Analects—to inform a pedagogy for living.

Rather than lengthy arguments, Confucius' texts are characterised by short dialogue without specifying the contexts of students' inquiries. It allows readers space to think, connect the text to their own real-life situations, and interpret the text by embodying new meanings. Instead of giving clear definitions and abstract theories to his key concepts, Confucius answers his students with specific actions in response to different students and situations. The cultivation of "Xing" (興) through poetry requires students to consider the overarching ideas behind those detailed acts and learn to hear one thing to know the others. The language of the Analects is simple and sincere, which creates harmonious communicative growth between students and teachers; moves its readers to practise wisdom in life.

The form of the texts informs a pedagogy that differs from forms of education that emphasise solving problems by acquiring conceptual knowledge first. Instead, it enables students to practically realise the wisdom in the classics by pointing rather than telling and integrate meaning with practise by paying attention to their unique hermeneutic conditions in daily life.

Paper 062

Voice of the Baby: Exploring rights-based approaches for participation using the arts with babies and young children

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Keywords: Rights-based approaches, creative arts, babies, voice

Theme: Policy and Education

The United Nations Convention on the Rights of the Child (UNCRC) is being incorporated into domestic Law in Scotland. As we work towards incorporation, government bodies, statutory services, and cross-sector organisations are recognising that children must be listened to on matters that impact them, and this right must be extended to pre-/non-verbal children. This presentation will report on an ongoing, multiphase research partnership between Starcatchers and the Royal Conservatoire of Scotland, exploring rights-based approaches in the arts for children aged birth to three in Scotland, with a particular focus on children who are pre-/non-verbal. The aim of the research is to develop a framework for participation in the arts for pre- and non-verbal children that allows them to share their views and have a 'voice' in relation to their experiences and the policies that affect them. Such a framework could have wide-ranging benefits across a number of different sectors. Whilst artistic activities with this age group are frequently referenced in the research literature, phase 1 of this research identified a surprising gap in relation to research with an explicit focus on the arts, and a lack of established methodological approaches to using the arts in research with the pre-/non-verbal child. Phase 2 (ongoing) is exploring, through observation, the interplay between infant, their significant adult, and the artist within an arts-based experience. We will reflect on findings from phases 1 and 2 in relation to rights-based approaches in early years education and the policies that underpin it.

Paper 063

Revisioning School Experience Partnerships in Initial Teacher Education

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Keywords: School experience, Initial, Teacher, Education

Theme: Professional and Vocational Learning

The Partnership Model of School Experience used in the School of Education, University of Glasgow has been in place since 2011. The model has been reviewed and scholarship activity exploring its evolution has been carried out. The overarching aim of this work has been to develop and strengthen our model for the support and assessment of student teachers when on school placement.

This paper will discuss the themes and understandings about partnership as a concept that emerge from the data while also providing an overview of our response as an ITE provider.

Data was collected from a range of stakeholders including student teachers, school-based mentors and university-based school experience tutors. Questionnaires, expert interviews and focus groups have been used for data collection. Thematic analysis was applied to the questionnaires and to the transcripts of expert interviews. Nominal group technique was used in focus groups to collect both quantitative and qualitative data.

Themes emerging from the data include communication, support, professional learning, professional identities and roles. A range of aspects of mentoring experiences feature across the different data sets. Partnership approaches to mentoring are crucial for the success of school placement. The ways that our Partnership model can support these approaches will be discussed.

Paper 064

Developing a practitioner tool to support language development in 2-year olds –next steps with eLIPS

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Keywords: language development, early years, observation, assessment

Theme: Assessment and Evaluation

Language development in the Early Years is a topic of increased focus in Scotland and elsewhere. Of special interest is the gap in language skills when children enter funded provision aged 3, in relation to socio-economic background. To support practitioners recognising children's individual language development early, we co-produced a language tool, which is now implemented across a local council in Scotland. eLIPS (Early Language in Play Settings; www.eLIPS.org.uk; Duncan, Gollek, and Potter, 2020) further supports communication and collaboration between professionals around the individual child.

With the increase of 2-year-olds in settings, we now focus on expanding the existing tool in current collaborative work. Continuing the action research methodology used to produce the original tool, involving early years practitioners, speech and language therapists and University researchers, we developed a series of workshops to analyse the suitability of the existing observational guidelines for use with younger children. Specific focus explored the 2-year-old's playroom to understand whether particular areas (home corner, sand & water play, snack area, outdoors) were frequently used by practitioners to undertake observations of children's play activities and development. Of further interest were the nature of observations and themes emerging from these.

Initial findings outline that practitioners' observations of children's language make frequent use of the original areas in the existing eLIPS tool. Practitioners' contributions when discussing the younger age group focus on the development of schemas and different types of play. Current work is now focusing on the creation of more detailed observational guidelines for very early language observations.

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Paper 065

Narrowing the theory-practice divide: an evaluation of teaching psychological theories in the educational psychology professional training programme

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Keywords: theory-practice divide, professional training, problem-posed andragogy, educational psychology

Theme: Professional and Vocational Learning

An important aspect of Educational Psychology (EP) practice is the ability to apply theoretical knowledge to practice. In our role as lecturers in the professional Educational Psychology training programme, this is a constant aim. We sought to engage with the question of what students are expected to learn and decided to come to the theories of development through real life scenarios which reflect the complexity that EPs in practice face on a daily basis. Having modified our teaching to reflect this, we encouraged the first year cohort of trainees who had just attended and participated in these lectures to anonymously provide feedback around the teaching of psychological theories in their professional training programme. Sixteen trainees from a cohort of twenty-five responded to this call for feedback reflected on what they thought about the teaching of this area, and; whether this had an impact on the way they embedded theory in practice into their thinking and assessment. Responses were analysed using a reflexive thematic analysis approach which aligns with the teaching methodology itself. The trainees' responses reflected on the unusual nature of this approach but evaluated it positively in terms of its impact on their initial practice placements. Responses also highlighted the strength of the co-teaching approach which was adopted in these lectures. This project informs and develops teaching practices to ensure that students on a professional training programme experience teaching and learning that minimises the distance between theory and practice. This ultimately informs discussion around effective pedagogies for professional training programmes. The evaluative data gathered about this newly implemented teaching and learning practice provides further information as to the effectiveness of this methodology.

Paper 066

Dissensus and becoming(s) through gameplay with Minecraft in the primary classroom

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Keywords: Minecraft, digital learning, dissensus, becoming

The research question that underpinned this study is, can the use of Minecraft in the primary school setting enable children to demonstrate their wider abilities as learners beyond the frame of the school? The study that took place in P.6 and P.7 classrooms in schools in Dundee and it aimed to explore what would happen were the game Minecraft brought into the classroom experience as the tool to help meet a design brief to redesign the city's waterfront. It was noted that the cultural phenomenon of Minecraft, and its associated semiotic domains (Gee, 2003) and affinity spaces (Salen & Zimmerman, 2003), was such that, many of the children were potentially highly skilled in this game, more so than their teachers. In view of this, a deliberate decision not to offer any training to the teachers in how to use Minecraft was central to the methodology of the study. The teacher contribution to the study was anticipated to lie in their leading of the other related aspects of the design brief.

The study took place over a period of six months and data was collected in the form of a pupil questionnaire (n=168) along with semi-structured interviews with six groups of participating children and two groups of participating teachers.

The results of the study have proven to be very interesting and have been analysed through a theoretical framework of dissensus (Rancière, 1995; 1999) and becoming (Deleuze, 1994). Main findings included how the children were very keen to discuss how the folding and unfolding of their classroom experience of the Minecraft study allowed them the opportunity to be seen by their teachers as learners whose capabilities and talents were beyond what they felt the school allowed them to be or framed them as. There was also evidence of how the state of flux that was caused by the deterritorialization (Deleuze & Guattari, 1983) of the established power structures of the classroom allowed the children, and their teachers to *become* more than they were prior to the study; with enhanced learning cultures and a shift in the teacher learner dynamic being reported as a common outcome.

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Paper 067

Teachers as Agents of Change: a toolkit for teachers and schools addressing the UN Sustainable Development Goals

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Keywords: Equality / Education for All, Inclusivity, Inquiry learning, School development

Theme: Social Justice and Inclusion

This paper will discuss the recently completed Agents of Change Toolkit (ACToolkit) knowledge exchange project.

Aims

The toolkit is intended to be used in schools and other educational establishments to support educators in identifying and making changes in their practice and approach related to the UN Sustainable Development Goals. Specifically, this project focuses on change related to UN SDG4 (UNESCO, 2021) which will bring about inclusive and equitable educational opportunities for all.

Methods

A series of online seminars and workshops which brought together teachers, researchers, educational leaders, educators and designers took place, underpinned by the complementary theories of change agency (Pantić, 2015; 2017; Pantić & Florian, 2015; van der Heijen *et al*, 2015) and game-based learning (Abbott, 2019; Gaule, 2014-15).

Main findings and conclusions

This process resulted in the development of the ACToolkit and website, including a structured five step change process and associated range of pedagogically sound, educational games. The ACToolkit provides an accessible, structured, engaging way of thinking through whole-school approaches which can be challenging to effect due to time pressures in busy educational settings, through guiding educators in making changes in existing self-evaluation and development activities including evaluating the impact of change in and on their communities.

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Paper 068

New Eyes for an Old Education: Ways of Attending in a Divided World

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Keywords: Phenomenological Science, Goethe, STEAM, Arts-Science

Theme: Curriculum

Acknowledging that we are living in a world described as living in permacrisis, this paper considers how this may have come to be and considers approaches that need to be taken in education to mitigate and redress this so that our children have a more secure future.

The argument, developed by McGilchrist (2010, 2019, 2023) is that modern society has become dominated by left hemisphere thinking, characterized by logic and analysis, overshadowing the holistic and intuitive abilities of the right hemisphere. This imbalance has led to a fragmented and disconnected view of reality, causing a host of societal and environmental problems. In order to redress this imbalance, there is a need to find ways of integrating left and right hemisphere thinking, merging the scientific, analytical, approach, with more creative, imaginative thinking, and emotional expression. This paper will critically examine current educational practices and, drawing on approaches to science, art and nature education, consider right hemisphere approaches such as phenomenological, Goethean Science (Bortoft, 2012; Seamon & Zajonc, 1998; Colquhoun & Ewald, 1996) and the incorporation of the arts (Anderson, 2019; London, 2003) comparing and contrasting with contemporary ideas in STEAM education (Colucci-Gray et al., 2017). Supplemented with interviews with Goethean science experts, the essence of art-science integration is elaborated and implications for school-based education discussed.

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Paper 069

Meeting at the threshold? Understanding educators' personal narratives for social justice teaching

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Keywords: Social justice, teacher educators, pedagogy, knowledge

Theme: Social Justice and Inclusion

Social justice and equity continue to be a key focus for both policy and practice in Scottish Education. Despite this, within initial teacher education (ITE) relatively little attention has been devoted to understanding how ITE academics develop their knowledge of social justice. Informed by a Freirean theoretical framework, this study aims to explore how the lived experiences of teacher educators influence their knowledge, beliefs, philosophies and pedagogies for social justice teaching. The empirical study draws on the participation of academic staff currently working in ITE as well as primary classroom teachers, based in Scotland. As part of the study, and to stimulate working in a diverse classroom environment, the ITE staff spent a brief period in a primary school. Following this, alongside the classroom teachers, they participated in a focus group, to explore how their experiences influence the sources of knowledge that they draw from in their practice of teaching for social justice. Preliminary findings from the empirical data suggest that teacher educators are highly reflective, knowledgeable about the curriculum and have a fervent desire to meet the needs of all children and families. Whilst they may convey a strong consensus of effective teacher practice, in part due to professionalisation this may limit the importance of dissensus, that may be crucial when challenging the range of inequities in the education system. Perhaps more interventions are needed for teacher educators to further develop a political awareness and critical consciousness as an integral element of social justice teaching.

Paper 070

Questioning 'Listening to children's voices' through Jean-Luc Nancy concept of 'sense'

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Keywords: listening to children's voices, research methodologies, Jean-Luc Nancy, sense

Theme: Innovative Research Methods

Listening to children's voices, particularly in early years contexts, has become central to practice and in researching young children. This gave rise to several methodologies that place the child at the centre of practice and research, of which the Mosaic approach is worth highlighting. Yet, what is understood by listening and what it implies have not been explored sufficiently, as often listening is described methodologically.

Using the philosophical ideas of Jean-Luc Nancy (2007) on listening, this paper questions listening and hearing in relation to children's voices. An introductory vignette helps to situate the question of listening and this is situated into literature by focusing on a milestone book (Clark, 2017) that explores listening to children. Nancy's ideas are used to challenge the idea of a speaking / listening subject by exploring the concept of 'sense', thus challenging our usage of hearing and listening in research. This presentation will explore implications for research methodologies that often try to 'capture authentic voices' of children in the early years.

Paper 071

Drama as a research method: Experiences working with students in Norway

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Keywords: drama pedagogy, arts-based research methods, creative wellbeing, aesthetic experience

The aim of this paper is to argue for a restoration of focus on teaching as an artform. It is possible to conceptualise teaching as an act performed for an audience (a class) and in a type of performance space (the classroom). I seek to consider the performative dimensions of teaching and specifically how drama and arts-based research methods might be utilized to generate new teaching practices. In Norway voices such as Østern (2021) are emphasising how transformational a dramaturgical perspective can be in terms of pedagogy. During the presentation, I will present some of the initial findings from my PhD research project. The project is focussed around creating new teaching practices that are designed to be used across the curriculum. The aim is to create more immersive and engaging teaching strategies that are able to stimulate multiple senses and spark aesthetic experience. My project takes the form of *educational design research* and I have chosen to incorporate arts-based research methods in the form of drama workshops in the first phase of the project. My initial findings will be presented in light of the *five ways to wellbeing* (New Economics Foundation, 2008) and will demonstrate how drama may be able to help teachers to access all five of these ways. If education is concerned with setting pupils on a path towards flourishing and eudaimonic wellbeing, then I would argue that drama practice deserves to enter the conversation on teaching methods for challenging times.

Paper 072

Problematizing the language in Scottish policy and practice that impacts on care experienced young people's futures as successful adults – a literature review

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Keywords: Inclusion, Employability, Care-Experience, Transition

Theme: Social Justice and Inclusion

The aim of this paper is to better understand the impact of policies on practice surrounding care experienced young people's transitions to adulthood. Current research suggests young people with experience of care have poorer educational outcomes when compared with others (Scottish Government, 2019/20). In Scotland in 2020-2021, 87% of all school leavers have at least one qualification at SCQF level 5 but only 38% for children who are looked after. Children in care are less likely to be in positive destinations after leaving school with 75% of care experienced school leavers in positive destinations compared with the 92% for all other school leavers (Scottish Government, 2020). Previous qualitative and quantitative research tends to focus on these outcomes and their perceived importance in understanding how they can be measured in line with national averages which shapes practice through the implementation of national policies striving for improvement. Yet, contemporary research suggests growing concerns about this unfair comparison and the deficit approach to understanding youth (Gilligan and Dixon and Stein, 2012;2015; Sanderson, 2020; Powell, Bashir, Crisp and Parr, 2015). Therefore, this paper will provide a critical secondary analysis of contemporary literature and policy which frames current practice in education and children's services. By exploring and problematising the 'poor outcomes' narrative, considerations are given to understanding ways in which this may impact care experienced young people's futures as a whole including their aspirations and motivations about adult life. Findings and gaps identified will inform a participatory action research project in Dumfries and Galloway.

Paper 073

'Pedagogical translanguaging in Gaelic Medium Education: threat or opportunity?'

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Keywords: Pedagogical translanguaging, Gaelic Medium Education, New Speakers, parental engagement

Theme: Social Justice and Inclusion and Policy and Education

This research sits at the intersection of sociolinguistics and multilingual literacy within the context of the Scottish Gaelic Medium Education System (GME). The case study, which is part of a larger multimethod study, uses Ethnographic Action Research to explore whether pedagogical translanguaging is a fit pedagogy for GME. In Scotland, a new curriculum offering teaching instruction through the medium of Gaelic to learners whose home language was not Gaelic initiated in the 80s. Attempting to address the weaknesses and failures related to the 'home' languages of Scotland, the Gaelic Language (Scotland) Act passed in Parliament in 2005 seeking to protect, stabilise and foster growth. These efforts have proved fruitful by widening access for children who do not speak Gaelic at home and through the principles and practices of language immersion are seeing an increase in the numbers of new speakers. Statutory guidance states that learning, teaching and assessment from P1 to P3 should be exclusively through the medium of Gaelic. From P4, English should be gradually introduced with Gaelic remaining the main language of the classroom. However, Bòrd na Gàidhlig does not make any provisions on the support available for those learners speakers of languages other than English or Gaelic to develop their home languages within and outwith the school context. This case study asked if, fostering family partnerships, the inclusion of home languages (other than English) into the first three Curriculum Levels advances the Gaelic revitalisation agenda, and if it potentially strengthens or weakens learners' multilingual literacies.

Paper 074

Addressing the Wellbeing Needs of Postgraduate Taught Students: Insights from a Longitudinal Study

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Keywords: Post-graduate Taught, Wellbeing, Higher Education, Longitudinal, Mixed methods

Theme: Policy and Education

*These authors have since moved institution and therefore whilst the work reporting in this abstract was conducted whilst all authors were at the University of St Andrews, the emails provided are their current best contact details

Previous literature acknowledges that student wellbeing is generally lower than the adult population (Stallman, 2010). Postgraduate Taught students (PGTs) have been identified as a particularly vulnerable group, reporting the lowest levels of wellbeing in any student cohort and being referred to as the 'forgotten cohort' (Coneyworth et al., 2019). Reasons for this include: transitioning to a new learning environment; high academic expectations; changes in living environments; developing new support systems; juggling academic and personal responsibilities. In order to improve PGTs wellbeing, it is important to understand their perspectives. Therefore, this study's aims are three-fold: 1) to monitor and better understand PGTs wellbeing across the academic year; 2) to compare the level of wellbeing across multiple academic years; 3) to influence university policy and practice by developing the tools necessary to support PGT wellbeing.

A longitudinal mixed-methods design, utilising quantitative and qualitative methods, was used in this study. The present paper will discuss the focus group data collected across three academic years (2020-2021; 2021-2022; 2022-2023).

Preliminary findings suggest that social interaction, loneliness, stress, housing and issues relating to equality, diversity and inclusion are factors that negatively affect PGT wellbeing. Positive factors include the kindness and pastoral support of academic staff, and personal hobbies such as sport and nature activities. The identified themes did not substantially change across the academic years, with the main difference, understandably, being the influence of COVID-19 during 2020-2021 and 2021-2022. Our findings will aid in the development of interventions and will ultimately impact institution

Paper 075

Empowering Neurodivergent Students: Exploring the impact of a Co-Designed Peer Support Program in Mainstream Secondary Schools

Neurodiversity Alliance Project

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Keywords: Neurodiversity, Secondary School, Co-design, Peer-Support

Theme: Social Justice and Inclusion

Many neurodivergent young people struggle to thrive in mainstream school. Research with autistic school leavers proposed neurodivergent peer support as a helpful solution, compared to neurotypical student mentoring - which may reinforce neurotypical social norms. This study adopts a social identity theory framework to evaluate a co-designed peer support programme (Neurodiversity Alliance) for neurodivergent young people attending mainstream secondary schools. The research aims to assess the programme's feasibility while investigating its positive impact on students.

Paper 076

Decolonising The School: The Case of Social Justice and the Practical, Intellectual and Political Integrity of Education

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Keywords: Decolonisation, Social Justice, Integrity Of Education, Emancipation

Theme: Social Justice and Inclusion

If colonisation is the occupation by a foreign power, decolonisation is an act of liberation. In my presentation I will argue that the modern school itself, rather than only its curriculum, has to a large extent become colonised. This is evident in the many agendas being forced upon education. Some agendas are problematic, such as when schools are tasked with ensuring a high position in international league tables, or when schools are told just to produce the docile workforce of the future. Other agendas look more benign, for example when they are about social justice or sustainability, or are couched in notions such as growth and flourishing. What unites bad and good agendas, however, is that they see the school as an instrument for the 'delivery' of an agenda. Is the school just an obedient servant of what 'others' want from it? Or should the school have a voice in this as well? Should the school just serve or does it also have a duty to resist? This is the question of the integrity of education. In my paper I will pursue two ways in which the integrity of education can be articulated and defended: one which focuses on concepts and sees emancipation as a key educational concern, and one which focuses on the unique form of teaching as an act of (re)directing attention. I discuss strengths and weaknesses of both approaches in order to explore how they can contribute to defending the practical, intellectual and political integrity of education.

Paper 077

“We felt the textures from nature and it gave us new ideas”: Investigating sustainability education through primary school children’s natural and digital haptic touch explorations

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Keywords: Touch, Haptic Technology, Embodied Cognition, Sustainability

Theme: Digital Learning

Aims

This paper draws on emergent findings of a UKRI-funded project (SENSE, **EP/V042351/1**) focusing on touch as a prime locus for children to explore the natural environment in their school grounds. With recognition of the decreasing levels of children’s exposure to the outdoors, this project critically explores the integration of two modes of touch (digital, natural) for children to make sense of and articulate their lived experiences.

Methods

We conducted observations involving 302 children aged 6-12 across 10 primary schools in Scotland and England. Activities involved children using touch to explore natural objects (e.g. feathers, pinecones, leaves); interacting with new digital haptic (touch) technologies featuring textures from nature (e.g. tree barks, fur, scales); engaging in arts activities and exploring scientific questions around texture (e.g. why are some tree barks rough and others smooth?). Data were collected through photos, audio and video recordings, and observation notes.

Main Findings

Emergent findings point to the complex and significant role of touch in integrating children’s exploration of the natural world with their communication and imaginative abilities. Evidence shows children using touch to make sense of familiar and unknown objects in new ways, supported by hand and facial gestures and the use of metaphorical language furthering new observations and new questions.

Conclusions

We argue that a focus on touch discloses the opportunities for children to develop personal connections with their environment and stimulate further inquiry. Drawing further attention to the significance of digital and natural touch as modes of learning in sustainability education, the (school) environment is offered as a ‘place’ for all children both to learn and belong.

Paper 078

Understanding the Dark Side of Social Capital to Inform and Navigate Workplace Cultures

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Keywords: Social Capital, Coercive Practices, Professional Learning, Professional Networks

Theme: Professional and Vocational Learning

Social capital has become a metaphor of the currency for advantage through connections with others (Burt, 2008). However, Field (2004) suggests that within social networks some connections are more valuable than others. Therefore, social capital can be considered to be a contextual extension of human capital in its explanation of inequalities between people (Lin, 2011). Despite the benefits espoused through the literature discussing social capital, Field (2004) reminds us of the darker side due to the control and coercive practices which exists as part of the extended membership to social circles and inner groups.

This paper explores the experiences of several middle leaders in English secondary schools, using a combination of social network and participatory methodology to generate authentic narratives, to understand how they navigated the complex networks that surround schools, both internally and externally. The findings indicate the wide variation in the different ways the middle leaders responded to their workplace challenges and pressures and should be of interest to those working within education, whether this be school leaders, teachers, or policy makers, as we understand what influences the motivation and commitment for people to stay and thrive within our schools.

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Paper 079

Reconciling ethical dilemmas as a practitioner-researcher through use of a reflexive framework

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Keywords: Practitioner-Research, Ethics, Reflexive Frameworks, Authenticity

Theme: Innovative Research Methods

This paper discusses a framework for reflexive ethical decision making. It draws on the ethical considerations made during a doctoral study which examined relationships and networks between secondary school middle leaders. Exploring these experiences with the participants as a practitioner-researcher offers many opportunities for generating authentic voice yet can present ethical dilemmas around confidentiality and anonymity. Whilst the intention is that they will have a positive experience and benefit from their participation, there is the possibility of creating negative outcomes, including stress, harm, or anxiety. This may be the result of recalling difficult experiences or the feeling of being vulnerable through the exposure of personal information, especially if their disclosure is something they regret later. Therefore, it is important the research design, execution, analysis, dissemination, and communication of these studies are all informed by an ethical and moral code of conduct; one which spans the entire research process, not merely as a 'stand-alone' pursuit around the application for ethical approval.

The paper explores the use of frameworks from Guillemin & Gillam (2004), Tracy (2010) and Gray (2014), in order to create an approach which considers the wide variety of responses required when creating an ethical approach which is responsive and reflexive to the dilemmas that arise during qualitative research.

Paper 080

Pre-service teachers and conceptions of intelligence in the Scottish context: challenging ability orthodoxies

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Theme: Social Justice and Inclusion

This exploratory study aimed to investigate the implicit (personal theories) of student teachers through consideration of their beliefs about the nature of ability (intelligence). By drawing on ideas of personhood and identity (Harre,1998) to investigate constructions of intelligence, we also hoped to begin to explore the legitimacy of a multifaceted notion of individual accounts of ability. Previous research into teacher ability thinking in classrooms at Cambridge (Hart et.al. 2004; Hart et. Al., 2019) had highlighted the problems that arise for children when teachers apply an often, restrictive concept where ability is considered limited and unable to be improved. The tyranny of certain kinds of ability thinking (Hamilton, 2011) often dominates and can lead to further disadvantage for the already disadvantaged (Hamilton and Jaap, forthcoming 2023).

A questionnaire was administered to student teachers undertaking a one-year intensive postgraduate diploma in order to become High school teachers (n=46) (12-18 years) or primary teachers (n=41) (3 up to 12 years). Findings highlight the ways in which these student teachers held contrasting views of intelligence depending on their positioning and the implications for teaching decisions and children's learning experiences. Challenging a uni-dimensional view of intelligence, we will propose a more multi-dimensional concept and propose ways in which conceptualisations of intelligence could be made explicit during Teacher Education programmes in order to challenge ability orthodoxies.

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Paper 081

Rousseau's method of upbringing in *Emile*: an interpretation and critique

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Keywords: upbringing, Rousseau, Emile, nature, education

Theme: Social Justice and Inclusion

Rousseau's (1762) *Emile* is a seminal text in education studies, but perhaps also one of the most misunderstood. For some, *Emile* is an irrefutable reference point marking the beginnings of modern education. For others, it has no place in contemporary discussions on education and should be written off on sexist or misogynistic grounds. Either way, to come to an informed position on Rousseau's proffered method of upbringing, a close reading and text analysis are invaluable for making credible any subsequent claims. Herein lies the main aim of this paper: to better understand the method of upbringing outlined in *Emile*. Building on this, a secondary aim is to critique the validity of Rousseau's method based on its internal coherence. In other words, I will also analyse inconsistencies and tensions within *Emile* to evaluate the cogency of Rousseau's argument.

This research will be conceptual (non-empirical) and rely almost exclusively on the text itself to analyse Rousseau's method of upbringing in *Emile*. I will draw on principles of hermeneutics to give credibility to the interpretation made, such as a bringing to the fore of my prejudices as interpreter.

The main finding of the research will be an outline of Rousseau's method of upbringing, in line with the 'nature' of the child. This is not 'nature' in an external sense of forests and fjords, but internal 'human nature'. What that translates to as a method of upbringing will be elucidated and analysed for its coherence. I will conclude by reflecting on the educational promise this holds today, if any, and draw connections to the conference theme of meeting the challenges of the present times through interdisciplinarity and collaboration.

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Complexity Commonalities: Framing Future Curriculum Developments in Education

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Keywords: Complexity, Commonalities, Lifelong, Life-wide

Theme: Curriculum

This presentation proposes that complexity-informed practices will have a significant role to play in the future curriculum development in schools, universities and beyond. To support our case, we present four commonalities, becoming, lived time, self-organisation and boundaries, that can be used to help frame curriculum developments: developments that are coherent, connected and emergent (Jess et al, 2023). We first suggest that all learners are engaged in a lifelong and life-wide process of becoming as their past, present and future experiences consistently merge in a lived time unity. As this process of becoming unfolds, each learner's self-organising abilities are key to the non-linear nature of this lifelong and life-wide process because they enable each learner the opportunity to influence the nature of their becoming journeys. Self-organisation, however, is not an 'anything goes' process but is always taking place within boundaries, some of which are fixed and rigid and others that are flexible, even porous. Subsequently, the mix of fixed and flexible boundaries that learners meet is key to complexity-informed practice because it creates the 'boundary spaces' in which 'rich' interactions can take place to produce more coherent, connected and emergent learning. To conclude the presentation, we offer examples from of the ways that learners can be supported to develop the self-organising foundations that will help them engage effectively with the 'rich' interactions that 'boundary spaces' offer.

Pedagogical Indicators for Sustainable teaching and Learning in Higher Education

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Keywords: Higher Education, Sustainable Development, Pedagogical Indicators, Sustainable Teaching and Learning

Theme: Curriculum

In the line with sustainable development in general and SDGs in particular, higher education is witnessing three paradigm shifts globally: "Development of lifelong learning", "Democratization of knowledge" and "Development of the global knowledge community". These in turn have changed the higher education landscape widely. Therefore, although several measures have been taken for re-orientation of HE development paths, but the pedagogical aspects of HE have not been given attention sufficiently. Therefore, in order to realise a comprehensive form of sustainable higher education, this study aims to identify the sustainable pedagogical indicators in the HE's teaching-learning processes.

Participants included 17 higher education policymakers and senior officials specialists who were selected purposefully based on snowball sampling methods. Using phenomenological research design, data was collected via focused group discussion as well as semi-structured interview protocol and analysed thematically.

Findings revealed that the sustainable pedagogical indicators can be categorised under three main organizing themes including 'Students', 'Curriculum', and 'Faculties' and 22 distinctive pedagogical concepts (indicators) which needs to be incorporated in higher education institutions. The findings also showed that if universities are to move towards sustainability and maintain their orientations in the line with SDGs, the need to encompass a range of distinctive pedagogical features that set it apart from traditional approaches to education including developing sustainability literacy, critical thinking, transformative learning, active engagement among students and equipping them students with the competencies and mindset necessary to address sustainability challenges and contribute to a more sustainable future

Reconceptualising the University Role in the Creation and Development of Sustainable Learning and Creative Cities: Case Study- University of Glasgow

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Keywords: University Engagement, Civic Universities, Sustainable Development, Learning and Creative Cities

As society faces numerous environmental, social, and economic challenges, universities have a unique opportunity to contribute to the transformation of cities into vibrant, sustainable, and inclusive spaces for learning and creativity. Therefore, it is important that the contribution of universities in the creation and development of sustainable learning and creative cities be critically reviewed, revised and reconceptualised. At the heart of the universities' contribution to learning and creative cities, decolonising learning opportunities and retuning the universities' site as an adults education and lifelong learning centres are critically important.

As part of an ongoing study, this paper aims to explore strategies for enhancing our understanding of how universities can better contribute to sustainable economic, social and cultural development of their host 'learning' and 'creative' cities, with a particular focus on the University of Glasgow. The study consists of a critical discourse analysis of policy documents including the university's **Strategy 2025** as well as its **Vision** and thematically analysis of the views and perceptions of key informants within and outside the university including head of schools, senior professor, and the city council senior officials who have been engaged in university-city collaboration platform. These approaches are reviewed too through the distinct lens of Islamic thinking around culture and spirituality and how universities should serve the community and help its sustainability through its distinct capacities in education, research and professional services.

Initial findings reveal many positive aspects of improving and empowering the development of the city.

The University of Glasgow is clearly a civic university which has a good relationship with the city and has played a significant role in the social and economic development of the city of Glasgow. However, the dynamics of the social and economic aspects of the city as a culturally diversified community necessitates that the university improves these links focusing on widening its civic engagement role. The findings also show that no recent systematic assessment has been undertake to determine how 'civic' the university is and what characterises its relationship between university and the city.

Paper 086

Teacher vision and professional practice in schools: negotiating local and global challenges

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Keywords: Teacher Vision, Professional Practice, Global Challenges, Local Contexts

Theme: Professional and Vocational Learning

Background

Teacher vision is an image of what teachers hope to achieve in their classroom, school, community and society (Hammerness, 2001, 2006). It can guide teacher negotiation of local and global challenges, and inform partnership working with stakeholders across and beyond education (Hara and Sherbine, 2018). However, much of the existing research about teacher vision has been conducted in North America and pre-dates recent global challenges, such as the Covid-19 pandemic.

Methods

This research is part of a longitudinal project tracking the visions of Physical Education teachers in Scottish secondary schools. An initial study (Authors, 2018) reported the visions of participants in the final year of Initial Teacher Education (ITE). The current study returns to eight participants after four years of teaching in schools. Two in-depth, semi-structured interviews were conducted with each participant. Interview 1 focused on the major developments in the participants' visions since leaving ITE; interview 2 focused on the role of vision during the Covid-19 pandemic.

Main Findings

Findings suggest that visions remained largely unchanged since leaving ITE. However, the participants stressed a number of refinements were required within the local context of schools, while vision also provided a rationale for their work with stakeholders in and across the education sector, particularly during the pandemic.

Conclusion

Teacher vision appeared to play a key role for participants in the early-career phase. The findings provide insights about teacher vision in local contexts (e.g. outside North America) and suggest how vision can help support teachers to negotiate local and global challenges in schools.

Paper 087

Ghana's basic school policy changes towards ESD and Citizenship Education

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Keywords: Education policy, Ghana, Education for Sustainable Development, Citizenship Education

Theme: Policy and Education

The purpose of this research is twofold. First, to analyse the extent to which Ghana's basic education policies include Education for Sustainable Development (ESD) and Citizenship Education (CE). Second, to examine the ideological motivations behind the inclusion of ESD and CE in Ghana's basic school policies.

Policy documents were analysed, using both content and historical discourse analysis. The four Ghanaian policy documents; ESP 2018-2030, the Standard-Based Curriculum for basic schools, the Pre-tertiary Education Curriculum Framework, and the 2008 Education Act 77, were compared with the UN Eight key competencies for ESD and the 21st century Citizenship Skills and Values.

Findings indicate that three policy documents include all eight UN key competences, i.e., ESP 2018-2030, the Standard-Based Curriculum for basic schools, the Pre-tertiary Education Curriculum Framework, and three 21st-century Citizenship Skills and Values, i.e., collaboration, dialogue, and teamwork. In the three documents, two of the key competences are highly emphasised, i.e., self-awareness and critical thinking.

Findings also revealed that Ghana's education policymakers' original intention behind CE has shifted from nurturing patriotic and nationalistic individuals to neoliberal tendencies present among Ghanaian elites which uphold their dominance in society.

The study's finding will be helpful to education policymakers to review policies that are not in tune with current global policies like UN SDGs.

Paper 088

Influences of engaging in the Into Headship programme post-programme: some perceptions of newly appointed headteachers in Scotland leading during COVID-19 school closures

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This paper articulates a qualitative study of six newly appointed headteachers in Scotland who have recently completed the mandatory qualification of "Into Headship."

In order to better understand the influences of the Into Headship programme, the study explores how former participants go on to further develop and apply their understanding both of themselves as leaders and their ongoing leadership development once appointed as headteachers.

There are currently few studies that seek to deeply analyse upon the influences of the Into Headship programme, or studies that seek to do this over an extended time period, nor specifically during COVID-19 school closures.

The author conducted 3 semi-structured interviews with each headteacher at 6-month intervals to discuss their perceptions of the multiple influences on their ongoing leadership development. Engaging in critical reflection, critiquing policy & educational literature, networking and developing an enhanced understanding of leading strategic change were typically reported as sustained influences of the Into Headship programme.

The study relates to the questions raised by the "Professional and Vocational Learning" conference theme. Emerging findings of the study explore the significance of the uniqueness of each individual's own values and beliefs about leadership, with their personal and professional identity also being reported as being fundamentally important.

Unique to the transition experiences of these headteachers was that they all took up their first headship during COVID-19 school closures. Study participants spoke in depth about the unique challenges and opportunities this provided for this distinct phase of their new headships, which poses questions about how the system prepares leaders for leading during times of crisis or significant uncertainty.

Paper 089

Enhancing TESOL pre-service teachers' understanding of language use with digital technologies

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Theme: Digital learning

The importance for Teaching English to Speakers of Other Languages (TESOL) pre-service language teachers to have Knowledge About Language (KAL) and to be able to apply this knowledge to their teaching is well recognised to be a key curriculum goal (Marr and English, 2019). Yet, many TESOL students find applying their knowledge of language systems to current teaching situations challenging. Drawing on an approach to understanding language use that focuses on how different meanings of words are motivated, often through metaphorical extension, and how this correlates to our embodied understanding of the world around us, I will show how students by actively creating multimodal and multilingual representations of words and phrases enhances their conceptual understanding of the language systems and capacity to apply their knowledge in their teaching. In this talk, I will demonstrate how I worked with a cohort of mainly international student-teachers (n=192) to co-create and share via digital platforms (e.g., CANVA) their own multimodal artefacts and teaching templates (videos, photos, images and 3D simulations, texts), thereby enhancing their and conceptual understanding of a key aspect of the TESOL curriculum. A survey and focus group showed that the intervention promoted collaboration, creativity and critical engagement amongst the student-teachers, despite challenges with regards to its applicability and compatibility with the student-teachers' own language belief systems.

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Language teaching, Knowledge About Language, multimodality, embodiment

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Paper 091

The Latitude and Longitude of Learning: understanding local challenges through a global sense of place

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Keywords: global, local, place, intercultural

Theme: Social justice and inclusion

This paper advances the idea of the 'latitude and longitude of learning' through empirical research conducted with 14 postgraduate student teachers during a study visit to south India. My research considered how an intercultural experience may alter one's view of the Other and in doing so cause a reconsideration of the Self through 'Westerners' ontological and epistemological repositioning as privileged and knowledgeable subjects.

The student teachers reflected on their intercultural learning in a semi-structured journal that they used to write a reflection about their learning after returning 'home'. The journal and reflection, alongside later unstructured interviews, constituted the empirical data that informed this research.

Diverse narratives of intercultural learning emerged from the data that highlighted how the intercultural engagements became opportunities for reflexive reconsiderations of Self and Other. It emerged that a key part of such a potential transformation was the students' growing awareness of a 'global sense of place' revealing the site of their learning not as isolated, but rather by making a "global sense of the local" (Massey, 1994, p. 156) through a reflective and (more significantly a) reflexive consideration of inequality and power dynamics to give each learner an individual 'latitude and longitude' to their learning.

The research revealed how an engagement with the Other challenged learners to problematise their worldviews, contextualise local challenges and where agency emerged, to change aspects of their professional lives in varied and rich ways that advanced a social justice agenda in education.

Paper 092

Reimagining education after the pandemic: some responses and reflections from educators around Europe

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Theme: Professional and Vocational Learning

This paper reflects on an Erasmus+ knowledge exchange project about inclusive, collaborative digital education. Otrell-Cass, Laing & Wolf (2022, p4) suggest that collaboration usually develops around a shared 'dilemma' and, in our case, the collaboration is knitted together by the shared aims of social justice and inclusion and how to support educators as they grapple with these ideas in a changing educational landscape. The collaborations have also been underpinned by an understanding that many practice issues in educational contexts, once unpicked, are forms of 'wicked problems' (Rittel and Webber, 1973) and their complexity can be usefully explored by considering a range of perspectives: from different country contexts, phases and stages of education and levels of experience – or what Akkerman and Bakker (2012) call 'boundary crossing'. We interviewed 32 professionals from 8 European countries to ask them about their experiences of adapting teaching during the pandemic. From these, we identified places in the professionals' accounts where they reflected on what they had learned and how this might cause them to consider their role in education and education, as a whole, differently. Coding these responses thematically revealed there was just as much focus on pedagogical issues as on social and emotional issues in the accounts. We discuss the implications of this for the professional development of educators and how narrative accounts could be an important tool for collaborative professional development.

Exploring pre-service teachers' attitudes and beliefs about Learning for Sustainability

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Keywords: Learning for Sustainability, Sustainable Development Education, UN Sustainable Development Goals, Student Teachers' Attitude

Learning for Sustainability (LfS) has been part of the teacher education discourse for over ten years and is arguably becoming an increasingly significant educational policy within Scotland. However, there is little empirical research into what student teachers think LfS is, nor is there evidence focused on what student teachers' attitudes are towards LfS, or how that attitude might influence their classroom practice. This study aims to explore final year initial teacher education (ITE) students' attitudes and beliefs towards LfS. The research used an online survey to gather final year (Undergraduate, Professional Graduate Diploma in Education [PGDE] Primary and Secondary) ITE students views on LfS. The survey contained 77 items across 10 sub-scales (Self-efficacy, Anxiety, Context Dependency, Relevance, Difficulty, Enjoyment, Conceptualisation of LfS, Limitations of LfS, Teacher Action, Government Policy Action). Students from across all ITE providers took part in the study (n=65). Preliminary analysis indicates that ITE student teachers' attitude towards LfS is highly positive with 82% suggesting that the teaching of LfS should be anchored in teaching practice as early as possible. However, only 15.5% of students believe that teachers are adequately informed about LfS with 79.5% believing that teachers should receive more training in LfS with 84.8% of students indicating that they were unsure how to integrate LfS into their practice. This suggests that while ITE providers have promoted LfS in a positive way, more needs to be done to support student teachers to translate their positive attitude towards LfS into classroom action to bridge the theory practice gap.

Paper 094

Teacher agency for crisis management in disadvantaged contexts: a case study of Chinese migrant school during the first wave of COVID-19

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Keywords: teacher agency, crisis management, disadvantaged context, teacher education

Theme: Social Justice and Inclusion

This paper investigates how teachers exercised agency during crisis in a context of a school in China that caters for disadvantaged student populations. The exploration of teacher agency for crisis management involved semi-structured interviews on their attitudes towards challenges identified in the context and their corresponding actions in the first wave of COVID-19. Employing a grounded approach to data analysis, this study reveals a model of teacher agency in a disadvantaged context, consisting of three elements: value, emotion, reflexivity. According to the above-mentioned model, teacher agency in the migrant school is largely constrained. Although they maintained students' learning continuity as the foremost task during school closures, they commonly held a negative view towards overcoming structural challenges deeply rooted in the migrant school even in the future, including students' low socioeconomic status and paternalistic leadership. Those ingrained disadvantages have deeply influenced teachers' perceptions and philosophy of teaching and learning, reduced their sense of agency and control over challenges. However, teachers are commonly expected to act as agents to break from constraints and disadvantages and adapt to changes, especially in a time of crisis. Therefore, this paper suggests a way of strengthening teachers' sense of agency in a disadvantaged context by reshaping their values, emotions and reflexivity through in-service teacher education. In this way, teachers can better prepare for future school crisis.

Paper 095

School Boards in a challenging transition process

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Keywords: School boards, local governance, policy- and decision-making

Theme: Policy and Education

The role and composition of school boards and their contribution to enhancing school governance and the development of compulsory schools have been questioned. The aim of this research was twofold. First, to analyse the structure and function of school boards and their meaning for compulsory school operation internationally. Second, in international comparison, to understand the role and function of Icelandic school boards. This research is based on an analysis of policy papers, such as laws and regulations, research findings and theoretical papers from ten countries across the globe. Findings indicate two dimensions of school board function. The first dimension includes school boards at one end having a high degree of authority playing an active role in policy- and decision-making processes, and at the other end are school boards with advisory functions and restricted influence on compulsory schools. The second dimension includes whether school board members are elected or appointed. Also, findings indicate that there seems to be a relation between how centralised the education system is and the authority the school boards can apply. Then, there are nuanced differences in delegated authority, autonomy, and function of the school boards between countries. In Iceland school boards seem to have a restricted decision-making authority and their tasks are aimed at supervision function, having some influence in policy-making processes. In Iceland school board members are elected by the local council and can be seen as part of enhanced local democracy. It is important to understand the Icelandic local educational governance and who has real authority to influence how schools work and develop.

Paper 096

An insight into curriculum enactment in China and the interplay between policy and the legal system

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Keywords: curriculum reform, curriculum enactment, physical education, legal system

Theme: Policy and Education

Aim

This paper provides a unique insight into the legal system in China and how this played an important role in teachers' decision-making and professional practice. Exploring the complex interplay between curriculum policy focused on 'Health first' and the legal system in China reveals how curriculum enactment is situated within a broader socio-political context.

Methodology

Inspired by research on teachers' experiences of curriculum enactment in Scotland, the research design was exploratory, guided initially by Charmaz's (2014) grounded theory, and 22 teachers in the north of mainland China were interviewed to explore their experiences of curriculum reform. To develop a better understanding of how 'Health First' was taken up and enacted by teachers, and specifically recognising the characteristics of a non-western research context; we deployed two theoretical concepts — 'technologies of the self' and 'self-cultivation'.

Findings

In China, teachers' awareness of their vulnerability within the legal system strongly influenced their curriculum enactment. Data analysis indicated that teachers' curriculum enactment efforts are carried out within a complicated socio-political context, with interplay between 'technologies of the self' and 'self-cultivation' as teachers sought to be transformative, find personal harmony and navigate the competing demands of stakeholders.

Conclusions

Teacher decision-making was not only related to curriculum reform policies and associated regimes of accountability, but also interconnected with their awareness of the legal system. Therefore, this paper provides an interdisciplinary view of curriculum enactment in its consideration of curriculum reform, revealing the complex interplay between teachers' awareness of the legal system and their professional ethics.

Paper 099

Black and Minority Ethnic in Initial Teacher Education: Through the lens of Critical Race Theory

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Existing evidence suggests that the majority of BME students in initial teacher education programmes in many countries of the global North are at risk of social exclusion. According to the most recent statistics, only 1.8% of BMEs are employed in ITE in Scotland. On the basis of the drive for social justice and diversity in education, it appears imperative to increase the number of BME teachers and to support them in order to increase their social inclusion. Studies suggest that Black and Minority Ethnic (BME) groups encounter different exclusionary treatments in initial teacher education programmes. However, there are few studies that examine the drivers and dynamics of these exclusionary practices. Through the lens of Critical Race Discourse, this paper problematizes the role of intergenerational expectations in BME initial teacher education programmes in the global literature by discussing the various dimensions of exclusionary experiences among prospective and trainee teachers of Black and Minority Ethnic backgrounds. The result suggests that additional research is required to investigate the specific drivers and dynamics of intergenerational relations in the recruitment and retention of BME teachers.

Paper 100

Between Success and Failure: Researching with Grassroot Organisations

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Keywords: precarious contexts, methodological bricolage, epistemic justice

Theme: Innovative Research Methods

This paper explores the lived experiences of academic researchers working on a UKRI funded project on gender violence and peace titled *Culture for Sustainable and Inclusive Peace* (CUSP). This was not a paper that we set out to write, it only became possible and necessary because of the UKRI cuts in a context of global disruption caused by the pandemic. Our methodological approach was not planned, it grew creatively out of our need to reframe our thinking. To explain our approach we draw on Pratt et al's term 'methodological bricolage' which allows us to explain our moves or methodological choices as we 'made do' in the immediate aftermath of the cuts; 'utilised the resources at hand' as we listened more carefully to the grassroots organisations regarding the impact of the cuts on their ability to trust and work with us; and 'combined these for the new purpose' (2022: 219) which we will explain via the application of a heuristic tool known as a Greimas Square.

The Greimas Square or Semiotic Square explodes the binary between success and failure, opening up multiple horizons of thought (Haiven and Khasnabish, 2014: 123). Once in this space, we revisit our data, our correspondence, memos, photographs, and memories of the time we worked together and use these as prompts to engage in reflexive thinking about our positionality and praxis as researchers. We use this framework to reframe our methodological approach and present ways of working that move beyond a perpetuation of the epistemic injustices created through engaging in research limited by concepts of success and failure. These ways of working are a step towards 'dismantling the master's house' (Lorde, 2018) while allowing us to keep our eyes on the possibilities of how to dwell alongside those working outside the academy for transformative change.

We conclude with a set of recommendations phrased as reflective questions that could be used by fellow researchers faced with similar contexts of flux. The questions cover: Nurturing the Possibilities that Lie Ahead, Demands of the Research Process, Beyond Hopelessness and Establishing Solidarity.

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Paper 101

Factors Influencing Educational Technology Adoption: A Case of Madrasati Platform in Saudi Arabian Secondary Schools

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Keywords: E-Learning, Madrasati Platform, Teachers, Continuance Intention

Theme: Digital Learning

The Ministry of Education in Saudi Arabia has established a new platform named Madrasati to continue the educational process during the closure of schools due to the COVID-19 crisis. As all restrictions have been lifted and in-person education has resumed, teachers have been given the choice to continue using the platform to support conventional approaches. The aim of this paper is to find and investigate the most significant factors impacting teachers' decisions in continuing to use Madrasati platform in Saudi Arabia. To fully investigate the problem, a proposed model has been created and informed mainly by the Decomposed Theory of Planned Behaviour (DTPB) and other related studies around e-learning. Thereafter, an online self-administered questionnaire was disseminated to 304 secondary school teachers in order to collect their attitudes and beliefs according to the proposed model. At this stage, Structural Equation Modelling (SEM) was statistically used to analyse the data through two phases, the measurement model and the structural model. Moreover, moderating effects, such as age and gender, were examined using a nonparametric approach. Key findings indicate that teachers from our sample have a positive intention towards using Madrasati in future classrooms. However, *Leader Influence* was not found to be a motivator for teachers to continue using Madrasati. Also, *Resources* such as time, money, and technology were insufficient to adequately support teachers in continuing to use Madrasati. The findings also highlight that the strongest determinant of the *Continuance Intention* was *Subjective Norm*, followed by *Attitude* and then *Perceived Behavioural Control*. The influence of gender was only limited to *Resources Facilitating Conditions*, while age affects *Prior E-Learning Experience and Self-Efficacy*. Insights will be delivered to stakeholders based on the study findings by illuminating the significant factors affecting teachers' continuance usage of Madrasati platform. Such findings will lead to the effective adoption of e-learning as a support system for the conventional approach.

Paper 102

A “poorly understood occupational group”? A systematic review of the literature on university-based teacher educators in Scotland

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Keywords: university teacher educators, professional learning, professionalism, research

Theme: Professional and Vocational Learning, Policy and Education

There is increasing recognition internationally that university-based teacher educators (UTEs) often occupy uncomfortable spaces within their national and institutional systems and cultures. A significant international body of work now attests to challenges and tensions around the transition from school-based teaching to induction into the university context (Van Velzen et al, 2010; Clemans et al, 2010; Williams, 2013) and issues around professional identity formation (Boyd and Harris, 2010; Dinkelman, 2011; Swennen et al, 2010). UTEs’ professional learning needs have been well documented as “universally lacking attention” (Czerniawski et al, 2016; van der Klink et al, 2017; Smith, 2003) and the relative paucity of research into UTEs has been noted internationally (Murray and Kosnik, 2011; van der Klink, 2017) and in Scotland (Livingston, 2014; Menter, 2011). Underpinning these issues are unresolved matters about UTEs inhabiting a “contested profession” (Dengerink, 2015; Livingston, 2018; Kelchtermans, 2018).

This systematic literature review examines how these internationally recognised issues play out in relation to UTEs in Scotland. It assesses their participation and representation in academic literature and other spaces through a synthesis of qualitative and quantitative evidence from a spectrum of literature that includes: peer-reviewed academic work; policy and other governmental sources; the public register of teachers in Scotland; education journalism, and universities’ websites. The findings raise awareness of the complexity relating to UTEs’ roles and researcher-selves; their voices and visibility in the spaces examined; notions of ‘value’ in relation to their work and action following the recommendation in Donaldson’s review of teacher education to address the “poorly understood” nature of the group (2011). The findings could provide opportunities for UTEs and their institutions to seek collaborative ways to formalise and strengthen UTEs’ identities, professional learning pathways and research potential.

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Short Presentations

Short002

Early childhood development using 'Safe circles' as a support in war and conflict zones: A story of Lavender Hill, Cape Town

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Keywords: Early Childhood Education, Trauma-informed training, Safe Circles, Early Years Practitioners

Theme: Social justice and Inclusion

Developing a professional awareness of the impact of living in war torn environments, such as Lavender Hill, are integral to facilitating meaningful praxis, as Early Childhood Education is acknowledged as laying the foundation for success in later life (Roman and Sonn, 2019). The success is attributed to the development and socialisation of children and families within their communities (Bosqui and Marshoud, 2018). The presentation explores the advantages of one approach to supporting children's and family's personal well-being through care and support known as 'Safe Circles' (Learning in Reach, 2023). The circles are based on the concept put forward by (Pranis, 2017) that encourages meaningful dialogue for relationship building, especially in stressful environments.

With Ethical approval the research design was qualitative in nature and put to work narrative inquiry adopting the lens of a phenomenology, to examine individual lived experiences. Data was collected from the transcripts of PechaKucha (Pecha Kucha, 2023) presentations, delivered by ECE owners. Themes were identified using Braun and Clarke's (2019) reflective thematic analysis.

The themes provided valuable insight into community building approaches, using Early Years settings as a nexus, in Cape Town, South Africa. The findings highlighted the benefits of trauma informed training and practice (Lopez et al. 2019) when creating safe circles in Lavender Hill; made possible by using Principals at Early Years Centres to facilitate connections and support their community together-with children and families.

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Short004

An Ethnographic Case Study of Chinese immigrant families in Scotland: Parental Involvement in Children's Learning

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Keywords: Chinese immigrant family, parental involvement, intersectionality, children's learning

Theme: Social Justice and Inclusion

This study aims to investigate Chinese immigrant families' experience in depth in Scotland and discuss how do intersectional factors such as race, gender, class and immigrant experiences shape and reshape parents' parenting values, beliefs, and expectations, which affect their involvement in children's learning. Ethnic Chinese is the fourth largest ethnic minority in Scotland, but the existing research on Chinese immigrants is inadequate to provide a profound understanding of this community's parenting practices and their children's learning experiences in Scotland. In this research, ethnographic case study is employed. Since Chinese community in Scotland has their distinctive cultural phenomenon, applying ethnographic case study helps better understand the cultural phenomenon of Chinese immigrant parents and their children's experiences, and explore the complexity of the parents' involvement in children's learning in depth. Participant observation and semi-structured interview are applied to collect data, during the observation period, parents' journal is also collected as a supplement of my observation. Through working with five Chinese immigrant families in Scotland, the initial findings indicate Chinese immigrant parents are keen on involving in most of their children's learning opportunities. For example, helping with children's homework daily, sending children to Chinese school and different interests' clubs/workshops weekly, and arranging events to explore public educational resources monthly. However, their choice and preference of activity for children evolve gradually, which depends on the parents' socio-economic status, immigrant experiences in Scotland, personal upbringing experiences in China, and their children's own preference. These factors also lead to various challenges parents experienced in their involvement, especially while interacting with different cultures. The findings highlight the significance of applying the intersectional approach from the cultural lens while providing support for Chinese immigrant parents to address their involvement difficulties in children's learning. Meanwhile, considering the intersectional factors also provides more perspectives to enriching children's learning opportunities, which would be beneficial for their growth and development.

Short006

Empowering Communities through STEM Learning Ecosystems

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Keywords: STEM education, cross-sector partnerships, collaboration, measurement

Theme: Policy and Education

Access to high-quality STEM (Science, Technology, Engineering and Math) education is essential to be successful in today's rapidly changing global society. How to create robust STEM learning environments for all is a universal challenge that educators face. The answer is that educators cannot do it alone. This short presentation has three aims. First, to introduce STEM Learning Ecosystems(SLE), an established model for creating dynamic cross-sector partnerships in education. Second, to explain lessons learned and challenges faced in the first year of SLE implementation in Husavik, Iceland. Third, to discuss current research being done to measure success using a system developed by Fisher and Morrison. This research has implications for stakeholders in education across every sector as they seek evidence-based solutions to advance STEM education.

Short007

Roles, Challenges, and Future Prospects of Chinese and Polish Complementary Schools in Scotland

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Keywords: Language Education, Heritage Languages, Polish Complementary Schools, Chinese Complementary Schools

Theme: Inclusion and Social Justice

In 2022, 154 home languages were reported in Scottish pupil census statistics, with Polish, Urdu, Arabic, and Chinese languages (Mandarin and Cantonese) being the most commonly-spoken home languages other than English and Scots (Scottish Government, 2023). In response to the increasing multilingualism in Scottish schools, inclusive language provisions were introduced through *the 1+2 Language Policy* (Scottish Government, 2012). However, despite the effort to enhance language education, heritage languages have not received sufficient promotion (Hancock & Hancock, 2019). To preserve immigrant families' heritage languages and cultures, complementary schools emerged to provide supplementary language education (Li, 2006). However, limited research exists on complementary schools in Scotland, leaving their nature, impact, and current status understudied. Therefore, this study aims to explore the roles of complementary schools in Scotland, identify issues and challenges in their development, and further assist language provisions to be developed in Scotland.

This study was carried out in two Chinese complementary schools and two Polish complementary schools in Edinburgh. Drawing on the dataset of classroom observations and interviews with headteachers, teachers, parents, and students, similarities and nuances were found among the schools regarding their management, curriculum planning and implementation, immediate needs, as well as the impact on minority communities and language education. The study emphasises the importance of recognising and leveraging these valuable yet underutilised linguistic resources in Scotland. It also highlights the need to establish links and collaborations among different language complementary schools, mainstream language education, and local government authorities to foster inclusive language education throughout Scotland.

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Short008

The Rich and Unexploited Linguistic Resources: Chinese and Polish Complementary Schools in the Context of Scotland's 1+2 Language Policy

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Keywords: Language Education, 1+2 Language Policy, Heritage Languages, Complementary Schools

Theme: Policy and Education

Scotland's multicultural society has been largely shaped by an influx of immigrants. Recognising the rising linguistic diversity and its contribution to the economic, political and cultural growth of Scotland (McKelvey, 2017), the Scottish Government introduced *the 1+2 Language Policy* (Scottish Government, 2012) to foster language education. However, this policy, which encompasses regional languages, modern foreign languages, and heritage languages (HLs) of immigrants, represents both opportunities and challenges in terms of language equality (Kanaki, 2021). Meanwhile, in response to the need to transmit immigrant families' HLs and cultures to the next generations, complementary schools emerged to provide supplementary language education (British Council, 2014).

This research aims to explore how *the 1+2 Language Policy* addresses and supports complementary school development, how language education is planned and practised within these schools, and how linguistic resources like complementary schools can be leveraged to enhance language education in Scotland.

Drawing on *the 1+2 Language Policy* and the dataset of classroom observations and interviews with headteachers, teachers, parents, and students collected from two Chinese and two Polish complementary schools in Edinburgh, initial findings show that while *the 1+2 Language Policy* misaligns with Scotland's demographics, families seek remedies through complementary schools, where comprehensive language curricula are provided with experienced teachers. The conclusion suggests that although complementary schools as the rich linguistic resources for language learning still remain 'hidden and untapped' (Hancock & Hancock, 2018), there are potential links and collaborations to be established between complementary schools, mainstream schools, and local authorities to flourish language education in Scotland.

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Short009

Conceptualising family learning: Understanding how families learn together

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Keywords: Family learning, family, learning, education, partnership

Theme: Social Justice and Inclusion

Scottish educational guidance promotes Family Learning programmes to encourage partnership with parents and families as a means to improve educational attainment, social justice and economic stability (Scottish Government, 2014; 2016; Education Scotland 2018; OECD, 2018). However, real partnership is an ongoing challenge in Scottish education (McKenzie, 2010; The National Parent Forum of Scotland, 2016). Effective family learning recognises parents as educators and includes mutual dialogue between families and supporting agencies (Grant, 1989; McKenzie, 2010; Harding and Ghezalayagh, 2014). Yet, a recent Review of Family Learning highlighted limited dialogue suggesting a need for wider “consultation with practitioners, parents/ families, children or young people” (Scottish Government, 2016:16).

Contradictory policy discourse, lack of dialogue and research with families to understand family learning in Scotland limits partnerships between families and educational professionals. The current qualitative study aimed to address; 1. What family learning means 2. Where family learning happens And 3. What family learning needs; Focus groups and one to one interviews provided consultation with thirty eight teachers, early years’ practitioners and families. Participants held varying perceptions of family learning as formal and informal, whilst most highlighted key elements as important and needed in a family learning process; acceptance of difference, ongoing individual and collective development and connection through a sense of belonging and love. Findings contribute to a ‘wealth model’ (NIACE, 2013; Scottish Government, 2016) of partnership and practice where understanding and recognition is made of the learning and skills present in families.

The research provides future debate in considering family learning out with formal education and of the qualities required for quality ‘professional’ practice. The research findings shift focus from outcome (academic achievement, economic gain) to the affective development of partnership for high quality family learning.

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Short010

Finding Answers Within: Exploring Contextually Relevant Learner-Centred Models in Nepali Primary Schools

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Keywords: Learner-centred education, Learner-voices, Prevalent teacher values and practices, Nepal

Theme: Policy and Education

In low-income countries like Nepal, education reform policies are a medium to transform the education sector and address its existing structural challenges and inequalities (Carney and Bista, 2009). Subsequently, Nepal implemented Learner-centred Education (LCE) as it promises to help build a solid foundation for a progressive and democratic society and citizens (Schweisfurth, 2011). Additionally, it is a viable alternative to the traditional didactic passive teacher-centred education system (Sriprakash, 2010).

Despite, LCE's appeal, it is difficult to identify any clear trends of implementation processes or how it is translated onto actual practice (Sakata et al., 2022). LCE policies have been criticised for furthering Neo-Liberal Western notions of worldview (Tabulawa, 2004). Subsequently, even though, pedagogical practices are deeply intertwined with the larger societies (Alexander, 2008), studies show that LCE policies often ignore the contextual, cultural, and practical realities of many of these low-income countries (Schweisfurth, 2013). Another missing but an integral component in the literature on LCE, is the children's voices and their experiences of being part of LCE (Sakata et al., 2021).

In this context, this study using Comparative Case Study research design, explores potential culturally appropriate pedagogical practices in three Nepali primary schools situated in different geographical regions (the mountains, hills and the flat lands) of the country. The study will focus on understanding the day-to-day (teaching-learning) processes of interaction, perceptions and experiences of teachers and learners. Through interviews, observations and art-based methods, the study will explore how meanings are produced in different contexts and circumstances in these three cases (primary schools) across regions (Bartlett and Vavrus, 2017). In my presentation, I will discuss how this study can assist policymakers to creatively use nuanced classroom practices to shape more implementable policies. Furthermore, the children's voices will add new insights and introduce new opportunities to collaborate with various stakeholders to find solution.

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Short011

Thinking about philosophy in education studies - The theory from Chang Tung-sheng

Yuting Jia

Keywords: Education Studies, Chang Tung-sheng (Zhang Dongsun張東蓀), Chinese Philosophy

Aims

This paper uses hermeneutics to interpret Chang Tung-sheng's text. Chang Tung-sheng (Zhang Dongsun張東蓀, 1886-1973) was the contemporary Chinese philosopher to establish his own philosophical theory. He has a broad range of expertise, and the subjects of his books include philosophy, life, morality, values, epistemology, culture, democracy, socialism, and more. Further, his theory is rarely seen in the English literature at present. In particular, these discussions have focused on the areas of epistemology, politics, and others. Currently, there are no publications explaining his theory from an educational perspective. It is evident that there is a gap in the field of education studies as well as in the field of philosophy of education. This paper intends to fill this gap. Although Chang Tung-sheng does not directly mention terms related to education studies. However, we can still draw inspiration from Chang's theory. In particular, his construction of a comprehensive philosophical system has contributed to our understanding of the philosophy of education.

The three main objectives of the article are: 1. What is the philosophy? 2. How do we understand modern education studies, is there only a scientific way of understanding it? 3. Is there a future for philosophy in education studies? The findings of the study are based on Chang Tung-sheng's theories as well as my reflections.

The following three sub-sections present my findings (All three findings are strictly centred on the term philosophy) :

1. The definition of Philosophy.
2. Philosophy - An irreplaceable path in education studies.
3. The Future of Philosophy in Education Studies.

Posters

P001

Does it really matter where we learn? Home Education Voices

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Keywords: HomeEducation, Capital, Photovoice, Children

Theme: Social Justice & Inclusion

There is an appetite within the Home Education research community to shine a light on the voices of Home Educated children and young people. Much of the current research, is aimed at the adults of Home Educated children and young people, who participate from inside a community on the fringes of our social and educational society.

This research seeks to listen to the voices of children and young people and to enable this elusive group the opportunity to stand in the light and share their own narratives in their own words. Using Photovoice as a method to collect this data, families were asked to choose 7 images that represented the value they placed on education and/or the spaces in which education capital might be transferred between children and adults.

Using thematic analysis, each family member was coded, and their contributions analysed. Children and young people began to share their own views and opinions, to correct the adults if their views were not being represented accurately and one of the key, fundamental outcomes from providing the children with a space to share their experiences, was that time working alongside siblings and family members came out as one of the most important areas of Home Education that the children valued above most others. Whilst undertaking Home Education

- 96% of participants estimated that their education capital had risen
- Children and young people valued the autonomy and time
- Time and Family were identified as being most valued by families

P002

What can Higher Education do better to promote the retention of disabled students?

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Keywords: disabled students, higher education, retention, Scotland

Theme: Social Justice and Inclusion

Many Higher Education Institutions struggle with low student retention rates, which result from countless dynamic factors (e.g. financial hardship, conflicting personal circumstances) (Kirk, 2018; Manyanga, Sithole and Hanson, 2017; Munizaga, Cifuentes and Beltrán, 2018), meaning that there is no easy way to address this challenge (Beer and Lawson, 2018). Although low student retention rates apply to the whole body of students, disabled students seem to graduate at even lower rates than their non-disabled peers (see Newman et al., 2021). Disabled students' lower retention rates appear to result from the abovementioned factors and the additional obstacles they encounter in the Higher Education (HE) sector (e.g. lack of accessibility, negative attitudes, difficulties in managing health and academic demands) (see Fichten et al., 2014; Thompson-Ebanks, 2014). Considering these elements, a research project was developed to explore factors of the HE experience, such as professional and educational practices and their impact on the retention of disabled students in Scottish HE. Data generation resulted from a qualitative study based on semi-structured interviews with 29 participants (17 former and current disabled students, and 12 staff). Although the research is still a work in progress, this poster will share preliminary findings aiming to address one question: *What can Higher Education do better to promote the retention of disabled students?* These preliminary findings will highlight the need to ease the processes for disabled students to access support, the value of promoting flexibility alongside meaningful educational experiences or the need to refine institutional practices to foster inclusion across HE.

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P003

"Stakeholders' Perceptions and Attitudes toward middle school Learners with Speech Disorders in Algeria: A case study of Stuttering"

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Keywords: Stuttering, children who stutter, stigma, stakeholders' perceptions

Theme: Inclusive Education

Stuttering is one of the fluency disorders described as breaks throughout the rhythmic flow of speech. Stigma is a significant issue that children who stutter frequently encounter around them, affecting their quality of life, including their school experiences. This study investigates stakeholders' perceptions and knowledge regarding stuttering and its associated stigma in Algerian middle schools. The stakeholders are middle school language teachers, speech-language therapists, and parents of children who stutter in Algeria. I have adopted a qualitative case study approach. I used semi-structured interviews to collect the data and then analysed it thematically. The sample comprises the three groups of stakeholders mentioned, a total of 30 participants, with 10 participants in each group. The findings indicate that the stakeholders showed limited knowledge regarding stuttering. The results also demonstrate that stakeholders believe that children who stutter in Algeria are stigmatised not only in schools but also by their surroundings, including their families. Stakeholders tend to normalise stuttering to reduce the stigma and its effects on children who stutter in Algerian middle schools. In conclusion, this research highlights the need to explore stakeholders' knowledge about stuttering, including its theories and treatment, and the significance of early intervention. The lack of research develops misconceptions regarding stuttering, which will impact the school experiences of children who stutter and their quality of life.

P006

School subject choices: Gender stereotype and social influences on adolescents' educational decisions

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Keywords: Gender, Stereotypes, Adolescents, Subject-Choices

Theme: Social Justice and Inclusion

Introduction

The persistence of gender stereotypes is often linked to the educational choices and predictably of outcomes of Scotland's young people.

Aim

To investigate the effects of social influences on subject choices, adolescents' knowledge and endorsement of school subject gender stereotypes was examined, as well as their actual subject choices and interest in hypothetical gender-stereotypical school projects. Additionally, the gender ratio of the previous cohort of project students was presented as either a male or a female majority.

Methods

Adolescents (13 – 17 years, $N = 361$) undertook an online questionnaire where knowledge and endorsement of gender stereotypes associated with 22 school subjects was measured using a newly developed Curriculum Stereotype scale. Furthermore, experimentally manipulated gendered project options and previous cohort information were shown and interest levels were measured.

Main Findings

Adolescents indicated gender stereotype knowledge for 21 of the 22 subjects. They rated interest in own-gender majority projects ($M = 66.8$) higher than projects with an other-gender majority ($M = 61.0$; $p = .003$, $\eta = 0.02$). and Own-gender typical projects ($M = 70.1$) higher than other-gender typical projects ($M = 57.7$; $p < .001$, $\eta = 0.11$); this difference was significantly greater in males than females, reflecting gender differences found in similar research.

Conclusions

Findings suggest that own-gender peer majority is highly influential in adolescent decision-making, and that alongside gender stereotypes, dominates subject selection, more so in boys. We consider the implications of the findings regarding gender imbalance interventions in course selection.

P008

Coordination of services to children with special educational needs and their families in Iceland

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Keywords: Children with special educational needs, collaboration, professional services

Theme: Social Justice and inclusion

In Iceland support to children with special educational needs is and has been implemented in a stratified manner depending on the severity of their needs. In the later years there has been some criticism regarding inadequate coordination and collaboration of the various agents providing support. that are part of the public healthcare system, social services and educational system. This has been particularly problematic for parents that often are the advocates of their children. Recently there has been an effort on the behalf of the Ministry of education and children in Iceland for improvement resulting in recently passed legislation intended to facilitate access to services and ensure integration. For that purpose a special contact person shall according to the law be appointed to all children and when children have special educational needs a special coordinator. As the law is still recent and not fully implemented it is still too early to estimate the success of the implementation.

The poster will present the results of two small qualitative studies intended to explore the experiences and attitudes of participants of collaboration and coordination regarding children with special educational needs. In the first study seven professionals providing special services to children were interviewed and the second one six heads of special education in preschools. The semi-structured interviews were analysed using thematic analysis (Braun and Clarke) and ecological systems theory of Bronfenbrenner.

Findings indicate that participants find that collaboration and coordination between professionals to be important and most often found positive in spite of some need for improvement. Most providers of special services are doing their best but as they have heavy workload they are not always as accessible as desirable and waiting lists are far too long.

P009

Role of VR in Secondary Education an Enhancement for Labwork: Closing the Science Access Gap in Underfunded UK Schools

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Keywords: Virtual reality, STEM education, equity, technology in education

Theme: Social Justice and Inclusion

"Hands-on learning experiences are crucial in the natural sciences including biology, chemistry, and physics (Ainley, 1984). Sufficient funding, training, and facilities must be provided for these practical science experiments, a challenge for many under-resourced UK institutions.. Forty percent of state schools have less than 70% of the required materials to teach practical science, and half of all secondary school teachers have reported insufficient funding to teach practical science (SCORE, 2013). As a result, hands-on and direct observation has become less effective, restricting teaching and directly affecting student learning outcomes (Pareek, 2019; SCST, 2002). One proposed solution is the usage of virtual reality (VR) technology in secondary school physics and chemistry laboratories, either as a complement with or cost-effective substitute for traditional laboratory experiments. In our poster, we introduce the results of a systematic review analysing the main benefits and drawbacks of teaching physics and chemistry using this technology. We argue that despite VR technology's potential to improve equity in science education, infrastructure and adoption barriers must be overcome before such digital labwork is practical and widespread. We conclude with policy suggestions for relevant stakeholders for implementing VR, including increasing government funding, encouraging industry collaboration, and providing standardised training for teachers."

Roundtable

RT002

The national model of professional learning: a shared understanding of what makes effective professional learning to support education reform

Lise McCaffery /Fearghal Kelly/David Burgess, Education Scotland

Keywords: professional learning education reform

Theme: Professional and Vocational Learning

Theoretical perspective

‘Transformative learning transforms teachers as people, rather than as recipients of education policy, supporting them to shape policy. There needs to be a clarity of purpose in terms of planning professional learning in order for it to be transformative and that this should be made explicit¹.’

Ahead of the implementation of curriculum reform, now is a crucial time in Scottish education system to build a shared understanding of what makes professional learning transformative.

We will deliver a short input on the national model of professional learning and then, through facilitated discussion, identify next collective steps in building a shared understanding across the education system.

One of the provocations in the roundtable will be around to what extent we plan professional learning for the learner (the educator) rather than for the identified system need or ‘educator curriculum’ we design to share with the profession.

Korthagen states that ‘much of a teacher’s behaviour is unconsciously guided by three dimensions (the cognitive, affective and motivational dimensions), and that teacher learning takes place at various levels [...] reflection on these dimensions and levels is important in promoting meaningful learning in teachers.² In this work, the personal and the professional are intertwined.

To what extent do we consider the individual when planning professional learning at a national, regional, local or setting level?

How can the national model of professional learning be used as a tool to support the implementation of reform in our Scottish system over the next few years?

¹ Boylan et al., 2022, *Re-imagining transformative professional learning for critical teacher professionalism: a conceptual review*

² Korthagen, F., 2017 *Inconvenient truths about teacher learning: towards professional development 3.0*

RT003

Why does consistency in assessing teacher education students' practices matter?

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Keywords: Teaching effectiveness, teacher observation, mentor teachers, school-based experiences

Theme: Professional and Vocational Learning

This roundtable discussion invites participants into conversation about a common understanding of effective teaching and assessment in initial teacher education (ITE) school-based experiences. Needed is a richer understanding of how classroom-based mentor teachers and university staff judge students' performance.

This discussion aims to explore the nature of shared judgement, consensus, and dissensus of observed teaching effectiveness across a range of views and experience. We seek to expand dialogue across educational boundaries through sharing of practices, policies, and standards.

Rationale

It has been noted that ITE students manage to pass into the teaching profession despite sometimes manifesting significant variance in skills, which can be attributed in part to inconsistent professional agreement as to what constitutes a judgment of competence (Raths & Lynman, 2003). Sandholtz and Shea (2011) have called into question the accuracy of supervisors' assessment of student performance. Haigh and Ell (2014) found that mentors take an 'idiosyncratic approach' (p. 19) to reaching decisions about teaching effectiveness, even when judges have a shared vision of quality teaching. There are implications from this variability amongst evaluations for the student and the profession to be explored, as well as discussion regarding how consistency may be gained through strengthened university-school partnerships. The discussion is framed through the lens of social judgement theory, recognizing that professional judgment is a distinctly cognitive act involving indicators and guidelines used by judges and also a socially positioned practice (Allal, 2013).

Methods

A rich and engaging experience will be delivered through a provocation, group dialogue, pair-sharing, and summarization. The session will begin with participants viewing a short teaching video clip and identifying strengths the teacher exhibited. Participants will then be challenged with the provocation: *How does educator professional judgement of teaching effectiveness fit within notions of quality assurance?* Presenters will engage in the elucidation of and discussion around the findings from our investigation of judgements made by university teacher educators and school-based mentors in their observation, evaluation, and decision-making processes about student teacher effectiveness. The final portion of the session will be focussed on an opportunity for participants to reflect and respond, query, and discuss both in pairs and small groups. Prompting questions will be provided for small group dialogue and consideration of own contexts. The session will conclude with the 3-2-1 summarization strategy in which participants will identify three interesting facts, two new discoveries, and one lingering question.

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RT004

Multi-establishment Headship Across Rural Scotland

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Keywords: Shared headship, professional learning, professional networks

Theme: Policy and Education

Background

There is a trend for multi-establishment headship across education systems, which we have defined as one headteacher who has leadership responsibilities for multiple schools. This happens particularly in the primary sector in Scotland, however, there is a paucity of evidence that interrogates multi-establishment headship as a conceptual model to understand the benefits and constraints this can have for schools and communities. However, what has yet to be explored more fully is the professional learning needs of headteachers in shared headship contexts.

Interpretive research across the Northern Alliance Regional Improvement Collaborative was conducted which aimed to provide informed data about shared headship models, how these are interpreted to be effective by communities and any key benefits and challenges. The findings highlighted emergent issues, for example, the variation in language used within multi-establishment headships, as well as expectations, systems and processes. Alongside a variety of contextually appropriate models, it was found that professional learning and peer networks were important for the headteachers and colleagues.

Proposed Activity

In this roundtable session, we will briefly share the findings of this research and through key questions gather feedback on the findings and the recommendations with a view to stimulate further research in this area. The key questions will focus on opportunities and barriers in practice for multi-establishment headteachers, including headteacher efficacy, professional learning and professional networks.

RT005

Professional learning as activism: how leaders navigate the liminal space between university learning and enacted practice

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Gail Preston, Rosehill High School

Keywords: leadership, activism, universities, schools

Theme: Professional and Vocational Learning

Rationale and content of the roundtable

As part of the practice-focused professional MEd at the University of Edinburgh, participants can undertake a new PG Cert *Growing professional Learning*. Here, practising teachers, headteachers, and local authority officers collaboratively explore challenges of, and approaches to, leading professional learning whilst also designing and facilitating professional learning for staff in their own school or region.

A recent research project investigated the experiences of these course participants to capture how they understand professional learning in the current climate, and how they position themselves as leaders of professional learning, developing teaching expertise by navigating complex relationships and processes of development. What emerged was not a simple process of knowledge transfer but a story of deeply personal conflicts and evolving identities within a complex ecosystem, where educators are playing a tricky political game of system compliance whilst simultaneously attempting to disrupt the status quo for the perceived good of their staff and pupils.

The purpose of this roundtable is to critically unpick these tensions and opportunities within the complex professional learning ecosystem from the multiple and interwoven perspectives of research, policy and practice. It will explore the journeys and the findings of the research study from the position of the different personnel - course leader, tutor, former student, and local authority partner – by hearing their contrasting professional experiences. It will invite debate and further questions in response to How can schools, regions, and national systems benefit from embracing localised professional learning as necessary activism? and How might universities play an effective central role?

RT006

Learning while leading: Exploring tensions in practitioner/student identities

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Keywords: Student identity, professional identity, widening participation, professional standards

Theme: Professional and vocational learning

Theme for discussion

Building on previous scholarship undertaken on academicisation of the childhood practice profession (Wingrave and McMahon, 2016, Wingrave et al., 2020) and current projects exploring student identities and lifelong learning journeys, this discussion will explore the tensions inherent in designing and developing courses that will meet the needs of students and the requirements of the rapidly evolving early learning and childcare sector, while ensuring rigorous academic standards are upheld.

Childhood Practice qualifications are designed to provide access to management-level professional registration for practitioners working in non-compulsory care and education services for children aged 0-18 years. Students typically work full time while studying part-time. As lecturers on Childhood Practice programmes at University of Glasgow, we have made large-scale changes to our programmes in recent years in terms of content, delivery and assessment to respond to the continually developing needs of the sector.

This roundtable will feature contributions from stakeholders, including former University of Glasgow students, the University of Glasgow Childhood Practice programme team and professional partners who support continuous improvement in the sector.

Discussion will focus on four key questions:

1. What tensions exist between the practitioner identity and the student identity?
2. How do we continue to support students in practical ways while upholding high academic standards?
3. How can we co-create meaningful learning opportunities and assessments with students and partners to better equip learners in the workplace?
4. What added value does vocational learning bring to a research-intensive university?

Symposia

S001

Perspectives on Professionalism: Teacher Education Policy Trajectories across the UK and Ireland

Theme: Policy and Education

Chairperson: Martin Hagan, St. Mary's University College

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Discussant: Stephen McKinney, University of Glasgow

Outline of the symposium

This symposium will consider the landscape of teacher education policy across the UK and Ireland and its effects upon teacher professionalism and practice. Three papers will be presented: the first considers policy across the island of Ireland; the second, policy in Scotland and Wales; and the third, policy in England. The regional policies and inherent professional discourses will be analysed using Ozga's (2000) framework of Source, Scope and Pattern in order to illuminate their influence upon key issues around recruitment, initial teacher preparation, retention, continuous professional learning, teacher identity, practice and professionalism. The symposium will support a deeper understanding of the importance of relationships in the policy formation process and the consequences of this upon what Ozga (ibid:44) describes as the 'struggle for teacher autonomy and responsibility in a 'social justice' project, set against the modernising, economising project for teachers that seeks to guarantee their efficiency by enhancing their flexibility and encouraging them to accept standardised forms of practice'.

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Symposium presenters

Paper 1 – Reflective professionalism: Teacher education Policy in Ireland, North and South

Martin Hagan, St. Mary's University College

Rose Dolan, Maynooth University

Paper 2 – Policy Reform in Scotland and Wales

Margaret McColl, University of Glasgow

Elaine Sharpling, University of Wales, Trinity St. David

Paper 3 – Prescriptive Professionalism: The case of Initial Teacher Training in England

Lisa Murtagh, University of Manchester

Abstracts:

Paper 1: Reflective professionalism: Teacher education Policy in Ireland, North and South
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Rose Dolan, Maynooth University
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Keywords: teacher education, professionalism, Teaching Council

This presentation considers the extent to which professionalism is a key component of teacher education policy in both Ireland and Northern Ireland. In both jurisdictions, there is a strong regulatory requirement for entry to teacher education programmes and accreditation of such programmes. In Ireland, the Teaching Council is responsible for the professional registration of teachers and the promotion of high standards in teaching. The Teaching Council's *Policy on the Continuum of Teacher Education (2011)* has been implemented through *Cosán: Framework for Teachers' Learning (2016a)*, *Droichead: The Integrated Professional Induction Framework (2017)* and *Céim: Standards for Initial Teacher Education (2020)*, with professionalism as one of the guiding principles for each framework. Similarly, in Northern Ireland, the General Teaching Council oversees the registration and professional development of teachers using its competence framework, *Teaching: The reflective Profession (GTCNI, 2007)*. Both jurisdictions also recognise the importance of professionalism in areas such as ethics, values, and attitudes, and provide guidance and support to teachers in these areas through *The Code of Values and Professional Practice for Teachers in Northern Ireland*, and the *Code of Professional Conduct for Teachers (TC, 2016b)* in Ireland. We examine how each jurisdiction's policies were developed and implemented. We consider the influence of stakeholders, both nationally and internationally, with a particular focus on the pattern of the relevant policies, what they build on or alter in terms of relationships, and what organisational and institutional changes or developments they necessitate (Ozga, 2000).

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Paper 2: Policy Reform in Scotland and Wales

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Keywords: policy, teacher education, curriculum reform

In this presentation, teacher educator researchers from Scotland and Wales explore how policy ideas in a closely-linked system, travel across the organisational boundaries between two devolved jurisdictions. In particular, the researchers' focus on curriculum reform and how government-appointed advisors act as intermediaries in the design and enactment of policy ideas (Hulme, M. et al., 2019). Key policy documents from Scotland and Wales are analysed through the concepts of 'spaces and time' (McCann and Ward, 2013:10) in order to examine how such trans-national policy making is then experienced by teachers and teacher educators in the local context (Stone, 2004). It is against this policy landscape that recently formed networks and systems responsible for shaping new educational reforms in Scotland and Wales, will be considered.

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Paper 3: Prescriptive Professionalism: The case of Initial Teacher Training in England

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Keywords: OECD, professionalism, marketisation, managerialism

The OECD has played a significant role in shifting notions of teacher professionalism and quality and led to state-crafted policy assemblage in teacher education. For pre-service teacher education in England, there is currently considerable emphasis on policy initiatives associated with marketisation and a culture of entrepreneurialism; standards-based and outcomes-defined policy reforms and developments, underpinned by managerialist ideologies. Coupled with this, there has been increased technologies of governance, leading to ever tightening regulatory control and surveillance driven by a focus on accountability and professional standards alongside the provision of centralised curricula. A Market Review of Initial Teacher Training (DfE 2021) and the introduction of a Core Content Framework (DfE, 2019) has seen pre-service teacher education become narrowed, premised on 'permitted' pedagogies, practice, curriculum content, and the expectation of standardisation regarding what beginning teachers need to know and be able to do. This reductive form of teaching leads to what we might call 'pedagogies of the same, rather than pedagogies of difference' (Lingard, 2007:248); neglecting the role that teachers, schools and universities play in designing assessments and curricula in response to student needs, and in respect of professional knowledge and expertise.

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S002

Good Education in a Fragile World: higher education as if the world mattered

Symposium organiser: Alan Bainbridge, Queen Margaret University

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Chairperson/Discussant: Peter Higgins, University of Edinburgh

Rehema White, University of St Andrews

Symposium outline and relationship between papers

This symposium responds to the conference title, 'Meeting global and local challenges through interdisciplinary partnerships and collaborations in education' (Policy and Education), by exploring the relationships between the theory and practice of education and those of sustainability. Specifically, to examine the potential of 'thinking educationally about sustainability, while also thinking sustainably about education', to imagine a 'good education' that meets the needs of a planet in crisis. It asks questions about the purpose of education in the 21st century and why the future flourishing of the planet and its inhabitants still looks bleak. The contributions will explore the tensions of addressing issues of sustainability within defined 'parochial' education settings, yet paying attention to a wider interconnected global world.

Alan Bainbridge's contribution highlights the particular transformative potential of higher education processes and outcomes, but acknowledges how recent policy initiatives can contribute to a 'tamed' and denuded pedagogical and research framework, insufficient to respond to a planet in crisis. Nicola Kemp's use of the 'Paradox Model' considers how the current policy drivers in higher education can be manoeuvred to promote sustainable living, drawing on Greek myths to discuss the possibility of a disruptive, yet transformative 'second operating system'. Stephen Scoffham side-steps policy interventions, preferring instead to focus on the ability of local bottom-up small scale projects to motivate meaningful values led ways forward. Finally Mostafa Gamal and Dalene Swanson return to Greek mythology and Janus to consider the macro scale of Learning for Sustainability to explore the tensions of individual actions in a globally dominant neoliberal world.

Symposium presenters

Alan Bainbridge, Queen Margaret University

Nicola Kemp, Canterbury Christ Church University

Stephen Scoffham, Canterbury Christ Church University

Mostafa Gamal, Queen Margaret University

Dalene Swanson, Nottingham University

Paper 1: Wilding Higher Education: from monoculture to messy margins

Alan Bainbridge, Queen Margaret University

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This contribution argues that the 'taming' of higher education has reduced its significant potential to innovate and promote sustainable living in an increasingly fragile world. A 'wild' higher education, even if only marginal, will be more likely to provide opportunities to engage with the difficult thinking required to mitigate the current planetary poly-crisis. Through the

use of ecological metaphors of tame/wild, it is suggested that the ‘taming’ of higher education has led to a pedagogical monoculture, quasi-competitive league tables and the certainty of progress towards excellence. This has been at the expense of supporting ‘wild’ psychological attributions able to focus on complexity, serendipity, and civic responsibility.

Wild education will require a move from ego-logical thinking, where the individual success dominates decision making; to eco-logical thinking that is able to consider the needs and desires of human and more-than-human others. Such a shift will move away from education processes that focus on predictive and directional intention to deliver a particular curriculum in a particular manner, to a more attentional embracing of messiness, confronting difficult questions, encouraging debate, and being able to live with uncertainty and dissent. Despite the use of ecological metaphors the chapter does not argue that education needs to be in natural ecological settings, but rather is more contingent on different psychological ways of encountering and paying attention to the world.

Keywords: Learning for Sustainability, Tame Education, Wild Education, Eco-centrism

Paper 2: What We Must Do Now: The Response(ability) of Universities to the Global Crises
Nicola Kemp, Canterbury Christ Church University

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This paper focuses on *how* universities can authentically respond to the challenging question ‘what we must do now’ in the context of contemporary global crises. Situating this question within the conceptual framework of the Paradox Model (Kemp and Scoffham, 2022), it considers a) how universities can effect meaningful change whilst continuing to deliver their essential mission and b) how they might reconcile the demand for demonstrable fast change with the need to transform slow variables such as organisational culture. One suggested approach to accelerate the pace and scale of change by the sector, is to develop a complementary, second operating system that can deliver inspirational projects and demonstrate different ways of working. Drawing on the experience of one University, the strengths, and limitations of this approach are explored and the question of ‘what we must do now’ is returned to and reflected on. To aid the reflective process, classical myths, and metaphors are employed to stimulate and provoke an understanding of how transformational intent could be operationalised in practice. Applying this understanding to the earlier case study, the chapter demonstrates how the second operating system concept could be modified and extended for use within the context of a university as it matures in its sustainability journey.

Keywords: Paradox, Second Operating System, Organisational change, myths and metaphors

Paper 3: Developing Sustainability Education Through Small Scale Interventions
Stephen Scoffham, Canterbury Christ Church University

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As the global environmental crisis gathers momentum, the way that education is conceived and conducted is increasingly open to question. It is argued in this chapter that whilst whole-scale reform is the ultimate ideal, small-scale interventions also have a valuable part to play in initiating educational change. Such initiatives are important not only because they build up into a critical mass, but also because they affirm the authenticity and integrity of those

who participate in them. A range of projects and activities undertaken at CCCU over the last fifteen years are offered as examples of what is possible within existing structures and constraints in Higher Education. In different ways they all highlight the importance of creating space for new thinking and working together with others to share and develop ideas. They also highlight the importance of self-knowledge and different types of understanding. Reflecting on these case studies suggests that developing new narratives and pedagogies of reconnection has the potential for developing a sustainability mindset which is individually attuned, deeply grounded and authentic. Focussing on motivation, principles and values rather than on attempts to 'fix' the world around us offers a promising way forward in these challenging times.

Keywords: Small-scale intervention, Authenticity, Self-Knowledge, Pedagogy of Reconnection

Paper 4: Global Citizenship Education / Learning for Sustainability: tensions, 'flaws', and contradictions as critical moments of possibility and radical hope in educating for alternative futures

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Dalene Swanson, Nottingham University

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'Global citizenship' entered public parlance prominently during heightened globalisation. To be a citizen of this new globalised, interconnected world was to be a subject of capital. Like Janus, a subject of this neoliberal world order was to be both an inwardly-gazing subject of the nation state, and simultaneously an outwardly-gazing subject of global capital. 'Global citizenship' (GC) carries the inherent contradiction of Janus, being a juridical contradiction. It looks both inwards and outwards and carries borders as shadows. Viewing contradiction at the heart of GC as a 'productive tension', rather than 'flaw', by way of entry into Global Citizenship Education (GCE), and by implication Learning for Sustainability (LfS), may offer the necessary vector in prizing open new windows to hopeful, alternative futures. The difficult task of doing so should not be sidestepped in the shift from GCE to LfS. Recognition of the various 'distancing strategies' deployed within these discourses is critical in overcoming their overdetermination as instruments of state social, national and economic ambitions. The implications for education and our socio-ecological futures of the embrace of contradiction at the heart of GC needs critical attention toward the imperative of mobilising Critical GCE (CGCE) to enact possibilities of radically hopeful futures.

Keywords: Critical Global Citizenship Education (CGCE), Learning for Sustainability (LfS), Curriculum for Excellence (CfE), Global Citizenship, Scotland's International Development Strategy

S003

Professionals', parents' and young people's perspectives on school exclusion across the four UK jurisdictions

Organisers

Alice Tawell, University of Oxford

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Ian Thompson, University of Oxford

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Chairperson: Alice Tawell

Discussant: George Head

Outline

In this symposium, we will present findings from the Excluded Lives research project: The Political Economies of School Exclusion and their Consequences alongside implications for policy and practice. Drawing on data collected from core schools and alternative provision providers across the four UK jurisdictions, we will explore professionals', parents' and young people's experiences of the risks and consequences of school exclusion. Findings will be integrated within and across jurisdictions and a coherent multi-disciplinary view of the political economies of exclusion will be presented. The findings will be of interest to policymakers, practitioners and academics who are trying to understand the actions of practitioners in practices of formal and informal school exclusion, including the different ways in which schools 'manage' young people at risk of exclusion across the four UK jurisdictions, and the impacts that school exclusion can have on young people and their families.

Presenters

Alice Tawell

Annie Taylor

Gavin Duffy

Gareth Robinson

Ian Thompson

Gillean McCluskey

Sally Power

Jemma Bridgeman

Chris Taylor

Paper 1: Professionals' conceptualisations of being 'at risk' and 'vulnerable' to school exclusion

Alice Tawell, University of Oxford and Annie Taylor, University of Edinburgh

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The sister concepts of risk and vulnerability are frequently drawn on in policy and research on exclusion from school, with policy documents and research reports outlining the 'risk factors' for school exclusion and articles focusing on why so many 'vulnerable children' are excluded from school. However, little is known about how these concepts are understood

and used in practice. This paper draws on interview data collected as part of the Excluded Lives project to compare how pastoral leads and additional support/ additional learning/ special educational needs practitioners conceptualise risk and vulnerability to school exclusion across the four UK jurisdictions, and how these conceptualisations inform the types of responses and interventions provided to 'at risk' and 'vulnerable' young people.

Keywords: School exclusion, risk, vulnerability, cross-jurisdictional

Paper 2: School leaders' and staff members' perspectives on school exclusion across the four UK jurisdictions

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While disparities in the rates of official school exclusion across the four UK jurisdictions are well documented, less is known about how the jurisdictions compare in their use of what have variously been termed unofficial, informal, unlawful or illegal exclusions. This paper draws on interview and focus group data with school leaders and teaching and non-teaching members of staff from the core schools involved in the Excluded Lives project to explore school leaders' and staff members' perspectives on the types of formal and informal school exclusion processes and practices used in their jurisdictions and the consequences these practices have for children and young people.

Keywords: School exclusion, formal and informal exclusion, consequences of exclusion, cross-jurisdictional

Paper 3: Parents' and young people's perspectives on school exclusion across the four UK jurisdictions

Ian Thompson, University of Oxford and Gillean McCluskey, University of Edinburgh

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Very little is known about the perspectives of young people and their families who have experienced school exclusion and suspension on the perceived fairness and clarity of processes before and after exclusion. Equally little is understood about the relation between inclusionary or exclusionary cultures and practices at jurisdiction and school level on whole school pupil and family attitudes to belonging and safety in school. This paper draws on insights from UK cross-jurisdictional qualitative and quantitative data from the range of high and low excluding core schools in the Excluded Lives project. The paper reports on findings from school surveys and semi structured interviews with purposively sampled young people and parents with experience of suspension or exclusion and reflects on the implications of the findings for policy and practice.

Keywords: School exclusion, parents, young people, cross-jurisdictional

Paper 4: Young people's experiences of alternative provision across the four UK jurisdictions

Sally Power and Jemma Bridgeman and Chris Taylor, Cardiff University and Chris Taylor, Cardiff University

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Our cross-jurisdictional analysis of alternative education provision has revealed that there is significant diversity of provision across and within the four jurisdictions of the UK. Very little is known, though, about the efficacy of this provision from the perspective of its intended beneficiaries. This paper explores young people's experiences of diverse forms of alternative education provision and the extent to which it enables them to reengage with education. Drawing on interview data from young people who have experienced school exclusion, or who have been deemed 'at risk' of being excluded, we examine whether and how different interventions and forms of alternative provision are able to repair (or otherwise) their learning trajectories.

Keywords: Alternative education provision, efficacy, young people's perspectives, cross-jurisdictional

S004

Teacher education as an ongoing professional trajectory - Implications for policy and practice

Symposium Organiser: Denise Mifsud, University of Bath
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Chairperson/Discussant: Stephen Day, University of the West of Scotland

Theme: Professional and Vocational Learning

Outline describing the purpose of the symposium and relationship between the papers

The international education literature indicates both the importance of teacher education to national education systems, and the complex, dynamic and evolving nature of teacher education as a site of practice across the career trajectory of a teacher (Henry, 2016). The contribution that teacher educators make to the development of early career teachers is profound. However, the contribution that both university and school-based teacher educators make to the ongoing development of early, mid and experienced teachers is illustrated within this symposium in different ways. Paper 1 problematizes teacher education as a policy 'problem to be solved'. In its widest sense, teacher education takes different forms across the career span of a teacher, regardless of national context. Paper 2 takes a close look at the way the practice field - school context, climate, and the micro-political of day-to-day teaching - influences the choices teachers' make as working professionals with agency and the impact that the complex environmental factors have on that agency and ultimately the professional identity of the individual. Paper 3, take a transnational lens to exploring the preparation for headship in Sweden, England, and Russia. Paper 4 draws the focus of headteacher preparation back to the Scottish context to explore perspectives on the preparation of headteachers as a construct.

Symposium Presenters: Denise Mifsud; Janet Lord; Deborah Outhwaite; Alison Mitchell

Paper 1: Rethinking the concept of teacher education: a problematization and critique of current policies and practices

Denise Mifsud, University of Bath
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This paper aims to set the context for the other symposium papers that provide a critical re-reading of the concept of teacher education in distinct contexts. Supporting Europe's teachers is one of the EU priorities that was bolstered by confirmation of the importance of revising and strengthening the professional profile of the teaching profession. Teachers are regarded as key players in the enactment of accountability systems at the local level, at times being forced to vindicate their professional status and judgement which ultimately affects their professional identity and their perception of self-efficacy as education professionals. Besides being lifelong learners, teachers are also regarded as valued professionals, with the notion of professional teachers thus evolving to address the challenges emerging in twenty-first century education. This paper thus seeks to problematize how the concept of teacher education is being understood by policy makers, teacher education providers, and the teachers themselves. Teaching and teacher education are a deeply contested field within

education and within different national contexts, with research on teacher education still a 'messy' and somewhat young research field.

Keywords: accountability, policy problem, professionalism, teacher education

Paper 2: Exploring teacher professional identity and agency in policy contexts

Janet Lord, Manchester Metropolitan University

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Teachers' professional lives are situated at the intersection of local, national and global educational policy contexts. What they purposefully do (agency) and how they see themselves and their roles as teachers (identity) dynamically interact with such contexts. The aim of this work was to understand the meaningful professional development work of teachers, in the context of this interaction. Current dominant policy discourses concerning the 'improving teacher' and 'teaching as a craft' are examples of an over-reliant emphasis on more insular narratives of agentic teachers and teaching. Such narratives fail to consider the complexities of factors and discourses that impact on the beings and doings of teachers and are therefore inadequate. Based on an iterative dialogue between particular theoretical ideas and case study data, this research proposes a multi-level integrating framework for understanding the experiences of teachers as they develop and locate a sense of their professional identity. Taking a critical realist approach, the work reports on a case study of one teacher, Jill, from an English secondary school. Drawing on narrative data and on Archer's work (e.g. 2012) on reflexivity, the ways in which Jill's thinking mediates links between her agency and identity and structural educational policy discourses are considered. The understandings drawn from this work can be applied to show the explanatory usefulness of reflexivity as a concept in understanding teachers' professional thinking and doing.

Keywords: teacher, agency, identity, reflexivity

Paper 3: Leadership preparation and development policies in England, Sweden, and Russia: exploring policy and practice

Deborah Outhwaite, University of Liverpool; Mark T Gibson, Oxford Brookes University; Susanne Sahlin, Mid Sweden University; Natalia Isaeva, HSE University; Marina Tsatrian, HSE University

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This presentation explores teacher education as an ongoing professional trajectory, exploring the implications for both the policy and practice teacher professional identity, and how this is developed in its' later stages in one's career trajectory, in three different nation states of the UK, Sweden, and Russia. Here we choose to focus on the different national interpretations of leadership preparation and development, and the links between this and the support of Principals in schools. In the UK over the last decade, the development offered to senior staff has been led by an increasingly marketised approach, which has steadily moved further away from academic expertise and Higher Education qualifications. In contrast the system in Sweden has thoroughly maintained its links in leadership preparation inside universities, building a rapport between senior staff in schools and their counterparts in university education departments. Whilst in the Russian system these HEI links are also maintained, yet the national framework under which they operate is only now in its embryonic stages.

Keywords: leadership preparation and development, marketisation, higher education, national frameworks

Paper 4: Shifting Constructions of Headship (Principalship) in Scottish Education: Implications for Professional Learning and Empowerment in School Communities

Alison Mitchell, Deirdre Torrance, Julie Harvie, Christine Forde and Margery McMahon, University of Glasgow

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This paper examines shifting constructions of the role of the headteacher (principal) internationally, to explore the implications for career-long teacher education. It draws from the Scottish context, utilising critical policy analysis and empirical data from a case study system which is working to address local and global challenges through education. In Scotland, contemporary constructions of headship emphasise the importance of collaborative leadership, the centrality of teacher professionalism and the development of schools as learning organisations. Scotland's *Professional Standards for Teachers* and its *Empowerment Agenda* reflect global aspirations, promoting the creation of a *school and teacher-led education system* where the headteacher leads and facilitates collaborative practice within and across schools and learning communities, to advance systemic improvement. This paper draws from a multi-strand research project, 'The Future of Headship', where policy analysis is combined with investigating the lived experience and practice of school leaders. It first examines policy intentions around headteachers leading learning communities, then draws on findings from Delphi Method generated data, to examine the tensions experienced by school leaders in their leadership of learning communities in a case study school. The three themes identified - *Cultivating Culture, Privileging Context and Community*, and *Leadership of Professional Learning* - are synthesised to generate understanding of the expectations and implications the headship role in developing and leading collaborative cultures of career-long professional learning. The findings have implications for other education systems facing similar tensions around leadership aspirations to engender empowered learning communities, within hierarchical local and national school systems.

Keywords: headship, middle leadership, professional learning, school culture

S006

Pedagogy as gift: Contextual views from Scotland and Canada

Paul Adams, University of Strathclyde; Aubrey Hanson, Patricia Danyluk and Amy Burns, University of Calgary

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Chair: Paul Adams

Discussant: Gert Biesta

Keywords: pedagogy as gift, Canadian Indigenous pedagogy, remote pedagogy, pedagogy leadership

Theme: Social Justice and Inclusion

Session Abstract

The purpose of this symposium is to bring together those who are interested in considering an alternative conception for pedagogy steeped in northern, Indigenous ways of knowing that promote equity, inclusion, and the importance of contextual factors in the enactment of pedagogy. To this end, this symposium session brings together four academics, beginning with an expansive discussion of pedagogy as gift and then narrowing this to the enactment of pedagogy for and with remote populations. The symposium then presents a discussion of pedagogy situated within the Canadian context with a focus on story-based approaches that connect Indigenous pedagogies with contemporary contexts. Finally, the impact of leadership on expanding such discussions of pedagogy is examined.

The symposium starts from the belief that pedagogy is best conceptualised as 'being in and acting on the world, with and for others'. From here, each presentation considers politicized ways of knowing ways for their impact on contemporary educational contexts.

Paper 1: Pedagogy as gifting: Indigenous knowing in contemporary education Paul Adams

In her book, *Braiding Sweetgrass*, Robin Wall Kimmerer (2013) discusses how strawberry gathering signals '... a world full of gifts simply scattered at your feet' (p. 23). For her, such conceptualisations necessitate togetherness; gifts, '...from the earth or from each other establish a particular relationship, an obligation of sorts to give, to receive, and to reciprocate' (25). Clearly, here the marker of reciprocity and personal connection is through the removal of exchange as transaction to be replaced by gifting; that which establishes a '...feeling bond between two people' (Hyde, quoted in Kimmerer, 2013: 26) that increases with their passage through and by sharing.

In this presentation, I shall contrast the idea of pedagogy as 'the methods and practices of teaching' (after Adams, 2022) a theoretical position based on personally held, teacher beliefs and ideologies often subject to neoliberal political positions, with pedagogy as gifting: connected, reciprocal actions based in and acting on the world, done with and for others. I

shall show how re-thinking the basis for pedagogical action offers significant scope for enacting pedagogy in ways connected to community belief systems that seek to recalibrate the world and our place in it.

Keywords: pedagogy, gifting, Indigenous knowledge

Paper 2: Remote Pedagogy in Canada's North

Patricia Danyluk

The community-based pathway in our Bachelor of Education program was designed to develop teachers in rural and remote parts of Canada. The program has been a catalyst for the creation of teachers who already live in the community and are often mothers working as educational assistants. As Indigenous peoples make a significant portion of Canada's remote population, the program is anti-racist in design, seeking to provide rural and remote residents with the opportunity to complete their teacher education without relocating to an urban environment. Teachers and teacher education programs in Canada are tasked with incorporating Indigenous perspectives into the classrooms. Anti-racism theory is devoid of acknowledgement of racism towards Indigenous peoples and instead focuses on a multicultural perspective which fails to recognize that Indigenous peoples were the original inhabitants of Canada. Undertaking a critical race theoretical perspective, this research examines how teacher education programs and schools are integrating Indigenous perspectives into their classrooms and how they can work together to combat anti-Indigenous racism. Findings demonstrate the ways in faculty and teachers have led this work through personal decolonization and developing connections with Indigenous Elders and communities. At the same time, teachers report a fear of making mistakes and offending someone. This research examines how teacher education programs, teachers and schools can work together to combat anti-Indigenous racism in Canada.

Keywords: Remote education, Critical Race Theory, community; pedagogy

Paper 3: Building Understandings of Indigenous Pedagogies through Story

Aubrey J. Hanson

In this session, I will explore questions that arise when we seek to bridge traditional Indigenous pedagogies and contemporary educational settings. As an Indigenous (Red River Métis) scholar in literary studies, curriculum studies, and studies in Indigenous education, I seek in this presentation to explore *story* as a conceptual and methodological framework that enables pedagogical continuity and innovation. In Canada, educators are required to build and apply knowledge of First Nations, Métis, and Inuit peoples, histories, and cultures in their teaching and learning practice. An additional layer of possibility exists when teachers can engage in Indigenous education practice through Indigenous pedagogies, such as storytelling, land-based learning, and intergenerational learning. However, complexities and struggles arise when teachers try to connect with or engage with Indigenous knowledge systems that are foreign to the non-Indigenous majority. In my current research and teaching I offer *story* as a way into this work. *Story* offers a framework for understanding relationality and ethical engagement; it builds connections between teachers and other pedagogies like land-based learning; and it honours the onto-epistemological roots of Indigenous knowledge systems. Approaching Indigenous education work through story also enables teachers to connect their labours to pressing contemporary concerns like issues of environment and of social justice,

as story-based framing makes space for the articulation of relationships and responsibilities. While story-based work is already prevalent within the methodological literature in Indigenous scholarship, building stronger understandings of story for pedagogy and practice is of benefit to all educators.

Keywords: Indigenous education, story, knowledge traditions, pedagogy

Paper 4: Pedagogy Leadership for Change
Amy Burns

This presentation will chronicle my evolving experiences as a pedagogical leader, starting first in the public kindergarten to grade twelve school system and now as a formal leader in initial teacher education. Drawing upon my own doctoral research, my experiences as a kindergarten to grade twelve teacher and leader, and my work as a leader in the postsecondary environment, this presentation will examine the ways in which critical pedagogy, or a pedagogy of equity, is taken up in those very different environments. From a feminist lens, I will contrast three themes in particular that have become particularly pronounced for me in my time in the academy. The first of these themes, evolutionary pedagogy, will examine the impact of past experience on my conception of myself as a leader in the academy and on my role as a pedagogical leader. Secondly, pedagogy will be examined as an activist moment, one that challenged me in the early years of my career, both in K-12 and in postsecondary, and will be presented as one that still tends to frighten many, although (perhaps?) less so in the academic environment. Finally, my role as a pedagogical leader will be examined with respect to influences that have shaped me as a leader to this point including specific examples of pedagogical leadership that continue to push my thinking and partnerships that expand my standpoint.

Keywords: educational leadership, critical pedagogy, pedagogy leadership, activism

S007

Uniforming Schools: forming and performing disciplined (and material) identities

Symposium organiser: Rachel Shanks, University of Aberdeen

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Theme: Policy and Education OR Social Justice and Inclusion

Chairperson and discussant: Rachel Shanks

Symposium abstract

Socio-material frames of analysis can be used to study what young people tell us is a key aspect of their experiences of schooling, namely school uniform, dress code and appearance policies. There has been some academic debate on school uniform in Australia and the USA, and this has focused on student achievement, reducing violence and gang culture, and gender, however, the legacy of school uniform traditions remains under-explored. In this symposium we bring together a posthuman and materialist approach to understand the various legacies and controls being exercised through policies and practices related to various school objects including school bags and school uniforms. The symposium includes accounts from the Caribbean, England, Ireland and Poland and the discussant will relate these to Scotland. The first paper focuses on early years and school bags, the second on school uniform in the Caribbean, the third paper draws attention to regulations on appearance in primary school in Poland and the final paper considers school uniform in Ireland in terms of affordability and gender expression. What each of these accounts have in common is the vesting of power and control in and through material objects. School uniform, thus, provides children and young people with an opportunity to assert their rights.

Keywords: School uniforms, socio-material, colonial, power, gender, class, children's human rights

Symposium presenters: Julie Ovington; Beth Cross; Ainsley Carnarvon; Anna Babicka-Wirkus

Paper 1: Silent Disruptors: The thingly-power of keyrings

J A Ovington, University of the West of Scotland

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Keywords: Early Education, materialism, posthumanism, school readiness, school uniforms

To date little or no research has been conducted with two-year-old children on school readiness, resulting in an absence of their voices (Spyrou, 2018). This presentation draws from research that focused on the rollout of funded policy to drive readiness by targeting two-year-old children. Unstructured observations were conducted with eight two-year-old children in two nursery settings in the Northeast of England piloting the funding. Interviews were also conducted with a range of Early Childhood Education and Care educators and parents to explore their views on the policy and resultant practice. The outcome of this was a 'material turn' (Reddington and Price, 2018, p.2) wherein posthuman theory enabled me to think differently about school readiness and matter. The school bag emerged as a site of resistance, as a creative nonverbal protest that spoke of power (hooks, 1990), through 'thing-matter-

energy–child-assemblage[s]’ (Malone, Tesar and Arndt, 2016, p.196). Disrupting daily routines, the keyrings opened space(s) for children’s autonomous movement(s), distributing agency to challenge and resist heterogeneity. In/with/through this understanding a new reading of school readiness can be drawn that attends to social justice(s) that reveal ‘open-ended assemblages of entangled ways of life’ (Tsing, 2015, p.viii). Including children’s relationality with matter that gives rise to (new) voice(s) on matters that concern them. As it stands, school readiness is a uniform(ed) way of controlling how education is enacted in early years education and fails to include the child and the voices of others. What truly matters to children is tinythings.

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Paper 2: White Shirt, Black Bodies: subjectification discourse of uniformed performance in the Caribbean

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Keywords: Children’s rights, colonial discipline, performativity, uniform inspection

*Those who are daring to . . . talk about a national being must never forget that the history is
the living garment of a nation. **

Norman Manley

Emancipate yourself from mental slavery, None but ourselves can free our minds

Bob Marley

Some fifty years on from the publication of Fanon’s *Black Skin, White Mask*, (1967) we return to look at the internalisation of colonising subjectification and the contradictions inherit within school uniform practices and discourses in the Caribbean that it throws up. One of Britain’s colonial exports, part of its ‘civilising’ influence, was the martial importance of a spotless uniform, enforced nowhere more strenuously than on slave plantations. Whilst its military presence has retreated, the cultural imprint of uniform discipline lives on in Caribbean schools. The need for discipline to be maintained, redoubled even, has been a key trope within national building discourses across the Caribbean. Children have to show up polished and pristine to stand at attention for inspection. Regardless of home electricity and water supply or the state of the roads, they must still appear as if they stepped out of shop windows. As such, the place of these practices within intergenerational violence is long overdue. Our case study examines school uniform policy and practices that extend to

prohibitions of hairstyle and other cultural practices and their clash with the UNCRC's Article 14, that addresses right to religion and freedom of conscience.

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Paper 3: Controlling the appearance of students in primary schools in Poland

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Keywords: Polish schools, school policy, students' appearance, uniforms

The aim of this presentation is to examine the areas of control over the appearance of students contained in Polish primary school regulations. Although school uniforms have not been mandatory in Poland since 2008, students' appearance is still subject to various types of restrictions contained in many schools' regulatory documents. Some of these requirements are strictly adhered to, for example, in private (nonstate) Catholic and community schools where uniforms are often mandatory. On the other hand, in state schools, warrants and prohibitions about students' appearance function only on paper so that teachers can utilize them when students start to cause problems. Therefore, these are not mandatory requirements but provisions that may be used as punishment to discipline students.

A qualitative analysis of the contents of Polish school documents was carried out. Documents regulating student appearance and clothing in 21 schools (11 state and 10 nonstate) were analysed. The results show that there are central issues which clothing and appearance policies focus on: justification for the regulations, the reasons for the regulations, the controlled areas, the procedure of inspection, and consequences.

Paper 4: School Uniforms in Ireland: A Multifaceted Identity Quandary

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Keywords: Affordability, gender, Ireland, school uniforms

Ireland increasingly positions itself as a liberal, agentic and entrepreneurial nation, motivated to move between and beyond binaries of Church/State, man/woman, advantaged/disadvantaged. Despite this, the uniformed body can be seen as a material assemblage that is intimately tied to a distinct national and cultural past and that continues to intersect religion, class and gender in complex ways.

This paper engages with recent public conversations around school uniforms in the Irish context, particularly in relation to affordability and gender expression. In general, such conversations are momentary and fleeting and schools continue to enforce uniform policies in largely uncontested ways. Nonetheless, there is a growing awareness that school uniforms represent a complex assemblage underscored by historical legacy, contemporary freedoms and individual rights and this paper explores the ways in which this presents students with a multifaceted identity quandary.

S008

Emerging trends in technology enhanced learning

Symposium organisers:

Celia Antoniou, University of Strathclyde

Lavinia Hirsu, University of Glasgow

Alan Huang, University of Strathclyde

Stavros Nikou, University of Strathclyde

Gabriella Rodolico, University of Glasgow

Chairperson: Lavinia Hirsu

At the forefront of academic debates in Augmented and Virtual Reality, this symposium aims to facilitate open discussions and dialogues on the latest research and developments in the application of mixed realities in education and online learning as well.

Emerging evidence has demonstrated that AR/VR supported lessons are able to enhance positive emotions and engagement when compared to more traditional tools such as books and videos. However, as AR/VR technologies keep on gaining ground with different groups of learners, we would like to raise a few critical questions about how we want our AR/VR-based future to look like: How does AR/VR re-write our pedagogies and learning delivery methods? How much and in what ways do we want to integrate AR/VR-based learning? and more importantly, how do we train a AR/VR-informed group of teachers and learners who can not only benefit but shape and co-construct AR/VR worlds to serve their learning needs?

Also, the symposium will introduce an initiative of a small community of practice that provides alongside school education free online English language instruction to support Ukrainian pupils based in a remote area in the UK. Further discussion on the effectiveness of this online second language learning instruction will be developed.

Symposium presenters: Celia Antoniou, Lavinia Hirsu, Stavros Nikou, Gabriella Rodolico

Paper 1: Virtual Reality (VR) in Education: The impact of a short VR-supported intervention on Pre-service teachers (PST)' VR Technological and Pedagogical Content Knowledge

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Keywords: Virtual Reality, Pre-Service Teachers, Initial Teacher Education, Technological and Pedagogical Content Knowledge (TPACK)

VR supported lessons are able to enhance positive emotions and engagement when compared to more traditional tools, such as readings from textbooks (Allcoat & von Mühlennen, 2018). In this study, we explored PSTs' VR Technological and Pedagogical Content Knowledge (TPACK) with the aim to identify the minimum intervention necessary to positively

impact on teachers' VR technological knowledge and their ability to choose this technology in conjunction with the appropriate pedagogical approaches (Mishra, 2019).

Methodology

A total of 132 PST (group A: 99 primary and group B 33 secondary) participated in this study. The VR intervention had a total 2 two-hour VR supported science sessions, a week apart. Data was collected using a mixed method approach. Quantitative data were collected with an online modified version of the Graham et al. (2019) validated tool to measure the TPACK confidence of science teachers. Qualitative data were collected through five open-ended questions in the post-intervention questionnaire aimed to explore participants' opinions.

Conclusion

The intervention provided a significant increase of the VR TPACK measures in both groups of participants. For example, participants reported 20% increase in group A and 40% increase in group B in effectively managing a VR supported lesson after the intervention. The intervention also increased participants' willingness to take the chance to try this technology in their classroom, "*It has improved my awareness and eagerness to use technology*" raising interesting considerations regarding the impact and transferability of knowledge and practice of digital technologies and pedagogies introduced in Initial Teacher Education courses.

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Paper 2: Augmented Reality in Preservice Teachers' Education

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Keywords: Augmented Reality, Initial Teacher Education

Augmented Reality (AR) is an emerging technology that incorporates virtual components in real environments. It has been receiving increasing attention in educational settings because it has the potential to enhance teaching and learning. However, its use in the classroom is still rather limited. Teachers have a crucial role for the effective integration of any digital technology including AR and therefore guiding teachers on how to create and use AR in the classroom is important. However, not many studies exist on educating pre-service teachers as creators and facilitators of AR learning experiences. The current study is aiming to explore pre-service teachers' experiences and views on creating AR content and using it to teach science to young learners. Convenience sample was used with student teachers enrolled in a teacher education course. Forty 3rd year pre-service teachers participated in a two-hour workshop where they have been introduced in AR development. Participants developed simple AR experiences to teach basic science to primary class pupils. After the intervention, qualitative and quantitative data were gathered through online questionnaires developed by

the researchers. Findings revealed that AR in pre-service teacher education is promising. Pre-service teachers consider that the integration of AR in the primary classroom can be engaging for pupils due to its interactivity and playfulness and can facilitate better understanding of difficult or abstract science concepts. Moreover, teachers reported that the development of AR content, as part of their curricula, enhances their computational thinking, problem-solving and creativity skills. Implications for educators and policy makers are important because AR can enhance teaching having an impact on student learning.

Paper 3: Developing online communities of practice to provide ELT support for Ukrainian pupils

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This paper describes one volunteer-based initiative, which originated as a response to the need to support Ukrainian pupils based in a remote area in the UK. The initiative led to the creation of a small community of practice that provides free online English language instruction alongside school education with the help of four trainee English Language teachers currently studying at a postgraduate University program. The initiative builds on the body of work that has been conducted in the field with a similar theoretical and methodological approach (Morrice, L. et al., 2021; Boylu, E., & Gungor, H., 2020; Doucerain, M. M. et al.2015). By conducting online surveys, interviews and using teacher journals, this paper explores the experiences of the teachers and the pupils, focusing on a) assessing the effectiveness of the provided language instruction, b) their attitudes towards their learning and teaching online during the 1-hour sessions once a week, and c) the viability of the language teaching initiative. The data revealed that a creative approach was taken to learning, and that pupils were eager to respond initially but with varying levels of motivation due to school workload. Moreover, contributing to the initiative led to positive emotional benefits for both the teachers and pupils. However, the challenges of online learning were also highlighted which occasionally led to teacher work balance issues and training requirements. Overall, the data offered an understanding of both the pupils' and the teachers' perceived attitudes toward online learning and teaching which could be of interest to anyone delivering English language sessions to refugee groups.

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S009

Poverty and Education Network Symposium 1

Within and beyond the school gates...new research on the impact of poverty on education

Chair: Stephen McKinney, University of Glasgow

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This symposium (and the companion symposium) is focused on new and emerging research on the impact of poverty on education. Members of the SERA Poverty and Education Network have continued to engage in research into many different aspects of the impact of poverty on school education in the post pandemic era. The economic crisis and the spiralling cost of living have had terrible consequences for many households and have plunged even greater numbers of people into food and food poverty. This of course affects children and young people who are in school and are dependents. This first symposium offers research that is focussed on schools and school related issues.

The three papers in this symposium address live issues and areas of ongoing research. In paper one Scottish Government researchers will introduce the Attainment Scotland Fund (ASF) Evaluation Strategy and the experience of undertaking a feasibility study to determine how to assess the impact of the ASF. Paper two will provide a timely update on ongoing research into the cost of school uniform. Rachel Shanks will highlight the inconsistencies in the support for children and families in the different local authorities. Paper three explores a community-led approach to addressing educational inequality. This has involved a number of collaborations with key people and organisations. These three papers represent different themes in the challenge to identify different forms of poverty and the diverse interventions that can be undertaken to address the impact of poverty on children and young people in Scotland.

Paper 1: Attainment Scotland Fund Evaluation

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Keywords: attainment, poverty, Scottish Attainment Challenge, closing poverty-related attainment gap, evaluation

The Scottish Attainment Challenge was launched in February 2015 with the strategic aim of 'closing the poverty-related attainment gap between children and young people from the least and most disadvantaged communities'. The Attainment Scotland Fund (ASF), which supports the Scottish Attainment Challenge, prioritises improvements in literacy, numeracy and health and wellbeing of those children adversely affected by poverty in Scotland's schools. Achieving excellence and equity in education are the key aims.

A programme of evaluation of the ASF, led by Scottish Government social researchers in Education Analytical Services, has been ongoing since the inception of the Scottish Attainment Challenge. The evaluation has aimed to provide learning about the overall implementation of the ASF and to assess progress towards the long-term outcomes of the fund.

In 2022, the Scottish Attainment Challenge was refreshed, introducing a number of changes to the programme and associated Attainment Scotland Fund at national, regional and local level alongside its new Mission:

‘To use education to improve outcomes for children and young people impacted by poverty with a focus on tackling the poverty-related attainment gap to deliver on the Scottish Government’s vision of equity and excellence in education’.

The evaluation has also undergone a review, with a new ASF Evaluation Strategy developed to ensure that the evaluation continues to assess progress towards closing the poverty-related attainment gap within the context of the new Scottish Attainment Challenge Mission.

Scottish Government researchers will introduce the ASF Evaluation Strategy and specifically outline the experience of undertaking a feasibility study to determine how to assess the impact of the Attainment Scotland Fund, and the emerging plan which seeks to maximise the use of existing data in the Scottish educational system.

Paper 2: School uniform: Help or hindrance to families living in poverty?

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Keywords: Affordability, cost, school clothing grant, school uniform

One stated benefit of school uniform is that it reduces the stigma of poverty by partially masking differences between children and young people. However, uniform requirements can be expensive and thus exacerbate families’ precarity. The aim of this research has been to investigate support from the school clothing grant towards uniform costs. Since 2018 there has been a minimum school clothing grant paid out by local authorities in Scotland. Over the last two years data has been collected via Freedom of Information request to provide, for the first time, a national overview of the school clothing grant landscape. Statistics for the number of grants made from 2018 onwards, the number of families and children in receipt of the grant, the eligibility criteria and the number of refusals, show that there is a patchwork of support for families. Combining this work with earlier research conducted on school uniform policies in secondary schools in Scotland it can be seen that there is a postcode lottery in relation to the requirements and, therefore, the cost and affordability of school uniform. There is also a patchwork of support because local authorities determine the amount of school clothing grant paid, either at or above the minimum, and at the individual school level, most schools do not ensure that uniform costs can be met by the school clothing grant on its own. This work highlights the need for national guidance from the Scottish Government to schools on school uniform policy and a greater emphasis on affordability.

Paper 3: Exploring community-led responses to addressing educational inequality

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Keywords: Educational inequality, community engagement, community development, mentoring

Scottish Attainment Challenge and Pupil Equity Funding have directly funded schools in an effort to reduce educational inequality. This has resulted in a plethora of different school-based responses. One development has been an emphasis on ways in which schools can

engage more effectively with parents and communities. The extent to which schools can position themselves to lead and effect change within their communities is however, contested in the literature. In particular research indicates that a community development perspective on how to work with and enable communities to effect change is required. In this seminar, we will explore the ways in which this change in approach can be realised in practice.

The research team have been developing and researching a number of different community-based projects specifically designed to address educational inequality. This work has included for example; exploring intergenerational mentoring for access to Higher Education; Help a Child Learn to Read project using intergenerational reading mentors, developing reading cafes in schools, and developing a family-reading project. These have been delivered by collaborations between the research team, schools, third sector, Community Learning and Development teams and local people. A key challenge has been to navigate the different interests and capacities of these partners. This seminar will present an in-depth analysis of a community-based reading programme that has emerged from community-led activity. It will identify some of the key issues emerging and pose questions for discussion on how this work might inform further initiatives to reduce educational inequality.

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S010

Poverty and Education Network Symposium 2

Within and beyond the school gates...new research on the impact of poverty on education

Chair: Stephen McKinney, University of Glasgow

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This symposium (and the companion symposium) is focused on new and emerging research on the impact of poverty on education. Members of the SERA Poverty and Education Network have continued to engage in research into many different aspects of the impact of poverty on school education in the post pandemic era. The economic crisis and the spiralling cost of living have had terrible consequences for many households and have plunged even greater numbers of people into fuel and food poverty. This of course affects children and young people who are in school and are dependents. This second symposium offers research that is focused on schools and school related issues.

The first paper explores the implications of armed conflict for the lives of children and young people. Armed conflict increases the levels of poverty and creates barriers to school education. The second paper presents findings from a recent evaluation of Glasgow Science Centre's (GSC) CONNECT programme. One of the aims is to generate greater engagement with scientific ideas by SIMD-deprived and marginalised cultural populations to enhance equity and empowerment. Finally, the third paper focuses on co-constructing a professional development intervention for probationer teachers in one local authority in Scotland. This is designed to enable these teachers to engage, elicit and respond to the *voices* of children and young people for inclusion in their school contexts. These three papers represent different national and international themes in the challenge to identify different forms of poverty and the diverse interventions that can be undertaken to address the impact of poverty on children and young people in Scotland.

Paper 1: The Impact of Armed Conflict on School Education

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Keywords: armed conflict, poverty, right to education

Armed conflict has a damaging effect on the lives of children and young people and affects their school education and future possibilities. The devastation caused by the war on Ukraine is also present in other parts of the world, for example, Syria, Somalia and the Democratic Republic of the Congo (Save the Children, 2023). These sites of conflict create higher levels of poverty and child poverty there are serious challenges for the exercise of the human right for education in these situations of conflict. There are further challenges for the achievement of a number of Sustainable Development Goals (SDG). This is especially the case for SDG 4, education for all, and SDG 5, gender equality. This paper is a review of academic and policy literature that examines the effects of armed conflict on school education by discussing school closures, or partial closures, internal and external displacement and discriminatory practices in the education of girls (Singh et. al., 2022). The paper concludes with a discussion of the policy of protection promoted by the United Nations but argues that other dimensions also have to be considered. These are (1) a more nuanced conceptualisation of childhood and

a greater awareness and understanding of the child's lived experience and agency, (2) the protection of children to be ensured in ceasefire and peace agreements and (3) implementation of strategies to protect children from the effects of war and the enforcement of legal measures and political sanctions that can be used to hold to account the perpetrators of the abuse of children in armed conflict (Molloy, 2002).

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Paper 2: Science capital and promoting equity: Learning from Glasgow Science Centre's CONNECT programme

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With

Kath Crawford and Paul Beaumont, PK Partnership

Keywords: Community engagement, equity, collaboration, Glasgow Science Centre

Introduction

This paper presents findings from a recent evaluation of Glasgow Science Centre's (GSC) CONNECT programme. The evaluation was undertaken by a team from the University of Glasgow's Robert Owen Centre for Educational Change and PK Partnership. A key aim of CONNECT, introduced in 2019 and initially funded by the Wellcome Foundation, was to build science capital within local communities to promote their wellbeing, educational and employment prospects and to empower people to critically evaluate information and reflect this in their lives. CONNECT partnered with organisations serving socially, economically, and culturally marginalised populations.

Aims

Objectives included evaluating the extent to which CONNECT promoted:

- greater engagement with scientific ideas by SIMD-deprived and marginalised cultural populations to enhance equity and empowerment;
- GSC becoming a significant partner regarding the community learning in the City;
- an equitable and inclusive organisational culture in GSC.

Methods and evidence

Research methods were mixed, but the emphasis was on qualitative interviews with GSC personnel, external partners and community groups.

Findings

CONNECT activity is greatly valued by CLD organisations and other partners, who are now integrating GSC within their networks and provision. Local people involved in CONNECT report positive impacts including:

- improved self-confidence;
- enhanced understanding of science knowledge deployed in everyday decisions and critical understanding of wider issues;
- improved employment prospects;
- having a valued space for community learning activities

The GSC demonstrated positive developments in organisational inclusion, diversity and collegiality.

There is a consistent pressure to secure funding to sustain and build on CONNECT developments.

Paper 3: Designing a collaborative project to elicit Pupil Voices, in high poverty school environments

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Keywords: Collaboration, Poverty, Pupil voice, Probationer Teachers

In the current cost of living crisis, the effects of poverty on the education of children and young people (CYP) have been exacerbated (Hirsch *et al.* 2022). The preparation of teachers for *inclusive education* offers one way of supporting CYP, growing up in poverty, to successfully participate and thrive in their education (UNESCO, 2020). Integral to an inclusive education is developing creative ways of working with others in getting to know CYP, understanding their differences and what they need in various contexts to achieve positive educational outcomes (Mtika *et al.* 2023).

This paper reports on a collaborative project involving university teacher education researchers, a local authority probation officer, and representatives from Education Scotland. The project focuses on co-constructing a professional development intervention for probationer teachers in one local authority in Scotland. We describe the theoretical rationale underpinning the project; then consider the co-constructed professional development opportunities for supporting probationer teachers undertaking enquiry projects as part of the General Teaching Council for Scotland (GTCS) Teacher Induction Scheme, to engage, elicit and respond to the *voices* of CYP for inclusion in their school contexts. We then discuss the

collaborative process of the research design and conclude with some reflections on the progress of this project.

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S011

Wrestling with writing, resources, and solutions: Collaborative self-study of educational practices

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Theme: Professional and Vocational Learning

Analysing and writing up research can be challenging. Collaborative self-study can foster engagement in the deep work of professional identity construction, uncovering the self as researcher and writer and empower the practitioner in becoming a scholar. We connect our focus to the strand of Professional and Vocational Learning, especially on producing knowledge and sharing in professional contexts and across professional boundaries. In this symposium we present two self-study projects of six PhD students in education, scrutinizing their practice of writing about their doctoral projects. The purpose of the symposium is to discuss how identifying challenges, articulating them and sharing with others can ignite and support solutions that others can also benefit from, across professions.

Both presentations include examples of challenges in writing applying self-study of educational practice (S-STEP) and narrative inquiry as they share and analyse stories from their writing experiences. They present examples from their writing journeys, challenges and responses. We will open up for discussions on different aspects PhD students struggle with in writing and the audience will have opportunities to respond to questions like: What challenges have you encountered working with your data and presenting findings in your writing? How did you respond to these challenges? How did the methodology of your research allow you to examine challenges and offer potential solutions in writing?

We argue that applying the gift of self-study and critical friendships helps to push us as researchers, asking questions, listening, responding, and accepting, as we learn to create spaces for growth and change.

Paper 1: Turning the writing challenge into creative joy through collaborative self-study
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Keywords: writing challenges, collaborative self-study, autoethnography, creative joy in writing

The purpose of this collaborative self-study is to outline how we, three PhD candidates, have dealt with challenges in our writings. Guðlaug conducts case studies about the provision of education in rural primary schools in an African country. Soffía is a career counseling specialist who explores her endeavor through autoethnography. Meg is an early childhood educator conducting self-study. Despite our diverse professional experiences, we experienced similar challenges in writing. After Meg made a breakthrough in her writing stagnation with arts-based methods she offered her critical friendship to Guðlaug and Soffía. Through this collaboration we aim to work towards turning our writing experience into creative joy.

To begin the process, we individually analysed our fieldnotes and other texts to identify our challenges. Meg suggested that we use some artifacts to represent our findings and explain their meanings. We then used the dialogue text to develop autoethnographic narratives to explicate our challenges. In the end, we combined our texts coherently and created our writing journey story. The story explains how we can support each other by bringing together different resources and expertise and how we experienced the collaboration as means to turn challenges into motivation. We also discovered that the process gave us confidence and creative joy in writing.

Through this study we learned that collaboration is a key factor for gaining confidence and finding creative joy in writing, especially when faced with challenges. This experience has since kept inspiring us to sustain our motivation in our individual writing.

Paper 2: Writing your way out of the data jungle: A collaborative self-study
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Keywords: innovative research methods, dissemination of findings, data analysis, writing challenges

Educational researchers face various challenges when analysing and interpreting vast amount of data, writing the results and disseminating findings. Authors of this paper are three doctoral candidates working with diverse data, from communication with other participants and collected through creative and innovative methods. The common goal of our studies is to contribute to development of inclusive and just educational practices. Therefore, we must ensure that participants' voices and messages are visible in delivering research findings.

The purpose of this paper is to map and analyse challenges of building on diverse research data and writing its key messages. The aim is to explore how new research methods might respond to these challenges and what questions need to be asked to contribute to research that supports learning and change in challenging times.

In our research we used a self-study approach and collected data by interviewing each other with the main research question: What kind of approaches do we apply to get us out of the data jungle? In data analysis we used innovative, creative, and collaborative approaches that helped us to make sense of the data and deliver the meaning through our narratives. Data was analysed individually as a whole and then together through critical conversations, focusing on common themes.

Preliminary findings suggest that we all face challenges of interpretation of data. Practices of mind-mapping, reflecting with critical friends, peer support in writing groups and deep conversation with data to find the meaning helped addressing challenges and offered solutions.

Workshops

W002

TUS: Exploring Hebridean & Indigenous Educational Research Methods

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Theme: Innovative Research Methods

Educational research, and methods of qualitative enquiry, have existed in Highland and Island (*Gàidhealtachd*) communities prior to the introduction of accepted institutional research methodologies of the 20th century, or Western methodologies such as Glaser (1992); Strauss & Corbin (1998); Creswell (2002); and Richardson (2005).

Building upon the open-access taught doctorate module on Indigenous research methodology (Smith et al, 2022; Smith, 2023), this workshop will explore *a priori* research methods originating in the Western Isles, *Gàidhealtachd*, particularly oral and narrative forms of enquiry through sustained ethnographic systems.

The workshop explores, describes and honours unique research methods originating in the *Gàidhealtachd*, paralleling Canadian Indigenous and participatory research methods identified and described globally (Kovach, 2009, 2010; Plain, 2022, 2013; 2011; Riddell et al, 2017; Singh, 2015; Tobias et al, 2013). Hebridean educational research methods value collective voices over individual statements. Sloinneadh and Dùthchas, the connection to land in learning, and the oral tradition of data collection through elders, are three of the unique ways Hebridean research, like Indigenous research, is carried out and valued (Smith, 2023; Thomson, 2022; Tilley, 2016; Whitinui, 2014).

The knowledge sharing and group work examples aim to honour traditional methods of knowing; and provide researchers with other methods of collecting, analysing and thinking about the representation of participant voice.

[The workshop will take place in English.]

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W003

Early Career Researchers network-led workshop: Imagining and designing collaborative communities for everyone to thrive: Lessons learned from diverse lived experiences

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Keywords: collaboration, diversity, educational communities, lived experiences

Rationale

People start their doctorates at different life phases and work on their projects at their own time zones. However, intersectional factors (such as age, economic backgrounds, cultural contexts, and gender) influence everyone's highly personalised journey. The ECR network is fully aware of these global and local challenges and invites our panellists and everyone to imagine and design collaborative communities where differences are respected, and common values are appreciated.

Theoretical background

This session explores a hermeneutic phenomenological approach (Van Manen, 2016) with teacher agency model (Priestley, Biesta, and Robinson, 2015) to highlight:

- individuals are unique in their life stories.
- An individual's past experiences, future aspirations and current situations influence their agency; but not all factors trace to themselves, the cultural, structural, and material factors are also worthy of consideration.
- individuals can communicate and understand each other, then imagine and co-design communities friendly to everyone.

Aims

- Create a space for attendees and panellists to share their lived experiences and have open discussions over the challenges,
- Propose possible support mechanisms for academia to foster ecological communities for emerging scholars to thrive as academics and become supporters for younger scholars,
- Encourage interdisciplinary and international partnerships to innovate collaborations between individuals and networks.

Methods

The two co-convenors briefly introduce the approach and the model with printed layouts. Attendees choose to first join an art-based session to draw out their visions of collaborative communities (20min), or first join café conversations to listen and share (20min). Everyone will share what they learned and what they want to apply.

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W005

Personas and Possibilities: How Social Marketing Techniques Can Be Used To Kick-Start Collaborative Research

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Keywords: social marketing, persona, nimble tool, collaborative research

Theme: Innovative Research Methods

Aims and Methods

The aim of this workshop is to show how social marketing techniques can be used as an agile tool for kickstarting collaborative research in nimble situations . Working collaboratively in small groups, participants will identify a problem and target behavior, co-create personas of a target audience, and develop positioning statements and Models to guide possible future interventions.

Researchers for social justice often work alone or in small groups, fighting the good cause in the community and then writing it up from the insular confinement of their own desktop. This can often be both exhausting and disheartening. We know now from our pandemic experience that global collaborative research is the way to solve big problems that threaten our world and society. However, before transnational collaborative action takes place, social change must begin with dialog and interaction among the collective stakeholders to clarify perceptions and develop a vision of what that change might look like. Objectives must be set, options for action must be considered, and an action plan must be developed. This interactive hands-on workshop will show how social marketing techniques can be used as an agile tool for kickstarting collaborative research in nimble situations . Working collaboratively in small groups, participants will identify a problem and target behavior, co-create personas of a target audience, and develop positioning statements and models to guide possible future interventions. The exchanging of emails will take place!

W006

Education for Sustainable Futures in Adult, Community, and Youth Contexts: A digital distance programme offering

Mia Perry, Lisa Bradley, Elizabeth Nelson, Giovanna Fassetta and Sadie Ryan, University of Glasgow

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Keywords: distance learning, digital pedagogies, sustainability

Theme: Digital Learning

This session presents and explores a new hybrid vision and design for the Masters programme in *Education for Sustainable Futures in Adult, Community, and Youth contexts* (led by the University of Glasgow). The potential, the practice, and the design of education for a world that is sustainable and just, diverse and equitable is the common ground that underpins the current and planned provision but these principles are easy to state and hard to practice in the current climate of Higher Education in the UK.

Language, assessment policies, economics, and academic culture are some of the many challenges that we face in the leadership and teaching of this Masters Programme. Beyond that, despite the global interest in this endeavour, economic and political barriers prevent many students from even enrolling in this graduate level education and qualification.

In this session, the core designers within this programme will present a new hybrid model of the programme that is positioned to mitigate many of the long-standing barriers to Higher Education experienced in many parts of the world. We will give a brief description of the new hybrid programme and then invite our audience into this initiative. We will offer pathways to partner, to influence, to teach and to learn with us.

This session is focused on an exchange of ideas, questions, challenges that respond to “what educational offerings are needed today for a global and equitable approach to sustainable futures?” and “what are the possibilities of the initiative presented today and what are the limitations”?

W007

Make It Happen - Passive Consumers to Digital Creators

Frances Wallace, Make it Happen Club (SCIO)

Keywords: Creativity, Inspiration, Innovation, App Design, Coding

Theme: Digital Learning

Rationale and/or theoretical background

The technology sector in Scotland continues to experience rapid growth in terms of economic contribution and in employment opportunities. The Scottish Government published a discussion document by Mark Logan in Sept 2020 which stated that the “Gross Value Added to Scotland’s Economy in 2019 account[ed] for 3.5% of total GVA” and that Glasgow and Edinburgh find themselves in the top 5 “active tech communit[ies] outside London” (The Scottish Government 2020). In terms of employment and job creation, these employment opportunities are not solely within standalone technology agencies but are found across all fields, particularly as almost all jobs now rely more and more on their technology and digital innovation departments to enable sustainability and growth in the digital age (Digital Scotland 2019). With this in mind, it is clear that the use of technology is a challenge, not just for the technology industry but as a cross-cutting and often interdisciplinary challenge.

Given the increased interest and usage of technology, there is a need to consider how skills in and for technology are being developed in school, making technology and programming available to all pupils regardless of previous knowledge, background, or gender. At ‘Make It Happen’ we are a charity that works across Scotland and England, with teams starting globally, to inspire all young people aged 3-18 in digital technologies and look to support pupils move from daily, passive consumers of technology to who are able to create their own technology. Through our work, we strive to equip both young people and teachers with the confidence, resources, support and information necessary to explore the possibilities of computer science and digital technologies.

Aims and methods of the proposed activity

This practical workshop will provide more information on what Make It Happen does as a charity and also illustrate some of our work through exploring various resources and technologies that can be used in the classroom to enhance learning experiences and support pupils in their journey to become digital creators.

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W008

Northern Pedagogy: continuing the conversations

Kirsten Darling-McQuistan, University of Edinburgh; Liz Curtis, University of Aberdeen; Morag Redford, University of Highlands and Islands; Helen Martin, University of Aberdeen; Paul Adams, University of Strathclyde
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Keywords: (Arctic) Pedagogy, Social Justice, Inclusion, Initial Teacher Education

This workshop explores how insights from Arctic Pedagogy could help us to articulate a meaningful pedagogical response to the important and shared challenges of sustainability, de-colonisation and digitalisation which dominate Higher Education. Building on a successful three-day symposium (provocations [available here](#)), this proposed research workshop is designed to further contemplate how Arctic Pedagogy might disrupt Western pedagogy within Initial Teacher Education (ITE) in Scotland. We ask if Arctic pedagogy which values and creates ecological, embodied, emplaced and practical knowledge, provides a means through which to better connect teacher education *with and to the world* (Adams, 2022).

A brief introductory presentation will surface key concepts and ideas for exploration followed by a 'lived' example of how one University in Scotland have been using some core ideas from Arctic Pedagogy to open up dialogue. The practical part of the workshop will use the collaborative Issue Trees framework as a visual way of structuring relational critical enquiry. Through the creation of a tree, participants will have the opportunity to identify, explore and map relationships stemming from a key issue, its roots, effects, and possible resolutions arising from practicing teacher education in northern contexts. The completed trees will then become material objects to stimulate further discussion.

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W009

Engaging with the National Anti-Racism Framework for Initial Teacher Education

Khadija Mohammed, The University of the West of Scotland; Louise Barrett, The University of the West of Scotland; Asif Chishti, GTCS; Zoe Robertson, University of Edinburgh; Nicola Carse, University of Edinburgh

Round Table Organiser:

Scottish Council of Deans of Education (SCDE)

SERA Teacher Education Network

Nicola Carse, University of Edinburgh

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Keywords: anti-racism, education, initial teacher education

Theme: Social Justice and Inclusion

Rationale/Background

Drawing on the recommendations of 'Teaching in a Diverse Scotland' (2018), and the work of the 'Tackling Racism on Campus Project' (2021), there is a need to support ITE institutions to prepare race cognisant, anti-racist teachers. Education Scotland has developed a 'Building Racial Literacy' programme supporting educators to develop a nuanced understanding of race and racism. The pervasiveness of racism requires us to prioritise racial equity and so the National Anti-racism Framework for ITE focuses on developing the racial literacy of both teacher educators and students, exploring anti-racist pedagogy and curriculum.

Aim of the Workshop

To reflect on the National Anti-Racism Framework for Initial Teacher Education. Given the broad audience of the SERA conference we hope that there will be participants from within Scotland and beyond and from within ITE and other sectors of education to discuss and consider starting points, opportunities and challenges for anti-racist work within education.

Learning Activity

Following a brief introduction to the framework participants will reflect on the following topics related to the processes and practices from the framework:

- Building racial literacy
- Identity and Positionality
- Anti-racist pedagogy and curriculum

The activity will be a carousel/conversation café approach where participants meet in small groups to share experiences, ideas and actions in relation to the topics. Groups will be encouraged to note key points from discussion which we will share with participants after the event. The SERA Teacher Education network hopes to build on this workshop as a catalyst for further events and discussion of the anti-racism framework for ITE.

W010

An arts-based workshop to explore the barriers and enablers to engagement in education for marginalised learners

Nic Dickson, University of Glasgow

Keywords: Adult education, marginalisation, arts-based approaches, 'wounded learners'

Theme: Social justice and inclusion

Rationale

Using an arts-based research approach, I will invite debate amongst education practitioners, academics and scholars and identify factors that can contribute to a 'wounded learner' identity (Olson, 2009; Wojecki, 2007), and explore the mechanisms available to enable the engagement of marginalised individuals. The workshop aim is to enhance understanding of the diverse needs of adult learners and the barriers which influence uptake of formal and non-formal adult learning. I will visually capture the discussions and produce graphic notes during the session. These will help represent the session outputs, and can be used to enhance interdisciplinary partnerships and future collaborations.

Abstract summary

Aims

The aim of this workshop is to reflect on practitioners experiences of adult learners who may feel 'wounded' by their formative education. In my doctoral research, I involved so-called 'vulnerable' young women in non-formal arts-education. My participants had a 'wounded' learner identity, due to the multiple traumas and abuse experienced in childhood and adolescence. This resulted in a poor disposition towards learning in adulthood. I would like to share these insights and then invite SERA educators and practitioners to reflect on their own experiences of engaging marginalised or 'wounded' learners in formal and non-formal education.

Methods

This will be an arts-based workshop. Together, we will use a character development exercise, to discuss the challenges of inclusion, access, and participation in adult learning. I will graphically capture the discussions by drawing the character and visually representing the challenges and successes of engagement, as identified by the workshop participants. From this, it is hoped that further partnership working and potential publications can stem from participation in the workshop.

W011

Exploring Critical Pedagogies in Physical Education

Shirley Gray and Nicola Carse, University of Edinburgh

Keywords: Critical pedagogies, physical education (PE), social justice, inequalities

Theme: Curriculum/Social Justice and Inclusion

Rationale

During SERA 2022, ScotPERN organised a workshop event to encourage discussions about the future of PE. For SERA 2023, we propose another workshop event to continue with future-orientated discussions, focusing on critical pedagogies in PE. The aims of the workshop are:

- To develop clarity around the meaning and purpose of critical pedagogies in PE
- To explore examples of critical pedagogies in PE
- To reflect on the contribution that critical pedagogies can make to PE and schooling more broadly

Method

Part 1: Understanding critical pedagogies in PE

The workshop will begin with a group task to develop a shared understanding of the concept of critical pedagogies in PE, addressing questions such as: What are critical pedagogies in PE? Why are they important? What are the goals of critical pedagogies in PE?

Part 2: Critical pedagogies in physical education

Two brief presentations to introduce participants to specific critical pedagogies:

1. *Critical pedagogies of affect: PE's response to precarity* (Prof. Kirk – University of Strathclyde)
2. *Critical digital health pedagogies in PE* (Dr MacIsaac and Dr Gray – University of Edinburgh)

Part 3: Analysing critical pedagogies in PE

Participants will engage in group discussions to develop their understanding of each pedagogy through addressing questions such as: Why are they important? Who are they for? What challenges do they present?

Part 4: Re-imagining the nature and purpose of PE

During this final part of the workshop, all participants will come together to discuss critical pedagogies within the wider context of PE, and schooling more broadly.

W012

Diversity (Race) in the Teaching Profession

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Keywords: Race, Diversity, Teachers, Professional Standards

Theme: Social Justice and Inclusion

Rationale

The Scottish Government's Diversity in the Teaching Profession Scotland Annual Data Report (2022) reiterated '*the aim that by 2030 the number of minority ethnic teachers in Scotland's schools should be at least 4%, which is on a par with the Scottish minority ethnic population in the 2011 census.*' Currently, the figure is 1.8%. The 2023 report continues to aim for at least 4% acknowledging that this may need review as data from the 2022 census emerges.

Scotland in the 21st century is a vibrant, diverse country. A more diverse teaching profession is one reflecting society as a whole, builds equity and values diverse perspectives. While acknowledging it is a complex area (Martino, 2015; Santoro, 2015), young people do benefit from seeing role models who represent their lived experience (Boyle, 2022). It has also been shown that diverse classrooms, both in terms of teachers and learners, can increase learners' citizenship skills and social cohesion (De Schaepmeester, et al., 2022). It is our ethical responsibility as a profession to work towards this goal.

Professional Standards outline what it means to become, be and grow as a teacher in Scotland. A commitment to the professional value of social justice is at the heart of Professional Standards and underpins relationships, thinking and professional practice.

Aim

This workshop will gather reflections on current work, inform future action and raise awareness of the national aspiration for a more diverse teaching profession.

Learning Activity

By highlighting proactive steps to support BME teachers through their career journey, and data use to inform and influence practice, this workshop will be structured around the stages on the BME teacher's journey and work being taken forward to increase the number of BME teachers entering and remaining in the profession.

Workshop structure

- Brief sharing of overview, work taken forward, workshop activities and purpose.
- Discussion at tables focussed on gathering reflections, and insight, on work.
- Main points from each discussion captured and shared to extend GTC Scotland future thinking.

References

Boyle, R. C., (2022) We are not 'Mixed', we are 'All': understanding the educational experiences of mixed ethnicity children to enhance learner agency. *Education 3 - 13*, 50(4), pp. 471-482.

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W013

'I am not an artist, I can't draw!' The use of art-making in developing inclusive multilingual approaches to language teaching in multilingual contexts

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Keywords: multilingualism, teachers, languages, art

Theme: Professional and Vocational Learning

Teachers in Scotland and worldwide are increasingly working with students who have diverse educational histories, languages and cultures (UNESCO 2022). Those new teaching and learning environments brought to us by migration and globalisation call for new pedagogies. Our research shows that creativity and art practice are underexplored but promising resources to support teachers and students experiencing this shift. It also suggests that multilingual and multimodal approaches to teaching not only benefit minoritized multilingual learners, who have the right to have their home languages acknowledged and valued, but the whole school population.

In our workshop, we will involve conference participants in some of the art-based activities we explored with teachers as part of the 'Multilingualism through Art' Career-long Professional Learning (CLPL) project developed in collaboration with the University of Glasgow, SCILT, University of Strathclyde and Bilingualism Matters. We will discuss the research behind the project and its outcomes, share the teaching resources we used, the online toolkit and the handbooks we collaboratively produced in this and previous projects and discuss with workshop participants the potential for the application of art-based methods in their own research and teaching practice.

W014

Exploring the progression of pedagogical skill related health related content knowledge through resistance movement (teacher) education

Alison Murray, University of Stirling and Roehampton; Kristy Howells, Canterbury Christ Church University; Pamela Murray, University of Worcester; Jemma Gerstenberger, Michael McCormack and Leah Harrower-Cassells, University of Stirling; PE Primary Specialists, University of Roehampton

Background

This program and pedagogical approach facilitate opportunities for participants to experience active learning integrating physical, cognitive and social domains when accommodating their own constraints through a developmental series of resistance movement problems. It is presented for colleagues for both professional and personal physically active learning and living toolkits.

Learning activities

In essence, a skill theme approach (Graham et al., 2020) is complemented with explicit means to develop efficacy and agency across an educational resistance movement progression (Murray, 2013, 2014). These have been researched across primary, secondary (Murray and Napper-Owen, 2021) curricular and school wide school systems, and higher education settings (Murray, Murray and Howells, 2023).

Accessibility of workshop

This workshop may be experienced (and hopefully enjoyed) in a variety of ways, from fully immersed activity to engagement and reflection drawn vicariously.

Workshop Outcomes

The program is set collegially upon holistic learning domains.

1. Attendees will explore contextualised developmentally appropriate principles of practice from planning through implementation and then have opportunity to consider in their respective settings.
2. Colleagues will be able to try these and then reflect upon these, sharing insights in our online interactive padlet. This keep sake is populated with the program and links to the supporting and current research.
3. Attendee participation will be most gratefully acknowledged with a transcript certification of the "I Can Resist PCK" workshop.

Performance/ Arts based session

Perform001

Doors

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Keywords: Inclusion, Inclusivity, Diversity, EDI, Disability; Barriers

Theme: Social Justice & Inclusion

Carol A. Taylor has undertaken research into our understanding of doors and what doors mean to different people.

“ I notice that the majority of bodies at post qualitative presentations, workshops, events, happenings, gatherings, and conferences are still largely White, privileged, and in abundant possession of dominant modes of cultural capital. Whose bodies are not here and why? I raised this point in a talk I gave to an all-White gathering and the air sagged and the good mood wavered as discomfort swirled and denial was voiced.”([https://designingpluriversity.org/10-Carol-A-Taylor accessed 28-4-23](https://designingpluriversity.org/10-Carol-A-Taylor%20accessed%2028-4-23))

Many people responded and included video and images that represented their understanding of doors. This is a project that provided the space for participants to self-select, include their contribution in words, images videos and more.

This was my contribution to Carol’s Questions:

what is a door? What is a door for? What does a door do? Which doors have come to matter for you? How and why? What are your door stories?

I intend to perform my response to Carol Taylor’s provocation as we disseminate contributions, demonstrate the need for further research and the application of research into our own academic hallways.

Perform003

Responding to the Environmental Crisis: Exercises in Attentive Listening

Symposium Organiser

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Chair/Discussant

Laura Colucci-Gray, University of Edinburgh

Theme: Innovative Research Methods

Outline

Bringing together pedagogy and research into praxis, this session draws on the phenomenological concept of 'attentiveness', both as an entry point of paying attention to something/someone and as a practice of 'attending to' a process and letting it unfold. Within the wider context of an impending social, economic and environmental crisis, attentiveness poses three questions that relate to each other. First, the ontological question concerning how nature expresses itself; second, the aesthetic question concerning the character of attentive listening; and third, the question concerning specifically how science education deals with the increasing problem of inattention deriving from the fragmentation of knowledge and separation of subject and object, both in scientific research and in educational practice. In this participative inquiry, we invite the audience to engage with how we may change our position as teachers, learners and co-researchers from different science disciplines, to let Nature tell us how to participate and be a part of Nature's doings.

Weaving together experiential and theoretical moments, this contribution is offered as a performance symposium. Following the Norwegian "etterlesninger" or "after-lectures", four contributions bring together practice/attentional exercises and theory/theoretical perspectives linked by the overall theme of 'participating in' as a form of attentiveness, including human and more-than-humans.

Prelude: Curating/Taking care of the space – Laura Colucci-Gray, University of Edinburgh

An attentive inquiry is situated in a space of relations, which may be framed by language, the materiality of objects as well as hidden assumptions about what may come into view and be given attention. In the prelude, the space for inquiry is prepared and curated – hence both physically and symbolically - as a space where new relations may come to matter.

Part 1: Tuning in on the Sounding Glass- Edvin Østergaard, Norwegian University of Life Sciences, Ås

Phenomenological inquiry always starts with careful, attentive observations. In this part, listening to a sounding crystal glass forms the entry point to exploring the relationship between the aesthetic experience and its potential connections to subject areas, for example, acoustic concepts in physics education, sonorous expression in music education, and enhanced listening skills in pedagogy. Further, I discuss phenomenology as a pre-disciplinary effort: sensing and exploring the phenomena before they become absorbed by the various disciplines.

Part 2: Problems and prospects of attentive listening in biology education - Ramsey Affifi, University of Edinburgh

Biology increasingly studies phenomena by inference, abstraction and mediation rather than through direct and multisensory encounter, which can lead to distorted conceptions of life. However, rather than advocating a phenomenological approach 'instead' of such mediated inquiry, I explore how engaging in interplay with phenomenological approaches might complement and correct these distortions. Even mediated knowledge can be listened to and offers clues into a wild and organic living world, rather than present the world under a veil of artefacts and simplifications, but it needs guidance from the richness of direct experience to do so.

Part 3: 'Let the Granite speak' - Aksel Hugo, Norwegian University of Life Sciences, Ås

Phenomenological science education aims at integrating sensory and cognitive modes of inquiry. Through this methodological approach, it aims at developing an integrative understanding of nature - yielding a context for all the life sciences. From the exercise of observing granite as it appears to our senses, the session will demonstrate this approach. Examining the spiritual activity involved in the inquiry process, it aims at inducing three universal integrative dimensions of phenomenological life science didactics (ontological, didactical and pedagogical).

Part 4: How do we listen? Donald Gray, University of Aberdeen

Following the phenomenological performances and theoretical framing, this movement/part will provide key steps in the methodology of attention, borrowing from Goethean science, with integration of arts and sciences. Questions raised will consider the importance of this as a pedagogy/research or research/pedagogy in drawing us closer to Nature and the contemporary relevance for local/global challenges.

Postlude: Resounding - Laura Colucci-Gray, University of Edinburgh

Reflecting on the characteristics of attentional practice, we will re-turn to the three questions posed at the beginning as calling for examination in education today. Starting from our experiences in science education we will address the first ontological question of how nature expresses itself and then consider further what might be the role of attentional practice in enabling integrative forms of inquiry which transcend subject specialisms and support the meeting of common needs. We will also explore the relevance of integrative forms of curricula such as Science, Technology, Engineering, Arts and Math (STEAM) in teacher education to combine the question of how to teach with an insight into how we come to sustain the relations upon which we depend.

Practical Requirements:

This session is open to a max of 25 participants.

Rapid Thesis Competition

Rapid03

"Stakeholders' Perceptions and Attitudes toward middle school Learners with Speech Disorders in Algeria: A case study of Stuttering"

Meriem Bennedjadi, University of the West of Scotland

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Keywords: Stuttering, children who stutter, stigma, stakeholders' perceptions

Theme: Inclusive Education

Stuttering is one of the fluency disorders described as breaks throughout the rhythmic flow of speech. Stigma is a significant issue that children who stutter frequently encounter around them, affecting their quality of life, including their school experiences. This study investigates stakeholders' perceptions and knowledge regarding stuttering and its associated stigma in Algerian middle schools. The stakeholders are middle school language teachers, speech-language therapists, and parents of children who stutter in Algeria. I have adopted a qualitative case study approach. I used semi-structured interviews to collect the data and then analysed it thematically. The sample comprises the three groups of stakeholders mentioned, a total of 30 participants, with 10 participants in each group. The findings indicate that the stakeholders showed limited knowledge regarding stuttering. The results also demonstrate that stakeholders believe that children who stutter in Algeria are stigmatised not only in schools but also by their surroundings, including their families. Stakeholders tend to normalise stuttering to reduce the stigma and its effects on children who stutter in Algerian middle schools. In conclusion, this research highlights the need to explore stakeholders' knowledge about stuttering, including its theories and treatment, and the significance of early intervention. The lack of research develops misconceptions regarding stuttering, which will impact the school experiences of children who stutter and their quality of life.

Rapid04

Engaging ‘wounded’ learners: Reflections on practice in arts-based adult education

Nic Dickson, University of Glasgow

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Keywords: Formal and non-formal adult education, arts-based research, ‘wounded learners’, collaborative practice

Theme: Social justice and inclusion

Aims

This presentation illustrates the findings from my recent doctoral thesis, which engaged vulnerable young women in non-formal arts-education. My research participants were survivors of sexual abuse in childhood and early adolescence; many described a wounded learner identity due to these traumas during their formative years, which resulted in a poor disposition towards learning in adulthood. These insights have been shared with adult educators, practitioners and scholars through the facilitation of participatory, arts-based workshops. My presentation maps my research findings and the response from scholars and practitioners who have faced similar challenges when attempting to improve access to education for individuals deemed vulnerable or marginalised.

Methods

The presentation showcases the arts-based research methodology used to capture both the experiences of the young women who could be considered ‘wounded’ learners, and the reflections of the educators and practitioners who discussed and debated this issue. The challenges of inclusion, access, and participation in adult learning are highlighted in this visual work, whilst outlining the potential for future partnership working to find innovative solutions and increase participation.

Main findings

The presentation illustrates the factors which practitioners believe can contribute to a ‘wounded learner’ identity, building on the work of Dickson (2022), Olson (2009) and Wojecki (2007). It depicts the diverse needs of adult learners and the barriers and enablers which may influence the uptake of formal and non-formal adult learning. It reflects on the practitioners role in enabling participation and recognising the visible and invisible barriers to engagement.

Rapid05

The Emotional Toll of Guiding Students: Understanding the Experiences of Guidance Teachers in Scotland

Angela Cowie and Francesca Fotheringham, University of Glasgow

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Keywords: Guidance teachers, Wellbeing, Stress, Identity, Scottish Schools

Theme: Professional and Vocational Learning

Guidance teachers face high stress and significant emotional labour within their role. Stoll & McLeod (2020) found that guidance teachers are emotionally affected by working with children and young people who have mental health difficulties. Research investigating other caring professions suggests that job identity is one factor that ameliorates stress and aid wellbeing by fostering a sense of competence in managing job demands.

This study aims to explore how Scottish guidance teachers perceive their wellbeing, stress levels and identity as a guidance teacher. Additionally, it aims to understand guidance teachers' perspectives on the three themes identified by Stoll & McLeod (2020): personal impact of the role, time pressures, and openness to new solutions. Using a mixed methods design, the study employs the Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS), Perceived Stress Scale (PSS), and an adaptation of Leach et al.,'s (2008) identity scale to examine the interplay between these factors. Furthermore, guidance teachers will provide their own insights in the aforementioned themes from Stoll & McLeod (2020).

Preliminary pilot results indicate a negative relationship between stress and wellbeing. Which is consistent with the pilot qualitative data, where guidance teachers reflected on the personal impact of the job, requiring time to emotionally recover. Concerns were also expressed regarding their limited time with each student. Data collection will continue until the end of the academic year. This study offers valuable insights into the experiences of guidance teachers and can inform efforts to support their wellbeing and effectiveness in their important roles.