

Scottish Council of the Deans of Education Attainment Challenge Project

Developing pedagogies that work for Pre-Service and Early Career Teachers to reduce the Attainment Gap in Literacy, Numeracy and Health and Wellbeing.



... teaching is an enormously difficult job that looks easy.

Labaree, D. (2000). On the nature of teaching and teacher education: Difficult practices that look easy. *Journal of Teacher Education*, 51(3), 228-233. (p. 228)

The project's history

- Started early 2018, spanning over 3 years
- Focus on partnership between stakeholders as part of SAC
- Intellectual and research base to support developments and improvements
- Investment in final year ITE students, probationers and NQTs
- Support for the big 3; Literacy, Numeracy and Health and Wellbeing
- Creating a conversation at a local, national and international level

Scottish Government Attainment Challenge

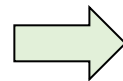
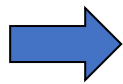
Scottish Council of the Deans of Education research agenda:
Developing pedagogies that work for pre-service and early career teachers to reduce the Attainment Gap in literacy, numeracy and health and wellbeing

RQ1 AUDIT: What do we in teacher education institutions collectively do currently to support early careers practitioners to work effectively with pupils from SIMD 1-40 backgrounds?

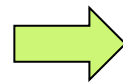
RQ2 EVALUATION: Of our current practice, what do we do well and what could we do better?

RQ3 RESOURCE: What other practice or research might assist us in our purpose?

RQ4 REFORM: How can we improve teacher education so our early career teachers are more effective in improving the engagement and attainment of pupils?



8 projects in the participating universities addressing each institutions context and strengths



3 2 PhD projects

RQ1 AUDIT: What do we in teacher education institutions collectively do currently to support early careers practitioners to work effectively with pupils from SIMD 1-40 backgrounds?

‘... not starting from a clean slate as regards teacher education’s preparation of future teachers to better support students in areas of deprivation. The promotion of social justice and equity are both **core values and core business** in the initial teaching education sector.’

RQ2 EVALUATION: Of our current practice, what do we do well and what could we do better?

Shulman's categories of teachers' knowledge base.

Content knowledge	Not a concern
General pedagogy knowledge, classroom management and broad principles	Reflective practice a strength; need 'more basics' , behaviour management and meeting complex needs.
Curriculum knowledge, materials and programs	Knowledge of local literacy/numeracy programmes
Pedagogic content knowledge	More specific literacy and numeracy pedagogies
Knowledge of learners and their characteristics	More data literacy, 'reconciling community-level data with a focus on the individual child'
Knowledge of educational contexts, group, classroom, communities and cultures	Main SAC focus; need more life experience in these communities; critical data literacy. Luck of the draw in placements
Knowledge of educational ends, purposes, philosophical grounds	Social justice and equity values well established
+ Professional dispositions	Self-knowledge challenging deficit assumptions; practitioner enquiry and professional learning well established .

RQ3 RESOURCE: What other practice or research might assist us in our purpose?

- 1** Preparation in effective pedagogies Education Endowment Foundation's 'Teaching and Learning Toolkit'; 'Productive Pedagogies'; dialogic teaching.
- 2** Preparation in literacy pedagogies 'Four resources model'; multiliteracies and pluri-literacies; International Literacy Association What's Hot Report 2020; Reading Recovery; family literacy; genre approach.
- 3** Preparation in numeracy pedagogies Creative action methods, Maths Recovery, 'Primarily Maths' programme.
- 4** Preparation in H&WB pedagogies Culturally responsive pedagogy; relational model; Addressing adverse childhood experiences.
- 5** Reframing schooling 'Learning for sustainability'; rethinking learning spaces; outdoor education; drama in education

RQ3 RESOURCE: What other practice or research might assist us in our purpose?

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| 6 | Knowledge of the student and their communities | Service learning, 'apprenticing', community inquiry, community partnership. |
| 7 | Deep professional dispositions | social justice and equity orientations; practitioner enquiry to cultivate research as stance. |
| 8 | Targeted teacher education programmes | Teach First; National Exceptional Teaching for Disadvantaged Schools; Nexus. |
| 9 | Mentoring and induction | Mentoring approaches, Quality Teaching rounds |
| 10 | COVID-19 research | UNESCO, IFS report, EEF review, Sutton Trust, Lundie & Law. |



Pedagogies for educational inclusion of pupils living in poverty.



Improving equity and attainment through the development of research, evaluative and reflective skills in Early Career Teachers.



Re-conceptualising attainment through shared learning spaces which promote achievement, health and wellbeing.



Learning from practitioner enquiries.



The effective use of evidence by Early Career Teachers in rural settings.



Making a positive difference.



A longitudinal exploration of being and becoming teachers of numeracy, literacy and health and wellbeing. **(3 doctoral projects)**



Exploring final year ITE students and probationary teachers' ways of knowing and meaning-making through professional reflective practice.

RQ4 REFORM: How can we improve teacher education so our early career teachers are more effective in improving the engagement and attainment of pupils?

Apply the insights derived to resource more effective teacher education and that can accommodate the different contexts and challenges within Scotland. By synthesise the systemic learning from the previous three phases, and the more contextualised projects undertaken by each university.

Key Themes

1. Pedagogy in practice – Becoming a teacher
2. Flourishing and belonging – An ethic of care
3. Reframing schooling – In and of the world
4. Social justice – Agency and respect
5. Theory, policy, experience – Creating professional space

SCDE Attainment Challenge Project: Developing pedagogies that work for Pre-Service and Early Career Teachers to reduce the Attainment Gap in Literacy, Numeracy and Health and Wellbeing.

PROJECT SUMMARY

In February 2015, the Scottish Government launched the Scottish Attainment Challenge to tackle the poverty-related attainment gap in Scotland and improve achievement in literacy, numeracy and health and wellbeing for pupils living in areas of high deprivation. As part of this effort, the Scottish Council of Deans of Education were invited to develop a research agenda in the field of teacher education. In early 2018, funding was secured from the Scottish Government for a three year research programme involving representatives of the eight Schools of Education providing initial teacher education (ITE) across Scotland at that time.

The broad aim informing the suite of projects is to research how the sector might better prepare early career teachers (understood as final year ITE and probationer year) to work more effectively to improve literacy and numeracy attainment and health and wellbeing outcomes in schools serving pupils from SIMD 1-40 backgrounds. Under this common purpose, the research programme has three strands of activity.

<http://www.scde.ac.uk/projects/scde-attainment-challenge-project/>



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