The Importance of Schools ... and Higher Education in Teacher Education

A collaborative approach to initial teacher training on Teaching for Diversity

I’m in a grammar school – not a great deal of diversity here!
Graduate Trainee Dec 2009

Kerry Jordan-Daus
Head of Primary Education
Canterbury Christ Church University

Loic Menzies
Tutor
Canterbury Christ Church University
Director and Lead Consultant L.K.M Consulting
Schools and HEIs bring different strengths to the table...

<table>
<thead>
<tr>
<th>Schools</th>
<th>HEI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding of context</td>
<td>Theoretical frameworks including up to date research</td>
</tr>
<tr>
<td>Seeing theory in practice and evaluating impact</td>
<td>Teacher education pedagogy</td>
</tr>
<tr>
<td>Opportunities to apply learning</td>
<td>Preparation to teach in all schools not just the placement school</td>
</tr>
<tr>
<td>Continuous interaction with and observation of trainee</td>
<td>Economies of scale</td>
</tr>
<tr>
<td></td>
<td>Aggregation of experience and identification of trends</td>
</tr>
</tbody>
</table>
Teaching *for* Diversity - The Impetus...

- NQT Survey CCCU EBITT  Feb 2009 (13%)
- GTP Survey Dec 2009
- EBITT development plan
## Step 1: Collaborative Research Project

<table>
<thead>
<tr>
<th>Schools</th>
<th>HEI</th>
</tr>
</thead>
<tbody>
<tr>
<td>What does diversity look like in your classrooms?</td>
<td>Academic research on theory</td>
</tr>
<tr>
<td>What can teaching <em>for</em> diversity achieve in your classroom?</td>
<td>Co-ordinating inter-school collaboration</td>
</tr>
<tr>
<td>What are you doing?</td>
<td>Research into best practice</td>
</tr>
</tbody>
</table>
The outcomes of collaborative research

What?

- Socio-economic status/class
- Religion
- Family Life
- Gender
- Interests and Social tribes
- Race, Ethnicity and Language
- Ability
- Sexuality
- Learning style
- Physical
- SEN
- Mental and emotional health
- First generation
- Second generation
- Learners of English
- Gipsy, Roma, Travellers
- Emos, Goths, Rockers, gangs, etc
- Music
- Team supporter
- Membership of sports teams
- Peer group
- Parent
- Pupil
- G&T
- Mix
- Bilingualism, trilingualism etc.
- That’s there
- Engagement
- Achievement
- Personal Development
- ECM Outcomes
- That’s not there
- Societal Development
- Community Cohesion SEF

Why?

- Identity & Biography
- Diversity

Life chances and experience
- Economic and Occupation
- Family size: Extended, Single parent, only child
- Same sex
- Refugee
- Substance abuse
- Young carers
- Prison
- Bereavement
- Looked after
- Adopted
- Child protection
- Male
- Female
- Trans

What?

- Music
- Emos, Goths, Rockers, gangs, etc
- Gipsy, Roma, Travellers
- Learning style
- Physical
- SEN
- Mental and emotional health
- First generation
- Second generation
- Learners of English
- Ability
- Sexuality
- Race, Ethnicity and Language
- Acceptance
- Interests and Social tribes
- Peer group
- Parent
- Pupil
- G&T
- Mix
- Bilingualism, trilingualism etc.

Why?

- Identity & Biography
- Diversity

- That’s there
- Engagement
- Achievement
- Personal Development
- ECM Outcomes
- That’s not there
- Societal Development
- Community Cohesion SEF
What's your story?  
Teaching for diversity

There's much more to identity than colour, says Lea Menzie, arguing that schools need to engage with 'pupil biographies' to arrive at a fuller understanding of diversity.

This spotlight on diversity in schools has gradually been normalized, with the recent inclusion of inclusion and diversity. The first steps were taken by indigenous people and African history and studies were taught in schools. However, people were often left out of the conversations. Now, while people have actively contributed to various initiatives, the push for diversity is still needed to be addressed.

School leadership teams therefore need to:
1. Decide what diversity means in their school context.
2. Identify and share any teaching for diversity materials shared.
3. Address benefits in the curriculum.
4. Review the diversity of books and ensure they present authentic voices.

Let's focus on the idea that pupil biographies mean recognizing the full range of factors that shape our identities. At the moment, diversity is a focus on ethnicity, gender and faith, but it often feels like they have been told...
Step 2: Developing a response...

**Schools:** From what you see of trainees what do they need? What would most impact on them? What would you find most convenient to use?

**HEI:** Bringing together different schools. Applying teacher education pedagogy e.g. to encourage a focus on reflective practice

---

**Draft materials**

**Schools:** Evaluate

**HEI:** Pilot in centre based workshops

---

**Final materials**

**HEI:** Produce and distribute

**Schools:** Integrate into EBT practice and school based training
What impact?

- Schools enriching their overall CPD using this input
- Using this approach to shape future training
  - Teaching Early Reading (replicated this model of development)
- Interim GTP survey results (Dec 2010)
  - 84% overall their training very good or good
  - 75% developed very good or good understanding of diversity
  - 36% training very good or good in working with EAL
  - 31% training very good or good ethnic minorities
  - 47% training very good or good SEN
- Evaluation May 2011 (Trainee interviews)
Trainee interviews - Is your school diverse?

“Although it’s a grammar school there is cultural and financial diversity and it’s important to include all”

“At first I thought my school wasn’t diverse because I only thought about ethnicity but then I read a bit more about cultures and SEN”

“According to a traditional idea of diversity it’s not but if you look further then yes”
Trainee interviews – Does Diversity Matter?

“It’s important for cohesion, the identity of the school and for belonging”

“It’s necessary for pupils to see people from different walks of life”

“If you don’t understand where pupils are coming from then how can you relate to them”
What next?

• Lessons learned
  – The role of the HEI in co-ordinating school collaboration
  – The importance of a productive collaborative relationship between school and HEI
  – The value of involving schools in:
    • Defining the issue
    • Planning the response
    • Evaluating the response
    • Delivering the training

• The future of ITT in the current policy context

Any questions? Email loic.menzies@lkmconsulting.co.uk