

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

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Schools and HEIs bring different strengths to the table...

Schools	HEI
Understanding of context	Theoretical frameworks including up to date research
Seeing theory in practice and evaluating impact	Teacher education pedagogy
Opportunities to apply learning	Preparation to teach in all schools not just the placement school
Continuous interaction with and observation of trainee	Economies of scale
	Aggregation of experience and identification of trends

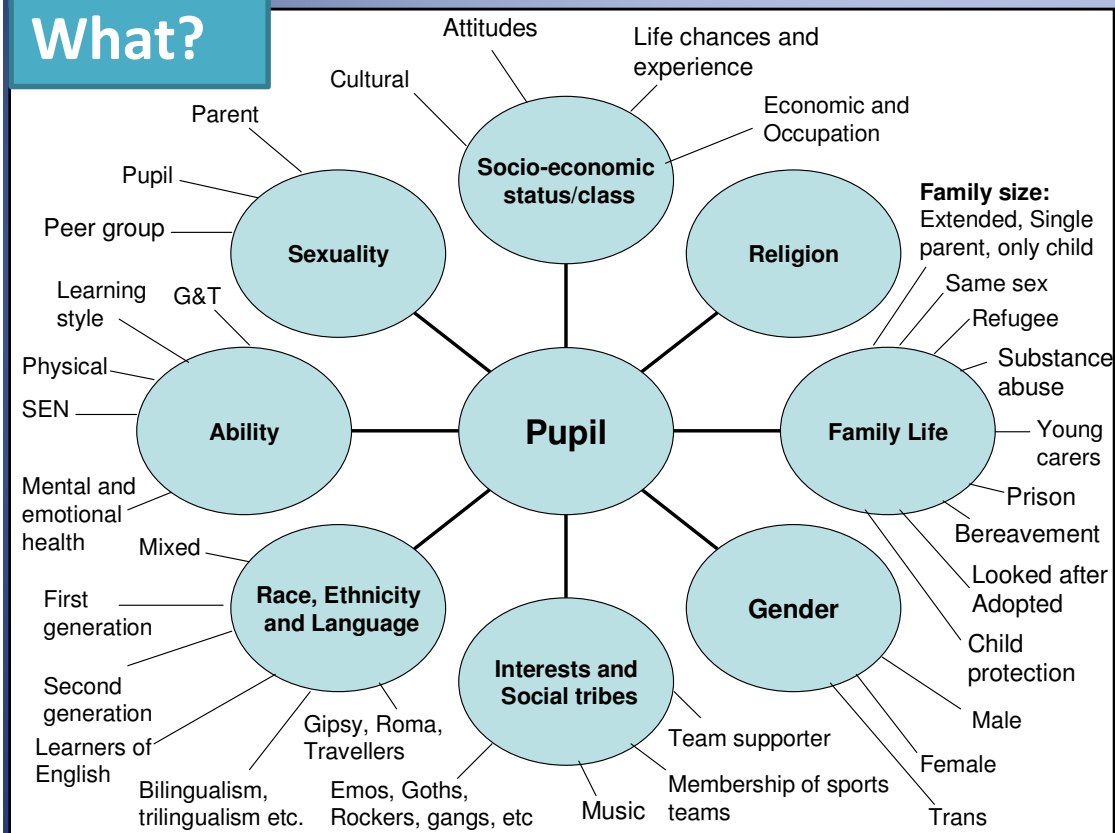
Teaching *for* Diversity - The Impetus...

- NQT Survey CCCU EBITT Feb 2009
(13%)
- GTP Survey Dec 2009
- EBITT development plan

Step 1: Collaborative Research Project

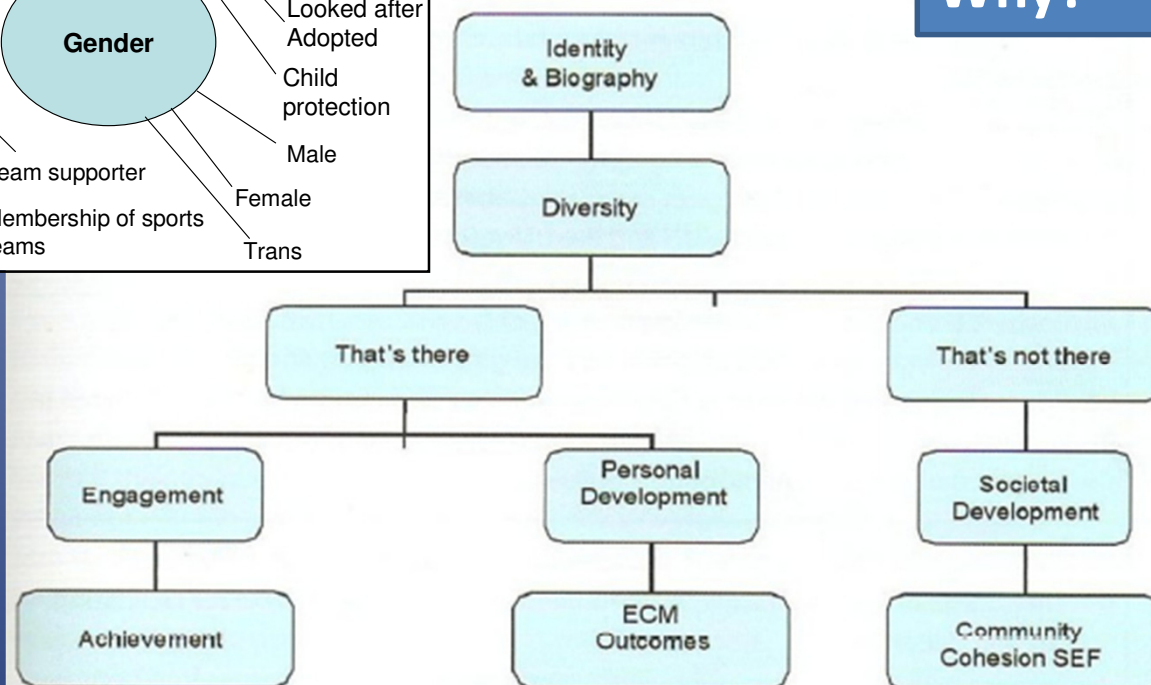
Schools	HEI
What does diversity look like in your classrooms?	Academic research on theory
What can teaching <i>for</i> diversity achieve in your classroom?	Co-ordinating inter-school collaboration
What are you doing?	Research into best practice

What?



The outcomes of collaborative research

Why?



What's your story? Teaching for diversity

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

The spotlight on diversity in schools has gradually intensified under the successive initiatives of inclusion and cohesion. The first steps were basic: boys were pictured with girls as they gathered around Burns bunnies and minority ethnic names were included in end-of-questions. But while pupils have happily spent the last few decades deciding what fraction of cake (a) should get at John's birthday, this is no longer sufficient. A colleague once told me that it was too late for students to put on an identity-based play because Black History Month

was October and it was now November. This is not good enough. Schools can no longer just 'do' diversity with a spring assembly or national day for Black History Month or the occasional multicultural poem. Teaching for diversity must be a principle that guides all practice, not just a series of token actions.

School leadership teams therefore need to:

- decide what diversity means in their school context
- clearly identify and share why teaching for diversity benefits it can bring
- map out the diversity that is and is not present and such how both are addressed

- ensure that the curriculum, professional development programmes fully equip staff to teach for diversity.

When deciding what diversity means in a particular school context, it should not be equated as a list, narrowly defined strands. Instead, schools should take a wider view based on the notion of pupil biographies. Secondly, they should consider diversity that's not there as well as the diversity that's there.

The notion of pupil biographies means recognising the full range of factors that shape pupils' identities. At that moment, teachers frequently focus on ethnicity, gender and faith; aspects that 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