



**ESRC Seminar Series**  
**Teacher Education for the Changing Demographics of  
 Schooling: policy, practice & research**



**Seminar 5 – Teacher education curricula for diversity**

**Date:** Monday 21<sup>st</sup> September 2015

**Time:** 9:30-15:00

**Venue:** The Godfrey Thomson Hall, Thomson’s Land, Old Moray House School of Education, Edinburgh EH8 8AQ

	<b>Programme</b>
<b>09.30 – 10.00</b>	<b>Registration and Coffee</b>
10.00 – 10.10	Welcome & Introduction - Lani Florian & Nataša Pantić (University of Edinburgh)
10.10 – 10.55	<b>Rethinking the Teacher Education Curriculum for Diversity</b> Speakers: Ana Maria Villegas and Francesca Ciotoli (Montclair State University)
	The changing student population in developed nations resulting from higher birth rates among racial/ethnic minority groups, increased worldwide migration related to economic globalization, and the adoption of educational policies of inclusion have pressured university-based teacher education programs over the past 15-years or so to prepare all teachers, not just specialists, for diversity. Teacher education has typically responded to this call for change by adding a course or two on diversity while leaving the rest of the curriculum largely intact or by having individual teacher educators infuse some attention to issues of diversity into the courses they teach—approaches that have been found unproductive because they lead to a fragmented teacher education experience. We argue instead for a coherent approach to rethinking the teacher education curriculum, one that is guided by a broad vision or framework for preparing teachers who are responsive to the increasingly diverse student population. In this session we present such a framework. Although originally developed to address student diversity primarily related to race, ethnicity, social class, and language, we show the framework’s broader applicability to the preparation of teachers for students with additional needs associated with disabilities.
10.55 – 11.20	Q&A / Discussion
11.20 – 11.35	<b>Tea &amp; Coffee</b>
11.35 – 12.20	<b>Navigating the boundaries of difference: Using collaboration in inquiry to develop teaching and progress student learning</b> Speaker: Joanne Deppeler (Monash University)
	The practices of teaching and learning and assessment shape the inclusion and exclusion of vulnerable students from schooling. These practices inhabit territories that are claimed by those who align with particular disciplinary traditions. Such traditions typically influence perspectives, research and professional practices and directly affect how these students are understood and how they experience schooling. This paper draws on research conducted with teachers in schools over the past 15 years that focused on using evidence as a means of stimulating practitioner experimentation and collaboration as the fundamental strategy for development. The underlying principles of the approach share much with genres of research that are participatory, democratic and reflective. The schools shared a commitment to improving practices and learning for all students but with a particular focus on the equity and quality of schooling for disadvantaged and vulnerable students. Implicit in the inquiry is the mandate to expose and explicate potentially conflicting constructions of students through the voices of families, students, teachers, professionals and other members of the community. Outcomes illustrate the potential of this approach for collaborative knowledge production and improvement in teaching and learning. Examples from this work highlight the challenges of facilitating genuine critique, and navigating boundaries that divide professionals to build collaboration in teacher education research. Consideration is given to the implications of using the approach for teacher education within policy contexts that place increased emphasis on competition and choice and where accountability mechanisms dictate priorities for action.
12.20 – 12.45	Q&A / Discussion

12.45 – 13.30	<b>Lunch</b>
13.30 – 14.15	<b>Leadership, change agency, teacher identity in teacher education: Curricula for Diversity</b> Speakers: Christine Forde and Beth Dickson (University of Glasgow)
	In this paper we argue that there is a real need for change because schools have perpetuated inequalities in the past and this will become even sharper in contemporary and future contexts of increased diversity. What does it mean for the nature of teacher education that we have to produce change agents? We need to consider how teacher education can contribute to realising change, through the development of teachers who will participate in, and indeed, lead, change for diversity. Recent history has illustrated the limitations of top-down policy-mandated reform in changing practice. As a consequence attention has turned to seeing teachers as agents of change leading to a wholesale endorsement of leadership as the driving force for change. Leadership has become a dominant theme in education policy, seen as the means by which improvement in schools can be realised, particularly distributed forms of leadership exercised by teachers. This paper argues that there is potential in the development of leadership across each stage of the continuum of a teacher's career, however, this potential raises significant questions for the construction of teacher education and practice. Agreed definitions of leadership are elusive. Therefore we have to understand what we mean by leadership beyond seeing it as a rhetorical fix. We should consider what leadership is and its relationship to the development of teaching and learning. We also need to consider the implications of teacher leadership being elided with teacher professionalism and its implications for teacher identity.
14.15 – 14.45	Q&A / Discussion
14.45 – 15.00	Concluding Remarks – Lani Florian & Nataša Pantić (University of Edinburgh)
<b>15.00</b>	<b>Close</b>

	<b>Speaker Biographies</b>
	<b>Ana Maria Villegas</b>
	<b>Ana María Villegas</b> is Professor of Education and Director of the Ph.D. Program in Teacher Education and Teacher Development at Montclair State University, New Jersey, United States. Prior to joining Montclair State University in September 1996, she was Senior Research Scientist with the Division of Education Policy Research of the Educational Testing Service (ETS), Princeton, New Jersey. She is an active member and former program chair of the American Educational Research Association and serves on the board of three academic journals. Her research focuses on culturally and linguistically responsive teaching, policies and programs for diversifying the teaching force, and strategies for transforming teacher education for diversity. Ana Maria has published widely over the years and recently completed an extensive review of over 1500 international studies on teacher education to be published in the fifth edition of the <i>Handbook for Research on Teaching</i> . She has received numerous awards for her scholarship, including the Margaret B. Lindsay Award for Distinguished Research in Teacher Education by the American Association of Colleges for Teacher Education. In 2012 she joined the distinguished group of AERA Fellows and in 2014 the prestigious Laureate Chapter of Kappa Delta Pi.
	<b>Francesca Ciotoli</b>
	<b>Francesca Ciotoli</b> has 15 years of experience teaching children and working with teachers to support their development. Over the past five years, she has worked at Montclair State University, in Montclair, New Jersey, first as co-developer of an inclusive early childhood curriculum and subsequently as Director of a federally funded project designed to promote inclusive STEM (Science, Technology, Engineering, and Mathematics) education. Francesca is a Doctoral Fellow in the Ph.D. program in Teacher Education and Teacher Development at Montclair State. Her research interests include inclusive education and teacher preparation.

	<b>Joanne Deppeler</b>
	<p><b>Joanne Deppeler</b> is a Professor and Associate Dean of Graduate Research in the Faculty of Education at Monash University, Australia. She is a qualified educational psychologist and teacher and has extensive experience in leading research and development projects across different sectors in education. In particular, her work has focused on the examination of professional practice and learning in order to improve teacher quality and the outcomes of schooling for diverse students. Her research has been founded on the belief that to achieve change there needs to be collaboration in research, both within schools and amongst stakeholder groups, government ministries, and universities. This approach has simultaneously involved local, national and international organisations and teachers and other health professionals in collaborative research to understand and improve equity and quality in schooling. In Australia, Professor Deppeler's research and development projects have been in partnership with The Catholic Education Office Melbourne (CEOM), Victorian Department of Education and Early Childhood (DEECD), and with the Education department of the Commonwealth government. For more than a decade, she has engaged in international education reform including research in Ukraine with the Canadian International Development Agency (CIDA), in India and China (AusAid) and in Bangladesh and Ghana with doctoral students. Current research is focused on teacher education and equity in conjunction with an Australian government funded project in the South Pacific (2013-2015).</p>
	<b>Christine Forde</b>
	<p><b>Christine Forde</b> is Professor of Leadership and Professional Learning in the School of Education at the University of Glasgow. Christine's research focuses on two areas in education firstly, leadership and professional development and secondly, on gender and equality. Among the research projects Christine Forde has undertaken are studies of experiential approaches to professional learning, headship preparation, accomplished teaching, teachers' work and on gender equality in schools. Her two interests in leadership and in equality now combine in a current international project on social justice leadership in education. Christine Forde is a fellow of the International Professional Development Association and co-editor of the Scottish Educational Review. She works regularly with national bodies and organisations in education on issues related to leadership and teacher development. She was part of the GTCS working group for the revision of the professional standards for teaching, contributed to the Leadership Subgroup of the Post-Donaldson NIG and more recently the SCEL Group on headship preparation.</p>
	<b>Beth Dickson</b>
	<p><b>Beth Dickson</b> is Director of Postgraduate Taught Programmes in the School of Education in the College of Social Sciences at the University of Glasgow. She is a member of the Professional Learning and Leadership Research and Teaching Group. Roles such as Associate Dean of Initial Education and Deputy Head of School have enabled her to lead the reforms of initial teacher education which now comprise clinical practice placements and Masters level learning for beginning teachers. Her research interests and publications focus on lifelong teacher learning – what it consists of; where it should be sited; when it should occur; how it is taught and who teaches it.</p>