

Seminar 6 – Teacher education cultures and environments

Date: Tuesday 1 December 2015

Time: 9:30-15:00

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

	Programme
09.30 – 10.00	Registration and Coffee
10.00 – 10.10	Welcome & Introduction - Lani Florian & Nataša Pantić (University of Edinburgh)
10.10 – 10.55	An Agenda for Research on Inclusive Teacher Education Speakers: Linda Blanton (Florida International University) and Marleen Pugach (University of Southern California)
	This presentation considers the importance of, and ways to conceptualize, a robust research agenda for the study of inclusive teacher education. Research on inclusive teacher education, while increasingly available in the literature, is fragmented – fragmented primarily because models have yet to be developed to account for how research on both the structures and the content of inclusive teacher education contribute to fully understanding how best to prepare teachers to serve all students well. Developing such a model needs to take into account the complexity and context in which inclusive teacher education is practiced within and across nations, as well as to identify those theoretical and methodological approaches most likely to do justice to the study of inclusive teacher education. As we consider such a model, we will seek critique from seminar participants and engage in deliberation about implications of the model for teacher education policies and practices.
10.55 – 11.20	Q&A / Discussion
11.20 – 11.35	Tea & Coffee
11.35 – 12.20	Teaching culturally diverse pupils: How ready are Scottish student-teachers? Speaker: Ninetta Santoro (University of Strathclyde)
	In the last two decades there has been a steady increase in the cultural diversity of pupil populations in Scotland due to migration. One hundred and thirty-nine languages are represented in Scottish schools and approximately 5% of students speak English as an Additional Language (EAL). However, culturally and linguistically diverse students are not evenly spread across schools in Scotland. In some urban areas, such as Glasgow, EAL pupils constitute 15.8% of the total student population, with numbers as high as 65% in some areas of the city. In this presentation, I draw on quantitative and qualitative data from a study that investigated the attitudes of a cohort of Scottish student-teachers towards culturally diverse classrooms, and their perceptions of their readiness to teach in such contexts. I highlight the challenges the student-teachers experienced in understanding their students, and understanding themselves as embedded within dominant cultural discourses. I conclude by arguing the need for critical teacher education as well as the cultural diversification of teachers and teacher educators.
12.20 – 12.45	Q&A / Discussion
12.45 – 13.30	Lunch

13.30 – 14.15	How are we training our mainstream teachers to meet the needs of EAL learners? The case of two Schools of Education in Scotland? Speakers: Pauline Sangster, Yvonne Foley and Charles Anderson (University of Edinburgh)
	Building on earlier research into the preparation of Initial Teacher Education (ITE) student teachers to teach English as an Additional Language (EAL) in mainstream secondary schools, this study investigated the ways in which two large Schools of Education in Scotland help Professional Graduate Diploma in Education (PGDE) (Secondary) students from a wide range of specialist subject backgrounds to understand the needs of EAL learners and develop the pedagogical skills required to meet such needs. The sample comprised all PGDE (Secondary) students matriculated in the 2014-15 academic session (336 students), and all PGDE lecturers responsible for the education of these students (47 lecturers). Data were gathered in the following ways: (1) analysis of current provision in each participating institution; (2) a survey questionnaire (SQ 1) of all PGDE students in each institution; (3) a survey questionnaire of all staff (SQ 2); (4) a whole-day seminar for students, planned and delivered by the researchers, focusing on the theory and practice of effective EAL teaching; (4) a survey questionnaire (SQ 3) of participants following this seminar. Findings reveal that both the student and the staff participants clearly feel the need for comprehensive input on EAL and EAL-related matters. Consideration is given to the implications of these findings for both ITE providers and for local authorities who subsequently employ these students and are responsible for their continuing professional development (CPD).
14.15 – 14.45	Q&A / Discussion
14.45 – 15.00	Concluding Remarks – Lani Florian & Nataša Pantić (University of Edinburgh)
15.00	Close

Speaker Biographies	
	Linda Blanton
	Linda Blanton EdD is Professor and Dean Emerita, Florida International University, Miami, Florida. She has served in numerous leadership roles, including President of the Teacher Education Division of the Council for Exceptional Children.
	Marleen Pugach
	Marleen Pugach PhD is Professor Emerita in the School of Education at the University of Wisconsin-Milwaukee, where she was a member of the faculty from 1986-2011. From 2012-2014 she held an appointment as Professor in the Rossier School of Education at the University of Southern California.
	Ninetta Santoro
	Ninetta Santoro holds a Chair of Education at the University of Strathclyde in Scotland. Her research focuses on the preparation of teachers for culturally diverse classrooms, the construction of teacher and learner identities, internationalisation and research methodologies for culturally diverse contexts. Her current study investigates the social factors impacting on schooling outcomes for pupils from low income households in Scotland.
	Pauline Sangster
	Pauline Sangster is a Senior Lecturer in Language at the School of Education, University of Edinburgh. She worked extensively in the secondary school sector before joining the university and over the past few years the main focus of her research has been language learning and teaching in schools and the preparation of Initial Teacher Education (ITE) student teachers to be teachers of English in increasingly complex secondary school classrooms.
	Yvonne Foley
	Yvonne Foley is a Lecturer in Language Education at the University of Edinburgh. Her work is interested in the ways schools meet the language and literacy needs of pupils learning English as an additional language (EAL). She is particularly interested in the role of teacher education in promoting social, cultural and linguistic inclusion.
	Charles Anderson
	Charles Anderson is an Honorary Fellow of the University of Edinburgh. His research has focused on learning and teaching in higher education and language and literacy in secondary schools; and throughout his career he has been working to promote the development of teaching, learning and assessment.