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## ESRC Seminar Series



# *Teacher Education for the Changing Demographics of Schooling*

CONCLUDING CONFERENCE

***A RESEARCH AGENDA FOR THE FUTURE***

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# Overview

- ▣ Background to the seminar series
- ▣ Pedagogical practices and diverse student groups
- ▣ Teacher agency within and beyond the classroom
- ▣ Teacher education for diversity
- ▣ Pathways for future research

# Background

- ▣ Changing demographics
- ▣ Calls for reform of teacher education
- ▣ Interrelated nature of race, gender, class, ability and ethnicity
- ▣ Failure of previous efforts ?

# Mapping the territory

Can teacher education help enrich what is generally available in schools by preparing teachers to respond to the challenges of diversity without relying on different kinds of programmes and services for different types of pupils?

What might such reforms look like?

# PART 1 Pedagogical practices and diverse student groups

- ▣ *Secondly, identification of NAMS as a specific target group in education is not a prerequisite for having a good and comprehensive integration policy. Often NAMS fall into a broader category of students with immigrant background or students with a different mother tongue. **The analysis shows that universal and loosely targeted education mechanisms aimed at supporting all underachieving students or immigrant students are often more inclusive and beneficial for NAMS in particular. Countries focusing on the development of comprehensive educational support systems addressing all kinds of individual needs contribute to the development of more inclusive education systems for NAMS in the long-run than those focusing on the targeted measures for NAMS.** (PPMI, 2013, p. 5)*

# Reforming teacher education for responsive education

- ▣ sociocultural consciousness;
- ▣ affirming views about diversity and students from diverse backgrounds;
- ▣ commitment to acting as agents of change in schools and advocates for students;
- ▣ understanding how learners construct knowledge
- ▣ knowing about students lives
- ▣ using insights about students lives to help them build bridges to learning.

*Villegas, Ciotoli and Lucas*

# Part 2 Teacher Agency

- ▣ Assumption (and evidence) that current practice is not inclusive enough and
- ▣ suggestion that teachers could be prepared to change that
- ▣ But, what is agency? And what is teacher agency for inclusion and social justice?

# Teacher agency within classroom

Agency as a dimension of interpersonal relationships  
(directing, motivating, enthusiasm, etc.)

- ▣ strongly positively correlated with cognitive and affective student outcomes
- ▣ matter even more in multi-ethnic contexts

Link agency and social justice (as fairness)

- ▣ e.g.: giving and modelling 'a fair deal'

# Teacher agency beyond classroom

How might teachers address injustices beyond classroom and schools?

Varying and contested meanings of such a role

- ▣ relational agency as a capacity to offer support and to ask for support from parents
- ▣ agency and teacher leadership, tension between role-implementation and critical engagement

# Preparing teachers as agents of change for social justice?

- ▣ How can teacher agency be cultivated as part of professional identity and expertise?
- ▣ Moment-to-moment interactions as building blocks of positive relationships (high agency, high communion)
- ▣ Cultivating virtues (such as honesty, sympathy, respect, courage and so on)?

# Teacher agency across career

- ▣ Agency (both within and beyond classroom) is likely to grow with experience
- ▣ Most teachers reach high interpersonal agency in the first eight years of their career
- ▣ Use of influence and power differ at different stages of the career

# Reforming teacher education for diversity

- ▣ A new way of thinking about human diversity
- ▣ A focus on how people learn and how they learn together
- ▣ Alternative ways of working with 'specialist knowledge'

# Research Program C

Four clusters of research on teacher preparation for diversity and equity.

- ▣ C-1 Coursework and Fieldwork
- ▣ C-2 Teacher Diversity
- ▣ C-3 Content, Structures and Pedagogies
- ▣ C-4 Teacher Educators

# Key issues from the series

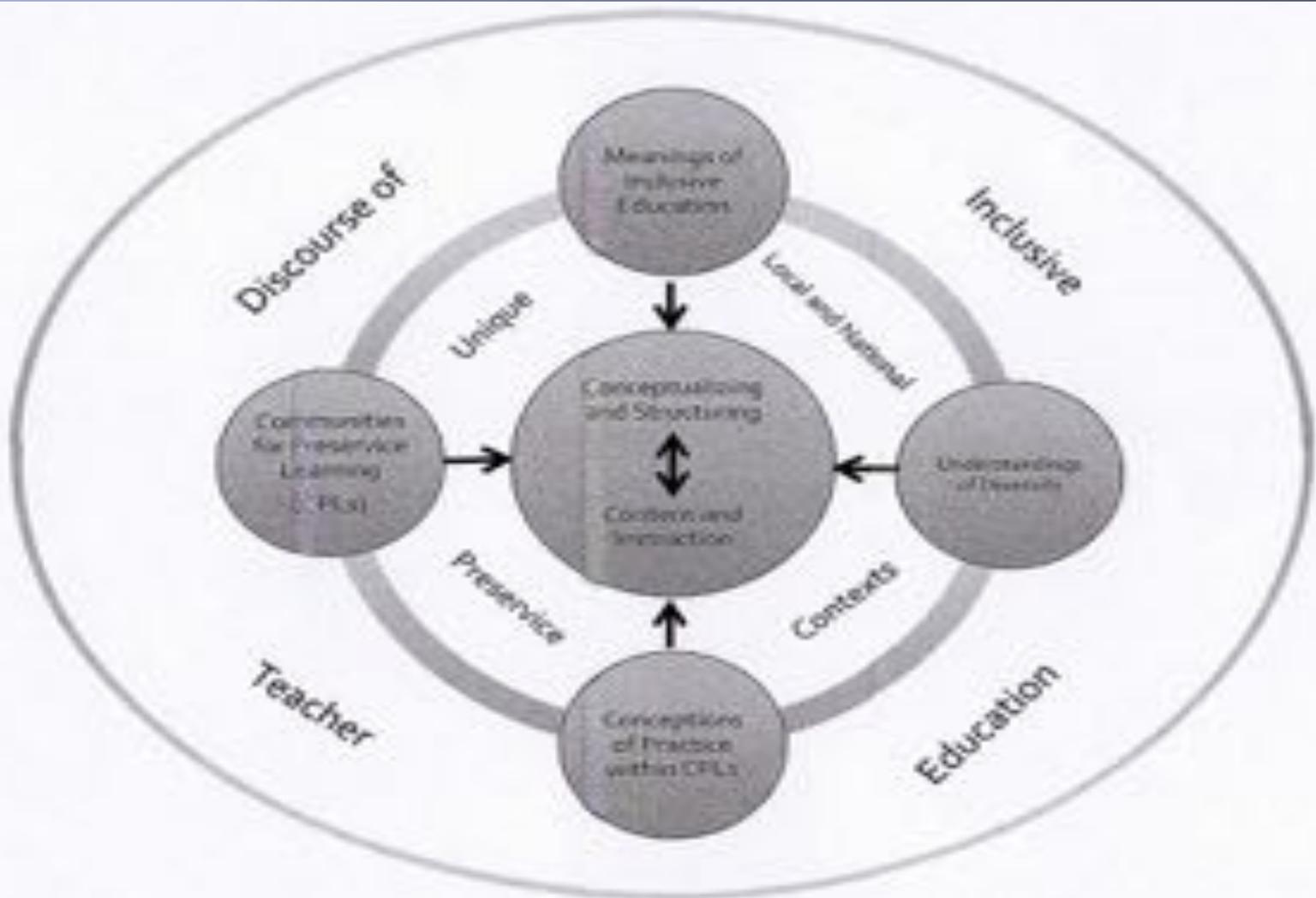
- ▣ Many teacher education programmes already aim to educate teachers as reflexive agents committed to social justice. However, further research is needed to help us establish how successful we are in this effort.
- ▣ Further research is needed to explore how teacher education graduates enact inclusive practice in the different contexts of their workplaces.
- ▣ Research that aims to make teachers' tacit knowledge more visible is needed.

# PART 4 Pathways for future research

## Need for a comprehensive research framework

- ▣ to identify the gaps (e.g. study of practices as well as beliefs)
- ▣ to link the study of TE for diversity to the study of TE in general (e.g. Cochran-Smith and Villegas 2015 review)
- ▣ to situate studies of course effects within larger programmes/policy and social contexts

# e.g. framework (Blanton & Pugach)



# Gaps in evidence

- ▣ connections between teacher and student learning
- ▣ intersectional studies of learning in contexts of diversity, how do people learn together?
- ▣ evidence that schools can become more inclusive and equitable
- ▣ how do teachers collaborate with others, including parents and specialists?
- ▣ how and under what conditions do teacher candidates learn complex skills (e.g. reflexivity)
- ▣ how successful are different TE programmes? How is success defined?
- ▣ changes in teacher identities, how do teachers learn across career?
- ▣ Etc. (see seminar briefing papers for more details)

# Need for mixed, participatory methods

- ▣ call on a mix of methods – both quantitative and qualitative – for gathering and analysing data
- ▣ research with rather than on teachers – praxis can only change from within
- ▣ Longitudinal, multi-site studies that use established instruments

## e.g. study design

How do levels of trust and influence in the relationships among school staff and with parents influence collective teacher efficacy over time?

- ▣ Question defined with teachers
- ▣ Use of (adapted) established instruments (e.g. Wubbels et al. for relationships, or Goddard et al. for collective teacher efficacy)
- ▣ Longitudinal, mixed-method design