



## ESRC Seminar Series



# Teacher Education for the Changing Demographics of Schooling: policy, practice and research

**Date:** Friday 21<sup>st</sup> March 2014

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

**Venue:** [The Godfrey Thomson Hall: Thomson's Land, Old Moray House School of Education, Edinburgh, EH8 8AQ](#)

<b>09.30 – 10.00</b>	<b>Registration and Coffee</b>
10.00 – 10.10	Welcome & Introduction - Lani Florian & Natasa Pantic (University of Edinburgh)
10.10 – 10.50	<b><i>Teacher Education for Inclusive Education</i></b> Speaker: Lani Florian (University of Edinburgh)
	In today's classrooms, new teachers are dealing with more diverse groups than ever before, but they often report that they do not feel adequately prepared for the job. At the same time teacher education in many countries is under pressure to change in response to dissatisfaction with student performance, underachievement and poor outcomes for specific groups such as students from ethnic minorities, those living in poverty, or those who may have additional needs associated with disability or language. This paper introduces the seminar series by outlining the current issues, problems, and responses associated with international calls for the reform of teacher education for inclusive education.
10.50 – 11.15	Q&A / Discussion – Chaired by Martyn Rouse (University of Aberdeen)
11.15 – 12.00	<b>Teacher education in the grip of academic 'tribes and territories': responding a diversity of a special kind</b> Keynote Speaker: Pavel Zgaga (university of Ljubljana)
	Among teacher educators there is a complete consensus that contemporary teacher education should take into account the whole range of diverse student needs. However, in fulfilling their mission, schools for teacher education face many obstacles. Some of them come from the external environment (and a lot of attention is devoted to them) but some are rooted in the very academic environment (and they are much more rarely a subject of analysis). Today, teacher education is, by rule, carried out in universities and thereby schools for teacher education feel all the tensions that are specific to universities at large. Placed in a contemporary academic environment, teacher education faces a particular kind of "diversity": academic diversity. This diversity and its impact on teacher education will be in our focus.
12.00 – 12.30	Q&A / Discussion – Chaired by Martyn Rouse (University of Aberdeen)
<b>12.30 – 13.30</b>	<b>Lunch</b>
13.30 – 14.15	<b>Teacher Education Reform in Scotland: Implementing the Donaldson Report</b> Speaker: Anna Beck (University of Glasgow)
	This paper has been developed from an ongoing doctoral research project which seeks to trace the implementation of the recommendations from the Donaldson Report (Teaching Scotland's Future, 2011). Drawing on elements of Actor Network Theory (ANT) and interviews with policy actors who are considered to be central to the process, the paper will first outline and then address key issues that have emerged during the implementation period. Particular focus will be given to the processes whereby teacher education policy is both constructed and implemented in Scotland.
14.15 – 14.45	Q&A / Discussion – Chaired by Martyn Rouse (University of Aberdeen)
14.45 – 15.00	Concluding Remarks – Lani Florian & Natasa Pantic (University of Edinburgh)
<b>15.00</b>	<b>Close</b>



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This seminar series brings together key stakeholders to consider the implications of the research evidence underpinning TE for diversity and to articulate a framework for further research in the field. The seminars are designed to address a set of integrated themes to allow for the development of evidence-informed ideas on how to prepare teachers for the changing demographic of schooling. Each seminar will consist of a keynote introducing the theme, followed by two complementary paper presentations and discussion.

#### **Keynote Speaker: Prof. Pavel Zgaga**

Pavel Zgaga is Professor in Philosophy of Education and Education Policy at the University of Ljubljana, Slovenia. In the 1990s, during the period of social and political transition, he was State Secretary for Higher Education and Minister of Education. After his return to academia, he co-founded the Centre for Educational Policy Studies (CEPS), the South East European Educational Co-operation Network (SEE ECN, 2001) and Teacher Education Policy in Europe (TEPE, 2006) network. His research is primarily focused on higher education studies and, within this context, teacher education. He has directed a number of national and international projects and published extensively in this area and on education policy issues, in particular on the subjects of higher education and teacher education. In the Bologna Process he was engaged as a general rapporteur (2001-2003) and as a rapporteur of the Working Group on External Dimension (2005-2007). He has been consultant and invited speaker in a number of countries.

#### **Speaker: Prof. Lani Florian**

Lani Florian has over twenty years of experience in higher education as a teacher educator and researcher. She has extensive international experience in special needs education and has worked on issues of disability classification, teacher education and inclusive education with a number of international agencies including UNICEF and the OECD. Lani is a member of the American, British and European Educational Research Associations and co-convenor of the Research Methodology Special Interest Group of the British Educational Research Association. She serves on the board of four academic journals and in 2012 was elected Academician of the Academy of Social Sciences. Her recent research studies have focused on the role of teacher education in promoting social and educational inclusion, addressing questions about the knowledge and skills needed for teachers to be inclusive in their practice and how such practice might be developed, and she has just completed the second edition of the SAGE handbook for Inclusive Education.

#### **Speaker: Anna Beck**

Anna Beck is a final year PhD student in the School of Education, University of Glasgow, having completed both a BA Hons in Psychology in 2009 and an MRes in Psychological Research Methods in 2010 at the University of Strathclyde. Her MRes research focused on teacher attitudes towards the inclusion of children with social, emotional and behavioural difficulties, and explored the link between mastery experiences, self-efficacy and attitude formation. She worked as a research assistant within Renfrewshire Psychological Services until 2011, when she was awarded a scholarship for doctoral study at the University of Glasgow. Her doctoral research is in the area of education policy and explores the processes by which policy is made and implemented in Scotland. In order to do this, she is tracing the implementation of the recommendations from 'Teaching Scotland's Future: Report of a review of teacher education in Scotland'. Anna teaches on a number of undergraduate and post-graduate courses in the School of Education, and has recently taken on the role of Academic Secretary within the Scottish Education Research Association (SERA) Executive.