



ESRC Seminar Series

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



Seminar 2: Teacher Practices for Educating All Students

Date: Friday 24th October 2014

Time: 9:30-15:00

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

09.30 – 10.00	Registration and Coffee
10.00 – 10.10	Welcome & Introduction - Lani Florian & Natasa Pantic (University of Edinburgh)
10.10 – 10.50	Schools, parents and inter-professional collaboration Keynote Speaker: Liz Todd (Newcastle University)
	The broad focus of Getting It Right For Every Child (GIRFEC) (Scottish Government 2009) and Curriculum for Excellence (CfE) (Scottish Government 2002) leave the way open for teachers to develop so creative partnerships with parents. This presentation will focus on how can we make sure that teachers are prepared to work collaboratively with children and families from multiple and diverse communities in light of research evidence that suggest that schools are not always good at getting it right for parents. This session presents a series of challenges from research into the relationship between parents and schools which view schools, rather than parents, as hard to reach, and suggest a number of inaccurate assumptions being made about parents and their relationship with schools. Some examples of creative relationships between parents and schools are presented.
10.50 – 11.15	Q&A / Discussion
11.15 – 12.00	Creating an Inclusive Curriculum Speaker: Mhairi Beaton (University of Aberdeen)
	Much research has been conducted on which pedagogic strategies might be enacted to enhance the meaningful participation of all learners. However, despite the implementation of a new 3-18 curriculum in Scotland, the actual curriculum in schools is seldom challenged. This paper proposes that there is a need to encourage practitioners to adopt a more critical approach in order to facilitate a more inclusive curriculum that is meaningful to all. It describes a learning module that has recently been developed as part of the M.Ed in Inclusive Practice at University of Aberdeen, which encouraged participants to examine the challenge of creating a more inclusive curriculum. Description of some of the resultant development projects of the participants will exemplify the underpinning principles and challenges of the process for experienced professionals.
12.00 – 12.30	Q&A / Discussion
12.30 – 13.30	Lunch
13.30 – 14.15	Supporting the Participation of All Learners Speaker: Kristine Black-Hawkins (University of Cambridge)
	Student and recently qualified teachers usually express a very strong commitment to the principles of inclusive education, whilst also reporting that they are anxious about working with classes that comprise an increasingly diverse range of children. This unease raises important questions about the role of teacher education in preparing teachers to feel competent and confident professionals working within current and future changing demographics of schooling. This paper examines the notion of participation as a way of helping teachers to shift their thinking away from focusing on individual differences between learners and towards an approach that starts with classrooms and schools as communities in which everyone – children and professionals – can participate. The <i>Framework for Participation</i> is discussed as a research tool that can support teachers to explore how and why their classroom practices do, and do not, support the inclusion and achievement of all learners.
14.15 – 14.45	Q&A / Discussion
14.45 – 15.00	Concluding Remarks – Lani Florian & Natasa Pantic (University of Edinburgh)
15.00	Close



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Keynote Speaker: Liz Todd

Liz Todd is a critical sociological psychologist who's worked as market stall trader, maths teacher, educational psychologist, and therapist. Her funded research has looked at community-orientated schools, child participation, the relationship between parents and schools, how young people can be part of a solution to the problem of alcohol in society and the myths of raising aspirations. Her current interests include the theory of change as an approach to evaluation; what makes a fair education system; demonstrating that society's not broke – well not in terms of the quality of our young people, our parents or our teachers; making mini-films of academic ideas; using video and narrative to bring change in relationships; young people's political activism; and effecting real democratic participation in society. She has written three books (two of them award-winning) on participation and inclusive education, extended schools and video interaction guidance.

Speaker: Mhairi Beaton

Mhairi Beaton is the Joint Director of the Inclusive Practice Programme at the School of Education at Aberdeen University. The Inclusive Practice programme aims to meet the continuing professional development needs of fully qualified educationalists who wish to advance their skills and knowledge, enhance their professional practice, and extend their capacity to lead and shape change in a range of educational settings. The programme blends theory and practice and aims to help practitioners review their own practice, extend their skills and knowledge and enhance the learning experience of all young people. Mhairi is also a final year PhD student. Her doctoral research has been an ethnographic project examining the constitution, construction and function of learner identity with a group of seven and eight year old pupils

Speaker: Kristine Black-Hawkins

Kristine Black-Hawkins has worked in education for over thirty years, teaching in schools and universities and working for local government. She is currently senior lecturer in inclusive education at the University of Cambridge. She co-convenes the Inclusive Education Special Interest Group for the British Educational Research Association and serves on the Editorial Advisory Board for the three academic journals published through the National Association of Special Educational Needs. She is also on the Editorial Board of the Cambridge Journal of Education. Her research focuses on how school and classroom cultures can be developed so as to promote the learning and participation of all children and young people. She is particularly interested in exploring student and recently qualified teachers' understandings of inclusive classroom practices, and the generation of research approaches and tools that can support can their work. Her book, *Achievement and Inclusion in Schools*, (co-authored with Lani Florian and Martyn Rouse) won the 2008 TES/NASEN academic book award