



**Scottish Educational Research
Association Annual Conference
Perth 27th-29th 2008**



Welcome to SERA 2008

Dear Delegate

A very warm welcome to the Scottish Educational Research Association's annual conference. We hope you will enjoy the convivial atmosphere, the quality of the research and the opportunity to discuss and debate issues in education with a broad range of colleagues.

This year SERA continues to be based at the Royal George Hotel. The Royal George, on the River Tay, will be the location for the conference, delegate lunches and dinners. The other hotel, the Queens, will provide additional bed and breakfast accommodation and is within 15 minutes walking distance of the Royal George. Please use the enclosed map for reference.

The conference will welcome over 120 delegates during its two and a half days, with presentations from Scotland, England, Ireland, Iceland, Canada, Poland and New Zealand among others. Topics are varied and interesting and will provide delegates with a stimulating range of papers for discussion.

Registration is from 9.00am onwards on Thursday morning and the conference will be welcomed by SERA president, Lorna Hamilton, at 9.35 on Thursday morning in the ballroom.. A keynote address will then be given by **Professor David Raffe**, University of Edinburgh. This keynote entitled, **The Action Plan, Scotland and the Making of the Modern Educational World: The first quarter century** is sponsored by the Applied Educational research scheme (AERS).

The first **President's International Symposium** takes place on Thursday afternoon with speakers from Ireland, Iceland and of course Scotland discussing aspects of Research Capacity 1.30-3pm in the Ballroom.

On the Thursday evening a wine reception will be held in the main lounge at 6.30 and Professor Ian Menter, University of Glasgow, will officially award the Estelle Brisard memorial prize to this year's winner. Dinner is at 7.15 and afterwards there are a number of cosy places to sit and discuss issues and ideas or you can come along to the main lounge for our famously difficult Conference quiz. As usual this will be led by Dr John Queen who will ensure a rigorous but fair battle for victory.

On Friday at 3.30pm, the **SERA lecture** will be given by **Professor Anne Edwards**, University of Oxford in the Ballroom. She will talk on ***Understanding Boundaries in Inter-professional Work and this will be sponsored by Dunedin Academic Press***

This will be followed by the AGM for SERA members at 4.45pm in the McGregor Room. The social events on Friday evening will commence at 7.15pm with the conference dinner and musical entertainment (a ceilidh - with help given for the uninitiated). Our after dinner speaker this year will be Professor Donald Christie, University of Strathclyde and SERA past president.

Saturday morning starts with a session by a colleague from the Determined to Succeed initiative. This is followed by both individual papers and a rich selection of symposia drawing on work in **early years, the Schools for Ambition project and the AERS social capital group**. **Members of the Emerging researchers group** will meet from 11.35 to 12.35 in the morning room. The conference will formally end with a 10-minute plenary session in the ballroom followed by lunch in the main dining room. Details of all sessions and abstracts can be found in the full conference programme available at registration.

Applications for membership will be included in your conference pack and for a very modest sum, you can join a small but significant group of members where quality, diversity and a warm welcome are primary considerations. Information on Dunedin Press and AERS will be available in open areas around the hotel. We're particularly grateful for the sponsorship provided by AERS (Thursday Keynote) and Dunedin (SERA Lecture Friday). There will also be information from Edinburgh University Press and SERA membership coordinators – Karen Kerr (Learning Teaching Scotland) and George Head (University of Glasgow).

For those travelling by car and in need of parking: SERA has negotiated a special deal with Kinnoull Street Car Park not far from the Royal George Hotel. They will charge only £10 for Thursday to Saturday. All you need do is go to the office on level 2 of the building and let them know you are with the SERA conference.

Many thanks to Diane Prayle, the conference secretary, who prepared the considerable documentation and managed all the booking arrangements so competently.

We look forward to welcoming you to the beautiful city of Perth and participating in what promises to be a stimulating conference.

Lorna Hamilton SERA President
SERA Executive Committee

SERA Keynote

Thursday 27th November 2008 9.40-10.30 (Ballroom)

The Action Plan, Scotland and the Making of the Modern Educational World: The first quarter century

Professor David Raffe

University of Edinburgh

Abstract

Twenty-five years ago the Scottish Education Department published *16-18s in Scotland: An Action Plan*. A low-key, typescript document, it attracted little media attention at the time, partly because its main focus was the college sector and vocational learning and it reformed neither the Higher nor higher education. Nevertheless, in retrospect it may be seen as one of the most significant educational reforms of the post-war era. In my presentation I will try to explain why, with reference to three types of borders or boundaries.

First, the Action Plan introduced, or anticipated, the concept of a curriculum and qualifications framework which straddles institutional and sectoral boundaries, and thereby transforms them. It introduced SCOTVEC modules designed to be generic, 'institutionally versatile' and portable between schools and colleges. It was the first of a series of curriculum and qualifications reforms - of which the Scottish Credit and Qualifications Framework is the latest manifestation - which established key concepts of educational modernity such as flexibility (in particular the quest for flexible and seamless pathways), unification (in particular curriculum and qualifications frameworks to link and coordinate diverse institutions, epistemologies and purposes of learning) and the learning outcomes approach (the organisation of educational arrangements around the outcomes rather than the inputs of learning). It helped to introduce the concept of lifelong learning: the 16-18 Action Plan soon became the 16-plus Action Plan, and modules were also available to 14-16 year-olds.

Second, the Action Plan and the reforms which followed have crossed national borders. They have been influential in New Zealand, Australia, South Africa and other Commonwealth countries, in other parts of the UK, and in many other European countries. Scotland has played a leading role in the creation of the modern educational world, as expressed for example in current EU developments. To understand the significance of this revolution we only need to look at countries such as Germany which are struggling to adapt their institutions and cultures to this 'modern' world.

I will briefly review the research we have carried out in Scotland relating to concepts such as flexibility, unification and outcomes. I will draw out the main conclusions of this research and assess the implications for current policy and practice. In the process I will cross a third type of boundary: the temporal. For the experience of these reforms reminds us that the most

important lessons for Scottish education are those to be drawn from its own history, even if policy-makers are sometimes reluctant to draw them.

Biographical details

David Raffe is Professor of Sociology of Education in the School of Education. He has worked in the Centre for Educational Sociology since he joined the University of Edinburgh in 1975. He was Director of the CES from 1987 to 2001 (jointly with Andrew McPherson from 1987-1994). His research interests are in secondary and post-secondary education and training, transitions between education and the labour market, and policy initiatives including curriculum and qualifications reforms. His particular interests include the relation of academic and vocational education and the comparative study of education systems, including 'home international' comparisons within the UK which he helped to pioneer. Recent research projects in which he has participated include [Education and Youth Transitions in England, Wales and Scotland 1984-2002](#) (ESRC), the Evaluation of the Scottish Credit and Qualifications Framework (Scottish Executive), and the [Introduction of a Unified System of Post-Compulsory Education in Scotland](#) (ESRC). He is currently a member of the Edinburgh University team providing research-based advice and expertise to the Scottish Government, a member of the study team reviewing the implementation and impact of the Irish National Framework of Qualifications, and a participant in other international projects. He was co-organiser of a series of policy seminars on mass higher education in UK and international contexts, completed in 2008, and he is Convenor of the [School Management and Governance Network](#) of the [Applied Educational Research Scheme](#). He was the founding chair of the European Research Network on Transitions in Youth, and he has taken part in several European and OECD activities, most recently as a member of the working group preparing the background questionnaire for the OECD's Programme on the International Assessment of Adult Competences.

*This keynote address is sponsored by the Applied Educational Research Scheme
(AERS)*

SERA Lecture 2008

Friday 28th November 2008 3.30-4.30 in the Ballroom

Understanding Boundaries in Inter-professional Work

Professor Anne Edwards

University of Oxford

Abstract

The talk will draw on three recent studies of inter-professional work and focus on what is happening at the boundaries of schools and other children's services, as practitioners attempt to collaborate to disrupt the trajectories of children who are vulnerable to social exclusion. The rationale for inter-professional work will be outlined and the demands to be made on practitioners indicated. These demands involve practitioners in working within systems of distributed expertise, exercising relational agency and negotiating their identities with other professionals and with clients. The boundary work that occurs to enable, for example, working with distributed expertise and relational agency will be discussed and the nature of the boundaries studied outlined. Here particular attention will be paid to a new space of action that appears to be emerging at the boundaries of secondary schools, where preventative work is undertaken by a new role of 'welfare manager'.

Biographical note

Professor of Educational Studies and Director of Research

Anne was member of the ESRC Research Grants Board from 2003-2007 and of the Education sub-panel in the 2008 Research Assessment Exercise. She is a member of the Academy of Social Sciences and is a Chartered Psychologist. She was President of BERA between 2001 and 2003 and joined the Oxford Department in October 2005 from a Chair in Pedagogy at the University of Birmingham. In the last few years she has directed the DfES-funded National Evaluation of the Children's Fund; co-directed a DCSF study of early learning parent partnerships; a TLRP study of inter-professional collaboration; and an ESRC study of how schools are adapting to inter-professional activities. All of the studies have focused on practices aimed at preventing social exclusion.

Anne's research lies in the broad area of research on learning and practice with a particular interest in individual and organisational learning. In her current writing she is developing Cultural Historical Activity Theory (CHAT) understandings of inter-professional work. Key concepts are 'distributed expertise' and 'relational agency'. These are examined in work that occurs at the boundaries between organisations to reveal the expertise of collaborating professionals.

The SERA Lecture 2008 is sponsored by Dunedin Press

SERA Conference 2008

President's Keynote Symposium **Thursday 27th November 1.30pm in Ballroom**

Building educational research capacity in small countries

Chair : Lorna Hamilton, President of SERA

As an innovation for this year's conference a plenary symposium will be held on the first afternoon of the conference.

The overall purpose of the symposium is to stimulate the international development of SERA and of its conference. The specific intentions for the symposium this year are to see what we can learn from each other's experience of endeavouring to develop the capacity for educational research across smaller countries, such as Scotland, Iceland and the Republic of Ireland.

Three papers will be presented (15 minutes each) followed by brief (3-5 minute) responses from discussant(s) before the session is opened up for comments and discussion. It is intended that the proceedings will be published subsequently in an appropriate forum.

Paper 1: The experience in Scotland – Ian Menter, University of Glasgow and Past-President of SERA

This paper will review various initiatives that have been undertaken that seek to promote educational research in Scotland. The post-devolution context will be considered and the way in which changing relations with the other jurisdictions within the UK have influenced developments in Scotland

The review will cover all sectors of education provision, including pre-school, school, further, higher, adult and community education. Consideration will be given to the role of SERA itself as well as to the likely legacy of the major national initiative that will be coming to an end in 2008, the Applied Educational Research Scheme, that has focused on schools related research. The impact of the UK wide Teaching and Learning Research Programme (TLRP) as well as of the Research Assessment Exercise will be part of the assessment that is offered.

Reference will be made to the themes that emerged at a TLRP sponsored event held in Belfast in June, 2008, which explored 'Celtic Connections' in educational research in Scotland, Wales, Northern Ireland and the Republic of Ireland.

The paper will conclude by suggesting that there are currently certain very fertile areas for educational research development in Scotland (and therefore grounds for optimism), especially some of those that lie in the interfaces between research, policy and practice.

Paper 2:

Capacity-building in ERD in Iceland: the other side of the coin

Allyson Macdonald

From 1st July 2008: School of Education, University of Iceland, allyson@hi.is

Until 1st July 2008: Iceland University of Education, allyson@khi.is

Keywords: capacity-building, research and development

The period 1998 to 2008 has seen considerable activity in the field of educational research and development (ERD) in Iceland. There have been notable changes in teacher education in 1998 and 2008. Several large projects have been undertaken or are underway funded by universities, the Research Council and other stakeholders. Post-graduate options in education and educational research have multiplied. An association of educational researchers (FUM) was established in 2002 and two new journals were established in 2002 and 2004.

A national evaluation of ERD was carried out over an 18-month period in 2003-2005. Several issues emerged from the evaluation, including the status and impact of educational research.

A related issue was capacity-building where the triad *academic researcher – policy-maker – practitioner* was a special focus of inquiry. We began to understand that not only did we need to strengthen our capacity to carry out academic research but we also needed to increase the *research literacy* of all triad members. We need(ed) to find ways to encourage a demand for research. This includes the developing the capacity to identify problems of real value and the ability to consider educational issues from other points of view. We are working towards *reciprocal literacy* which includes the willingness of triad members to engage in research and development issues, to create intermediate spaces for new kinds of knowledge and to nurture a critical competency in identifying, planning, implementing and using research and development.

Paper 3: The experience in the Republic of Ireland – Paul Conway, University College, Cork and President of the Education Studies Association of Ireland

Authors: Paul Conway, University College Cork (UCC), Joe O'Hara, Dublin City University (DCU) and Anne Lodge, National University of Ireland, Maynooth.

This paper will review various initiatives that have been undertaken that seek to promote educational research in the Republic of Ireland (RoI). A number of converging influences have begun to create new contexts for building educational research capacity in the RoI. These include the: university-wide efforts to double PhDs by 2013 in the drive to develop so called 'fourth level Ireland', the increased availability of research funding from government agencies; the development of professional doctorates as well as structured PhDs; new cross-border educational research initiatives on the island of Ireland as part of the 'peace dividend'; new internal accountability mechanisms in universities to monitor research productivity modelled on the RAE.

The review will address education research capacity across a range of sectors including provision early childhood studies, primary, post-primary, teacher education, university, and

adult education. The role ESAI has played in promoting educational studies over the last thirty years will be examined (e.g. through its annual conference; its journal *Irish Educational Studies* – now on the Social Science Citation Index; and theme conferences). The absence of funded programmatic education schemes, for example, like the UK wide Teaching and Learning Research Programme (TLRP), will be examined in terms of its impact on the nature, scope and impact of educational research undertaken in the RoI.

In conclusion, the paper will identify a number of key supports and constraints vis-à-vis building educational research capacity in the Republic of Ireland. Furthermore, the paper will address possible collaborative research initiatives between educational researchers in Ireland and those working in systems with similar profile and/or shared policy and research dynamics.

MAP SHOWING PERTH AND KINROSS



Perth Center



SERA 2008 27th – 29th NOVEMBER 2008 at the Royal George Hotel, Perth

THURSDAY 27th NOVEMBER 2008

0900 - 0935	Registration in the conservatory and tea and coffee in the main lounge				
0935 - 1030	Welcome by SERA president, Lorna Hamilton in the Ball Room, Royal George Hotel				
	Key note Professor David Raffe, University of Edinburgh in the Ball Room (sponsored by the Applied Educational Research Team)				
<i>(Rooms and Strands)</i>	Initial Teacher Education (ITE) & CPD Ball Room	Post Comp Morning Room	Learning Teaching & Assessment LTA Board Room	Curriculum and Policy McGregor Room	Social Justice inclusion (SJI) The Library
1030 - 1100	What factors influence student primary teachers to improve their mathematics knowledge and skills as measure by an online assessment? Sheila Henderson (74)	Community based adult learning: researching progression in the context of learners' lives. Janis McIntyre (26)	Between attainment and achievement: an investigation on 'pupil gains' as an emerging dimension of a process of participatory learning. Kevin Stelfox; Laura Colucci-Gray; Sharmistha Das (68)	Cultures of Curriculum making in post compulsory education: The shared curriculum between school and college Kate Miller (92)	Social capital, children and families in disadvantage Peter Lee (70)
1100 – 1130	"Students experiences of research-teaching linkages in a research-intensive university – some preliminary findings" Alan Ducklin; Panagiota Sidiropoulou; Chun Ming Tai. (81)	Developing and Implementing Vocational Opportunities in a Secondary School: Curriculum Flexibility in Action Fran Payne; Margaret Gooday; Mary Simpson (50)	Telling tales together: a study of children's collaborative storytelling. Annie McSeveney (60)	Implementing policy or developing curriculum? Teachers' engagement in curriculum reform Aileen Kennedy (17)	Border pedagogy and youth work possibilities. Annette Coburn (15)
1130 – 1200	Border Crossings: developing 'M' ness in post-graduate Initial Teacher Education Vivienne Baumfield; Beth Dickson; Stephen Boyle; Andrew Gallagher. (83)	Exploring the dynamics of border crossing and boundary transformations in working-class men's journeys to ancient universities. Mandy Winterton (19)	Seeing the holocaust on a personal level: the impact of learning from Auschwitz programme in Scotland. Henry Maitles Paula Cowan (40)	Swing through with Science : supporting primary secondary transition in science. Frances Simpson (94)	Territorialism, social capital and marginalised youth in Glasgow Ross Deuchar (51)
1200 – 1230	Putting the 'philosophers of difference' [Allan 2008] to work in a higher education institution Jane Mott (36)	Modelling the policymaking process and locating of the text Robert Doherty (66)	Group work and classroom interaction within Science and English lessons. Sarah MacQuarrie (33)		Youth Club Connections Ralph Catts; Marion Dickie (71)
1230 – 1330	Buffet Lunch				

THURSDAY 27 th NOVEMBER 2008 (Continued)					
<i>(Rooms and Strands)</i>	The Ballroom	LTA The Morning Room	CP McGregor Room		
1330 – 1400	International Symposium Title is Building Educational Research Capacity in Small Countries.	Supporting Active Learning Jackie Henry (90)	The changing policy environment of school nurses in Scotland – implications for the promotion and support of mental health. Jennifer Spratt (79)		
1400 - 1430	Research Capacity Building in Scotland, Iceland and Ireland Chair Lorna Hamilton Presenters: Ian Menter, Allyson Macdonald, Paul Conway	Confident for the Challenge? Explorative study into ITE students’ developing confidence in relation to managing classroom behavior.. Peter Tarrant (21)	Comparison of Boys’and Girls ‘ Activity in civic instruction at a basic school Lucie Zormanova (63)		
1430 - 1500		Creation Local Educational Policy In Poland and Lithuania Ireneusz Kawecki (64)	Towards Inclusive practice? Joan Mowat (20)		
1500 – 1530	Afternoon Tea in the Main Lounge				
<i>(Rooms and Strands)</i>	CPD/ITE The Morning Room	Post Comp The Ball Room	LTA McGregor Room	The Board Room	SJ/INC The Library
1530 - 1600	Senior Management Perceptions of School Leadership in Scottish Secondary Schools Stephen Sharp; Jim O'Brien (10)	Symposium: Moving On or Moving Out.From Disengagement to Persistence in College Learners. Chair; Andrew Morrison Discussant; Anne Gillen Presenters: Janet Davidson; Jim Taylor (67 Symp)	Researching the views of pupils with multiple and complex needs Kevin Wright (1)	ICT in ITE: undergraduate perceptions of emerging confidence and competence Lorele Mackie (9)	Social Capital of Researchers: Hurdle or Handle? George McBride; Nathalie Tasler, Geri Smyth (28)
1600 - 1630	Students’ Reflections on the Strathclyde Laptop Initiative Mary Welsh (24)		On-line learning communities – Motivational factors for success. Sandra Paterson (85)	Symposium: Researcher engagement in a Virtual Research Environment: issues, benefits and barriers.	Can We Possibly be more Inclusive? Rowena Arshad; Susan Maclellann (72)

1630 - 1700	The Chartered Teacher Scheme in Scotland: a survey of the views of teachers. Joe McGeer (14)		Phonological Awareness in Scottish Gaelic Medium Education Fiona M Lyon (76)	Contact: Sanna Rimpiläinen Chair; Donald Christie Discussant; Patrick Carmichael Presenters: Claire Cassidy Alison Devlin Sanna Rimpiläinen (55 Symp)	Catholic Schools in Scotland and Sectarianism Stephen McKinney (35)
1700 - 1730		Testing a Model of Teacher Commitment Edward Sosu; Donald Gray; Angus McWilliam (45)	Second language learning with 11 to 16 year olds: the case of teaching Welsh in English-medium schools in Wales. Janet Laugharne, Dylan Vaughan Jones; Gwyn Lewis; Marian Thomas; Sue George (16)		Scottish independent Schools Project: Emerging Themes. Joan Forbes, Kevin Stelfox; Gaby Weiner (52)

18.30	Presentation of the Estelle Brisard Memorial Prize and wine reception (Main Lounge)
1915	Dinner
20.30 (ish)	Popular Quiz – in the main lounge

FRIDAY 28 th NOVEMBER 2008					
<i>(Rooms and Strands)</i>	ITE CPD Morning Room	Post Comp The Ball Room	LTA Board Room	CP The McGregor Room	SJ/INC In the Library
0900 - 0930	Crossing Professional borders and transforming boundaries in early childhood services Grace Paton (37)	Symposium: Learning for life and work? Chair/ Discussant; David Raffe Presenters: Sarah Miller Sheila Edward; Elisabet Weedon; Sheila Riddell	Reclaiming teacher presence in teaching and learning Colin Gibbs (65)	A Curriculum For Excellence: a view from below Geoff Lewis (48)	Journeys across visual borders: immigrant and Scottish pupils’ oral and visual responses to The Arrival by Shaun Tan Evelyn Arizpe (38)
0930 - 1000	A Quiet Clamour. The degree to which Chartered Teachers are engaging in leadership roles in schools. Hugh Gallagher; Linda Harris (47)	Linda Ahlgren. (75 Symp)	Curriculum Reform in the Hong Kong Primary Classroom: What Gives? Victor Forrester (62)	What happened to my CPD needs as a Newly Qualified Teacher? Lawry Price (29)	Caring and touch as factors in effective teaching Catherine Lang (61)
1000 - 1030	The Move to Faculties in Scottish Secondary Schools; the Experience of Student and Probationer Religious Education Teachers. Cherie Anderson; Graeme Nixon (84)		Implementing change in schools: exploring factors which promote and inhibit change in Post-Devolution Scotland Anne Nicolson; Catherine O’Hara (13)	From National Debate to Curriculum for Excellence David Meiklejohn (88)	Transnational partnerships in education provision and evaluation: New opportunities and new challenges. Kevin Lowden John Hall (86)
1030 - 1100	Coffee and Tea in the Main Lounge				

<i>(Rooms and Strands)</i>	ITE CPD Morning Room	SJ/INC The Ball Room	LTA Board Room	CTP The McGregor Room	SJ/INC In the Library
1100 - 1130	Symposium: Understanding Teachers as Learners and Mapping CPD in Scotland Chair; Donald Christie Discussant; Tom Bryce,	Symposium: Citizenship Education in Scottish Schools: what do four case studies tell us about implementation? Chair; Henry Maitles Presenters:	A Capacity for Change? Mapping Student Understandings of the Relationships between Curriculum for Excellence and Assessment for Learning Lesley Reid (5)	Symposium: A future for secondary schooling in Scotland? Evaluation of the Kirkcudbright Academy Curriculum Flexibility Project. Chair; George Head Discussant; Fran Payne Presenters:	Symposium: Refugees and education in Scotland: worlds apart? Chair; Ian Menter Presenters:
1130 - 1200	Presenters: Aileen Kennedy; Mary Welsh; Lesley Reid; Christine Fraser; Dr Stephen McKinney; Alastair Wilson.	Linda-Jane Simpson; Henry Maitles; Ross Deuchar; June Mitchell; Margaret Penketh. (43 symp)		Dugald Forbes, J.E. Wilkinson; J. McGonigal; B. Templeton; F. McConnell; E. Aitkenhead (4 Symp)	Geri Smyth. Nathalie Tasler, Margaret Allan, Rhona Hodgart, Jeremy Idle, Henry Kum, (77 symp)
1200 - 1230	(34 symp)		What’s the picture? Employing Formative Assessment in the classroom Linda Harris (53)		
1230 - 1330	Buffet Lunch				

FRIDAY 28 th NOVEMBER 2008 (Continued)					
(Rooms and Strands)	ITE / CPD The Ball Room	LTA Morning Room	LTA Board Room	CP The McGregor Room	LTA/Research Capacity In the Library
1330 - 1400	Symposium: Preparing for headship: developing flexible routes to the standard for headship. Chair; Christine Forde Discussant; Tom Hamilton Presenters: Peter Gronn; Deirdre Torrance, Jenny Reeves; Christine Forde; Margery McMahon; Margaret Martin; Julia Davidson. (44 Symp)	Moving Image Education across Scotland George Head J E Wilkinson Moya Cove (56)	Symposium: Transformative Practices in the Early Years Chair; Aline-Wendy Dunlop Presenters: Aline-Wendy Dunlop; Shuanna Allan; Paula Dennis; Gill McKinnon; Sandra Tucker; Jacqueline Henry; Christine Stephen; Jennifer Ellis; Joan Martlew. (91 Symp)	Are Scottish primary schools becoming more enterprising? Moira Paterson (23)	Less PowerPointing and More Pedagogy: Learning to Use Presentation Software More Sensitive in Teaching John Lodge (58)
1400 - 1430		Moving Image Education and More Choices, More Chances George Head (57)		Why is an important subject an unwelcome stranger in Icelandic compulsory schools? Svanborg R Jónsdóttir (31)	The Concept of Systems-Thinking and Biology Education Shagufta Chandi (54)
1430 - 1500		The Implications of How Learning Occurs in Organisations for the Professional Learning of Teachers in Schools and For Knowledge Transfer Within Schools. David Charles McMurtry (12)		“Teaching ‘China’ in Scotland’s Secondary Schools: an assessment of provision, pedagogy, values and attitude formation and pupil achievement J. V. Oates (42)	A Scottish and Cross- sectoral model of research capacity building Adela Baird (69)
1500 - 1530	Afternoon Tea				
1530 - 1630	Keynote SERA Lecture; Professor Anne Edwards, University of Oxford Ballroom Sponsored by Dunedin Academic Press				
1645 - 1745	Annual General Meeting in the McGregor Room				
19.15	Conference Dinner and Entertainment/after dinner speakers: Professor Donald Christie, University of Strathclyde				
After Dinner...	Ceilidh in the Ballroom – All welcome.				

SATURDAY 29 th Nov 2008			
0830-1030	Registration in the conservatory from 8.30am		
0910 - 0950	Determined To Succeed: Enterprise in Education in the Ballroom, Gordon Brown		
<i>(Rooms and Strands)</i>	The McGregor Room	Early Years Network The Ball Room	SJ/IN The Morning Room
0950 – 1020	Evaluation of the process and progress towards meeting the needs of gifted and dyslexic students in the diversity of an international school setting Georgina Gabor (73)	Symposium: Positive Behaviour in the Early Years Chair; Christine Stephen Presenters: Aline-Wendy Dunlop; Peter Lee; Jacque Fee; Anne Hughes; Ann Grieve; Helen Marwick; Jackie Henry. (89 Symp)	Symposium: Research-informed development within the Schools of Ambition Chair; Ian Menter Discussant; Ian Matheson Presenters: Paul Raffaelli Sheelagh Rusby; Claire Schutz; Jane Esson (contact: Moira Hulme) (30 Symp)
1020 – 1050	Who am I? A study of three mainstream bilingual students Khadija Mohammed (18)		
1050 – 1120	Scotland a world leader in Education? Anne Neill (39)		
1120 - 1135	Tea and Coffee in the main lounge		
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1135 - 1205	Symposium: Researching Social Capital – lessons from AERS case studies Chair; Julie Allan Discussant; Ian Menter Presenters: Marion Dickie; Grace Paton; Rowena Arshad; Susan MacLennan; Ralph Catts; Peter Lee. (82 Symp)	Can embedding regular planned use of ICT into secondary school subjects raise attainment? Jaye Richards (46)	Emerging Researchers Network All beginning researchers of any kind welcome.
1205 - 1235		Engineering in the curriculum: connecting science, technology and math’s E Ekevall; E L Hayward G Hayward; G MacBride; E Spencer. (80)	
1235 - 1305			Improving the transition from school to studying engineering at university E Ekevall; E L Hayward G Hayward; G MacBride; E Spencer. (80a)
13.05 – 13.15	10 minute plenary and conference closes		
13.15	Lunch		

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Paper 74

What motivates student primary teachers to improve their levels of mathematics competence in an online assessment?

Sheila Henderson, University of Dundee; s.henderson@dundee.ac.uk

Keywords: student primary teachers, mathematics content knowledge, motivation

Strand: Learning Teaching and Assessment

Student primary teachers' mathematics content knowledge is the topic of wide ranging debate in terms of its importance for effective teaching. This debate extends to the suggestion that an audit of this knowledge, such as the one that takes place in teacher education institutions in England, may be detrimental to student primary teachers' development in that it confirms many students' views of mathematics as a series of skills and procedures to be learnt rather than a connected array of relationships and a way of thinking. On the other hand how else are initial teacher education institutions to address the often woeful lack of mathematics content knowledge possessed by pre-service teachers? A stratified sample of student primary teachers in all four years of the Bachelor of Education programme at the University of Dundee was studied to ascertain their motivations for improving their own levels of mathematics competence using an online assessment. Some of these students took several attempts to reach a pre-set threshold then stopped, a second group reached the threshold easily then stopped, while a third group reached the threshold and then continued with the assessment until they reached increasingly higher scores than the threshold. The inter-relationships between the attitudes and beliefs towards mathematics of the different groups are the subject of this study.

Paper 26

Community based adult learning: researching progression in the context of learners' lives.

Janis McIntyre, University of Strathclyde, janis.mcintyre@strath.ac.uk

Keywords: adult learning, progression, life history

The Scottish Government supports community-based adult learning (cbal) and has recognised the need to ensure progression routes are available. However lifelong learning policy in Scotland emphasises progression to more formal types of learning opportunities or employment (Scottish Government, 2007).

The aim of the research described in this paper was to explore the meaning of progression from the point of view of participants in cbal. It investigated learning and progression in the context of learners' lives.

Life history interviews were carried out with ten adults who had participated in cbal in the recent past. This method of data collection was chosen because it locates the research participants within their own history, experience and sociological background (Armstrong, 1987) and takes account of the context in which learning and progression take place. The paper argues that the form of life history used in this study can be an inclusive approach to researching adults' experiences of learning, as it ensures the participants' stories are the focus of the research. Narratives are created jointly by the researcher and the participants.

The study found that community based adult learning plays an important role in supporting learners' progression and it highlighted diverse definitions of progression. It suggests that life history is an appropriate approach to researching progression, as it focuses on the participants' contexts.

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Paper 68

Between attainment and achievement: an investigation on ‘pupil gains’ as an emerging dimension of a process of participatory learning.

Kevin Stelfox, Laura Colucci-Gray, Sharmistha Das

Kevin Stelfox, University of Aberdeen; K.stelfox@abdn.ac.uk

Keywords: pupil gains, assessment, practitioner research, education policy

The educational community in Scotland is currently undergoing a period of curricular reform. The new Curriculum for Excellence provides a framework within which learning and teaching can take place. This is underpinned by the draft outcomes and experiences which are still concerned with the acquisition of subject/factual knowledge but much more broadly defined. The expectation is that teachers will be able to revisit teaching approaches and to undertake an evaluation of the young person’s level of achievement supported by evidence using the outcomes and experiences as a basis. This approach to assessment requires the teacher to ‘take stock through broad summative judgements when they believe that a young person has a secure grasp of a significant body of learning.’ (Curriculum Review Programme Board 2006). However, the existing policy landscape is dominated by a performance culture that is focused on a public performance reporting framework which relies heavily on attainment data e.g. 5-14 testing and National examinations (S4, S5 and S6). This is taken as evidence of the effectiveness of the teachers and the school but learning is conceived of as a numerical product while the wider context and processes of learning are overlooked. There is clearly a tension between the aims of the Curriculum for Excellence on the one hand and the performance culture. If a renovated educational practice is to be introduced in schools there is a need to develop a broader understanding of pupil gains, the teacher’s role and the relationships between pupils and teacher.

This research is conducted as part of Scottish Teachers for a New Era, an initiative looking at reforming teacher education in order to improve pupil learning gains. The research reported here covers the initial exploratory study of the current understanding of pupil gains by practitioners and young people within the emerging context of the Curriculum for Excellence. This research was conducted in three different contexts of teachers’ practice: teacher action researchers, trialing outcome measures for Curriculum for Excellence and a pilot project incorporating assessment is for learning and participatory action-research. The data was collected from teachers and young people by means of meta-analysis of action-research projects; interviews with teachers and pupils, questionnaires. The paper explores some of the emerging themes in relation to defining pupil gains and the potential for this to inform the development of measures which can be used as a set of alternative tools by teachers and schools to assess pupil learning.

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Cultures of Curriculum making in post compulsory education: The shared curriculum between school and college

Dr. Kate Miller, University of Stirling; K.H.Miller@stir.ac.uk

Key words: Prescribed, described and enacted curriculum.

This paper presents and discusses some preliminary findings from an ESRC (Economic and Social Research Council) funded project ‘Cultures of Curriculum Making..’ which is examining the practices of curriculum making in post compulsory education. The project is investigating the processes and factors that impact on curriculum making in Scottish senior secondary schools and further education colleges.

The study was undertaken over a 15-month period within a matched school and college. The research questions are explored through an ethnographic approach including documentary analysis of the prescribed curricula, interviews of various types aimed at exploring the described curricula and observations of the enacted curriculum. After initial thematic analysis questionnaires were designed with the purpose of warranting initial findings and engaging with a wider range of practitioners from different subject areas and a broader range of organisational contexts.

Each of the following research questions is framed within the comparative dimensions of different post-16 student populations and different curriculum areas in schools and further education colleges.

1. How is the curriculum made in upper secondary schools and further education colleges?
2. What relationships are there between the prescribed, described and enacted curriculum?
3. How do the cultures of institutions and subjects influence the enacted curriculum?
4. How do student cultures influence the enacted curriculum in the two types of institution?

The paper will present particular case studies of curriculum making in specified subject areas and organisational contexts in order to illuminate the type of processes that impact on how the curriculum is made.

Paper 70

Social capital, children and families in disadvantage

Peter Lee, University of Strathclyde; p.lee@strath.ac.uk

Key words; social capital, inclusion, social justice

This paper is about notions of social capital in relation to children and families who are living in communities suffering from disadvantage and links to policy and practice. The paper addresses key issues that have emerged around the extent to which social capital is constituted in families or communities and is attached to individuals or groups; how far it is rooted in family structures and ties or in educational structures; and whether it is a positive or negative feature of family and community life. The paper will outline four main areas: methodological issues; ethical dimensions of working with families who have been perceived as suffering from disadvantage; indicative findings from the study and possible impact on policy/practice.

The presentation will be mainly based on research case studies of 50 families in diverse communities within Scotland. The main purpose of this research is to gather up-to-date information about children and their families, their social capital: including their lifestyles, their social networks, their family composition, major changes in their family make-up, relationships between children within their family, their biological parents, step-parents and other significant adults in their lives. The sites for this research include a rural town, rural island community, urban town and an area suffering from disadvantage within a major Scottish city. The sites chosen are based on the demographics of areas, level of identified disadvantage through, among other indicators, deprivation indicators, accessibility to populations, fertility of existing groundwork .

Students experiences of research-teaching linkages in a research-intensive university – some preliminary findings

Alan Ducklin, University of Edinburgh; alan.ducklin@ed.ac.uk

Chun Ming Tai, University of Edinburgh

Panagiots Sidiropolou, University of Edinburgh

Keywords; Research-Teaching; student; learning

Aims

As a constituent part of the QAA Enhancement Theme on Research-Teaching Linkages; Enhancing Graduate Attributes all current (2007-08) students were sent an e-mail questionnaire, with a 7 day time-line, requesting information regarding their experiences of research-teaching linkages. The questionnaire was produced by EUSA (Edinburgh University Students' Association and the Associate Dean for QAE in CHSS (the largest of the 3 university colleges). This questionnaire generated 962 responses including a proportion from PhD and Masters students, as well as undergraduates in each year of study, and across each of the three Colleges. This presentation will review these responses in order to identify aspects of the student experiences that might warrant consideration by the university at a policy level or curriculum managers at point of delivery.

Methods

As noted above a questionnaire schedule was utilised which drew, in part at least, from the work of Mick Healy et al (Dates/Title etc – due acknowledgement) covering a range of questions about the student experience of RTL. It is intended to undertake follow-up focus group work with a proportion of the respondents who agreed to participate (247 so agreed, from which samples will be sought during the 2008-09 session).

Conclusions

Tentative conclusions are suggestive of some strong linkages in some curriculum areas; some evidence of students voicing concern that research appears to dominate staff concerns to student detriment, and some indications that students are less aware than they might be of the actual linkages that are delivered or at least potentially available. Graduate Attributes do appear to be conspicuously absent from student (and incidentally from the other data, staff) references within all of this.

Paper 50

Developing and Implementing Vocational Opportunities in a Secondary School: Curriculum Flexibility in Action

Fran Payne, Margaret Gooday, University of Aberdeen, and Mary Simpson, University of Edinburgh
Fran Payne, University of Aberdeen, f.m.payne@abdn.ac.uk

Keywords: curriculum flexibility, vocational education

Curriculum Flexibility is a programme of funded developments initiated in 2003, following 'Educating for Excellence' – the Government's response to the National Debate on education (SEED, 2003). It enabled schools to respond to their local circumstances in an attempt to offer an effective curriculum to meet the needs and aspirations of young people (Learning and Teaching Scotland, 2003). One school which moved the Standard Grade course from S3/4 (15-16 years) to S2/3 (14-15 years) introduced this initiative for all pupils, in all subjects. This enabled it to plan and develop vocationally oriented courses for less able pupils who were seen as becoming disaffected with the existing curriculum in S4. It received support from SEED through the Future Learning and Teaching Programme (FLaT).

This paper reports on the findings from the final phase of the SEED funded evaluation of the initiative undertaken between 2003-2007. The aims were to evaluate aspects of the planning and development of the new vocational courses; the impact of their implementation on the school, partner providers (FE college staff) and parents; and their impact on the pupils, including attainment and preparedness for post-schooling engagement with education and training.

Data were gathered by: attendance at relevant meetings with partner providers, scrutiny of school documentation; pupil interviews in small focus groups; pupil observations, both in vocational classes and workplace settings, FE college staff interviews, teacher and Headteacher interviews; parent questionnaires and interviews. The discussion of findings will focus predominantly on the experience of the first three years of implementation of the vocational courses, from all the participants' perspectives. In particular, the different approaches the pupils experienced in the school and FE sectors will be discussed, and the challenges and successes of this model will be compared and contrasted with the impact of other models of vocational training for pupils of school age, developed elsewhere in Scotland and the UK.

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SEED Future Learning and Teaching Programme (FLaT)
<http://www.flatprojects.org.uk/evaluations/evaluationreports>

Paper 60

Telling tales together: a study of children's collaborative storytelling

Annie McSeveney, Open University, anniemcseveney@yahoo.co.uk

Keywords: oral language; storytelling; collaborative learning

This study crosses the boundaries between collaborative learning and the traditions of oral storytelling.

It addresses the following questions:

1. Why is oral storytelling valuable in primary schools?
 2. What are some of the key skills in collaborative oral storytelling?
 3. What strategies might teachers use to enhance children's collaborative oral storytelling?
- Question 1 is addressed by a search of the literature, drawing on the work of Propp, Bettelheim, Bakhtin, Dyson, Fox and Grainger.

Questions 2 and 3 are addressed using qualitative case-study methods. A collaborative group work approach was used to develop children's skills in oral storytelling. The contexts were primary school classes and an after-school storytelling club, where children engaged in collaborative storytelling activities, as well as listening to oral stories. With support, children worked together to establish ground rules for collaborative storytelling. They discussed and evaluated their own emergent skills as oral storytellers.

Data was collected in the form of research notes, audio and video recordings. Preliminary analysis of data suggests that key skills in collaborative oral storytelling include making use of previous experience of narrative, structuring a tale and establishing communication with an audience.

Some strategies which teachers might use to enhance children's collaborative storytelling include modelling storytelling skills, encouraging the development of ground rules and the use of peer and self evaluation of storytelling and stories.

Paper 17

Implementing policy or developing curriculum? Teachers' engagement in curriculum reform

Aileen Kennedy, University of Strathclyde; aileen.kennedy@strath.ac.uk

Keywords: curriculum reform; teachers; policy makers.

This paper arises from current debate in Scotland over the implementation of the Curriculum for Excellence (CfE), and the role of teachers within this significant education reform. Teachers are central to any curriculum reform, and understanding their roles in mediating policy is crucial to understanding how best to support them. This paper therefore aims to analyse existing theoretical and empirical work in order to stimulate debate amongst stakeholders about the forms and extent of teacher engagement in CfE.

The paper explores different models of policy implementation in relation to curriculum reform, considering the role of both stakeholder groups and individual teachers, and focusing on the importance of teachers' existing values and beliefs about learning. It outlines a typology of teacher engagement with education policy reform adapted from the work of Brain et al. (2006); Reid (1978) and Merton (1978). Examples of teacher engagement in curriculum reform from a range of countries are considered in the context of the models of curriculum reform and the typology presented, drawing out key messages of relevance to the Scottish context. The paper concludes by highlighting a range of issues which policy-makers in Scotland must arguably take on board if curriculum reform is to be successful here.

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Paper 15

Border pedagogy and youth work possibilities

Annette Coburn, University of Strathclyde; annette.coburn@strath.ac.uk

The youth work curriculum provides a process through which young people are able to interrogate their beliefs and values and to act in ways that support human flourishing and justice (Freire, 1972).

This paper reports on an ongoing investigation into young people's perceptions and experiences of equality within one educational youth work setting. This investigation examines how those perspectives inform their understanding of the youth work paradigm and its contribution to their experiences of equality. This ethnographic investigation used semi-structured interview, electronic diary and observation methods to explore young people's views.

Theories of critical pedagogy and popular culture provide the framework through which to examine the educational, cultural and social practices, within the setting.

The findings illustrate how the relationship between young people and youth workers contributes to the creation of informal, educational borderlands, as sites for, 'experimentation, creativity and possibility' (Giroux, 2005, p 151).

The paper concludes that youth work spaces enable young people to interrogate and develop their social and cultural relations. These interrogations are not without problem, and assumptions about how such relations are developed within this context have been investigated within this study. It is argued that the youth work paradigm enables young people to cross social and cultural boundaries through an informal curriculum that extends possibilities for well-being and equality.

Keywords: critical pedagogy; youth work; equality

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Paper 83

Border Crossings: developing 'M' ness in post-graduate Initial Teacher Education

Authors:

Professor Vivienne Baumfield, Dr Beth Dickson, Stephen Boyle & Andrew Gallagher

Institution: University of Glasgow

Vivienne Baumfield, University of Glasgow; V.Baumfield@educ.gla.ac.uk

Keywords

Professional learning; teacher educator identity; research and practice

Aim

The concept of crossing borders through a process of innovation in Initial Teacher Education designed to promote 'M' level work is explored and comparisons made between different policy contexts (Scotland and England).

Method

Semi-structured interviews with staff at different stages in their careers and with different roles within ITE are analysed to identify the 'push/pull' factors influencing their approaches to the process of change in the PGDE programme. How participants perceive their role and the extent to which the revision of the programme involves participants in crossing borders between areas of activity is evaluated. Emerging issues are set in the context of policy developments in England and the review of teacher education undertaken by the Carnegie Foundation. Similarities and differences across contexts are explored in a focus group of academic staff involved in ITE at Newcastle University, where the decision to teach the PGCE at level M was made 3 years ago, through their reflections on a case study of the Scottish experience.

Conclusions

The paper contributes to the understanding of the complexity of teacher education by concentrating on one component, the role of the teacher educator, at a point of change linked to the 'empirical turn' in teacher education (Cochran-Smith 2006). The case study captures the dynamics of the situation in the early stages of the development of the new postgraduate teacher education course and provides a baseline for subsequent study of the identity of teacher educators as they cross borders and transform boundaries.

(246 words)

Cochran-Smith, M., Ed. (2006). *Policy, Practice and Politics in Teacher Education: editorials from the Journal of Teacher Education*. Thousand Oaks, CA, Corwin Press.

Paper 19

Exploring the dynamics of border crossing and boundary transformations in working-class men's journeys to ancient universities.

Mandy Winterton, Napier University; m.winterton@napier.ac.uk

Social class, university, masculinities

This paper presents findings from my recently completed PhD research which examined biographical data from 22 men of working-class origins who were full-time, mature (aged 27+) students at two of Scotland's ancient universities. Focussing on those who have moved into 'elite' spaces throws issues of class boundaries and border crossings into relief. Data came from individual, semi-structured interviews, which were transcribed verbatim and analysed using a grounded theory approach.

Metaphors of exile and nomad are useful in conceptualising the entrance of first-generation students to higher education (e.g. Hughes 2002). The paper considers the extent to which either of these metaphors applies to the men's histories. The research revealed continuities and contradictions in the ways the men have understood their positions in social space (c.f. Bourdieu 1998) over the life-course. In addition to their class and gender, the dynamics of age, religion and geography emerged as significant influences in the ways that the men conceptualised the flux of boundaries and opportunities around them.

The research also revealed how the men's presence in ancient universities was leading to personal transformations, and also to transformations within their HE institutions and their families. The paper highlights the complex and contested nature of transformations occurring in these areas.

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Paper 40

Seeing the Holocaust on a personal level: the impact of the Learning from Auschwitz project in Scotland.

Henry Maitles (University of Strathclyde) h.maitles@strath.ac.uk

Paula Cowan (University of the West of Scotland) paula.cowan@uws.ac.uk

Keywords: citizenship; values; Holocaust.

Auschwitz remains the epitome of inhumanity and barbarism. Since 1999, the Holocaust Educational Trust (HET) has developed the Lessons from Auschwitz project (LFA), which has taken groups of senior school students (post 16 years) and teachers to Auschwitz as part of a process of raising awareness of the Holocaust in particular and genocide in general. The project comprises of three components: an orientation session, a visit to Poland which includes the visit to Auschwitz and a follow-up session. At the end of the project, student participants are required to organise an appropriate school and/or local community event as a means of passing their learning on.

In 2007, HET organised the first LFA project for Scottish schools. Its participants were two plane-loads of Scottish pupils and teachers from 31 local authorities – typically two pupils from a school accompanied by a teacher. This research involved these participants being invited to complete an online questionnaire with selected follow-up interviews. The aims were to evaluate the three components of the LFA project and provide insight into the impact this project had on individuals, schools and communities.

We will report on:

- Participant evaluation of the LFA project;
- The impact of the LFA project on individuals, schools and local communities;
- Conclusions as to the value of the LFA project in Scotland

Paper 94

Swing through with Science : supporting primary secondary transition in science

Dr Susan Burr, University of Strathclyde; susan.burr@strath.ac.uk

Frances Simpson, University of the West of Scotland; frances.simpson@uws.ac.uk

Key Words: Transition, Science, Bridging

For a number of years there has been considerable concern about the transition of pupils from primary to secondary school. It has been noted that in science in particular there is a 'loss of momentum' from P7 to S2. This problem has been attributed to insufficient account being taken of pupils' previous learning and attainment.

This project trialled the use of science bridging materials with the aim of improving both the children's experience of science during transition and the links between teaching staff in the two sectors. A 'science passport' was produced and adapted for each cluster in the study, to be used throughout P7 to give a summary of the learning that has taken place. The passport progressed with the pupils into S1 and served as a record of a pupil's prior attainment, providing evidence for the secondary staff and as an 'aide memoir' for the pupils. The passport also contained materials that provided a launch pad for the S1 science curriculum.

Our research looked at pupil attitudes to science in P7 and S1 and took a close look at staff perceptions before and after engaging in the transition project. Data was gathered from questionnaires issued to all participants and from in-depth interviews with a small sample of teachers and pupils.

Our paper will look at some of the findings of the study, conclusions about the project overall and implications for the future.

'If you step go into somebody else's scheme, then maybe you'll get attacked ...'

Territorialism, social capital and marginalised youth in Glasgow

Dr Ross Deuchar, University of Strathclyde: ross.j.deuchar@strath.ac.uk

We have recently been exposed to a plethora of reports that suggest that young people are disengaged with public life (Lasch, 1995; Putnam, 2000) and that the networks of trust that bind communities have become weaker (Putnam, 2000). Recent media reports have also estimated that Scotland has at least 300 organised street gangs and that 51% of Glasgow teenagers consider themselves to be gang members (Chiesa, 2008; Forrest, 2008; Leask, 2008). This paper examines the indicators of social capital generated by recent research (Ruston, 2002; AERS, 2004; Leonard and Onyx, 2004) and considers the extent to which groups of young Glasgow people, who could be described as vulnerable and marginalised, are engaging with these indicators. It draws upon evidence from a small qualitative study, where case studies of a cross-section of voluntary organisations and schools in some of the most socially deprived areas of Glasgow were conducted. Youth venues were selected on the basis that they offered social and educational opportunities and employment-related skills. Methodological approaches were based on a hybrid between situational ethnomethodology and phenomenology, with the aim of developing a rich, descriptive account of the essential meaning and structure of the young people's lived experiences. Initial open-ended interviews with community leaders in each of the venues were combined with informal interaction with young people, in order to build rapport and establish trust. Semi-structured interviews were then conducted with 40 young persons (aged 16-18 years), the majority of whom were young males.

The paper examines the young people's views on life in Glasgow, the extent of their civic participation, social networks and levels of reciprocity and trust. It illustrates the extent to which these young people gain a sense of inclusion and community identity through territorial gang membership, and how the gangs also lead to a sense of confinement among many. The paper considers the extent to which community organisations and schools may enable the generation of both personal and collective agency as a means of creating wider social capital and escaping from the gang culture.

Keywords: territorial, social capital, gangs

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Keywords: inclusion, poststructuralism, discourse

In attempting to reframe the ‘problem’ of inclusion Allan [2008] suggests putting the philosophies of Deleuze and Guattari, Foucault and Derrida to work. This paper takes up this challenge through an examination of the methodological and ethical issues in a piece of research in higher education where colleagues on a teacher education course are attempting to implement curriculum reforms designed to ensure that social and educational inclusion is addressed within the core programme rather than being an elective selected by only a few student teachers. The aim of the curriculum reform is to prepare primary and secondary teachers who are equipped to teach in inclusive schools.

Although key concepts associated with the development of inclusive practice have been addressed within the reform of the teacher education curriculum, little is known about the extent to which the many colleagues who teach on the course interpret these concepts in their teaching. This paper describes an exploratory study of the views/beliefs of course tutors who are delivering the new curriculum.

Methodology

This study is designed to explore the discourse of teacher educators against a background of institutional change. Methodological dilemmas will be explored which reflect the ontological and epistemological concerns of the author, and of research in the field of inclusion and inclusive education. Decisions will be explained concerning the adoption of unstructured participatory interactions as the method for gathering data, and the use of ‘activatory phrases’ to stimulate discussion. The ethics of researching colleagues will be considered in respect of both data collection and analysis.

A poststructural discourse analysis using ‘the philosopher’s of difference’ is being used to analyse the data. Deleuze and Guattari’s metaphor of ‘rhizomic’ wanderings through the data as opposed to a logical, ‘arborescent’ approach is influential, alongside finding ‘smooth spaces’ among striations to examine hierarchical thinking, and ‘deterritorialisation’ to undo what has been done. Foucault’s conceptual tools relating to power and knowledge, his ethical considerations and the potential of ‘transgression’ are used to examine discourses of exclusion. Finally, Derridean concepts of deconstruction, aporias and hesitations are helpful in understanding contradiction, tension and binaries.

Conclusion

While Allan’s approach is considered a more productive and useful way to move the field of inclusive education forward, it also identifies a number of methodological and ethical issues which are explored, and allows for a deeper analysis of messy and potentially sensitive data, that is personally and professionally acceptable.

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Paper 66

Modelling the Policy Making Process and Locating of the Text

Robert Doherty, University of Glasgow; R.Doherty@educ.gla.ac.uk

This paper sets out a model for conceptualising policy making in education in order to support an analysis informed by a concern for the operation of power. The paper argues for an approach to conceptualising policy making and the critical analysis of policy texts that takes its orientation from the wider social order. The model can be used to organise aspects of policy making in a particular institutional context or in terms of more complex policy systems. The model draws inspiration from the work of Considine (1994) and the now well established model developed by Bowe et al. (1992), as well as seeking to produce a framework that can accommodate distinct activities and contexts in the policy making process. The model allows the application of a range of explanatory perspectives and representations developed by policy analysts. In particular there is an attempt to position or locate the place of policy texts in the domain covered by the model, and to discuss the nature of policy texts.

Keywords: Education Policy, Policy Models, Policy Texts.

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Paper 33

Group work and classroom interaction within Science and English lessons

Sarah MacQuarrie, University of Strathclyde; sarah.macquarrie@strath.ac.uk

Keywords: Teacher and pupil interaction, Group work, Secondary education

Research regarding group work within classrooms has demonstrated its potential to benefit pupils' socially and academically. Observations of group work within primary schools have identified that it is relied upon regularly by teachers; however such research is scarce within secondary school contexts. Whether group work varies in relation to teaching year and subject area has also received limited consideration.

Systematic naturalistic observations were recorded within first and third year Science and English classrooms. Observations occurred within both group work and non group work lessons as classroom interaction is recognised not to be restricted to lessons involving group work. Teachers were observed at the beginning and close of a lesson, and pupils within the main part of a lesson. Consideration of both group work and non group work lessons allowed variables associated with these teaching methods to be identified.

Observation of pupils supported the distinction between group work and non group work based lessons, in terms of teaching subject. In contrast analysis of teacher observations did not distinguish between teaching in either group work or non group work lessons, suggesting that teachers employ similar approaches within such lessons.

Specific variables have been identified as contributing to group work and non group work lessons within specific teaching years and subject areas. These variables will directly contribute to a group work based secondary school study.

Paper 71

Youth Club Connections

Marion Dickie, South Lanarkshire Council, and Ralph Catts.

Ralph Catts, University of Stirling; ralph.catts@stir.ac.uk

Keywords: Social Capital, youth, territorialism

Aims:

The study on which this paper is based had dual aims. The first was to provide insights for the Council, which was a partner in the study, on how youth clubs work and how council policies affect performance. The second aim, which is the focus of this paper, was to describe how networks affect opportunities for young people through access to a youth club.

Methods: The study was based on three data collection sources namely document analysis, observation, and interviews with participants, volunteers and council staff involved in the conduct of the youth club. Council policies were drawn from several Council Departments and used to clarify policy and practice requirements.

Observations were carried out through participation in youth club activities over a period of 12 months. Ten interviews were conducted with fourteen young people aged 12 to 15. Where possible, the young people were interviewed in pairs. The aim was to try to focus on shared social capital. The interviews were conducted at school. In some cases it was necessary to interview an individual. We also interviewed two volunteers and six council staff.

Conclusions: Data will be presented to illustrate the following:

Youth clubs can provide a safe environment for recreation for young people in neighbourhoods where territorialism and gangs are influential. Effective participation by young people over time depends primarily upon neighbourhood social capital. This raises two types of challenges, namely engaging with diversity in a community, and also providing experiences to extend networks beyond the potentially narrowing values of a particular neighbourhood.

Paper 90

Supporting Active Learning

Jackie Henry, Sharon Dobbie, Jennifer Logue, Eleanor Gavienas

Jackie Henry, University of Strathclyde; jacqueline.henry@strath.ac.uk

Keywords: active learning, perceptions, teachers

This paper discusses teacher, head teacher and key local authority officer perceptions of the introduction of active learning in infant classes of primary schools in one local authority area. CLASS: The Active Learning Project provided a programme of professional development and support to 80 teachers in 29 primary schools throughout the authority. This was lead by a team of specialist from the University of Strathclyde, in consultation with local authority staff. An action research study, qualitative in nature, accompanied the programme. It used mixed methods to ascertain the views of teachers, parents and children regarding the shift in pedagogical approach and its impact on learning. A key aspect of the research was the focus on teachers' own perceptions regarding their changing practice, the support they required and the nature of the professional development programme. A sample research community within the population provided key information through production of reflective accounts and completion of questionnaires and pen portraits. Semi-structured interviews of head teachers and local authority officers, plus standardised measures, further informed the study. Conclusions are detailed and discussed in light of findings from elsewhere in the study. The key drivers and barriers for teachers in introducing active learning are considered. Recommendations are made and areas for further research highlighted.

Paper 79

The changing policy environment of school nurses in Scotland – implications for the promotion and support of mental health.

Jennifer Spratt, University of Aberdeen; j.spratt@abdn.ac.uk

Key words: School nurses, mental health, policy change

The Health Promoting Schools agenda emphasises role of schools in promoting the mental health and well-being of children and young people (Health promoting Schools Unit 2004). As health professionals in an educational setting school nurses are uniquely placed to contribute to this; their responsibilities towards young people's mental health are outlined in A Scottish Framework for Nursing in Schools (NHS Scotland 2003)

This study, funded by the National Programme for Improving Mental Health and Well-being, explored how school nurse managers in Scotland viewed their role in promoting and supporting the mental health of young people.

Data was collected by semi-structured telephone interviews with twenty-five school nurse managers across Scotland

Interviewees felt that school nurses could offer service to children and young people that was distinct from other services, although they acknowledged that in some areas this was overstretched.

Key features of successful working were characterised as; developing a relationship with young people over time, being accessible, offering non- judgemental support, being comfortable with 'sensitive' topics, offering confidentiality and bringing a 'holistic' perspective to dealing with young people's issues.

However, the school nursing service is undergoing re-organisation as a result of key changes in policy within NHS Scotland. The study identifies a number of features of the proposed reorganisation that could potentially undermine the existing role of school nurses in supporting mental health. Loss of this role could have detrimental consequences especially in rural areas of Scotland where young people may have few, if any, other opportunities to seek confidential support.

Paper 21

Confident for the Challenge?

Explorative study into ITE students' developing confidence in relation to managing classroom behaviour

Peter Tarrant, University of Edinburgh; ptarrant@education.ed.ac.uk

Keywords: behaviour management, teacher education

Many factors influence student teachers' attitudes towards control in the classroom. This small scale study looks at the perceptions of confidence of a group of PGDE (primary) students in relation to this important professional skill. It adds to a growing body of research into the development of professional teacher identity.

Aims: Following a group of PGDE (primary) students through their ITE year, the project is aimed investigating students' feelings of confidence about managing pupil behaviour .

Methodology: Students completed questionnaires at key points during their ITE year. More in-depth responses were elicited through follow up semi-structured interviews. Data analysed using both qualitative and quantitative methods.

Conclusions:

The project seeks to establish factors that contribute to student confidence in relation to classroom behaviour management issues. Preliminary analysis suggests that although placement experience in schools is crucial, the significance of the ITE support does not diminish as students progress through the programme. The pivotal role of the class teacher as role model and mentor is also something the study has illustrated. The study indicates that ITE programmes should have a balance between programme content and placement experience, that a strong link should be forged between school and university and work should be done to develop a consistent approach between placement schools and the ITE programme: particularly in terms of values, policy and practical approaches to behaviour management.

Paper 63

Comparison of Boys' and Girls' activity in civics instruction at various Types of Basic Schools.

Lucie ZORMANOVÁ Lucie, University of South Bohemia; l.zormanova@centrum.cz

Citizenship education has the potential to help students recognize the gender bias around them and can empower them to help make a more gender-equal society. In the paper I present results of a part of research conducted by quantitative methods. To gain tangible data a quantitative method of standardised observation, specifically the method of interaction analysis was chosen. I compared the activity (activity of boys and girls is understood as participation of boys and girls in communication in a lesson) of boys and girls in citizenship instruction at second stage of basic school age?) and teacher-pupil interaction and communication of the teacher with boys and girls in the process of school teaching. When I searched communication of the teacher with boys and girls in the process of school teaching I focused on the influence of the teacher on the activity of boys and girls, I focused on the teacher's prompts to pupils in a lesson, his/her activating methods.

According to recent research teachers do not provide equal space for girls to express themselves in teaching. Others argue that the activity of boys and girls depends on subject. According to the results of our research and the research of Taber (1992), and Dillon (1982) I formulated the theory that activity depends on subject.

Because I chose citizenship as gender neutral subject (Kelblová, 2006) I premised that there wouldn't be a statistically significant difference between the activity of boys and girls in citizenship lessons and that there wouldn't be a statistically significant difference between the prompting of boys and girls by the teacher to communicate in citizenship lessons. My presumption and hypotheses were confirmed.

So I suggest that activity is influenced by opinions, norms of society and social roles, because pupils of each gender are active and more interested in subjects which traditionally seem a priority for them. Also teachers often deal and interact with pupils in a way that reinforces the so-called traditional male and female roles and it may influence the climate in the subject and the teacher may be influenced by the attitudes of pupils towards subjects. Children perceive teachers' requirements and adapt to them and this reinforces and perpetuates these gender stereotypes.

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Paper 64

Creation Local Educational Policy In Poland and Lithuania

Ireneusz Kawecki, Pedagogical University of Cracow; Kawecki@ibise.pl

Key words: local, educational policy, ethnic minorities,

The educational politics of countries of centre-eastern Europe usually forms a relationship with centralized decisions falling on the national rung. Political changes which they stole in Poland after 1989 brought about changes with the subject of the educational politics. The local authority stood the subject of educational policy, too. Aspiring to describing ways of creating such a policy I led in years 2006 - 2008 of examining in Poland and on Lithuania. A free interview was a method of research which I exploited. The participants of the research were representatives of the local authority. A multiethnic population settled on lands which, I carried out research on.

Would I like in my paper to show how the local educational politics is being created? Under the influence of which of factors is it created? Whom does it concern? What degree of the autonomy of the local authority is?

Led comparing the situation permitted in Poland and on Lithuania to discern a lot of phenomena which wouldn't be discovered into the different way.

Paper 20

Towards inclusive Practice

Joan Mowat,

This paper presents the findings of a study which transcends boundaries in the sense that it draws from a range of fields integrating the cognitive and affective domains, evaluating the impact of the application of constructivist theories of learning to the context of working with children perceived as having SEBD. It focuses upon the findings of an evaluation of a group-work approach promoting teaching for understanding (Perkins, 1998 in Wiske (ed.)) in working with children experiencing SEBD within the context of a Secondary school, situated in an area of deprivation. Previous presentations have outlined the theories underlying the approach, the nature and design of the study and presented the findings at an early stage. This case study was conducted over a five year period with sixty-nine S2 pupils and their related stakeholders, using both qualitative and quantitative methods, utilising semi-structured interviews, open- and closed-questionnaires and drawing upon documented evidence, analysed by means of content analysis and parametric and non-parametric (chi-squared) tests. In addition, in-depth case studies are carried out in respect of six Support Group pupils selected by means of a stratified, multi-phase sample. Benchmark measures relating to attendance, attainment, discipline sanctions and pupil attitudes are established and pupil progress followed up to two years after intervention.

The findings can be considered at two levels: those relating to specific pupil outcomes (the realisation of RQ 1 & 2) and the examination of the variables which impact upon pupil progress, generalising beyond the specific case to theory and examining the significance of the study (the realisation of RQ 3 & 4). This presentation will focus more specifically upon the latter, exploring in depth some of the variables which impact upon pupil progress, thus illuminating some of the wider issues in relation to the inclusion of pupils with SEBD.

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Paper 10

Senior Management Perceptions of School Leadership in Scottish Secondary Schools

Stephen Sharp and Jim O'Brien

Stephen Sharp, University of Edinburgh; Stephen.Sharp@ed.ac.uk

Keywords: Secondary school managers; leadership; changing roles.

Good school leadership is viewed by SGED, HMIE and Education Authorities as a critical element of effective schools. Since the McCrone Agreement, there has been a significant change in the ambitions for the education system in Scotland. Allied to such ambitions is a keen awareness of supporting change and innovation and major initiatives are now underway across Scotland associated with recent revision of the Standard for Headship, the recruitment and preparation of aspirant school leaders, and with the coaching and mentoring of existing school leaders.

The research reported in this paper investigated the current opinions of senior staff in secondary schools in Scotland by means of a questionnaire. The survey canvassed the views of over 200 headteachers and depute headteachers about their workload and how it is changing in demand and complexity. It also offered an opportunity for them to comment on what they saw as positive and negative aspects of school leadership and on the effects of school policy initiatives at national and local levels. Issues surrounding succession planning and the fostering of the next generation of school leaders were also explored.

The results of the survey show that while role perceptions are often a function of the circumstances and history of the individual, patterns do emerge which throw light on how the secondary senior managers as a community have changed their perceptions of themselves, their roles and of the expectations which others have of them. These common patterns are used to draw inferences about how induction and CPD provision for secondary senior management might be more accurately tailored to the changing professional needs of school leaders in Scotland

Symposium 67

Moving On or Moving Out

From Disengagement to Persistence in College Learners

Chair: Dr Andrew Morrison, Elmwood College; amorrison@elmwood.ac.uk

Discussant: Anne Gillen, Adam Smith College; annegillen@adamsmith.ac.uk

This symposium reports the findings of two pieces of research undertaken by senior managers in two of Scotland's Colleges. Both are concerned with issues of disengagement and withdrawal among younger learners and the influencing role of lecturers.

The first paper examines the discourses surrounding disengaged young people, expressed in current debates and policy documents, while also giving voice to the learners' views of themselves and their college experiences.

The second paper considers the significance of the classroom experience as a contributory influence on a student's decision to persist or to drop out.

Both studies provide useful insights in the context of current drives to encourage more young people to stay in education and training post-16 and to improve the continuing professional development of college lecturers.

Paper i

Dumping Grounds or Meaningful Educational Experience? The involvement of Scotland's Colleges in the education of disengaged young people

Janet Davidson, Adam Smith College; janetdavidson@adamsmith.ac.uk

Keywords: disengaged, transition, post-school, colleges

The research examines the discourses surrounding disengaged young people, particularly those under the age of 16, and how these discourses are promulgated, most notably within policy documents. This is a qualitative piece of research, based on semi-structured interviews with 13 students and three staff from two of Scotland's Colleges, sitting alongside a discourse analysis of policy documents from 2000 to 2007. Within the interviews, consideration is given to the voices of the young people themselves: how their college experiences compare to school and how they view themselves over this transition period. These experiences are considered alongside policy in this area and how it has developed since the Beattie watershed of 1999, particularly with regard to the role of Scotland's Colleges in making provision for these young people.

The debate surrounding the involvement of colleges in the provision of education for this group of young people touches on issues of social justice and the construction of children and young people, as well as throwing up questions about the roles and identity of Scotland's institutions, including schools and colleges. Among the questions it raises about Scotland's Colleges are issues of pedagogy and of the professional status of its teaching staff. Ultimately, it proposes that Scotland's Colleges are uniquely placed to seek ascendancy in the post-school sector, welcoming and developing the role that they now play in the transition of young people to adulthood.

Paper ii

Staying or Leaving? Student experience in the classroom and the effect of the lecturer in the student's decision to stay or leave

Jim Taylor, Elmood College; jtaylor@elmwood.ac.uk

Keywords: retention, persistence, lecturer efficacy, classroom experience, colleges

Current research on student retention and attrition in further education provides, a very general account of the influential factors impacting to make this an important issue for institutions. The published literature illustrates that there is unlikely to be a universal solution to the retention issue and cites many influences affecting the student decision to dropout.

While personal motivation is one the many influences affecting student persistence, the motivational influence of the learning and teaching process is also of fundamental importance. Very little evidence exists which specifically examines student retention from the perspective of lecturer efficacy and clearly there are sensitivities in this intervention. However, the aim of this study was to determine any differences in levels of satisfaction, linking students who considered leaving and those who did not, in relation to their classroom experience. A further aim was to identify whether students who were doubters differed in any significant respects, to persisters. Data was gathered by means of a questionnaire and focus groups (sample size 104).

While no significant demographic differences were found in student characteristics, a distinct variance was noted in attitudinal responses from the survey questionnaire. The doubters responded significantly less favourably than persisters, across a range of attitudinal measures based on their classroom experience. The findings in this paper confirm and support much of the research evidence referred to in the literature review, in that the factors which influence student retention are generally complex and multi causal. However, there are also several, clearly defined areas of the student classroom experience which affect student satisfaction in terms of lecturer efficacy. These factors in turn may have a significant, contributory influence in the final decision the student takes to stay or leave.

Paper 1

Researching the views of pupils with multiple and complex needs. Is it worth doing and whose interests are served by it?

Kevin Wright, University of Edinburgh

The study was carried out in a mainstream secondary school in a rural council in Scotland. The school has included pupils with multiple and complex needs for the last four years and currently has three such pupils on the school roll in a support unit. Because of the complexity of the pupils' needs a mainstream curriculum is not thought to be appropriate and instead alternative, individualised curricula devised by staff and visiting specialists are utilised. However, here it is crucial to get the right balance of a curriculum that is appropriate for both the pupils' cognitive and chronological ages. The one group who would have arguably the most valid opinion on whether this balance had been achieved is the pupils themselves.

As the study was concerned with pupil satisfaction and dissatisfaction with their learning activities, my first concern was to break the curriculum down into a series of recognizable learning activities. For each of these activities Boardmaker™ software was used to produce an attractive, colourful, easily recognised pictorial representation of the activity. Pupils were familiar with Boardmaker symbols through many other classroom activities. A textured mat was used as a board with two distinct areas for satisfaction and dissatisfaction. Again Boardmaker symbols were used to represent these two emotions, a smiley face for satisfaction and a sad face for dissatisfaction. Prior work with the speech and language therapist confirmed that each pupil understood the two emotions and was able to differentiate between them.

The Talking Mats task was completed as part of the pupils' 'everyday' work in the natural environment of their classroom rather than being withdrawn to a less familiar setting, which has the potential to be distressing. Such distress can adversely affect the reliability of responses. The Talking Mats task itself consisted of a pupil and myself considering each activity symbol and the pupil placing it on the side of mat representing either satisfaction or dissatisfaction. By placing the activity symbols on the mat the pupils literally build up a picture of their views. The Talking Mats task was repeated four times for each pupil over a two-week period in an attempt to give consistency. On the days the task was attempted, general observations of the pupils were also carried out to provide supporting data.

In addition to this the four Additional Needs Assistants (ANAs) who work with the pupils on a daily basis each took part in a semi-structured interview. Semi-structured interviews were chosen for the ANAs because they provide a very adaptable way of gathering data and can provide ample information on individuals' thoughts, opinions and experiences (Drever, 1995). The interviews were conducted outwith the school day in order to give the participants quality time. Work with the ANAs was completed before that of the pupils to ensure that the pupil results did not influence the ANAs.

Paper 9

ICT in ITE: undergraduate perceptions of emerging confidence and competence

Lorele Mackie, University of Edinburgh; lorele.mackie@education.ed.ac.uk

Keywords: ICT, Initial Teacher Education, pedagogy

There has been relentless growth in the use of ICT within schools, universities and the workplace in recent years. This presents a challenge to users' confidence and competence. As the primary school curriculum has expanded in range greater computer literacy is expected of student teachers from the outset of their courses.

Aims

This study investigates the current provision for ICT teaching and learning on the undergraduate honours degree programme in Primary Education at the University of Edinburgh. This longitudinal study will expand and develop to monitor the critical pedagogical approaches underpinning confident and competent use of ICT and will be used to make recommendations for the programme. As an initial step, the skills, experiences, attitudes, confidence and competence of a cohort of first year students on the programme were investigated.

Methods

A survey was conducted in which students completed questionnaires on their expectations of how frequently they would use ICT in their studies and their confidence or apprehension in facing the challenge of ICT. Other questions covered their access and ownership of computers; patterns of usage at home, in study, work or recreational activities of particular technologies; their perceptions of the benefits and challenges of educational ICT use as well as background questions covering their age, gender and previous education.

After the survey analysis was completed a focus group of students, consisting of students differentiated on the basis of ICT experiences and skills, was formed to explore the issues arising both on the programme and then later following school placement.

Conclusions

Findings suggested that the majority of students are suitably experienced, confident and highly motivated within a fairly narrow range of ICT skills but limited beyond those. Furthermore, most student teachers tend to underestimate the ICT abilities already displayed by many primary school children. The variation of student responses suggests that differentiated learning and provision of ICT training would be best carried out using a balanced model of skills and permeation. However, this requires university staff to be more skilled as models of good practice.

Paper 28

Social Capital of Researchers: Hurdle or Handle?

George McBride Grace Paton, Nathalie Tasler, Geri Smyth

Contact: Dr Geri Smyth, University of Strathclyde; g.smyth@strath.ac.uk

Keywords: Social Capital, Power Relations, Fieldwork

The case study Social Capital of Refugee Pupils was conducted as part of the Schools and Social Capital network within the Applied Education Research Scheme (AERS).

The researchers investigated in one primary and one secondary school in Glasgow. Both schools have GASSP units (Glasgow Asylum Seekers' Support Project) to support refugee children. The project investigated if and how Social Capital was built and used in schools to enable effective education and integration of refugee pupils.

The team adopted an Ethnographic approach to the research and used a range of methods including observations, fieldnotes, interviews and photography.

Although the project's focus was on the refugee children, the team discovered that the researcher's own social capital played a significant role in accessing and collecting data.

Entering and negotiating the field was accompanied by very different experiences for the researchers dependent on their own Social Capital. The team conducting the research included a PhD student, an established teacher educator and a well respected local teacher. The significance of the issues occurring have merited further investigation and discussion

The Social Capital of the researcher appears to act as either a hurdle or a door opener (handle) to the field. The differing Social Capital of the researchers has had an influence on the conduct of the fieldwork. The paper addresses different approaches to the field and the impact of the researcher's Social Capital on the conduct of the research.

Students' Reflections on the Strathclyde Laptop Initiative

Mary P. Welsh, University of Strathclyde; mary.welsh@strath.ac.uk

Keywords: Initial Teacher Education, Information and Communications Technology, Blended Learning.

Initial teacher education (ITE) is in a period of transition. The development of a global knowledge society has resulted in a re-conceptualization of what it means to be 'educated' and of what sort of initial teacher education is required to meet the demands of new generations of citizens, preparing for work in a world in which knowledge is a commodity to be developed, sold and bought like any other. New technologies have been harnessed to support this process of change and new approaches to initial teacher education have been advocated.

This paper reports on the initial stages of a research project whose main aim is to explore which factors impact on a teacher's use of ICT to support teaching and learning in the primary classroom during the first two years of their career. The paper offers a preliminary account of the reflections of student teachers' who participated in the "Strathclyde Laptop Initiative" (SLI) as they undertook studies leading to the award of a Professional Graduate Diploma in Primary Education (PGDE (P)). The SLI is a government-funded initiative which enabled these student teachers to engage in a process of blended learning, designed to enhance their learning experience and supported by the provision of loaned personal laptop computers to all students.

Other aims of the research project are to examine the impact of new teachers' use of ICT during ITE on subsequent classroom practice and to explore which sorts of continuing professional development (CPD) opportunities would be welcomed by these teachers in years two to six of their career.

The project has adopted a mixed method approach to data collection, analysis and interpretation with both quantitative and qualitative data being gathered to create a "thick description" of student and new teachers' experiences. During the first stage of the project, a total of 364 PGDE (P) students completed online survey questionnaires, issued at a mid-point (n=103) and exit-point (n=262) of the course, detailing their experiences of ICT use on the course. SPSS was used to conduct descriptive statistical analysis of the data and the outcome of this analysis was utilized to inform the schedule for semi-structured interviews carried out with a sample of these students when they were probationer teachers in local authorities throughout Scotland. Following transcription, data from these semi-structured interviews was subjected to preliminary content analysis. Use of a grounded theory approach will enable themes arising from this analysis to be used in the formulation of the schedule for semi-structured interviews to be carried out at the end of the second year of teaching.

It is postulated that use of ICT to support teaching and learning in the primary classroom by these teachers will result from interaction with a number of variables, one of which may be participation in SLI during training.

Paper 85

On-line learning communities –motivational factors for success

Sandra Paterson, University of Aberdeen; s.m.paterson@abdn.ac.uk

Key words: On-line learning, virtual learning communities, motivational factors, Pastoral Care

There is now numerous research evidence which highlights the benefits to be gained from teaching and learning delivered through online learning communities.

Past reports on the positive influence online learning communities have on both socialisation and learning outcomes of students and recognises the value of such communities. Similarly, discussions that learning communities promote more active and increased intellectual interaction and a sense of common purpose have been raised. It has also been suggest that the creation of a learning community supports knowledge acquisition. These communities are considered to be of such value in the support of learning that researchers believe the formation of virtual learning communities is central to the success of online learning.

With the introduction of Glow, the world's first and largest national educational intranet, into Scottish schools, it is becoming increasingly important that we further investigate the factors which support effective online learning. Motivational outcomes of such work may inform teaching and learning methodologies in educational settings in the near future.

This study is on-going but has thus far investigated the views of students (n=17) who were undertaking online modules as part of the post graduate, MEd programme in one Teacher Educational Institution in Scotland.

A mixed method approach supported the collection of data. Participants completed on-line questionnaires and were interviewed individually via telephone. Focus group and modular evaluation feedback will be used to review student's attitudes and perspectives. The data is currently being analysed from a qualitative and quantitative perspective.

The findings will focus and report on the students' views on their experiences on collaboration, peer sharing and virtual learning communities and attempt to identify a range of motivational factors for the success of on-line learning. Student CPD and ICT experience will also be discussed.

Maxwell (1998)

Kellogg (1999)

Palloff and Pratt (1999)

Symposium 55

Researcher engagement in a Virtual Research Environment: issues, benefits and barriers.

Contact: Sanna Rimpiläinen, University of Strathclyde; sanna.rimpilainen@strath.ac.uk

Chair: Professor Donald Christie, University of Strathclyde,

Discussant: Dr Patrick Carmichael, University of Cambridge

Presenters:

Dr Claire Cassidy, University of Strathclyde, Applied Educational Research Scheme

Dr Alison Devlin, University of Glasgow, Schools of Ambition -project

Ms Sanna Rimpiläinen, University of Strathclyde, Applied Educational Research Centre

Overview:

The Applied Educational Research Scheme (AERS) has been using Sakai Virtual Research Environment (VRE) to support the work of its three research networks since 2004. The VRE, initially intended to support the work of nine collaborative research projects, has expanded in less than four years to more than 175 worksites, many of these external to AERS. Apart from research teams, the environment offers support to distributed groups carrying out collaborative tasks within educational setting, be they administrative, educational, communicational, editorial or research focussed. This symposium will concentrate on looking at the use of the environment from the point of view of educational research in Scotland. We will examine the issues, benefits and barriers related to engagement and use of virtual environment through three different, but related examples of research activity: The first one is a study on distributed, collaborative research teams based mainly in higher education setting; the second is a research project on a national initiative (Schools of Ambition) to support practitioner-researchers based at their schools around Scotland; and the third is a case study of a year group of under-graduate university student-teachers carrying out their individual student research projects supported by the virtual environment.

Paper i

Needs must or better the devil you know ? Engaging distributed, collaborative research teams in a Virtual Research Environment

Sanna Rimpiläinen

There is an increasing global demand for research to be carried out collaboratively (cf. e.g. Munn et al. 2003). This paper will focus on the experiences of distributed research teams using the VRE to support their collaborative activities both in distance and face-to-face work.

From the start it has been clear that the teams engage with the environment very differently. Some use it only as a central storage for data, while others use it more extensively for communicating with the team, reviewing literature or co-authoring texts. There is also a difference in perceived usefulness of the environment: some teams found it an essential tool while other teams have struggled to find any effective use for it. (See e.g. Rimpilainen et al., 2006; Carmichael et al., 2006.)

The paper is based on a small mixed-methods MSc study that explores why some collaborative teams use the VRE more than others. The main research questions are:

- What factors might influence the way in which teams engage with the VRE?
- What kinds of benefits and barriers are there for using the VRE to support collaborative research teams?
- How may the use of the VRE have impacted research collaboration in teams?

Evidence will be presented from an online survey that was sent out to 233 unique users in 29 collaborative research teams whose workspaces were set up specifically to support research collaboration. The survey response rate was 27.4%. This data formed the basis for a number of focus group interviews with research teams included in the study, in which user perceptions of the environment were further explored. The implications of these findings will be discussed in relation to increasing pressure for researchers to collaborate and the increase of digital networks, e.g. Glow.

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Paper ii

The use of an online environment to support networking in the Schools of Ambition

Dr Alison Devlin, Sanna Rimpiläinen and Dr Moira Hulme

Recent interest in social capital has renewed interest in professional networks, including the innovative use of online environments to support connectivity and encourage creative dissemination strategies within school learning networks (Savage et al, 2007; Fletcher, 2006). Research suggests that whilst electronic technologies have been integrated within teachers' classroom practice, the use of technology as a tool to support teachers' professional learning within and between schools is currently less well developed (Carmichael et al, 2006; Carmichael and Procter, 2006).

This paper explores attempts within a school-university research partnership to use a Virtual Research Environment to support information exchange and dialogue among teacher researchers working within the 52 Schools of Ambition in Scotland. The VRE supplemented face-to-face meetings at regional networking events and sustained mentor support through a series of school visits (Menter and Hulme, 2007). The paper draws on analysis of records of user engagement with the VRE (October 2006-October 2008), supplemented by data from two online surveys of all school-based participants in the Schools of Ambition programme (June 2007 and May 2008).

The paper:

- outlines the rationale for the architecture and task design employed in the Schools of Ambition VRE
- maps patterns of teachers' engagement with the VRE in the course of the project (2006-08)
- identifies factors that promote or inhibit participation, and
- discusses implications for supporting teachers' networking and school-university collaboration through online environments.

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Paper iii

Crossing the Border into Research: Students' Engagement with a Virtual Research Environment

Dr Claire Cassidy and Sanna Rimpiläinen

The Standards for Initial Teacher Education and for Full Registration for new teachers in Scotland recognise that we live in an educational world that will be increasingly populated by teacher researchers. Teachers will be encouraged, even expected, to undertake research of one kind or another and most frequently that will be action research. New teachers embark upon this phase in the earliest stages of their careers – while still students.

This paper will consider students in their final year of a B.Ed. degree and their fourth year dissertation, the Major Project. Throughout the course of their final year, students have been provided with a Virtual Research Environment (VRE) to support their dissertations. This is a significant and important piece of work that introduces students to the idea that they can research in their own classrooms and effect change.

The VRE houses a file store, weblinks, announcements, discussion space and a chat room. The VRE is available only to the fourth year students and the programme coordinator for the Major Project. This paper will reflect upon how well students engaged with their VRE. Some consideration will be given to why students used the tool, what they found helpful, what worked for them – or didn't – and what the coordinator did to facilitate engagement since, as Carr and Chambers suggest, 'organisational and cultural support must be provided to facilitate participation' (2006, p.144). Indeed, the VRE was designed for these students to help them cross the border into research in order that their research may be transformative – for them and the children they will teach.

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Can We Possibly Be Any More Inclusive?

Rowena Arshad, University of Edinburgh; Rowena.Arshad@ed.ac.uk

Susan MacLennan, Teacher and AERS Schools and Social Capital Network Associate

Keywords: social capital, equity, boundaries

Very Inclusive Primary is located within an area of multiple deprivation where young people and their families are faced with positive (close family units and community bonding) as well as negative social networks caused by social issues (poverty, drugs, crime). The school is part of a Social Inclusion Partnership area. It has a local and national reputation for being at the leading edge of many educational initiatives such as the development of an emotional literacy programme and promoting explicit equality and anti-discrimination activities.

Despite having the reputation of being ‘excellent’ and ‘sector leading’ in developing inclusive practices, the Headteacher wanted to find out what more the school could do to improve by identifying strengths as well as gaps that existed. Semi-structured interviews were carried out with all with a close investment in the school such as pupils, parents/carers, Parent Council, teachers, other staff (non-teaching/specialists) as well as a range of external agencies. Three key questions were asked of all those interviewed:

- What does the school do well in the area of inclusion?
- What could the school do better?
- What would prevent the school from getting better?

Through this very simple question framework, the study has sought to find out the types of capital that are around in a school that appears successful in taking forward equity, inclusion and anti-discrimination issues within a context of multiple deprivation. It has also identified strengths and unexpected weaknesses as well as boundaries (real and imagined) which have either enabled or stagnated progress. The study used a question framework within focus groups and some 1-1 sessions. Those that could not attend either a focus group or 1-1 interview were asked to fill in a questionnaire. Data gained was grouped by the researchers in a way to answer the three key questions.

Some findings:

The school has strong and weak capital. Strong capital was in this instance positive. However, such strong capital could easily become closed and punitive. One area that is often not discussed is how one ‘manages’ social capital in a school to keep such capital dynamic and productive.

The research also raised questions as to whether the school could sustain the range of social capital networks it had formed. There was a danger that school social capital was too dependent on the presence of key individuals within the school who naturally networked, motivated and enthused others. Another finding was bonding and bridging capital was evident but linking capital was less obvious. So on surface there is a ‘feel good and inclusive’ factor but how was the school contributing to improving the life-chances of its pupils? The research suggests that linking capital, that is the type of capital that creates links to people/organizations in power needs further consideration by the school if it is to make a longer impact on the lives of the pupils in terms of social justice..

Issues of weak capital were also discussed. Weak capital were networks or relationships that were either transient or in existence due to the presence of key individuals e.g. outreach to families from overseas and black/minority ethnic families was a particular priority for the headteacher. Would such a priority (and the resultant networks) diminish if the headteacher left? Would black parents then have the same status within the school given the area the school is located which has had explicit racist activity?

Paper 14

The Chartered Teacher Scheme in Scotland: a survey of the views of teachers.

Joe McGeer, University of the West of Scotland; mcgeer@btinternet.com

This paper is based upon an online survey of 1182 teachers in 20 local authorities across Scotland. The aim of the survey was to ascertain the views of teachers on the Chartered Teacher Scheme which was introduced in Scotland in 2002. The questions asked teachers views on the structure of the Scheme, its success to date and what changes they feel should be made. The paper traces the twin origins of the Scheme i.e. that of a national framework for Continuing Professional Development (CPD) and the changes to teachers' conditions of service brought about by the McCrone Agreement. In particular it highlights differences between the stated aim in both developments of rewarding excellence in teaching and the structure of the present Scheme which does not directly assess excellence. Evaluations of the Scheme are reviewed for the purposes of comparison with the survey. The survey concludes that teachers were, by a small margin, positive about the Scheme, with those who knew the work of a Chartered Teacher being significantly more positive than those who did not. Nevertheless considerable concerns still remain amongst teachers notably about cost, workload and the fundamental philosophy behind the Scheme.

Paper 76

Phonological Awareness in Scottish Gaelic Medium Education

Fiona M. Lyon, University of Strathclyde; flyon@talktalk.net

Key Words: Gaelic; Phonological awareness; Early intervention

This paper discusses the difficulties involved in assessing phonological awareness in Gaelic medium education in Scotland. The study was conducted because there are no phonological assessment tools specifically for use in Gaelic medium education. Teachers at present rely on English tests or translations of English ones which are not suitable substitutes as Gaelic phonics is quite different from English phonics. It is anticipated that there will be benefits for teachers of Gaelic medium education.

A review of English screening tests for assessing phonological awareness of pupils aged 4-7 took place and their subsets listed. These helped to define the type of assessment required for identifying children in Gaelic medium education whose language development was causing concern. The existing literature on phonological awareness acquisition in English, in SLA learning and in bilingual immersion programmes was reviewed. A screening test in Gaelic was devised and administered to Primary 1 and 2 Gaelic medium pupils. The results and home language background were recorded and analysed. This paper discusses the effectiveness of this assessment tool.

The findings should enable teachers to identify pupils at risk of reading failure at an early stage in their education when there is time to intervene with phonological awareness processing programmes. The research shows how phonological awareness can be measured using the Gaelic phonics system rather than English phonics. It will give educators a diagnostic tool which could be used nationally to help each individual achieve their potential. Preliminary results suggest a correlation between language proficiency and phonological ability.

Sectarianism is perceived to be a major social evil in contemporary Scottish society. Highly publicised and high profile initiatives have been recently introduced by the Scottish Executive to combat sectarianism. However, despite these efforts, attempts to provide definitions or descriptions of sectarianism that could help to establish the extent and locus of sectarian attitudes and activity in Scotland, has proved to be elusive and problematic (McKinney, 2007). This has led some academics to conclude that sectarianism has been greatly exaggerated (Bruce et al., 2005), others to claim that sectarianism has become harder to detect. As the debate has progressed, state-funded Catholic schools have, at times, come under close critical scrutiny to determine their role, if any, in the lingering effects of sectarianism, despite the lack of empirical evidence that these schools have caused or promoted sectarianism. This paper argues that Catholic schools have no intrinsic link with sectarianism, but are linked by association of perceptions that are conceptualised within a complex series of insider and outsider perceptions of the religious, socio-economic and cultural presence of Catholics (predominately of Irish Catholic immigrant origin) in an increasingly secular Scottish society. This paper reports on a significant strand of a recently completed wider research project that examined the history and continued existence of Catholic schools in Scotland. The research methodology consisted of Review of Literature, and Expert Interviews with Key Informants from educational, philosophical, sociological and ecclesial backgrounds.

Paper 45

Testing a Model of Teacher Commitment

Edward M. Sosu , Donald S. Gray,

School of Education, University of Aberdeen, Aberdeen; E.sosu@abdn.ac.uk

Angus McWilliam

Faculty of Education, University of Strathclyde, Glasgow

This study investigates the social psychological factors that influence teachers' commitment to teaching specific subjects using the teaching of environmental education as an example. A revised model of environmental education commitment (Shuman & Ham, 1997) which is largely based on the theory of planned behaviour (Ajzen, 1991) was explored using structural equation modelling techniques. Data were obtained from 182 primary school teachers in Scotland. The hypothesised model was tested to identify the significant determinants of commitment, relationship between these determinants and the utility of the model in explaining teachers' commitment. The overall result indicates that the model explained a significant amount (59%) of the variance in teachers' commitment. Teacher autonomy and perceived control in terms of the flexibility or inflexibility of the curriculum appeared to be the most significant influence on commitment. These findings suggest that the Curriculum for Excellence framework (Scottish executive, 2004) which is aimed at introducing flexibility in teachers' classroom practices, coupled with holistic policy and training interventions based on the model are likely to result in significant increases in teachers' commitment to environmental education. Results of the model were elucidated and validated by qualitative findings.

Keywords: Teacher Commitment, Theory of Planned Behaviour, Model Testing

Paper 16

Second language learning with 11 to 16 year olds: the case of teaching Welsh in English-medium schools in Wales.

Professor Janet Laugharne, University of Wales Institute; jlaugharne@uwic.ac.uk

Dr Gwyn Lewis, Bangor University; eds094@bangor.ac.uk

Dr Dylan Vaughan Jones, Trinity College; d.v.jones@drindod.ac.uk

Marion Thomas, Trinity College; m.thomas@drindod.ac.uk

Sue George, University of Wales; Sue.George@newport.ac.uk

Keywords: Second language, Welsh, learning and teaching.

As part of the statutory curriculum for pupils between the ages of 5 and 16 in Wales, every pupil learns Welsh either as a first or second language. Welsh-medium and bilingual education in Wales has enjoyed unprecedented success over the last 50 years (Jones and Martin-Jones, 2004). However, only 20% of pupils attend such schools and it is increasingly being recognised that a further linguistic challenge is to increase the numbers of bilingual speakers in English-medium schools. While it has consistently been noted (Estyn, 2007) that pupils' achievements in learning Welsh as a second language (W2L) have often been disappointing, there are examples of schools, which buck this trend, where there is successful second language learning and teaching. An examination of the factors which contribute to such schools' success is a central aim of the research considered here.

The paper describes the Welsh context with respect to W2L learning and teaching. It then discusses the collaborative research currently being undertaken by the authors, examining examples of successful W2L learning and teaching in six Secondary schools in Wales. The research draws on both ethnographic and quantitative methods to provide detailed case studies of schools located in linguistically 'challenging' contexts across Wales, where there is little naturally-occurring Welsh in the community. The paper is offered as 'work in progress,' but should be of interest to others concerned with second or third language learning and teaching at the secondary level in other contexts.

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Paper 52

Scottish Independent Schools Project; Emerging Themes

Joan Forbes, University of Aberdeen email: j.c.forbes@abdn.ac.uk

Kevin Stelfox, University of Aberdeen

Gaby Weiner, University of Edinburgh

Keywords: independent schools, discourse based analysis, social capital and power

This paper draws on the Research Briefing Report of the recently completed Scottish Independent Schools Project (SISP). The first part of the paper provides an overview of the main characteristics of Scottish independent schools and the second, an analysis of the data (questionnaire, focus group, interview, field note and observations) gathered in three case study sites.

Taking a discourse based approach, the analysis explores how the language used by participants manifests the different schools' identifications and self-positionings around a number of themes including: tradition, gender regimes, relationship to the state, the operation of social capital, normalizing and othering discourses and discourses of conformity. The emergent themes are identified and their discourses analysed in order to show how the participants from each of the schools discursively construct themselves and the specific school.

In particular, the analysis uncovers and examines participants' assumptions – what is taken for granted in their spoken and written texts concerning 'normal' institutional practices. The analytic of social capital and, following Bourdieu, other capitals (economic, cultural, symbolic, reputational, national and international) together with an analytical framework of power are used to examine the discourses accepted, appropriated and deployed by the schools around the number of themes which emerged in the analysis and to explore the effects of such identifications in and for the three case study schools.

Paper 37

Crossing professional borders and transforming boundaries in early childhood services

Grace Paton, University of the West of Scotland; grace.paton@uws.ac.uk

Key words: Equality: relationships: social capital: children's services.

The Scottish policy for the integration of children's services aspires to alleviate the damaging effects of inequalities and poverty and takes account of the child's right to have fair and equal treatment as a member of society. In November 2007 the first Scottish Nationalist administration established a new concordant with the Local Authorities. National Indicators and targets related to this concordant reflect an aspiration to tackle inequalities, but spending on promoting integrated working in the early childhood services allows considerable discretion across Local Authorities. Whilst acknowledging the crucial importance of economic factors, (Barron et al 2001) the research examines the role of relationships and social capital in diverse professional groups engaged in integrated working with young children and families in South West Scotland. A small scale qualitative study uses interview data to examine the perceptions of professionals from diverse professional groups, and draws on the key concepts of social capital, bonding, bridging and linking networks and the importance of trust and reciprocity (Coleman, 1988: Putnam, 2000: Stone, 2000) , as well as cultural capital. (Siisianem 2000: Field 2003). Early findings appear to indicate some consensus that relationships matter, and that many professionals are committed to integrated working. It appears several factors are contingent to the success of the policy and social capital theory may provide a useful tool in understanding policy implementation.

Key words

Equality: relationships: social capital: children's services.

Symposium 75

Learning for life and work?

Dr Elisabet Weedon, University of Edinburgh; Elisabet.Weedon@ed.ac.uk

Professor David Raffe, University of Edinburgh

This symposium examines the issues and tensions in relation to developing citizens that are motivated to engage with lifelong learning both for their own personal development and to ensure that they have relevant skills for work. The Lisbon Strategy (2000) set targets for all EU countries in relation to lifelong learning. The Scottish Executive responded with a lifelong learning strategy (Scottish Executive, 2003) and an evaluation of that strategy (Scottish Executive, 2005). The new administration, the Scottish Government, recently produced Skills for Scotland – A Lifelong Skills Strategy (Scottish Government, 2007). This includes a commitment to encourage greater parity between vocational and academic learning, something which is also being factored into the development of a Curriculum for Excellence. Whilst there were earlier initiatives developing vocational learning opportunities, the Higher Still programme that came into effect in 1999 increased opportunities for vocational studies considerably. The Curriculum for Excellence has continued this development with, for example, Skills for Work courses that were successfully piloted in 2005 now being rolled out more widely.

The first paper in the symposium outlines the Scottish Government's approach to vocational learning and its links to the recently published Skills Strategy. In the second paper the findings of a literature review on attitudes to vocational learning are examined, and the third paper considers the impact of formal learning opportunities on the development of knowledge and skills in the workforce.

Paper i

The Skills Strategy and Vocational Learning - Policy and Research

Sarah Miller, Scottish Government

This presentation outlines the Scottish Government's strategy in developing vocational learning, especially at the compulsory and immediate post-compulsory stage. It provides an overview of Skills for Scotland – A Lifelong Skills Strategy (Scottish Government, 2007) and recent and relevant developments with a Curriculum for Excellence including Skills for Work courses. Skills for Work courses were introduced via a pilot in 2005 to provide an opportunity for young people of all abilities to develop their skills and knowledge in a broad vocational area and to develop employability skills.

The presentation focuses on policy and its development and how research and other evidence (e.g. HMIE reviews) has informed the development of policy and practice. In addition to the evaluation of Skills for Work courses, a summary of which was disseminated to all schools and colleges, the Scottish Government commissioned a literature review on attitudes to vocational learning. This was in order to better understand what attitudes pupils, parents, teachers and other stakeholders hold and to inform the direction of future research in this area. The findings of this literature review are discussed in the second presentation.

Paper ii

Attitudes to vocational learning: what can we learn from the literature?

Elisabet Weedon, Sheila Edward and Sheila Riddell, University of Edinburgh

This presentation examines the findings of a literature review on attitudes to vocational learning by a range of stakeholders. It was commissioned by the Scottish Government. For the purpose of this review vocational learning was defined as learning that focused specifically on the development of skills and knowledge required for a particular vocation. Its main focus was upper secondary and early post-compulsory education and the literature included academic and policy documents mainly from the past ten years.

The findings indicated that development of vocational learning and that building parity of esteem between academic and vocational learning is central to the Scottish Government's skills policy. However, examination of subject choice and examination results over the last ten years showed that uptake of vocational subjects lagged behind academic subjects. It also indicated considerable gender differences in some subject areas and that those from the most deprived backgrounds are more likely to opt for, or be offered, less advanced courses and those with a more vocational orientation. Generally though, the literature suggested that young people who opted for vocational courses, especially those that were offered the opportunity to undertake learning at further education colleges, reported positively on their experiences. Young people's choice of subjects at school was found to be influenced by a range of factors such as parents, peers and teachers, an interest in the subject and also the range of information available about future education and training. There was conflicting evidence in terms of the relative importance of these factors. In addition, there was limited evidence on how attitudes of teachers and other school staff influenced young people's choice. The review concluded that there were gaps of knowledge in our understanding and that further research and analysis was required, both quantitative and qualitative to address these gaps.

Paper iii

Participation in formal learning in small and medium sized enterprises

Linda Ahlgren, University of Edinburgh

Recent European, UK, and Scottish policy documents have emphasised lifelong learning in the promotion of active citizenship, social inclusion and personal development as means to develop a sustainable economy based on the knowledge society. The Scottish Skills for Scotland (Scottish Government 2007) emphasised the need for the Scottish economy to shift away from low-skills employment towards higher value-added jobs. Amongst other things, the strategy stressed the need to balance the interests of the employer and the individual employee, develop a coherent funding support system, reduce the proportion of economically inactive individuals and ensure greater equality in access to employment and training.

Most research investigating work based learning has focused on professionals and/or large enterprises and little attention has so far been paid to small and medium sized enterprises (SMEs) and people with basic skills needs. However, Fuller and Unwin included these types of enterprises in their research. They developed the expansive-restrictive framework that provides a conceptual and analytical tool for evaluating the quality of learning environments and for analysing an organisation's approach to workforce development. Organisations with a restrictive approach impose many limitations on learning, whereas those with an expansive approach foster a wide array of formal, non-formal and informal approaches to and opportunities for learning.

This paper draws on six company case studies based on semi-structured, open-ended interviews with managers, line managers and employees participating in formal adult education in Scottish SMEs. Using the Fuller and Unwin (2004) framework, this paper will report the findings from a European funded project looking at the motivations of enterprises to support formal learning of their employees, and the factors hindering support of formal adult education. Finally, this paper will provide recommendations to increase participation of employees in lifelong learning within SMEs.

Paper 65

Reclaiming teacher presence in teaching and learning

Colin Gibbs, AUT University NZ; colin.gibbs@aut.ac.nz

Keywords; teacher presence, relational connectedness, teacher education

ABSTRACT

Teacher presence is an elusive concept—yet we know when it is there, and we know when it is not. There is a sense of power when we encounter positive teacher presence. Indeed, Max van Manen says that a powerful teacher is a man or woman who has a powerful presence (2002, p. 57). This paper explores the sense of presence that teachers have when they are with students. Based on the reflections of teachers (early childhood education through to tertiary education) drawn from within New Zealand and beyond, the paper shares the insights of teachers who are known to have abundant teacher presence with their students.

Building on the qualities of teacher presence identified earlier (Gibbs, 2006), this paper extends these to discuss possibilities which include, but are not limited to, physical presencing, being present in mind and spirit, the presence of touching, grace, caring, love, compassion, mystery, awe and wonderment, social justice and responsibility, and wisdom.

Implications for teaching and teacher education are discussed, especially in relation to the outcomes-achievement oriented climate where political borders and boundaries on teachers, teaching and learning are reshaping teachers' perceptions of self and teaching.

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Paper 48

A Curriculum For Excellence: a view from below

Dr Geoff Lewis, Aberdeen Reading Bus Project; gelew@clara.co.uk

Key words: Literacies. Holistic approaches, Ecology of learning

The Aberdeen 'Reading Bus' initiative creates a number of innovative approaches to children's literacy. This paper reports on research carried out in support of the Bus which relates some of these approaches to two lacunae within the Review of Research Literature intended to underpin 'A Curriculum For Excellence' (Smith & Ellis 2005): an admitted writing-out of content effects, and a great underestimation of literacies as distinct from literacy. The evidence reported is in the form of conversations with children and adults who reflect on how the bus has affected their learning and their life more generally. The research purposes of these conversations are to lead and support innovation on the Bus and partly to evaluate the effectiveness of the Reading Bus.

Overwhelmingly, conversations report on the importance of personal significance in literacy activities (in which content plays a major part), and the importance of relationships in any learning/teaching relationships. Key features include how 'respect' is created and shown, what is meant by working 'with' children, the problematic fit between teaching and learning, and how the curriculum relates to literacy learning potential. A further lacuna is identified, within the Curriculum For Excellence documentation: a gap between the rhetoric of principles and purposes and how they might be realised. The paper argues that it is the nature and degree of fit between the documentation and the 'view from below' that urgently needs to be explored and which becomes a research priority.

Paper 38

Journeys across visual borders: immigrant and Scottish pupils' oral and visual responses to *The Arrival* by Shaun Tan

Dr Evelyn Arizpe, Ms Maureen Farrell, Ms Julie McAdam and Ms Moya Cove

University of Glasgow; e.arizpe@educ.gla.ac.uk

Keywords: immigration, visual literacy, multimodality, picturebooks

This paper will describe a pilot study carried out in a Glasgow primary school which explored immigrant and Scottish children's oral and visual responses to picturebooks. It will focus on how these pupils constructed meaning in their reading of the award-winning wordless picturebook, *The Arrival*, by Shaun Tan, which is based on the experience of migration. The wider theoretical framework for this study is based on multiliteracies (New Literacy Studies) and creative cross-cultural practices (Syncretic Literacy Studies). Research on response to picturebooks has revealed how pupils can grasp deeper layers of meaning through dialogue and art. Therefore, this project gathered data through discussion as well as through the creation of multimodal texts (i.e. 'comic' strips and photography).

Based on previous projects on ethnic minority pupils and reader response and, in particular, response to picturebooks, this project suggests that interactive looking enables a more thorough appreciation of narrative and visual features and explores how visual stories of migration could become a pedagogical tool in the assimilation of immigrant pupils into their new culture. This project is part of a larger, international study which is exploring the educational implications of using picturebooks and other multimodal texts within multicultural societies.

Paper 47

A Quiet Clamour.

The degree to which Chartered Teachers are engaging in leadership roles in schools.

Hugh Gallagher and Linda Harris, University of Strathclyde: hugh.gallagher@strath.ac.uk;
linda.harris@strath.ac.uk

Keywords: Leadership, Chartered Teacher, CPD

The ways in which classroom teachers can make leadership contributions to their schools are evolving in increasingly diverse ways across the education community world-wide. The Chartered Teacher development in Scotland resonates very clearly with a range of current conceptualisations of how and why teachers may find leadership roles in schools from an anticipation of major, consequent influence on the improvement of students' learning experience in schools, (Smylie & Denny 1990), to increased achievement for all (Yorke-Barr & Duke 2004). Fullan (2002) and Hargreaves (2003) argue powerfully that transformation in the learning cultures of schools is rooted in effective leadership and emphasise the centrality of improving students' learning in any such transformation. In the Scottish context, Connelly and McMahon (2007) have already suggested that Chartered Teachers are beginning to appreciate the ways in which they derive professional benefit from their experiences but acknowledged a weak evidence base for any impact beyond Chartered Teachers' own classrooms.

This paper describes a mixed quantitative and qualitative research study designed to determine the degree to which those involved in the Chartered Teacher Programme in Scotland are finding leadership roles in schools. It seeks to establish the various factors which promote, support or deter involvement in leadership roles, the nature of such roles and the impact they may be having on schools. It goes on to explore conflicts between teacher aspirations and expectations and the differing interpretations put on possible roles by school managers and provides a detailed analysis of the ways in which this evolving model is supporting teachers as leaders with a view to assisting practitioners and researchers to focus on worthwhile areas of development and further enquiry.

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Paper 62

**Curriculum Reform in the Hong Kong Primary Classroom:
What Gives?**

Dr Victor Forrester, Hong Kong Baptist University; vforrest@hkbu.edu.hk

Key words: curriculum & assessment reform; philosophy; Hong Kong

Why do three reported case studies reveal caring Primary classroom teachers who appear to deny their students the aims of Hong Kong's current curriculum and assessment reform? As this reform is itself informed by research that supports current Western educational reform, the reported findings may refocus the benefits claimed by advocates of classroom assessment, formative assessment or 'assessment for learning' as empowering the student as learner and improving student performance (Sadler, 1998; Black et al., 2004).

A multiple-case approach produces 'illuminatory instances' (Holliday, 2002) of data extracted from observation notes, teachers' reflections and recorded interviews of three Primary classrooms where teachers implemented peer assessment and/or self-assessment based learning.

Findings indicate that these students' true capabilities remain constrained by 'teacher-mediated' classrooms – for example, although peer and self-assessment positively impacts on student personal and social development; teacher data indicates a mind-set that conforming is expected, caution is wise and 'success' can be predicted.

Analysis of these teachers' mind-sets is informed by a three-point philosophical framework - that 'responsibility' is rooted in learning self-discipline (Confucianism); that 'teacher-mediated' assessment reflects the view that 'learning' and 'understanding' are relativistic terms (Daoism); the ability to implement while carefully excluding the aims of reform reflects a compromise between meeting their School's and the individual's own imperatives (Pragmatism).

A conclusion is drawn that effective curriculum and assessment reform depend less on innovative teaching methods and more on understanding our teachers' mind-set.

Paper 29

“What happened to my CPD needs as a Newly Qualified Teacher?”

Lawry Price, Roehampton University; L.Price@roehampton.ac.uk

Key Words:

Continuing Professional Development (CPD)

Career Entry and Development Profile (CEDP)

Newly Qualified Teacher (NQT)

Qualified Teacher Status (QTS)

As an integral part of this longitudinal research, a year ago the sample group of trainee teachers (n=6), that had been tracked throughout their Qualified Teacher Status (QTS) programme, had just completed their final teaching practice and were busy completing their Career Entry and Development Profiles. Within these they were careful to stake explicit claims for their continuing professional development (CPD), duly reported to SERA Conference in November 2007 (Price, 2007). The purpose of this paper is to record how well these stated aims were met during a first year of full-time teaching as newly qualified teachers (NQTs). By means of a targeted questionnaire, telephone interviews and email communications to follow up responses, it has been possible to identify the impact of continued professional development on individual practice across this crucial career phase. Additionally, some barriers to this not happening have been highlighted. The importance of effective personal mentoring during this period is emphasised within these findings, reiterating the crucial role these key school personnel play for NQTs. At a time of a newly established Professional Standards for Teachers framework (TDA, 2007), which plots career progression from initial training through to Advanced Skills Teacher and Excellent Teacher status, this paper offers an insight into how new teachers are able, or are disabled due to a range of differing circumstances, from getting their burgeoning careers off to the most promising of starts. As a minimum entitlement principle, the benefits from professional development opportunities during this period, it is argued, are essential to teacher development in order to harness the enthusiasm, drive and vitality so evident amongst newly graduating teachers.

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TDA (2007) Professional Standards for Teachers, TDA

Paper 61

Title: Caring and touch as factors in effective teaching

Catherine Lang, University of Waikato; cmlang@waikato.ac.nz

Key words: effective teaching, caring, touch

Good teaching, quality teaching, expert teaching and capable teaching are all terms that feature in the literature on effective teaching (inter alia Berliner, 2005; Brophy, 1989; Fenstermacher & Richardson, 2005; Floden, 2001; Hattie, 2003; Imig & Imig, 2006; Korthagen, 2004; Levine & Lezotte, 1995; Nash, 2004; Nuthall, 2005). Definitions of effective teachers and teaching have tended to focus on subject knowledge; pedagogic skill; reflection and the ability to be self-critical; empathy and commitment to the dignity of others (in terms of the affective and the cognitive); and managerial competence. Relational aspects of teaching have tended to be implied rather than made specific.

This paper reports on and discusses research with four Pākehā (white) New Zealand primary teachers who teach Māori (indigenous New Zealand) children. The four teachers had been identified as effective teachers of Māori children by university staff who worked as advisers to schools, and their effectiveness was confirmed by the schools' principals. The study set out to explore what it was that made these teachers effective in cross-cultural contexts.

The four teachers were observed in action in their classrooms and schools, and interviewed on several occasions across a two-year period about their life histories and about their beliefs about teaching, children and relationships with parents. As well, Māori children in their classes were interviewed, as were the parents of those children, and asked why it was that they felt the teachers were so effective.

All four teachers displayed the qualities listed above, that typically appear in the effective teaching literature. Unexpected qualities, specifically identified by the teachers, the children they taught, and the parents, were physical touch and overt expressions of love between the teachers and children.

The study was undertaken as part of the work of the University of Waikato towards its goal of preparing teachers to teach diverse populations. This is one of the foci of the current work programme of the New Zealand Ministry of Education (Alton-Lee, 2003; Bishop et al., 2002).

Descriptions of the teachers' practice will be presented, with a focus on caring and touch, and these will be discussed in relation to initial teacher preparation.

Paper 84

The Move to Faculties in Scottish Secondary Schools; the Experience of Student and Probationer Religious Education Teachers.

Miss. Cherie Anderson, University of Strathclyde; cherie.anderson@strath.ac.uk

Mr. Graeme Nixon, University of Aberdeen; g.nixon@abdn.ac.uk

This paper looks at the background to the move away from a middle management structure based on discrete subject departments managed by Principal Teachers within Scottish secondary schools towards groupings of subjects (faculties) with a single manager. Beyond a review of relevant policy and research literature this paper goes on to look at the impact of this change upon the experiences of students placed in schools during their PGDE and probationers undergoing induction.

The empirical work undergone to inform this paper is a national survey of PGDE students within the subject Religious, Moral and Philosophical Studies (RE). All RE PGDE students, have been surveyed in January/February and April 2008 (41 returns from all 5 Initial Teacher Education institutions offering RE training have been received). The questionnaire enquires into the management structures of placement schools and the levels of support they have experienced. It is therefore the intention for this paper to offer some conclusions about the benefits and flaws of the various models for secondary school management. The data gathered from these surveys will be triangulated with further data gathered from a questionnaire based small case study of 6 newly qualified teachers who underwent probation during session 2007-2008.

The target group for this research is delimited, for pragmatic reasons at this time, to student and probationer teachers within the subject area RE. However, it is hoped to draw conclusions about the wider issues involved in adopting flatter management structures, particularly for small subject departments.

The focus of this paper is to establish the key documentary informants in the 'facultisation' of Scottish secondary schools. This uncovers the extent to which there was a coherent published rationale for the imposition/introduction of faculties in Scottish schools. Furthermore, this research aims to examine the extent to which this change may have been detrimental or beneficial to the experience of student and beginning teachers.

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Paper 13

Implementing change in schools: exploring factors which promote and inhibit change in Post-Devolution Scotland

Anne Nicolson, University of Strathclyde; a.e.nicolson@strath.ac.uk

Catherine O'Hara, University of Dundee; c.Ohara@dundee.ac.uk

keywords: Change, perceptions and organisational differences.

School reform and meeting the challenge of 'whole school change' (Thomson, 2007) are firmly on the policy agenda, not only in Scotland but Europe and beyond. Over the last two decades new models of governance and management have been implemented across Scottish schools, driven by a combination of home grown policy initiatives such as the Teachers' Agreement - 'The McCrone Agreement' - (Scottish Executive, 2001) and the Standards in Scottish Schools Act, (Scottish Executive, 2000), in addition to wider issues such as the school improvement agenda with its emphasis on quality indicators and targets. Since devolution however there has been a raft of new policies such as devolved management, development planning, more accountability and transparency and greater market awareness. Related developments have been an invigorated theoretical and policy interest in the characteristics of effective school leadership marking a shift in conceptualisations of leadership to more collegiate forms. Tensions remain however given that transformational models of leadership, based on centrally controlled outcomes can mitigate against more democratic styles of leadership (Bottery, 2001).

This paper reports on a research project carried out as part of the Applied Educational Research Scheme - AERS, (School Management and Governance network). Case studies were undertaken in three contrasting Local Authorities across Scotland where teachers, support staff and managers in both primary and secondary schools took part in semi-structured interviews. Research questions focused on the perceptions of management relationships, and practices and factors that were thought to promote and inhibit change.

In conclusion, this paper will discuss organisational differences between primary and secondary schools and implications for easing and impeding change.

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Paper 88

From National Debate to Curriculum for Excellence

David Meiklejohn, High School Yards Nursery School; dmeiklejohn2002@hotmail.com

Mike Cowie,

Jenny Reeves,

Joan Stead

Keywords: curriculum, learning & teaching, change

The summary of the National Debate on Education (2003) proclaimed greater subject choice, fewer tests and smaller classes at the crucial transition stage between primary and secondary school. It also promised a review of the school curriculum.

As part of the Applied Educational Research Scheme (AERS), this paper discusses the extent to which the policy discourse on the curriculum has changed since devolution, and will examine whether there are evidential bases for such changes.

The paper provides an analysis of key documents including The National Debate Findings (2003), and Curriculum for Excellence (2004). It explores the common themes in each, the changes of emphasis and whether global, societal, political and economic pressures have impacted on decision making in post-devolution Scotland. We explore the similarities between these documents the Scottish Government/Cosla Concordat (2007) which sets out the terms of a new relationship between the Scottish Government and local government, based on mutual respect and partnership.

Reflections on the central messages from the Scottish Government with possible tensions between accountabilities and professional autonomy are explored as well as how these tensions could affect the delivery.

Paper 86

Transnational partnerships in education provision and evaluation: New opportunities and new challenges.

Kevin Lowden, Dr John Hall

SCRE Centre Faculty of Education. University of Glasgow

kevin.lowden@scre.ac.uk john.c.hall@scre.ac.uk

keywords: Inclusive practices, transnational partnership, evaluation

Aims:

This paper focuses on some issues to emerge from the evaluation of the Steps Towards Empowerment, Partnership and Success (STEPS), a transnational programme part funded through the ESF/Equal Programme. The paper highlights the benefits for, and challenges facing, researchers tasked with evaluating complex transnational programmes.

The STEPS Transnational Partnership development work ran from July 2005 to October 2007, with partners from Hungary, Sweden, France and Scotland. It aimed to:

- identify solutions/ innovative approaches to common challenges of engaging non-traditional learners and share ideas/ good practice and expertise with partners
- explore and compare different models for partnership working
- liaise with policy-makers at national and EU level to ensure that outcomes are mainstreamed.

Methods:

Evaluators were appointed in each partner country. These national evaluations focused on:

- aspects of learning,
- partnership structures and management
- empowerment of partners and participants.

Data was gathered using: surveys of key project stakeholders, face-to-face interviews, a 'reflective event' conducted in each country that used a focus group method. The evaluators also analysed available documentation, including STEPS activity reports. The national evaluators also worked together to evaluate the transnational elements of collaboration and co-operation built into the project, and jointly produced a separate transnational report on this aspect of the project.

Conclusions:

The STEPS programme was successful in meeting its aims and objectives. The partnership motivated stakeholders, promoted their professional skills, and stimulated new partnerships that continued once the STEPS project concluded and have led to further initiatives.

This paper examines the challenges faced within the transnational evaluation. The evaluators had to learn new ways of working, not least, how to design and co-ordinate standardised research approaches that were transferable across four countries and to do this with limited resources. Challenges included those of language and communication, differing management and organisational cultures, and differing cultural perspectives, not least on how to interpret the key aims of the project.

Symposium 34

Understanding Teachers as Learners and Mapping CPD in Scotland

Contact: Dr Stephen McKinney, University of Glasgow; s.mckinney@educ.gla.ac.uk

Chairperson: Professor Donald Christie, University of Strathclyde,
donald.christie@strath.ac.uk

Discussant: Professor Tom Bryce, University of Strathclyde; t.g.k.bryce@strath.ac.uk

The Applied Educational Research Scheme (AERS) commenced in January 2004 and was funded for a period of five years. The aims of AERS are to build capacity for research in education and to carry out worthwhile research in relation to the National Priorities for Education through the establishment of collaborative research networks. This symposium is concerned with the work of 'the Learners, Learning and Teaching Network' (LLTN) and, specifically, will describe the progress of Project 2: Understanding teachers as learners in the context of continuing professional development. This project focuses on the nature of teachers' professional learning, the forms it can take and the extent to which teachers' professional learning needs and aspirations are met.

After a systematic review of relevant literature and the construction of a set of appropriate research questions and of a triple lens interpretative framework, Project 2 has undertaken key informant interviews, teacher interviews, case studies and a large scale questionnaire survey. The Project 2 team has also been commissioned by LTS to undertake research into the CPD needs of teachers in years 2-6, and this work is used to inform Paper 1. The first two papers will examine the methodology, findings and critical analysis of the interviews and the questionnaire. The final paper will explore the implications of this research for education in Scotland.

The symposium comprises three papers:

1. The findings of the interviews and emerging aspiration for a collaborative model of CPD that conflicts with the practical models which are in existence.
2. Teachers' views on CPD in Scotland as articulated in responses to a questionnaire
3. Initial findings of the project and an examination of the methodologies.

Paper i

Collaborative CPD for teachers in Scotland: Aspirations, opportunities and barriers

Dr Aileen Kennedy, University of Strathclyde; aileen.kennedy@strath.ac.uk

Mary Welsh, University of Strathclyde

This paper explores stakeholders' views on the desirability of collaborative CPD and examines potential barriers. It draws on two projects which examine perceptions of CPD for teachers in Scotland:

- Teachers as learners in the context of CPD, AERS.
- Early professional development in Scotland: Teachers in years 2-6, a project commissioned by LTS.

The paper draws on interview data from The Teachers as learners project and will present findings which relate to collaborative CPD, portraying a collective view that social/relational aspects are central to effective professional learning, yet identifying that in practice CPD tends to be associated more with individual attendance at formal, organized courses or events; a situation partly attributed to the structure of the CPD framework.

The Early professional development project draws on nominal group technique data and a national survey which sought to explore year 2-6 teachers' views of their CPD needs and associated barriers. The paper focuses on the aspects identified by respondents which relate to collaborative CPD, and demonstrates a strong view that professional learning activities such as mentoring, shadowing and networking are seen as central to effective CPD.

Analysis of data in both of these projects reveals an aspirational view of collaborative CPD, something which is supported in the literature (see for example Cordingley et al., 2005), yet the data also reveals a pragmatic, occupational approach to CPD where the structure of the CPD framework is seen as fixed and not conducive to collaborative endeavour.

The data is interpreted using the triple lens framework (Fraser et al., 2007). Using three different lenses to analyse CPD allows for issues of both structure and agency to be considered, allowing a much more nuanced and multidimensional analysis than the use of one framework alone.

The analysis is considered in relation to both the growing literature on collaborative CPD and the current policy context in Scotland, drawing out key messages of relevance to wider international contexts.

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Paper ii

Perspectives on CPD in Scotland

Dr Lesley Reid, University of Edinburgh; l.reid@ed.ac.uk

Christine Fraser, University of Aberdeen

Keywords: CPD questionnaire; perceptions of CPD, teachers' professional learning

The interviews, reported in Paper 1, were with key informants and also with teachers who are enthusiastic about CPD. This was followed by a questionnaire survey designed to build on and extend the findings from the interviews by drawing on a much wider set of teacher voices, including possible dissonant voices. The instrument was developed in such a way as to enable the construction of a much richer and more detailed landscape of perceptions of professional learning and views on CPD in Scotland.

The questionnaire sought to establish:

- The types of CPD that are currently being undertaken in Scotland
- The value attached by teachers to these types of CPD
- The relationship between formal and informal learning
- The perceived impact of these models of CPD on classroom practice, professional learning and development
- An understanding of what it is to be a professional.

This questionnaire was distributed electronically in three Local Authorities which were chosen to provide a sample of schools across a geographical spread that represented inner city, urban, semi-rural and rural. This paper provides a presentation and initial analysis and discussion of the results of this questionnaire survey.

Paper iii

Mapping CPD in Scotland

Dr Stephen McKinney, Lecturer, University of Glasgow; s.mckinney@educ.gla.ac.uk

Alastair Wilson, Senior Research Fellow, University of Strathclyde

Keywords: CPD in Scotland; capacity building

As the AERS project comes to a conclusion, this paper anticipates some of the findings of the Final Report. This paper also reviews the research methodologies used in this project and evaluates the scope for capacity building. The project has sought the views of different stakeholders and this has resulted, with the aid of the triple lens framework, in the identification of key issues, contested conceptions and a variety of models of CPD.

Conceptualizations of CPD and preferred models are often clearly linked to conceptions of professionalism and this is further linked to questions such as professional accountability and responsibility, formal and informal learning, professional learning and, as has been stated in paper one, collaborative professional learning. This research provides insights into the contemporary tensions between the perceived strengths and weakness of current systems and the aspirations and the structural barriers that inhibit change and development.

The paper also argues that the key strengths of the research methodology are the initial conceptual frameworks and the engagement with the views of different stakeholders within different tiers of Scottish Education. The paper concludes by reviewing the use of each of the research methodologies (review of literature, key informant interviews, teacher interviews, case studies and questionnaire) and evaluating the capacity building and research development opportunities for the members of the team and their future involvement in educational research.

Symposium 43

Citizenship Education in Scottish Schools: what do four case studies tell us about implementation?

Chairperson: Henry Maitles, University of Strathclyde; h.maitles@strath.ac.uk

Citizenship education is now firmly on the agenda. This is illustrated by the fact that A Curriculum for Excellence (2004) consolidates the commitment to citizenship, placing it at the core of the purposes of education in Scotland. The objective of this symposium is to present findings from four case studies undertaken within the School Management and Governance Network, as part of Applied Educational Research Scheme (AERS). The main theme is the way in which findings may inform the implementation of citizenship education. The first paper addresses the early years and meeting the challenge of promoting citizenship in the nursery environment. Specifically, it considers the value of drama role play in promoting participation in young children. In contrast, the second paper focuses on the important issue of school transitions (see HMIE, 2006) and examines opportunities for active citizenship as pupils move from primary onto secondary school. Importantly, the third paper examines the perspectives of marginalized pupils and thus informs how schools may facilitate inclusive and whole school approaches to participation. The final paper however addresses broader concerns and examines the perspectives of Local Authority councillors. In doing so it investigates attitudes to young peoples' involvement with local issues and councillors' views regarding citizenship education more generally.

HMIE (2006) Education for Citizenship: A Portrait of Current Practice in Scottish Schools and Pre-school Centers, HMSO

Scottish Executive (2004) A Curriculum for Excellence; A Curriculum for Excellence – ministerial response, Scottish Executive

Paper i

Citizenship and the Early Years: Promoting Participation through Drama Role Play

Linda-Jane Simpson, University of Edinburgh: Lindajs@education.ed.ac.uk

Keywords: responsible citizens, drama role play, active participation

Encouraging ‘active participation’ and ‘responsible citizenship’ in pupils is central to a number of recent Scottish policy initiatives (LTS, 2002; Curriculum for Excellence, 2004) and are key concepts that inform the development of citizenship education in Scotland. However, facilitating participation in the early years poses some specific challenges since children’s capacity for understanding is often underestimated (Burman, 1994). Nevertheless, this case study found that the use of drama role play in the early years has a number of distinct advantages since it was found to enable young children’s participation. Moreover, it also demonstrated the fluid nature of participatory processes. Carefully selected themed stories were used with four groups of 3-5 year old children (2 groups in each nursery, including a total over 50 children). Topics raised included understanding another person’s point of view and sharing, in addition to issues highlighted in the United Nations’ Convention on the Rights of the Child (e.g. hearing the voices of children, being listened to – Right 13). Using video evidence this presentation will demonstrate the advantages of using drama role play in facilitating responsible citizenship in young children. In conclusion, this paper will address implications for ITE and the training of early years specialists.

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Paper ii

‘We don’t get any choices here’: what happens to the experience of democratic practice in the primary school in the first years of secondary?

Henry Maitles University of Strathclyde

Dr Ross Deuchar, University of Strathclyde

Department of Childhood and Primary Studies: ross.j.deauchar@strath.ac.uk

Keywords: democracy, transition, citizenship

The principles inherent within the education for citizenship agenda suggest that children need to be regarded as active, competent and vocal members of society and should be exposed to a democratic school ethos. Many primary schools in Scotland have responded to these expectations by setting up pupil councils and attempting both in the school as a whole and in the classroom to involve pupils in decision making; however, evidence suggests that they only really work well if their agendas focus on genuine discussion and debate about serious educational issues and if they are placed at the centre of school-wide democratic practice. This case study raises questions about the extent to which Scottish pupils are exposed to a living model of democratic education, and the extent to which the rights and responsibilities they experience in Primary 7 (the last year of primary school) are upheld following their transition to secondary school. This paper will:

- Briefly examine the whole school ethos of the education for citizenship proposals as they are unfolding in Scottish schools;
- Focus on research data emerging from a longitudinal study of pupils’ experience of the democratic process in schools during their transition from Primary 7-Secondary 1; for this we have identified 5 primary schools with well-developed systems for consulting the pupil voice. We have carried out interviews with the pupils and the teachers. We have followed the pupils into secondary 1 and we are recording, again through interview, their experiences there;
- Use this evidence from our diverse sample of primary schools to illustrate the way in which pupils are encouraged to participate in decision-making processes and engage in the discussion of contemporary social issues of their own interest both in the classroom and during pupil council meetings;
- Measure this evidence against the education for citizenship recommendations;
- Look at evidence of the way in which these same pupils’ experiences of the democratic process evolves following their transition to secondary school.

Paper iii

Citizenship Education and Marginalized Pupils

Dr June Mitchell, University of Strathclyde: june.mitchel@strath.ac.uk

Keywords: disaffected pupils, enacting citizenship education, secondary schools, citizenship

As Scottish educators extend and refine policy in relation to citizenship and values education, evidence is emerging that consultative and open management styles and positive school ethos (Osler and Starkey, 1998; Mills, 2004; Maitles and Gilchrist, 2004) are significant indicators of success. However, systems and procedures which are adopted to support citizenship and values education may marginalize individuals or groups of pupils whose sense of ‘community’ differs from institutional expectations of the inter-relationships between home, school and the neighbourhood. In a multi-racial, multi-faith and culturally diverse society it seems likely that local authority schools in seeking to deliver citizenship education might encounter divergences in perceptions and understandings of what constitutes ‘duties and responsibilities of citizenship in a democratic society’. In a small-scale empirical research project extending over one school session pupils, staff and parents were invited to consider how the citizenship and values priorities might be understood across these three cohorts and where there are shared expectations or diverging views in community and school settings. Pupils in the early stages of secondary schooling who had been identified by staff as ‘potentially disaffected’ and who were causing concern in relation to behaviour and attitudes within the school community were the main participant group for the study and findings suggest that citizenship education might require a more deliberate focus on the perspectives, goals and aspirations of pupils who disengage with school.

Osler, A. & Starkey, H. (1998) Children’s rights and citizenship: some implications for the management of schools. *The International Journal of Children’s Rights* 6, 313-333.

Mills, I. (2004) Citizenship: pupil involvement in Scottish Schools *Pedagogy, Culture & Society* Vol. 12, No. 2, pp. 259-80

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Paper iv

Exploring councillors' perspectives: what do they say about education for citizenship and active participation in young people?

Margaret Penketh, University of Strathclyde; Margaret.penketh@strath.ac.uk

Keywords: citizenship, perspectives of councillors, young people's participation

Today there is a growing awareness that councillors must now follow a personal development programme and that Scotland is lagging behind England and Wales in offering a structured and coordinated member support and training (COSLA Improvement Service, Elected Members Development). At the same time, little attention has been paid in the literature on education for citizenship, to the expected role of elected members in the process of policy implementation (Mills, 2004). This is perhaps surprising given the current focus on the responsible citizenship as one of the four key capacities.

Semi-structured interviews were carried out with approximately 12 councillors who were asked about the value of citizenship education and their attitudes towards young people's involvement in local issues. In conclusion, this paper will identify findings which may usefully inform the training for local elected members, thus facilitating political engagement in young people.

Mills, I. (2004) Citizenship: Pupil Involvement in Scottish Schools, Pedagogy, Culture and Society, Vol 12, No 2 pp 259 -277

Paper 5

A Capacity for Change?

Mapping Student Understandings of the Relationships between Curriculum for Excellence and Assessment for Learning

Lesley Reid, University of Edinburgh; l.reid@ed.ac.uk

Keywords: teacher education, curriculum, assessment,

The ideas behind the Assessment is for Learning Programme have now become an accepted part of teacher education programmes in Scotland. Student teachers learn about formative assessment principles, strategies and techniques during their University studies and usually see these ideas translated into practice in their placement schools. However A Curriculum for Excellence has followed ‘hot on the heels’ of Assessment is for Learning on the Scottish educational scene. Our students are entering the profession at a time of curriculum change that follows a period of realignment of assessment practices.

Aims: Following a group of PGDE (primary) students through their ITE year, this project aimed to map student understanding of the relationships between these two major educational initiatives.

Methodology :Students were encouraged to maintain cumulative concepts maps throughout the year, that illustrate the connections they made between curriculum, assessment and teaching. These concept maps provided a bridge between their in-faculty learning and their placement experiences. Further data were collected from placement evaluations, interviews, written assignments and oral presentations.

The research approach adopted is a based upon a collaborative, participative AERS model and aims to develop research capacity within a university department.

The project addresses the perceived divide or ‘border’ between professional university based studies and student learning on placement in the PGDE year. It also provides a student perspective on an educational issue that is a current challenge for the teaching profession.

Symposium 4

A future for secondary schooling in Scotland? Evaluation of the Kirkcudbright Academy Curriculum Flexibility Project.

Contact: Professor J. Eric Wilkinson, University of Glasgow; j.e.wilkinson@educ.gla.ac.uk

Chair: Dr George Head, University of Glasgow.

Discussant: Fran Payne, University of Aberdeen.

The purpose of the symposium is to report on the first four years of the evaluation of the Curriculum Flexibility Project at Kirkcudbright Academy in Dumfries & Galloway

Paper i

The Curriculum Flexibility Project at Kirkcudbright Academy and its Evaluation

Presenters: Mr. Dugald Forbes, Rector, Kirkcudbright Academy; Prof. J.E. Wilkinson, Faculty of Education, University of Glasgow

Kirkcudbright Curriculum Flexibility Project is a six-year experimental project to explore one possible future shape of secondary schools in Scotland.

Paper 1 will outline how the school has implemented the key aims of the Kirkcudbright Academy Curriculum Flexibility Project which are:

- to raise attainment in overall terms of all pupils;
- to provide more appropriate challenges for S1 pupils and at a more appropriate pace;
- to group S1 pupils in such a way as to raise levels of self-esteem and motivation using interests and enthusiasms as the basis for groupings;
- to develop new methodologies in the light of increased understanding of learning styles and intelligences;
- to expand opportunities for vocational learning within a rural setting.

To achieve these aims, the school has reorganised its internal structure and re-shaped the curriculum. It has introduced a radical 3+3 arrangement (as compared with a 4+2 arrangement in other secondary schools in Scotland). This means that, starting with the first year intake in 2003, pupils spend three years in the 'junior' school (that is, S1 to S3) and take external examinations (for example, Standard Grade) at the end of S3. After S3, pupils move to the 'senior' school (that is S4 to S6) to take Higher Level, Intermediate, Access and Life/Work Skills courses.

The paper will also outline the evaluation strategy, design, methodology and research questions. The strategy, which is both qualitative and quantitative, involves collecting data from teachers, parents, pupils, administrators and college lecturers as well as analysing SQA examination data for successive cohorts of pupils locally and nationally.

The notion of 'early presentation' for national examinations has been seen as problematic by HMIE and the SQA. The Kirkcudbright Project examines empirically, and over the school careers of one cohort of pupils, what young people can achieve through an alternative structure in teaching and assessment, which includes 'early presentation' for examinations.

Paper ii

The response of the teaching staff to the Curriculum Flexibility Project

Presenters: Prof. J. McGonigal, Faculty of Education, University of Glasgow; Mr. B. Templeton, Faculty of Education, University of Glasgow

Based on annual 1:1 interviews, Paper 2 will explore how staff (including the Senior Management Team) in the Academy have responded to the Project both in terms of its ideas and vision and in terms of its implementation. At the outset several staff were cautious about the implications of the Project for their particular subject. As it progressed, however, many teachers who originally were critical became supportive, especially when faced with enhanced motivation on the part of the pupils. The paper will reflect on how successful innovation has been introduced and managed over a four year period.

Paper iii

The response of pupils to the Curriculum Flexibility Project and the analysis of SQA examination data for successive cohorts.

Presenters: Mr. F. McConnell, Faculty of Education, University of Glasgow; Prof. J.E. Wilkinson, Faculty of Education, University of Glasgow

Based on focus group work and responses to questionnaires, this paper will address how pupils in the school have responded to the challenge that the Project brought to their schooling. From the formation of 'interest groups' in S1 to subject choice at the end of S1 to prepare for and sitting external examinations, the pupil voice is a key factor in the evaluation of the Project. The paper also presents the most recent SQA examination results at the end of S4, not only in relation to the comparator schools selected by HMIE but to other schools in Dumfries and Galloway.

Paper iv

The response of parents to the Curriculum Flexibility Project

Presenter: Prof. J.E. Wilkinson, Faculty of Education, University of Glasgow; Ms. E. Aitkenhead, Faculty of Education, University of Glasgow

The fourth paper will present the response of parents to the Project. Based on a 30% sample of S1 pupils chosen from the first intake under the new arrangements in 2003-04, 1:1 interviews took place with parents on an annual basis in their own homes. Themes for the interviews consisted of: understanding of the purpose of the Project, the response of their child to the initiative from the parents' perspective, their own response both to the Project and the school in general, and their child's future plans. Not all parents were initially sympathetic to the prospect of their child taking external examinations (for example, Standard Grade 1 at the end of three years of secondary schooling). However, with the benefit of hindsight some four years later the vast majority of parents were convinced the Project had worked for their child.

Symposium 77

Refugees and education in Scotland: worlds apart?

Chair & Contact: Ian Menter, University of Glasgow; i.menter@educ.gla.ac.uk

Glasgow has served as a 'dispersal centre' for refugees under the Westminster Government's policy on the settlement of refugee and asylum seekers, for a number of years.

There are now estimate to be about several thousand refugees and asylum seekers across Scotland, with the greatest concentration living in the West of Scotland.

This symposium will examine three aspects of the educational issues that arise from their presence: the experiences of children from these communities in Scottish schools, the experiences of young adults seeking to move into further education and employment and the experiences of teachers among the communities who wish to join the teaching profession in Scotland. This third paper draws on the work of the RITeS project (Refugees into Teaching in Scotland) and is an update from a paper presented at SERA 2007.

Paper i

Refugee Pupils in Scottish Schools: Integration in a previously monocultural school

Geri Smyth and Nathalie Tasler, University of Strathclyde

A case study of the Schools and Social Capital network of AERS (Applied Educational research Scheme) has been investigating the experiences of refugee pupils in two Glasgow schools, using the lens of social capital to investigate the social and educational experiences of the pupils.

This paper reports on the fieldwork from one of those schools: a secondary school in Glasgow with a GASSP (Glasgow Asylum Seekers' Support Project) unit within the school. The researcher spent eight days observing in classes, interviewing teachers, having conversations with pupils and being involved in an extra curricular photography club.

In spite of access difficulties possibly arising from the limited social capital of the researcher in this situation (reported in another paper to SERA at this conference) a range of important issues for further discussion and exploration have arisen.

This paper will focus on a discussion of the distinctions in integration between the GASSP Unit and the mainstream classes, the impact of detention of one of the pupils on other children, the creation of ethnic racial and other niches among the children and the way in which social class acts to create Bonding Social Capital across these other divides.

The authors will conclude with suggestions for turning this bonding Social Capital into Bridging and linking Social Capital that could potentially enable more effective integration for the refugee pupils and at the same time enhance the intercultural understanding of all pupils.

Paper ii

Working with unaccompanied asylum seeker young people in Scottish Further Education: Anniesland College and 16 Plus Steps Into Further Education project.

Margaret Allan, Rhona Hodgart and Jeremy Idle, Anniesland College

This paper describes an innovative project, unique in Scotland to create a programme of education for young asylum seekers in further education.

Anniesland College was one of the first further education colleges to enrol asylum seeking adults as students in 2000. These new arrivals, part of the Home Office 'dispersal policy', required English language training, retraining and reskilling as well as practical support to restart their lives. Through lobbying, partnership working and creative use of resources we were able to expand our ESOL provision to accommodate many asylum seeker adults. We are also involved in many projects aimed at creating routes into employment for asylum seekers and refugees.

Through our reputation for our work with adults we started to encounter increasing numbers of asylum seeker young people who wanted to join our English language classes. Many of these young people were unaccompanied asylum seekers, though some were with families. These young adults (15 plus) were too old to fit easily into Scottish schools but 'traditional' ESOL classes were not suitable for a variety of reasons, nor were 'mainstream' FE vocational classes. Some of these young people had been in education in their home countries but many had never been to school.

This paper will outline the research strategies used to evolve a programme of education for this vulnerable group. It will draw on data describing the different backgrounds, both cultural and educational, of the young asylum seekers and the impact of their asylum seeker status on their attitude to study. It will explore the challenges of developing a coherent, viable and meaningful programme of education for young unaccompanied asylum seekers. It will conclude by making suggestions for policy makers for future development of the work we have undertaken.

Paper iii

Refugees into Teaching in Scotland

Henry Kum, RITeS project, University of Strathclyde

This paper reports on the final stages of a project funded by the West of Scotland Wider Access Forum, under the auspices of the RITeS project (Refugees Into Teaching in Scotland). The wider project has been identified well over 100 members of refugee and asylum seeker communities in Scotland who are qualified as teachers in their countries of origin. At SERA 2007 an initial paper from the project was presented which offered a demographic analysis of the refugee community teacher in Scotland, especially the West of Scotland.

Since that paper was presented, work has been undertaken investigating the nature of the experiences of some of these refugee teachers. Approximately twenty teachers have been interviewed in depth about their experiences of teaching in their country of origin, about their experience of arriving in Scotland and of the education system here. Further work has been undertaken observing some of the refugee teachers at work or on placements in Scottish school settings.

This is the first detailed work of its kind to be carried out in the UK. The findings demonstrate many positive features of the benefits gained by the school system through the employment of refugee teachers, but they also reveal a number of challenges and difficulties experienced by some of the teachers in gaining access to the profession and to employment.

This paper will conclude with some policy proposals that should be of interest to school leaders and to local and national policy makers and will also identify areas for further research in the field.

Paper 53

What's the picture?

Employing Formative Assessment in the classroom

Linda Harris, University of Strathclyde; Linda.harris@strath.ac.uk

Keywords: Learning objectives, target-setting, peer-assessment

This paper describes a qualitative research study designed to determine the existence of formative assessment practices in nursery, primary and secondary schools. Given that formative assessment is a crucial and integral aspect of good learning and teaching (Black and Wiliam), the present study aimed to find out what good practice could be observed and what teachers said about its effectiveness. The findings have potential relevance for both researchers and practising teachers in all areas of the curriculum.

Semi-structured interviews were conducted with 104 teachers: two working in a special school, eight in nursery schools, fifty four in primary schools (elementary) and forty in secondary (high) schools. They were asked to comment on the strategies that they employed and found effective. Analysis of the evidence gathered yielded a number of key themes in relation to the teachers' implementation of formative assessment and their evaluations of its effectiveness. Responses were consistent with the emphasis of Glover and Thomas (1999) on 'devolving power to the learners' without which, they claim, interactive formative assessment is not possible. Similarly, pupils and teachers sharing their understanding of learning objectives has proven to be effective. Again, effective teachers are assisting their pupils' learning in a more proactive way than in the past, and so are more focused on the changes taking place in pupils' minds as opposed to their own performance. Nevertheless, teachers are also reviewing their questioning techniques in order to further develop classroom discourse that promotes learning. Lesson endings are also more structured to help pupils assimilate new learning while the recording of pupil attainment is facilitating more rigorous monitoring of pupil progress. The paper provides a detailed analysis of each of these areas with a view to assisting practitioners and researchers to focus on worthwhile areas for development and further enquiry.

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Symposium 44

Preparing for headship: developing flexible routes to the standard for headship

Contact: Christine Forde, University of Glasgow; cforde@educ.gla.ac.uk

Discussant: Peter Gronn University of Glasgow

Presenters

Paper i

Deirdre Torrance, University of Edinburgh; deirdre.torrance@ed.ac.uk

Paper ii

Jenny Reeves, University of Stirling; c.j.reeves@stir.ac.uk

Paper iii

Christine Forde, University of Glasgow; cforde@educ.gla.ac.uk

Margery McMahon, University of Glasgow; m.mcmahon@educ.gla.ac.uk

Margaret Martin, University of Glasgow; m.martin@educ.gla.ac.uk

Julia Davidson, University of Glasgow; j.davidson @educ.gla.ac.uk

John MacBeath, University of Cambridge; jecm2@cam.ac.uk

This symposium explores the emerging issues from a number of professional development programmes for the preparation of aspirant school leaders – the Flexible Routes to the Standard for Headship (FRH). In February 2006, the Scottish Executive launched a consultation that set out proposals for more flexible approaches to achieving the Standard for Headship (SfH) (SEED, 2005). This was in response to a commitment in *Ambitious, Excellent Schools* (SE, 2004) to "establish new routes to achieve the Standard for Headship, during 2006, to provide choice and alternatives to the Scottish Qualification for Headship (SQH)". These initiatives set up by (1) SEED (2) Western SQH Consortium (3) South Easter SQH Consortium are against a background of global-wide concern related to the role of head teacher where strategies are being developed to ensure the nurturing and development of talent (MacBeath, 2006). This symposium explores the data from these projects to examine common issues related to flexibility, learning and coaching. Paper one sets the context, outlines a specific pilot project and raises common issues emerging from all three projects. Paper two focuses on the role of the individual learning planning in experiential learning. The final paper explores some of the possibilities and issues in the role of coaching in each of the programmes.

Paper i

Flexibility to meet a standard

Deirdre Torrance, University of Edinburgh; deirdre.torrance@ed.ac.uk

This paper reports on the outcomes and issues raised by a pilot programme set up by the South Eastern Consortium (based at University of Edinburgh). The Consortium argued in its response to the SEED consultation paper, that use should be made of the existing structure of the SQH programme to balance the expressed need for rigour in meeting the standard with the perceived need for flexibility, while ensuring a genuine developmental learning experience (unlike the previous accelerated route) for those aspiring to Headship. SEED agreed to fund a pilot to develop and test an HEI flexible route.

In this pilot 10 alternative route participants were identified and supported. The participants on this route experienced the same selection and induction processes, taught days in first and final courses and complete the final assessment tasks as candidates on the standard route. The distinctive feature of this pilot was a structured programme of additional individual and group coaching/tutoring. A number of key questions are emerging from the pilot experience and evaluation, forming the basis for discussion in this paper. These issues include:

- the definition of flexibility
- equivalence across the different routes
- tension between rigour in meeting the SfH and flexibility
- the role of coaching and tutoring in the development of school leaders
- professional development opportunities afforded the tutor/coach
- cohesion and networking in mixed cohorts
- the need to now test the model further
- the role of the Local Authority
- sustainability.

Paper ii

Planning What You Don't Yet Know: Personal Learning Planning

Jenny Reeves, University of Stirling; c.j.reeves@stir.ac.uk

A central idea in the flexible routes to the SfH is that of the learning process or 'journey' of the candidates. In the Western SQH Consortium programme a distinction is made between the roles of tutor and coach but each have a role working with the candidate in the development of the personal learning plans. A key aspect of flexibility is the construction of a learning programme to meet the needs of the individual candidates working within the context of their own school. The process of candidate's planning their learning is formalised in a Personal Learning Plan (PLP). Here candidates have to identify learning opportunities through school-based projects and training opportunities to address these. This plan is an important aspect in both the planning of a programme to meet the needs of individual candidates and as a means of charting and reviewing progress towards the SfH. However, there is a danger that the plan will focus on short term tasks and the development of technical skills such as finance planning. Engaging in the process of planning learning is a complex and challenging task and one which seems to demand a number of attempts by candidates. This paper explores the data from an analysis of personal learning plans and interviews with candidates and coaches to look at the process of planning learning. From this analysis a number of issues have emerged which have raised questions particularly in ensuring the candidate meets the SfH in a holistic and meaningful way and the role of the personal learning plan in the structuring of the coaching process.

Paper iii

Coaching Aspirant School Leaders: A Multi-faceted Role

Christine Forde, University of Glasgow; cforde@educ.gla.ac.uk

Margery McMahon, University of Glasgow; m.mcmahon@educ.gla.ac.uk

Margaret Martin, University of Glasgow; m.martin@educ.gla.ac.uk

Julia Davidson, University of Glasgow; j.davidson @educ.gla.ac.uk

John MacBeath, University of Cambridge; jecm2@cam.ac.uk

While there are conceptual distinctions between coaching, mentoring, tutoring and assessing, what has emerged from the data of these pilot projects is a multi-faceted role which is formed and re-formed within the rhythms of the programme. This is particularly evident in the pilot programme established by SEED. The common feature across these different facets of the role is that of the fostering 'change'. The coaching element of these programmes is regarded very positively by both candidates and coaches, with each valuing the time to focus on the development of the leadership of the individual candidates. Thus, the coaching relationship is not only seen as a rewarding developmental opportunity for both parties but also has an impact on leadership practice in school. However there are also possible tensions in these multiple roles particularly given the implications of the unique aspect of the role of the coach in these pilot programme - 'coaching' individuals to achieve a professional standard – the Standard for Headship (SE, 2005) and the coaches' own previous experience of school leadership. The role of the coach is highly complex and raises questions about their training and ongoing support and the selection of both coaches and candidates. Importantly coaching is one element in a complex set of development opportunities within the programme and the social networking dimensions of professional development appear to be also critical. These programmes raise question about building of a 'coaching' culture and its contribution to the overall capability of schools to improve and the processes of assessing change in leadership practice and impact on learning in schools.

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Paper 56

Moving Image Education across Scotland

J.E.Wilkinson, George Head, Moya Cove, University of Glasgow

J.E.Wilkinson@educ.gla.ac.uk

ghead@educ.gla.ac.uk

M.Cove@educ.gla.ac.uk

It is claimed by many (for example, Lankshear and Knobel, 2003) that literacy in the 21st century should take cognisance of the 'new' literacies which challenge and extend traditional definitions of literacy to include visual and digital literacy. In October 2006, Scottish Screen, a government funded organisation set up to promote all matters concerning visual images in Scotland, commissioned a team from the University of Glasgow's Faculty of Education to evaluate its Moving Image Education (MIE) Initiatives. Each of Scottish Screen's initiatives entailed film professionals working together with education professionals to explore aspects of visual representations that might be used to teach visual literacy and how such aspects can become embedded in the curriculum in Scottish nurseries, primary schools and secondary schools. The initiatives were located in three clusters of schools: a rural setting comprising one secondary and three primary schools; a city setting comprised of one secondary school and four primary schools; and a mixed urban-rural early-years cluster consisting of four primary schools with a nursery class attached.

The methodology deployed was essentially qualitative. It was based on 1:1 interviews with key stakeholders (teachers, headteachers, lead practitioners and, where appropriate, parents); observation of MIE classroom activities and focus group discussion with selected pupils.

The study took place over the period of one year. The interviews, focus groups and observations in classrooms were conducted at successive intervals, each location being visited at least once and often twice.

Results indicate that the initiatives developed differently in each of the three contexts, with implications for the introduction of this initiative and other innovations, generally.

Symposium 91

Transformative Practices in the Early Years

Early Years Network SERA symposium Proposal

Paper i - Transforming educational boundaries – questioning early childhood curriculum across Europe

Aline-Wendy Dunlop, Shuanna Allan, Paula Dennis, Gill McKinnon and Sandra Tucker,
Faculty of Education, University of Strathclyde

Paper ii - Teachers Looping – crossing borders, removing boundaries

Jacqueline Henry and Looping Teachers, Faculty of Education, University of Strathclyde

Paper iii - Active Learning: Pedagogic change or continuity during transition from preschool to primary?

Christine Stephen, The Stirling Institute of Education, University of Stirling

Jennifer Ellis, School of Education, University of the West of Scotland

Joan Martlew, Faculty of Education, University of Strathclyde

Main contact

Aline-Wendy Dunlop, University of Strathclyde; a.w.a.dunlop@strath.ac.uk,

Early Years Network SERA symposium Proposal

Transformative Practices in the Early Years

Overview

This self-organised symposium presents three papers linked by a common theme of pedagogical change for young children and the professionals who work with them. The advent of the new early level of A Curriculum for Excellence 3-18 encourages new perspectives on teaching and learning. Previous work on 'Playful Learning in the Transition to School' proposed that play – or more active learning could provide a vehicle to bridge preschool to primary transitions (Dunlop, 2003): transitions in relationships, pedagogy, curriculum, agency and identity as a learner. Our first paper therefore sets the scene through the experiences of a group of teachers who worked together over a two year period as they looped through early years preschool and primary settings with the children in their charge. The second paper reports a project designed to explore children's experiences and teachers' perspectives of pedagogical innovation for learners of 3-6 years in different early years settings. In the third paper we develop the theme of Crossing Borders as we consider the experiences of Scottish Early Years practitioners questioning curriculum across Europe through participation in the transformative European Masters in Early Childhood Education and Care ERASMUS project.

Paper i

Transforming educational boundaries – questioning early childhood curriculum across Europe

Aline-Wendy Dunlop, Shuanna Allan, Paula Dennis, Gill McKinnon and Sandra Tucker,
Faculty of Education, University of Strathclyde

Across Europe, more countries are moving to definitions of early childhood curricula. Recent years have seen considerable change in ideas about children's learning, effective pedagogy and the role of early childhood education and care in society. Practitioners are facing challenges to combine on the one hand creative practices which address the holistic development of the child, with, on the other hand, the demands of potentially prescriptive, regulatory frameworks which purport to provide for accountability and measurable outcomes. In this paper the different ways in which ECEC is perceived in six European countries, and how the curriculum has been and is being used to promote children's development, learning, participation and status, is interrogated through a shared analysis of curricular approaches, curriculum comparison, and a questioning of curriculum itself. The choices we make with and for children at every level are critical for the actual childhoods children experience. Those childhoods are strongly determined by the models and frameworks which families, communities, government and society espouse. Investing in childhood is recognised as being beneficial for individuals and for society.

Key words: early childhood, curriculum, pedagogical practices, participation

Paper ii

Teachers Looping – crossing borders, removing boundaries

Jacqueline Henry and Looping Teachers, Faculty of Education, University of Strathclyde

Increasing curriculum definition that coincided with the rapid expansion of preschool education brought a renewed focus on educational transitions in the early years. In Scotland efforts were made to induct small children into the ways of the nursery or school that they were about to attend: whilst pastoral aspects of transition to school were increasingly attended to, the separateness of pedagogy in prior to school and school settings sustained. A focus on early childhood transitions led to an innovative

Teacher Looping project, funded by the Scottish Executive and four participating local authorities, in which pairs of pre-school and early primary teachers worked together over a two year period to develop shared practices through their study towards a postgraduate combined diploma. This paper draws on qualitative data

collected as part of the research project linked to the course, including teacher and tutor written reflections, tutor observation of practice and student seminars, and proposes that transitions can be a tool for change in both children's experiences and teachers' pedagogical approaches

Key words: transitions, teachers looping, change

Paper iii

Active Learning: Pedagogic change or continuity during transition from preschool to primary?

Christine Stephen, The Stirling Institute of Education, University of Stirling

Jennifer Ellis, School of Education, University of the West of Scotland

Joan Martlew, Faculty of Education, University of Strathclyde

In Scotland in recent years there has been growing interest in and application of an approach to pedagogy commonly described as Active Learning. Key elements of Active Learning are a focus on experiential learning, activities that engage children by appealing to all their senses, opportunities for play and life experiences and spending time in both adult-led and child-initiated pedagogical interactions. The research reported in this paper was undertaken as part of the Applied Educational Research Scheme (AERS) and is an exploration of moves towards creating active learning environment in six Primary 1 classrooms in Scotland. We are concerned with (i) the children's experiences in an Active Learning environment as they negotiate the transition from preschool to school and (ii) their teachers' perspectives on this pedagogical innovation designed to support learners aged 3-6 years.

Our theoretical lens is socio-cultural. We think of children as active agents with distinct preferences and of learning as cognitive and cultural reproduction and change. This qualitative study examines experiences and perspectives within and across each of the six cases. Drawing on data from systematic observations, interviews with adults and structured conversations with children we will consider whether active learning pedagogy facilitates transition from the child-centred, play-focused ethos of preschool playrooms to the more adult-directed school setting. For the teachers we will address questions about the nature of the adaptation that a change to Active Learning necessitates and their evaluation of the outcomes in terms of their own practice, their conception of their role and the support Active Learning offers young learners.

Key words: Active Learning, transition preschool to primary, pedagogy.

Paper 23

Are Scottish primary schools becoming more enterprising?

Moira Paterson, Strathclyde University; moira.paterson@strath.ac.uk

Key words: enterprise, ACfE, primary schools

This session will examine definitions of enterprise in education and will try to identify what it means to be enterprising in Scottish primary schools at this time. It will look at different ways that enterprise in education is perceived and implemented.

The study was part of a national project that used a case study approach to gather data over a period of three school sessions from pupils, parents, teachers and headteachers in five primary and one secondary school, using questionnaires, interviews and group discussions. Evidence of increased awareness of enterprise education in all its forms will be put forward. The findings suggest that enterprise education has become more of a core activity in primary schools with an increased emphasis on the development on personal, transferable or life skills. There would also seem to have been a shift from mainly business type projects to those with a community or environmental focus.

A Curriculum for Excellence (Scottish Executive, 2004) proposes a curriculum for 3-18 year olds which is based around values, purposes and principles. The four purposes of A Curriculum for Excellence focus on the development of confident individuals, successful learners, responsible citizens and effective contributors to society. Enterprise in education can be seen as one way to help achieve these purposes. Enterprising approaches to the curriculum will be discussed and possible ways forward will be suggested in this session.

Less PowerPointing and More Pedagogy: Learning to Use Presentation Software More Sensively in Teaching

John Lodge, Roehampton University; j.lodge@roehampton.ac.uk

Introduction

Universities have made significant investments in presentation technology and more teachers than ever are using presentation software in the preparation and delivery of their lectures. However, the research literature identifies several disquieting concerns about the use of this software. Few gains in student learning have been found from using presentation software per se (Levasseur & Sawyer, 2006); representing knowledge in slide format often distorts meaning (Tufte, 2003); and the use of presentation technology has resulted in questionable pedagogical practices (Adams, 2006). This presentation describes the outcomes of a small-scale action research project in which tutors modified their use of presentation software to accommodate a wider range of teaching styles in lectures.

Method

The use of PowerPoint was modified on a Year 3 undergraduate education module with a view to supporting a range of pedagogies. The modifications included three elements:

- a pre-session PowerPoint handout – made available to students online – which requires students to complete preparatory tasks before the lecture and record them on the handout;
- an in-session PowerPoint presentation used by the tutor which makes provision for student paired activities during the session; and
- a printed handout that provides relevant lecture references and suggestions for follow-up work.

It is anticipated that this more flexible use of PowerPoint will support a wider range of teaching styles, as well as encouraging greater student engagement in the lecture. The aim of the project is to investigate tutors' and students' perceptions of this modified use of presentation technology. Data will be collected using a research journal, interviews with students and tutors, and questionnaires. This project is still in progress but it will report on:

- tutors' perceptions of teaching with PowerPoint in this way;
- students' perceptions of this use of PowerPoint.

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Moving Image Education and More Choices, More Chances

George Head, Faculty of Education, University of Glasgow ghead@educ.gla.ac.uk

As part of their activities within the City of Glasgow, Scottish Enterprise, Glasgow (SEG) have responsibility for the development of young people who are otherwise currently not in education, employment or training. In order to fulfil this responsibility SEG sub-contract training of young people to a number of agencies who then run short term programmes of, typically, 12 – 15 weeks duration.

In order to enhance the quality of provision for young people, SEG planned to develop the skills and abilities of the trainers who belong to the sub-contracted agencies. As part of this initiative, Scottish Screen was requested by SEG to introduce Moving Image Education (MIE) into three of these agencies.

Consequently, in 2007 Scottish Screen commissioned the Faculty of Education in the University of Glasgow to undertake an evaluation of Scottish Screen's Moving Image Education Initiative within the More Choices, More Chances group of young people. The evaluation took place between June 2007 and February 2008.

The purpose of the research for Scottish Screen was to assess the impact of MIE on the young people involved and their trainers. In addition, Scottish Screen wished to assess the sustainability of MIE in the MCMC group context.

In order to address these questions, a cross-sectional case study design was used. Data was gathered through a series of interviews and focus groups which were analysed qualitatively in relation to the research questions. Results indicate a mixed response among trainers and young people.

Why is an important subject an unwelcome stranger in Icelandic compulsory schools?

Svanborg R Jónsdóttir, Iceland University of Education; svanjons@khi.is

Innovation and creativity are traits that are highly valued in official discourse. Innovativeness and creativity are essential for sustainable development at personal, regional, national and global levels. Innovation education (IE) is a subject that was introduced into the curriculum for compulsory schools in Iceland in 1999 as a part of the Information and Technology Curriculum but without time allocation. Although IE has had little dissemination in Icelandic compulsory schools one might expect to find it in subjects such as science, arts and crafts. My question is: What forms, if any, of innovation education are found in science and arts and crafts in Icelandic compulsory schools? Concepts from Basil Bernstein's theory of pedagogic device are used to analyze the findings.

The data in this study was gathered from official documents, from a research project Intentions and Reality (IR) on science education and my own research on innovation education: I have questionnaire data, observations in innovation education lessons, interviews with 16 IE teachers, some of them arts, crafts, textile or science teachers and with principals and groups of students from five schools. Preliminary findings show that innovation education is not common in arts, crafts or science in Icelandic compulsory schools. The strong classification of subjects does not favor innovation education and the weak framing needed for IE does not fit all teachers.

Paper 54

The Concept of Systems-Thinking and Biology Education

Shagufta Shafqat Chandi, University of Strathclyde; shagufta.shafqat-chandi@strath.ac.uk

The term systems-thinking has recently become a buzzword in most disciplines including education. Although various authors have advocated the application of systems thinking principles in education very few studies try to incorporate these principles into their framework. One reason for this is that the concept is not well defined to make it easily applicable to classroom situations. For instance, it is not easy to directly apply a systems thinking framework in certain areas of science education. This theoretical paper explores the meaning of systems- thinking and demonstrates how this can be applied in the classroom, citing an example from biology education.

Interviews were conducted with 14 biologists and educationists in addition to extensive literature review to explore the meaning of systems thinking in the context of biology education. Issues relating to how this can be applied as a teaching and learning tool were also discussed.

Paper 12

How We Learn and Develop in Organizations: The Implications for the Professional Learning of In-Service Teachers.

David Charles McMurtry, The University of Aberdeen; d.c.mcmurtry@abdn.ac.uk

Keywords

Teacher Professional Learning; Knowledge Transfer; Organizational Learning; Action Learning

Abstract

Individuals in all organisations are participants in interactive and interconnected systems, interacting with others, materials and representational systems (Putnam and Borko, 2000). A positive consequence of this inter-connectedness is knowledge transfer; when teachers in schools learn and develop new thinking, ideas and practices, others within a school community learn too. Ensuring that teacher professional learning impacts upon teaching and learning involves understanding professional learning as well as the utilisation of effective tools and techniques to develop practice. Research into learning in organizations, provides us not only with an insight into how individuals learn within organizations but also tools with which professional learning can be developed and new knowledge and skills shared and distributed. This presentation, following an introductory outline of new models of teacher professionalism, explores how the resultant professional learning needs of teachers may be met in practice, drawing upon theories of learning in organizations. In particular, Activity Theory, it is suggested, can be used as a tool to support teachers' learning and teaching, especially that of early-career teachers who may be professionally less robust and resilient. The presentation also reports on two on-going participatory research projects involving teachers, Head Teachers, Local Authority staff and researchers from the University of Aberdeen. As well as using survey methods to gather data on perceptions of professional learning, these projects involve teachers in Action Learning and in sharing their learning, in ways which are consistent with what is known about how we learn in organizations.

Methodology, Methods, Research Instruments or Sources Used

Survey Research, Action Research and Action Learning.

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Paper 42

‘Teaching China’ in Scotland’s Secondary Schools.

Dr. Vincent Oates, University of Strathclyde; john.oates@strath.ac.uk

Key words: curriculum/good practice/innovation

The last few years have witnessed an increasing impact of China on all aspects of Scottish life. Scottish schools are responding to this new dynamic in a variety of ways, urged on by a Curriculum for Excellence and by the Scottish Government’s high profile policy of ‘Sino-Scottish Engagement’. This presentation reports on the first national survey on the ‘Teaching of China’ in Scotland’s Secondary Schools. It aims to assess the school response by addressing key political, educational and practical issues:

- to examine the extent to which school managers and classroom teachers are responding to the new opportunities;
- to identify those centres of good practice in the Teaching of China (specifically in the context of Modern Studies/Social Subjects);
- to propose strategies to further improve the ‘Teaching of China’ in class, across subject boundaries and throughout the educational community.

The main method of data collection was a postal questionnaire, between November, 2007 – February, 2008, to named PT/Faculty Heads in 392 schools. Significant quantitative data was provided by the 229 schools, across every local authority, who chose to respond (69.8%). Further qualitative data was obtained through follow-up visits and telephone interviews, involving teachers, pupils and school managers.

The results show a mixed picture of provision across Scotland in general, and within the Modern Studies community in particular. Detailed analysis reveals an interesting range of reasons for this. The presentation concludes by identifying new initiatives designed to help colleagues further engage with China.

Paper 69

A Scottish and cross-sectoral model of research capacity building

Dr Adela Baird, University of Edinburgh; Adela.Baird@ed.ac.uk

Key words: co-production, knowledge, cross-sectoral

Introduction

This paper shows how the Applied Educational Research Scheme (AERS), through its collaborative and inclusive methods of working, has helped establish practical contexts for the co-production of knowledge between the research, policy and practice communities. The paper seeks to identify how successful AERS has been in bridging the gap between research, policy and practice and suggests that the network structures which underpin AERS have encouraged participation by these three groups in real research projects and in so doing new forms of knowledge production have been created.

Methods used to gather data

A questionnaire has been distributed to all the AERS participants. This questionnaire identifies: the range and purpose of the research capacity building activities that have taken place; from which communities the participants have come; and their perceptions of the impact of being involved in a research project. Additionally, these quantitative data will be supplemented by short personal histories from a small sample. These will illustrate how being active in the research process itself may be instrumental in developing new understandings of research findings. Finally one vignette from each network will provide telling examples of research in action between policy, practice and academic communities.

Conclusion

It is anticipated that these data will enhance our understanding of the operations of social practice models of building research skills. Much has been claimed for this model but we have little empirical evidence to date about how a social practice model might work in practice and what its impact might be.

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Paper 73

Evaluation of the Process and Progress Towards Meeting the Needs of Gifted and Dyslexic Students in the Diversity of an International School Setting

Georgina Gabor, University of Glasgow g.gabor.1@research.gla.ac.uk

Key words: dyslexia, giftedness, international

Many gifted children with dyslexia have never been formally identified, but it does not mean that their needs do not require to be met. The aims of this action research were to examine the elements necessary to support the dynamically changing and diverse needs of gifted and dyslexic learners in an international environment, and to identify success factors in effectively supporting their needs.

Methods

Strategies employed with dyslexic learners had been explored and demonstrated that they have been equally successful with their twice exceptional (gifted and dyslexic) peers. The programme, Teaching Reading Through Spelling, which is a synthetic phonics based APSL (alphabetic, phonic, syllabic, linguistic) programme was used - 3x45mins a week - in an international school setting. The students (N=12) made 2.0 years spelling, and 2.8 years reading improvement in one year. In addition to selecting an appropriate teaching programme, successful additional elements were found to be careful planning both for short and long term, effective communication, and involvement of all participants.

Conclusion

Although the sample is statistically insignificant due to the small number of students and the specific setting, the goal, two years improvement in one year has been achieved. In addition, it was found that the participants' attitude has been a major contributing factor in the success.

Symposium 89

Positive Behaviour in the Early Years

Aline-Wendy Dunlop, Peter Lee, Jacque Fee, Anne Hughes, Ann Grieve, Helen Marwick and Jackie Henry

Contact: Aline-Wendy Dunlop, University of Strathclyde; a.w.a.dunlop@strath.ac.uk

Chairperson/discussant: Dr Christine Stephen

Paper i: **What Is the extent and nature of behaviour difficulties among children in Early Years and Early Primary settings?** Helen Marwick & Jacque Fee

Paper ii: **What strategies do parents, practitioners and service providers use to manage behaviour and promote pro - social behaviour?** Peter Lee & Anne Hughes

Paper iii: **What effective approaches to training and support can be identified for staff in early years settings as they consider young children's behaviour?** Aline-Wendy Dunlop and Jackie Henry

The purpose of symposium and relationship between papers

This symposium will present some of the methods and findings of a research study into the perceptions held by parents, practitioners and service providers in managing and promoting positive behaviour in early years and early primary settings in two local authorities in Scotland. The project sought to identify the extent to which behaviour of young children aged 0-6 years, is of concern to practitioners and service providers, and any relevant factors in terms of children's or family circumstances or conditions. The study explored the approaches and interventions that practitioners and service providers use to manage behaviour and promote pro-social behaviour, and the extent to which practitioners feel skilled and prepared for the issues children present in their setting. The same issues were explored in parallel with parents. The study was commissioned by Scottish Government and published in May 2008. The three papers are closely linked in that they report on aspects of three of the four main research questions. It is expected that copies of the Insight Guide will be available at the conference.

Paper i

What Is the extent and nature of behaviour difficulties among children in Early Years and Early Primary settings?

Helen Marwick & Jacque Fee

This paper explores the extent and nature of behaviour difficulties as revealed through the 'Positive Behaviour in the Early Years Study' (Dunlop et al, 2008). Whilst the project set out to focus on positive behaviour, to do so it was necessary to focus on the range of observable behaviours shown by children in the early years. The literature suggests that behavioural difficulties are often the result of a whole set of factors which include the individual, social circumstances, and institutions, such as education. Through an inclusive approach that took account of the complexity of circumstances that interrelate to create any difficulties a child may experience, the project sought to avoid a view that difficult behaviours are necessarily 'within child'. This paper focuses on data generated by the Goodman Strengths and Difficulties Questionnaires (1997) for which there were both parental returns (n=713) and practitioner returns (n = 1253). For both parents and staff, perceptions about emotional development, response to others (pro-social), conduct, peer relationships and concentration (hyperactivity) showed mainly low levels of perceived difficulties. Overall the extent of concern about behaviour difficulties in young children aged 0-6 in early childcare, preschool and primary settings compared to earlier studies is fairly stable, with approximately 20% of children perceived as presenting with difficulties that cause some concern. Illustrative material is drawn from the Focus groups There was considerable consistency in data emerging from all measures indicating that parents and staff perceived that the majority of children generally displayed positive behaviour.

Paper ii

What strategies do parents, practitioners and service providers use to manage behaviour and promote pro - social behaviour?

Peter Lee & Anne Hughes

In this second paper we consider parent and staff strategies as revealed by the Adult Strategies Questionnaires (Dunlop et al, 2008). Focus groups also addressed the strategies used by parents and professionals to address behaviours that cause concern. Some of the parents had attended parenting groups, for example 'mellow parenting', which had given them new ideas for dealing with unacceptable behaviour, and even those who had not attended recognised their value and would like to see more being offered: 71% of parents report feeling that their child behaves differently in some situations than others. Overall the main strategies reported as used most frequently by parents when faced with difficulties in the area of behaviour are: time-out (16%), explaining that behaviour is not acceptable (14%), and negative reinforcement (10%). When dealing with feelings parents provide reassurance (27%), encourage talk (25%) and offer comfort (12%).

Nearly half of the staff respondents feel quite well skilled to support children's behaviour. 6.5% feel only slightly skilled and 44% feel very skilled. As with parents, staff felt that it was important to share information between parents and staff. Doing so leads to a more rounded picture of the child, and to consistency through collaboration between the important people in children's lives brings mutual support and clear benefits to the child. These are just the sorts of benefits that could be widened by leadership support for, and a greater focus on improved inter-agency working for the children whose behaviour most demands a coordinated approach.

Paper iii

What effective approaches to training and support can be identified for staff in early years settings as they consider young children's behaviour?

Aline-Wendy Dunlop and Jackie Henry

The third paper considers areas for development based on what has been learned about perceptions of young children's behaviour and the importance of parents and professionals working together in the early years in order to promote well-being, involvement, self-esteem and engagement. Staff revealed that their main sources of support are training, the experience of colleagues and sharing concerns together to help themselves in positive behaviour practices. 52.2% drew from their own work experience, 30% attributed their confidence to previous qualifications, 25% drew support from their colleagues, 17% had found ongoing CPD helpful, 16% used a range of known strategies, 7.5% drew on their own personal knowledge of individual children. Whilst staff confidence is a positive factor, 85% of staff indicated that they felt in need of some level of training: 71% felt they could benefit from a bit more training, and 13.9% felt strongly in need of this. Particular areas of training need mentioned were behaviour management strategies and working with children with Additional Support Needs. Here we reflect on ways forward in supporting young children to develop positive behaviour towards others, and draw on case studies of four settings, in order to share our understanding of how early years and early primary settings may be placed to work positively on young children's behaviour.

Symposium 30

Research-informed development within the Schools of Ambition

Contact: Dr Moira Hulme, University of Glasgow: m.hulme@educ.gla.ac.uk

Chairperson: Professor Ian Menter, University of Glasgow; imenter@educ.gla.ac.uk

Discussant: Ian Matheson, General Teaching Council for Scotland; Ian.Matheson@gtcs.org.uk

There are currently 52 Schools of Ambition distributed across the 32 Local Authorities of Scotland. Each school is receiving an additional resource to support a programme of change based on a locally negotiated 'transformational plan'. The Research to Support Schools of Ambition Team hold responsibility for collecting and analysing evaluation information that maps the 'distance travelled' during a three-year period of funding. Teachers in each school have taken responsibility for discrete evaluation strands and are collecting and analysing information that records progress towards the achievement of locally-defined goals. This symposium illustrates the range of approaches being adopted by drawing on the experiences of four schools: Dunbar Grammar, Castle Douglas High School, Dalry School and Arbroath Academy.

Each presentation is delivered by a teacher leading research development work in their school. Each presenter outlines approaches to evaluation and methods of enquiry designed to meet the needs of a specific local context; and discusses the impact and effectiveness of this strategy in supporting the professional development of teachers and in improving outcomes for learners. Collectively the papers address both the significant challenges involved in embedding evaluation activity within the day-to-day life of schools and the potential benefits of a research-informed approach to professional practice.

Paper i

Developing a systematic approach to school self-evaluation in a School of Ambition

Paul Raffaelli, Dunbar Grammar School; praffaelli@dunbargrammar.elcschool.org.uk

This presentation outlines the processes through which Dunbar Grammar School has sought to integrate evaluation within the School of Ambition ‘transformation plan’ and wider school planning. Integral to the school’s transformational plan is the creation of seven companies around the theme of the creative and performing arts: Catering, Film and Animation, Dance, Theatre, Music, Broadcasting and Corporate Identity. These aim to promote pupil leadership and enhance pupil confidence and ambition; as well as contributing to the enhancement of learning and teaching strategies, inclusion and engagement across the school. The creative nature of the activities allows the school to explore innovative ways of recording their transformational journey. A locally devised evaluation strategy aims to promote shared responsibility for monitoring and evaluation, including participation by pupils. This approach helps to structure the gathering of relevant information, both quantitative and qualitative, at key times. The evaluation system draws on a range of evidence including: periodic online surveys of pupils, teachers and parents using the School Evaluation of Learning System (SELS); interrogation of routine school data; and a series of focus groups.

Paper ii

Moving towards evidence-informed change: the role of consultation and participation

Sheelagh Rusby Castle Douglas High School, rusbys@alc.dumgal.org.uk

Claire Schutz, Castle Douglas High School; schutzc@alc.dumgal.org.uk

This presentation outlines the approach to evaluation developed in two partner schools, Castle Douglas and Dalry School; a joint initiative through the Schools of Ambition programme. At the project's inception it was acknowledged that: (a) the management of change needed to be evidence-informed; and (b) evaluation needed to be person-centered. At an early stage the schools embarked on extensive consultation with a wide range of partners: teachers, pupils, parents, local employers, colleges and other stakeholders. Care was taken within school to ensure that the range of initiatives and interventions associated with the School of Ambition held a high public profile. Opportunities for pupil and teacher participation were offered at a number of levels; with care taken to nurture participation. Reporting processes have been designed to serve a formative process, providing opportunities for periodic reflection; the outcomes of which inform future development and subsequent rounds of evaluation. The strong attention afforded to consultation and an invitational approach to participation at Castle Douglas and Dalry reflects a commitment to relationship building and to creating conditions conducive to a sustained culture of enquiry. A particular feature of the work at Castle Douglas High School has been the development of a pupil enquiry group to support development and evaluation activity in school.

Paper iii

Gaining Practical Knowledge through Action Research

Jane Esson, PT Raising Achievement; araessonj@arbroathacademy.angus.sch.uk

This presentation outlines the approach to one aspect of the evaluation of the School of Ambition 'transformation plan'. The plan has three themes underpinning it: leadership development; pupil and community confidence; and enterprising learning and teaching.

The strategy for the evaluation included consulting with parents, pupils and teachers using the HMIe survey to identify feedback about the development of ethos and confidence in the staff, pupils and parents; and communication, both in the school and with the community.

The presentation describes the process of development of the teacher-researcher working with a small number of parents in the evaluation process, leading from the teacher's initial presentation of the findings to the parent council, and subsequent collaborative partnership with them, whereby a second questionnaire was produced for completion by parents. Analysis of the questionnaire findings has led to the teacher in collaboration with the parents producing an updated report for parents, as well as to changes in school policy. The necessity of producing reports for parents in parent-friendly language, and the role of the parent researchers in this were important.

This work, together with that of other members of staff engaged in action research within different strands of the 'transformation plan', has provided a platform for change within the school.

Paper 18

Who Am I? A Study of Three Mainstream Bilingual Teachers

Khadija Mohammed, The University of Strathclyde; k.mohammed@strath.ac.uk

Keywords: Identity, ethnicity/ cultural diversity, equity

The aim of this paper is to explore the relationship between identity and culture and how they both combine to affect education, in particular the area of teacher-pupil interactions. It explores how we construct our individual identities and the various ways in which these are then shaped by our life experiences. It assesses the role that educators can play in shaping the identities of pupils from diverse cultural backgrounds. A process of 'negotiation' is required between a teacher and her pupil whereby they are engaged in sharing stories about their cultural experiences.

This paper draws on a qualitative study conducted with three mainstream bilingual teachers from the West of Scotland. They were educated in Britain and come from different cultural and religious backgrounds. Each of the teachers was interviewed and their responses were analysed, in an attempt to capture their life experiences and how various influences such as family, culture, peers and schooling affected them in the formation of their own identities.

The key findings have implications for teachers working in today's culturally diverse classrooms. It emphasises the need for teachers to acknowledge their pupils' cultural identities and have a good understanding of its relevance to their educational experiences. This paper highlights that the linguistic expertise of a mainstream bilingual teacher in addition to his/her own lived experiences can be used to inform the whole school community in supporting cultural diversity. In light of the growing diverse pupil population it would be appropriate to claim that a clear focus on the recruitment of ethnic minority teachers is needed.

Scotland: A World Leader in Education?

Anne Neil, University of Strathclyde; anne.neil@strath.ac.uk

Key words: assessment; resources; teaching strategies

The General Teaching Council for Scotland (2008) cited evidence from three recent international reports to highlight the Scottish education system's relatively high world standing as measured by pupil achievement.

This paper offers an analysis of the achievement of Scottish pupils who participated in one of these, the PIRLS 2006 study, in the contexts of the performances of their peers in participating OECD and English language speaking education systems. The analysis suggests that, while our most able pupils may rank amongst the highest achieving, the majority "could do better".

The principal aim of this analysis was to investigate the PIRLS 2006 data for indicators of areas of further research which could help teachers close the wide gap between our high and low achievers. Several issues emerged from this analysis:

- Scottish teachers' apparently limited use of diagnostic assessment techniques
- Emphasis on reading schemes as the basis for reading instruction and
- Low achievers' exposure to passive teaching and learning strategies.

Given the imminent introduction of Curriculum for Excellence, qualitative investigation into the classroom realities behind the statistics outlined in this paper is the suggested starting point for assessing how well teachers are prepared for delivering an "excellent" curriculum to all. Outcomes should give direction to the support they may require.

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Symposium 82

Researching Social Capital – lessons from AERS case studies

Chair: Prof. Julie Allan, University of Stirling; j.e.allan@stir.ac.uk

Discussant: Prof. Ian Menter, University of Glasgow

This is a joint symposium presented by the Schools and Social Capital Network of AERS and the SERA Social Capital Network

Among the themes that have emerged from the nine social capital case studies, two have been identified for exploration in this symposium. The first of these is ‘accessing children’s voices in research’ and the second theme is the implications for research of the complexity of ‘notions of capital’ including social and cultural. Julie Allan will introduce the themes to the participants. Grace Paton and Marion Dickie will then share vignettes about ‘voices’, and the audience will be invited to join in a dialogue about the implications for research. Peter Lee, Ralph Catts, and Rowena Arshad together with Susan MacLennan will then present vignettes about notions of capital, with a further opportunity for the audience to comment.

The Chair will frame the debate and introduce the speakers. The two themes will be considered sequentially. Each presenter, as listed below, will provide short commentaries of up to ten minutes on their selected theme to start each dialogue.

Ian Menter will then act as a rapporteur to draw together the issues that emerge.

Presenters:

Rowena Arshad, University of Edinburgh; Ralph Catts, University of Stirling; Marion Dickie, South Lanarkshire Council; Peter Lee, University of Strathclyde; Susan MacLennan, Edinburgh Council; and Grace Paton, University of the West of Scotland.

Theme 1

Accessing Children's Voices in Research

Marion Dickie

Are two voices better than one?

In interviewing young people about their youth club involvement we conducted some interviews with pairs of adolescents, while other interviews were necessarily conducted with individuals. We had expected that there would be advantages and limitations in interviewing pairs of students, but found in practice that the advantages were confirmed, whereas the limitations were not realised. As social capital is, by definition, a property shared by groups, we recommend interviewing pairs of adolescents to enhance efficiency, the focus on interactions, and in view of the mutual support that the adolescents gave each other.

Grace Paton

One Voice, Many Voices? Listening to young refugee pupils.

Two researchers spent 6 days in a Scottish primary school with a sample of 12 refugee pupils aged 10-12 years, selected by the head teacher. Qualitative research methods aimed to allow the voices of the children to be heard, but resulted in several reservations about the openness of the children revealing their true feelings. The power dynamics within the primary school may be significant, particularly considering the vulnerability of the group. In situations controlled by primary school staff, children were asked to share digital cameras to record images of importance to them, followed by informal conversations with researchers. Personal recordings of thoughts on transition from primary to secondary school were produced with teacher help. The researchers also convened a focus group discussing transition issues. Data obtained from the interviews and recordings presented school life very positively, whereas data from the focus group was more negative, perhaps resulting from peer pressure. The project of locating true children's voice is complex, and difficult to achieve quickly and within the confines of school. (Alderson 2000, Scott 2000, Mayall 2000, Clark and Moss 2001). More imaginative and long-term approaches could prove more fruitful in obtaining authentic data. Persistent questions remain. How can researchers and gatekeepers work ethically and openly together, avoiding inadvertently influencing data? How can researchers distinguish children's individual voices from the voice of "groupthink" generated by contingent factors? Should we view children as active agents and researchers in their own right?

Theme 2

Notions of Capital

Rowena Arshad and Susan MacLennan

Schools and the Missing Link

Our case study saw many examples of bonding capital (close ties between pupils and teachers, between teaching staff, between staff at different levels, between teaching and non-teaching staff, between family groups, community groups, close friendship groups, neighbourhood groups) with some examples of bridging capital (partnerships with external agencies, international family evenings). However, we identified less linking social capital. This is the kind of capital that Woolcock (2001:13-4), a social scientist with the World Bank, says 'reaches out to unlike people in dissimilar situations, such as those who are entirely outside of the community, thus enabling members to leverage a far wider range of resources than are available in the community.' For the case study school, serving an area of severe multiple deprivation where over two-thirds of its pupils receive free school meals, what are the consequences of an absence of linking capital? Does it matter? Our contribution will discuss potential consequences as well as pose some possibilities on how linking capital might be developed.

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Ralph Catts

Notions of Capital

Among adolescents, one of the difficulties in researching notions of social capital is the ways in which some peer networks can break, while others remain stronger. In this vignette I will first demonstrate, with an example, how breaking and reforming networks can affect access to opportunities, and I will then explore the extent to which the distinction between bonded and linking social capital can explain the outcome.

Peter Lee

Notions of Capital

This vignette concerns notions of social capital in relation to children and families who are living in communities suffering from disadvantage. It especially raises questions regarding positive and negative views of social capital for children and parents who are deemed, perhaps by their socioeconomic and familial constituency, to have low bridging social capital and high bonding social capital. There are also views of high levels of trust and reciprocity which may be perceived by professionals to be evident in social networks but may not transfer into educational or social service interactions with parents/carers. As well as pinpointing some interesting empirical evidence on the shifting nature of families and their developing social capital, this part of the SSC symposium will challenge existing assumptions that the role of schools can compensate for the perceived deficit in social capital within children and families.

Will the Lights Stay on? Glow and Embedding ICT into Secondary School Curriculum Subjects; A quantitative and qualitative design-based classroom study.

Jaye Richards, Cathkin High School; jrichards@cathkin.s-lanark.sch.uk

Keywords attainment, embedding ICT, quantitative measures, GLOW,

A review of recent literature shows that despite huge investment in ICT, few if any have been able to report tangible learning gains from ICT-based teaching as measured by exam results or other quantitative, comparative behavioural measures. In contrast this project is able to report one instance of such gains in a quasi-experiment that allows strong statistical inferences to be established. Four parallel S3 classes were tracked, each working through the same modules forming part of standard grade Biology. Results were tested using summative instruments of assessment using topic-specific questions from past standard grade Biology papers, and an end of year exam. In one of these classes, after two modules taught without it, one module introduced ICT timetabled for one of three lessons each week over one school term, with a mixture of independent and collaborative learning tasks reinforcing the learning objectives for that week. These were delivered using GLOW (the Scottish School's Digital Network) as the platform. Results for the same class with the same pupils and same teacher showed a mean increase of 23.81% marks for the GLOW vs. non-GLOW modules ($p < 0.02$; effect size Cohen's D of 1.0). Comparing this class and teacher to others show that the attainment on the non-GLOW modules was very similar, and significantly less than the best of the four classes, however, on the GLOW module, it was better by 9% marks than the best of the other classes. Further examination of the results showed that the weaker students benefited the most, and that the gains were bigger on the problem-solving tests than on the conceptual tests. Furthermore on the end of year exam, which re-tests all 3 modules in a way comparable to the eventual standard grade exam, the class that had received GLOW based teaching in one module achieved higher average marks even on questions relating to the non-GLOW modules, hinting that a multiplier effect may be operating.

The challenges of embedding ICT into subject curricula are discussed, and suggestions for a model of good practice made. This use of ICT could facilitate a partial move away from a predominantly subject based focus in teaching to the more applied approach as advocated by a Curriculum for Excellence. Phase two of this study will address the issue of sustainability, collect measures of teacher time, effort, and training, and collect classroom observational measures to investigate what detailed changes in the teaching approach were associated with the ICT-based lessons, and which may therefore underlie the attainment gains measured.

Paper 80

Engineering in the curriculum: connecting science, technology and maths

E Ekevall, University of Glasgow; e.ekevall@educ.gla.ac.uk

E L Hayward, University of Glasgow

G Hayward, University of Strathclyde

G MacBride, University of Glasgow

E Spencer, University of Glasgow

Keywords: engineering, science and cross-curricular

The Curriculum for Excellence programme in Scotland is presently reviewing the curriculum with the aim of providing: “more freedom for teachers, greater choice and opportunity for pupils and a single coherent curriculum for all children and young people aged 3-18.” Building the new curriculum provides considerable scope for innovative approaches in schools to teaching and learning including wider cross-connections and interdisciplinary work.

Engineering the Future is a three year EPSRC funded project supporting collaboration among researchers, policy makers and practitioners to enhance understanding, commitment and participation in engineering. One strand involves teachers and university lecturers working together to develop activities and interactions that enhance pupils’ understanding of the nature of engineering and to embed these experiences of engineering within the classroom and curriculum. Engineering requires scientific and mathematical competence, creativity and problem-solving skills. It is an ideal means of bringing together curriculum outcomes and experiences in creative and meaningful ways.

This paper describes some cross curricular engineering experiences developed within the Engineering the Future project. Through the activities pupils learn about science, technology and maths. Qualitative research methods are used to investigate the views of the teachers and university lecturers who developed the activities and to explore the experiences and views of the pupils after engaging in the activities.

The philosophy of the Curriculum for Excellence programme creates a potential for schools and universities in partnership with schools to enhance pupils’ understanding of science and maths through engineering and in the process perhaps rekindle student interest in science.

Paper 80a

Improving the transition from school to studying engineering at university

G MacBride, University of Glasgow; g.macbride@educ.gla.ac.uk

E Ekevall, University of Glasgow

E L Hayward, University of Glasgow

G Hayward, University of Strathclyde

E Spencer, University of Glasgow

Keywords: engineering, transition and deep-learning

It is widely recognised that transition from primary to secondary school has major implications for children's learning: it is commonly accompanied by a dip in achievement; some children disengage from learning. Parallel challenges encountered by young people making the transition from secondary school to university are perhaps less widely recognised. One strand of the Engineering the Future (EtF) project, funded by EPSRC to enhance understanding, commitment and participation in engineering, is exploring ways of improving the transition from secondary school to studying engineering at university.

Generally school pupils have limited awareness and understanding of engineering and of how engineers work and think. The project is addressing this by embedding engineering into the curriculum to ensure all young people develop knowledge and ways of thinking fundamental to engineering. Bringing university and school staff together to collaboratively develop these engineering inserts started a dialogue that has informed practices in both sectors.

Through this dialogue it became clear that some university practices were based on inaccurate or out-dated perceptions of the school curriculum and assumed prior knowledge not taught in school. More fundamentally, questionnaires, focus groups and discussions with university staff and students identified concerns related to problem-solving, delayed understanding, formative assessment and surface approaches to learning rather than deep-learning.

This paper reports on the project's partnership work with staff and students to identify and implement pedagogical and pastoral practices that improve transition from school to university, improve retention, and enhance learning in the first year of university engineering courses.