Social justice –Agency and respect

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Organisers: Scottish Attainment Challenge Project

Discussant: University of Edinburgh: Dr. Laura Colucci-Gray

Presenters: University of Aberdeen: Dr Archie Graham, Dr Dean Robson, Univervisty of West of Scotland: Dr. Stephen Day.

Transcript

Laura Colucci-Gray: University of Edinburgh and today be chairing and also offering some provocations after each paper hopefully we can have a.

Laura Colucci-Gray: really good well rounded discussions around this theme of social justice, social justice in relation to the attendant challenge project.

Laura Colucci-Gray: So I think i'm going to introduce the first speakers, first of all, and that is our to Graham school of education University of Aberdeen.

Laura Colucci-Gray: And I think the title of the paper hope hasn't changed this exploring student beginning teachers enactment of the concept of people differences in schools, located in high poverty environments so actually we speaking for about 15 minutes, and then I will respond to you.

Thank you very much, slow.

Archie Graham: Okay, welcome to this University of Aberdeen presentation exploring student and begin to teach us and that meant of the concept of people differences in schools, located in high poverty environments.

Archie Graham: and Scotland, the Scottish teacher education committees national framework for conclusion 2014.

Archie Graham: And the Scottish government's 2015 Scottish timid challenge or two examples of current policy initiatives that underpin the promotion of inclusive education.

Archie Graham: Such policies are reinforced by the quality act 2010 which pleases, a legal obligation and schools to make reasonable adjustments to provision, who had acquired.

Archie Graham: and prohibits discrimination and harassment, based on protected characteristics and shooting individuals are treated fairly and equally, no matter the race, gender, age, disability, religion or sexual orientation, as part of my understanding is protected characteristics.

Archie Graham: In many countries, including Scotland it's a professional expectation that teachers will recognize and respond appropriately to diversity and learn our differences.

Archie Graham: For example, the new 2021 do tcs standards for both provisional and field registration, so the mandatory requirements for students and.

Archie Graham: Teachers the standards require students and produce new teachers to promote equality and diversity, paying careful attention to the needs of wellness from diverse groups and and upholding children rates gcs.

Archie Graham: Well, such professional standards can and do provide a framework for supporting the professional learning development of new teachers it's less clear a student and practitioner teachers and Tetra.

Archie Graham: and respond to diversity and people learning differences and the various practice settings, including those that are undertaking and high poverty school environments.

Archie Graham: or even this presentation is to explore the lived experiences of student and traditional teachers in relation to how they make sense of people differences in allowing tonight inclusive pedagogy and high poverty school environments.

Archie Graham: or theoretical background so according to Florida and black Hawkins 2011 inclusive pedagogy is concerned with achieving positive educational outcomes for all Mr.

Archie Graham: underpinned by commitment to address and glamour differences as marginalizing are stigmatized and wellness.

Archie Graham: inclusive pedagogy is recognized in the literature has been undependability assumptions one difference between lamaze should be expected in any conceptualization overwhelming.

Archie Graham: to teach us must believe that capable of teaching all learners and three teachers will develop creative and new ways of working with others.

Archie Graham: In this presentation we wish to highlight the assumption the engagement with inclusive pedagogy promotes understanding of differences between Lammers.

Archie Graham: As characteristic of what it means to be human and something to be expected in all classrooms.

Archie Graham: Over 40 and a black boykins 2011 steep it's not enough to simply know that the learners in the class are from different backgrounds tonight and inclusive pedagogy teachers also need to dress learner differences, without marginalizing stigmatize and.

Archie Graham: The fallen slaves with important data gathered from final me initial teacher education student teachers and from traditional teachers undertaken the practical and induction you have respectively.

Archie Graham: and high poverty school environments to explore how they make sense of the concept of people differences in your classroom seconds.

Archie Graham: Student teachers data was collected the questionnaires and semi structured interviews just two case studies that isn't for the small sample was a corporate 19 pandemic, which seriously impacted on the number of teachers able to participate in this part of the study.

Archie Graham: Prior to the corporate 19 pandemic data requested from producer teachers, be a classroom observations deflect of diabetes and semi structured interviews for just seven case studies.

Archie Graham: The student teachers were recruited from me for initial teacher education program and Canada, the practice them in primary school settings.

Archie Graham: The provision of teachers were graduates of the same pgd it program for the provision of teachers were placed in two primary schools and three were placed, and the same secondary school.

Archie Graham: All the research participants were familiar with inclusive pedagogy and we're aiming tonight and educational.

Archie Graham: The data relating to life experiences or written off as case studies.

Archie Graham: And we had the question your data is participant has served as their own case in terms of data collection to us a detailed descriptions of their life experiences.

Archie Graham: Then interrogated the data for the problem student teacher question here and conducted across case analysis to identify any replicating patterns.

Archie Graham: In terms of velocity a better understanding of the context that traditional teachers were working and how they made sense of people.

Archie Graham: different backgrounds and learning differences oil intending to not include the capability to key themes emerged from her analysis one was developing awareness of differences of individuals, diversity and the second was responding to our differences.

Archie Graham: Are famous have a concrete examples of how the participants made sense of people differences for learning tonight and because of pedagogy and high poverty school and violence we highlight five key findings this presentation just visit each one and Tom.

Archie Graham: So firstly people differences were recognized the most participants as a feature of all questions.

Archie Graham: And we have this was further developed by fostering positive relationships with people through discussions with people's either as individuals or during class activities.

Archie Graham: Some other sort of quotations included I made an effort to get to know each to personally and to find out about their lives they say the school in order to help build a trusting relationship with them as a student teacher.

Archie Graham: There was a range of ethnicities and cultures in the class, this was often discussed by exploring different countries and Google maps.

Archie Graham: living in to see what individuals are from and Julian specific holidays, we explored Christian celebrations from around the world as a teacher.

Archie Graham: I taught him for a year now, so I know what they're capable and I know what the struggle with so trying to work around that and give them help and scaffold and not one of them could be strategist.

Archie Graham: They can find in a when difference was mentioned, it was similar largely in terms of equality and diversity in relation to protected characteristics.

Archie Graham: and cultural diversity over some participants highlight challenges when trying to recognize differences and individuals within the questions anything.

Archie Graham: In terms of equality and diversity in relation to protect the characteristics, including cultural diversity illustrative examples included.

Archie Graham: The class consisted of diverse ethnic and national backgrounds and genders in terms of sexual orientation, multiple students spoke about the possibility of identifying as an LGBT Q plus level student teacher.

Archie Graham: And my support teacher was very informative about the children's backgrounds and we'd give you an insight into the homeless.

Archie Graham: I was able to notice such diversity, such as race and class with me to the children, so the student teacher.

Archie Graham: And then the school at school, see not every child will go to university some mate wanted, some might not because appearance or never been so it's a bit of a cultural thing that was one of our produce.

Archie Graham: In terms of challenges highlighted when trying to recognize differences and individual it within the classroom safe in the fall and examples are provided for rehabilitation.

Archie Graham: Diversity is sometimes harder to spot when everyone is dressed the same and speaks the same brand of English.

Archie Graham: meaning, you have to dig a little deeper to get an insight into people's diversity, especially as children get older and just want to confirm that's when the student teachers.

Archie Graham: And some differences are not visible to the naked eye was another teacher.

Archie Graham: For the challenge was noted by the participants we're by the stress the need to demonstrate sensitivity when addressing issues surrounding diversity, as illustrated by the following quote.

Archie Graham: it's difficult to drill down to heart and the differences between people's backgrounds classes, etc, because often pupils are very aware that the Horn wife may be different in a way that affects them negatively.

Archie Graham: This can be very stressful for students, I try to recognize diversity in difference in these areas without linking directly to the students, as I feel this is unethical and we put them in the sport or other than just one or student teacher.

Archie Graham: I start finding with I know examples of participants, using that understanding of people's diversity to inform planning to address them are differences.

Archie Graham: for finding people learning differences appear to be based on understanding that peoples in the classroom had a range of abilities.

Archie Graham: So, for example, there's a wide range of abilities interests when student teacher, a lot of 10 minute and motivation gap by choosing sitting randomly.

Archie Graham: The groups were mixed ability, who are often that led to an off balance student group work for both learning experience engagement it's not a student teacher.

Archie Graham: I found mass particularly difficult as a variation of whatever unglamorous with vast and manually honest require one on one support in order to really internalize a concept that's not a student teacher.

Archie Graham: I would have broken up my team or a between like the Florida ability ones, to help them along, because I think they all need to be involved.

Archie Graham: If it means that I have to go and help them a little bit more I think that's Okay, as long as until and slightly higher ability, one by one.

Archie Graham: As a professional teacher and another professional teacher stated, I see them for around the code so forth quite good, because they can work in peers, they can walk them for, and then they can work themselves so it gives me a good level of differentiation between them.

Archie Graham: And the first finding dominant school cultures normalize gripping by prayer attainment or setting based and ability to respond to the other differences.

Archie Graham: In relation to the teaching of maths and English language in primary schools and Satan and some secondary school subjects.

Archie Graham: Over and waiter curricular areas participants grip dilemmas by mixed abilities in terms of dominance two cultures are just examples included.

Archie Graham: The school perfectibility clippings from numeracy and literacy, the range of ability between one grip.

Archie Graham: From the in the first level and another group working towards the end the second level native it's difficult to know how to create a lesson which would encompass all the learning needs in a way which was not ability.

Archie Graham: Student teacher, there were a ability of the whole class number two the math lesson to give up a student teacher.

Archie Graham: Maybe do it in school see as we set them so like all the kids in that class right same ability level, so it makes it easier for us to find one lesson, rather than five or six.

Archie Graham: So they all got around a bit the same I just score That was our second division a teacher.

Archie Graham: And this class that you observe got more handouts, because the other law ability class so they want Point seven which is looking mental set.

Archie Graham: grandmother class mail first year class was 1.4 which supports it, so the top set of the class got a little bit more work with everything you know a little bit more thinking.

Archie Graham: As these guys got more handouts, and that was another business teaching secondary and contrast there was more flexibility and other critically at us, for example.

Archie Graham: and services, health and well being a science of topic children what together and mixed ability groups, they will discuss questions so puzzles click posters different activities teacher.

Archie Graham: Lessons which were planned for the whole class using mixed ability grips incorporated a variety of activities in order to make them accessible to all peoples student teacher.

Archie Graham: And so today's lesson in terms of inclusion idea of the lesson is that they're working in teams, so the teams have been decided to some randomization and some ability matching.

Archie Graham: So this is some of the Lord ability people's will match for some of the higher ability peoples and therefore they'll be able to help each other and that was a professional teacher.

Archie Graham: So getting to know all around us and getting to know what they need to norbit lamar that is relevant to teaching alarming is complex and integral to the next one, because of pedagogy.

Archie Graham: Under pensive people teach relationships and support teachers, including student and provision of teachers applying meaningful learning opportunities for all.

Archie Graham: The case of the participants in this study it was evident that there were developing awareness of differences between the learners in the classroom settings.

Archie Graham: In terms of protected characteristics socio economic backgrounds and cultural diversity.

Archie Graham: Supporting student and traditional teachers to know the school contacts and to foster positive relationships with the children and young people.

Archie Graham: And their career as a key feature of initial teacher education and induction year.

Archie Graham: belden enforcing positive relationships and the Latin community which respectful of individuals is also integral to the student and produce teachers meeting the standards for provisional and feel GTS registration.

Archie Graham: Yet for the participants in this study did not appear to make use of this developing awareness and form the pedagogical approaches to learning differences or educational inclusion.

Archie Graham: For the participants in the study people differences would experienced this too desperate disconnected ideas developing awareness of differences of individuals, diversity and responding to them or differences.

Archie Graham: The participants were aware of the need to recognize the difference and be there for us to get to know the children and young people as individuals generally being positive about those differences and respecting them.

Archie Graham: have it, as highlighted earlier in the presentation it's not enough for teachers to simply know that the learners in their class from different backgrounds.

Archie Graham: The finish of the studies suggest that perhaps more needs to be done to help student and produce the teachers to make sense or and to operationalize the concept of people differences in classroom settings.

Archie Graham: This and it would be beneficial to develop a shared evidence informed understanding, then initial teacher education.

Archie Graham: of her knowledge of people's different backgrounds can support a nightmare, and because of pedagogy, so this is use such as the ones highlighted in Scottish team challenge with it marginalizing stigmatizing lemme.

Archie Graham: But examples, questions such as what aspects of understanding people differences can be tapped to support educational inclusion of all learners and, if possible, for students and teachers tonight and the questions.

Archie Graham: Thank you for listening.

Laura Colucci-Gray: Thank you, I T okay i'll provide a couple of points just start from your presentation meantime if people would like to just enter comments or questions in the chat think Nicola will monitor the chat so that would give her an opportunity for everyone to to offer these.

Laura Colucci-Gray: So um first of all.

Laura Colucci-Gray: As I was listening to to your paper archie I was, I was happy to hear actually you talking about difference.

Laura Colucci-Gray: I thought, if I imagine for a moment that this whole attainment challenge venture was a xylophone a thought and then attainment was this ladder progression from a lower to higher tone.

Laura Colucci-Gray: Then, when you come to the word difference, I thought, clearly we are on one of the faulty bars.

Laura Colucci-Gray: It said that word that seems to undermine the whole project over the Net and seamless progression to some kind of goal.

Laura Colucci-Gray: So we're thinking about BSS tripartite educational qualification education of socialization and education objectification.

Laura Colucci-Gray: And what you said, it seems that our student teachers are well bears in the first and second they mentioned they understand different diverse diversity.

Laura Colucci-Gray: The understanding as they understanding it as an eternal genius mix of backgrounds languages abilities.

Laura Colucci-Gray: They also prepare themselves to be the facilitators of a learning environment that might include the differentiation of tasks of content, perhaps.

Laura Colucci-Gray: They also might adopt appropriate because the practices that targeted for particular individuals.

Laura Colucci-Gray: I wonder if they see their job, mainly as that of eating different peoples through to qualifications to gain access to curriculum.

Laura Colucci-Gray: They also see themselves as those that build relationships with each and individual people so that they ate again socialization and being part of a community.

Laura Colucci-Gray: Acquiring customers and behavior of of a community, but it is the third element and the tripartite that does that purpose, seems to me missing unless investigated, because that is linked to our student teachers becoming subjects of their own teaching.

Laura Colucci-Gray: So I wonder here if through hide the questioning of poor purpose, we can ask seemingly harder questions about what we seek to achieve with our educational endeavors.

Laura Colucci-Gray: That we can question what is a stake in our educational happenings, as we know, education doesn't work in relation to only one purpose, but a number of domains.

Laura Colucci-Gray: So wonder whether this is the trouble with a whole business of attainment according to which purpose it is conceptualize Does it reduce the educational work of our student teachers to the delivery of a task.

Laura Colucci-Gray: And if you want to move away from the utilitarian dimension, then what shape should begin in teachers education take what is it that, should we be attending to.

Laura Colucci-Gray: How do we allow them to encounter that otherness that difference that seems to come, beyond the normal sense, making practices seems to like beyond.

Laura Colucci-Gray: The normal understanding and they said to me don't encounter that opportunity in schools, given what you said about the structures that that in place.

Laura Colucci-Gray: So do wonder how do we move towards a teacher education practice that addresses them how student teachers personally that speaks to them and also ask something from them.

Laura Colucci-Gray: So we're not simply asking why is teaching important or why is education important, but we are asking that more calling questions probing question of why is it include education, important to me.

Laura Colucci-Gray: Why does it make a difference to me and I just wonder what the audience think and what other ideas out there.

Laura Colucci-Gray: of time.

Laura Colucci-Gray: Silence doesnt sit well with online presentation, so therefore we are going to break the rule of thinking time i'm going to move on to Stephen day and perhaps even you're given us a bit more to mull over.

Laura Colucci-Gray: So Stephen is going to.

Talk about.

Laura Colucci-Gray: Another very hot issue and, in the current educational sphere, and it is the data invocation of education, Stephen yeah, the floor is yours.

Stephen Day: Thanks loader yeah.

Stephen Day: Well, I want to do is, I want to talk about diversification and education with.

Stephen Day: Without it, looking at how we use data in an ethical way for social justice within the system.

Stephen Day: So what i'm going to try and do is i'm going to try and set this within an educational policy for the text and i'm going to try and traumatize data vacation and education and i'll draw on some of the research that we've done.

Stephen Day: But what does it suggest and then trying to ask some critical questions for policy and practice.

Stephen Day: So it's fair to suggest that education, like many social systems has increasingly become information seven where educational institutions such as schools, universities, colleges and those that walk in them and learn them are continuously generating and using data for a variety of purposes.

Stephen Day: Today, and when we look at education in terms of scheduling the education Scotland act in 2016 put the national improvement framework for education in Scotland.

Stephen Day: On a statutory fitting but, in practical terms what that actually means is that it's underpinned by four priorities and those priorities.

Stephen Day: are framed around about the ideas of one improving attainment in particular and literacy and you will see about closing the achievement gap between the most and least disadvantaged.

Stephen Day: it's also about improving the health and well being of all people switch seems about curious, why was that, through an end there and then it's about improving employability skills and sustained positive school leave a destination for all young children.

Stephen Day: and also to help the delivery of the national framework.

Stephen Day: The the nest has got sex drivers, the first three I would argue, are very general, we have known for a long time that school leadership teacher professionalism and engaging with parents is the key to success in education.

Stephen Day: However, the next three drivers are all related to the the gathering of of data at the looks at assessment of people's progress school improvement and performance and the information which is all based around.

Stephen Day: and teacher every department every school gathers information about the progress of the children that they are working with.

Stephen Day: And then they use that information to support the outcomes that they're looking for.

Stephen Day: In terms of skill improvement every school has the responsibility to evaluate how well they're doing against the national improvement priorities and other performance measures, and these are evaluated by themselves by local authorities by the inspector.

Stephen Day: And improvement in terms of performance information is all about the way they gather the analyze data and how they then use that to set targets for improvement.

Stephen Day: And to sure we are success or you know, there is a need for more work to be done, all of these things together, is what drives the national improvement framework at a policy level.

Stephen Day: But in terms of social justice, we have to say, social justice and certification within what teachers are expected to do so if we think about the general teaching Council for Scotland standards, all of the standards provisional registration for.

Stephen Day: Registration Korea on professional learning medal leadership and headship these acquire please service and service.

Stephen Day: commitment to the professional values of social justice, trust respect and integrity and these why at the heart of the relationships, the thinking in the professional practice within schools in Scotland.

Stephen Day: know if we think about that That therefore means that teachers, need to be aware of and be careful that analysis and interpretation of the data that they gather as part of their everyday practice which, coincidentally that expected to be the perfect.

Stephen Day: They need to be cognizant of the potential biases as well as the ramifications and implications of their actions for the educational outcomes of the pupils.

Stephen Day: So when we think about that we have to ask yourself some questions that are about how do we problem at a state of vacation well we've already suggested that every day, a large quantity of educational relevant data is collected at of means and also for a range of different purposes.

Stephen Day: So if we argue the point that we are gathering this data, then these Dr should be then used to have an influence on all manner of educational decisions that range from the micro to the macro level of the system.

Stephen Day: are increasingly data has been gathered that focuses on the individual, the class the department or the skill and that data tells a story or I did a story about the self.

Stephen Day: So the data itself or the day a doppelganger has become a feature in some of the educational research that i've been looking at so.

Stephen Day: there's also this argument that's been put forward by about it, where she talks about the idea of all technologies can be saying to have a strong by a political effect upon the embodied subject the intersect with we are data and the use of it has become part of who we are.

Stephen Day: This.

Stephen Day: Is here points towards a move towards post human existence, we have the data not only influences how we think and act but leads to new kinds of ways of being and where humans think and talk.

Stephen Day: So.

Stephen Day: This runs the risk of losing sight of the purpose or purposes of education, we are.

Stephen Day: If we think about it, what that does is it brings and accountability and control system that possessions, teachers and other educators and dilemmas in a variety of ways, depending on the motives and the prerogatives of the individuals interpreting that data.

Stephen Day: Often data is interpreted based on problematic assumption of money oddity in terms of teaching me allowing that reduces and objectifies both teaching and learning.

Stephen Day: From the complex nonlinear and highly macy processes that they are too simplistic objective form, so how these Dr analyzed interpreted and used across all levels of the system is often problematic when decisions are made or based on such assumptions, which we can argue are questionable.

Stephen Day: So what we would argue, is that the effective and efficient alignment of classroom practices with special specified learning objectives is objectified.

Stephen Day: to the point where the lifeblood of the learning process is the data that the teacher does the pursue that every the past, rather than.

Stephen Day: Looking at what is the task the richness, the interaction the relationships, the softer skills so when we frame data.

Stephen Day: in this manner organizational effectiveness is often understood as a function of hosts strategically and educational establishment, such as a fuel a local authority.

Stephen Day: or, for that matter, government department consistently uses the data that the journey and and our own record tasks which for skills it's teaching allowing.

Stephen Day: to inform ongoing decisions and the pursuit of quality outcomes for the learners now it's it's to this directive that data vacation hold sweet.

Stephen Day: So.

Stephen Day: what's the best research suggest well.

Stephen Day: Like I said in the first seminar in terms of student teachers, I should, and all students.

Stephen Day: That we looked at, we looked at all pgd primary, secondary and BA for undergraduate primary education students, we find that context dependency was correlated.

Stephen Day: Highly with self efficacy and the enjoyment of data tasks was low and that impacted on the effect of state domain towards the attitude to using data.

Stephen Day: But we also find that pgd primary and BA for private education students when we're anxious when Dan PG secondary students when it comes to analyzing interpreting and reporting classroom level data to peers and senior leaders.

Stephen Day: Now the data itself i'm not going to go over this data already what just wanted to show you that we can see chefs in the attitude profiles across all of the different dimensions of the scale, and I would like to suggest that this data clearly shows that context dependency.

Stephen Day: What.

Stephen Day: Educational interventions and that the intention to use data.

Stephen Day: stays roughly similar except for into before we really start to see is much more important, and we would suggest that there's perhaps those are cultural things going on, without be a force.

Stephen Day: Where they're actually not really truly engaging what summative assessment data and much the same way that you would expect the secondary or the the PG the primary to.

Stephen Day: know in terms of students, teachers ability to use an Intel for and make meaning from Dr.

Stephen Day: And all of our student groups, there was a significant minority of students that struggled to make basic influences from classroom level Baker.

Stephen Day: And the struggle to make meaning from that they are, and to draw inferences about practice from that data.

Stephen Day: So it's not all doom and gloom Despite that, we also find that there was a high level of agreement and all the student cohort that it's important that the US here to inform pedagogical practice.

Stephen Day: So if you see that it's important, but they struggle to do it, then the obvious question is, what do we need to do to support them to get better at doing that.

Stephen Day: And at what point do we actually start thinking about this as an element of the work, but still a significant minority of.

Stephen Day: Student groups struggled with basic concepts which relate more to statistical literacy than anything else we didn't really understand what standard deviation men at significant minority couldn't identify the poorest or the highest attaining people in the class.

Stephen Day: What was also interesting was the pgd cohort.

Stephen Day: And for the secondary cohort the minute there's a majority of students, they could not make meaningful inferences from the the data that looks our skill level to competitor level across Scotland or.

Stephen Day: We work our attainment versus si n D data which is really quite astonishing, especially given the fact that 65% of the the secondary cohort have our stem background, which is alarming, on a number of levels as a science educator.

Stephen Day: So the the agile thing that we gave them to look at was looking at tracking and monitoring data and best table basically shows that there's very little difference between the pgd secondary and primary.

Stephen Day: cohorts in terms of their ability, but actually to be a force were markedly poodle analyzing that data.

Stephen Day: And we've done semi structured interviews now with be a force pgd primary and pgd secondary to try and drill down to find more information about that, and that will be in the final report.

Stephen Day: So.

Stephen Day: Using data with an eye to social justice and agency, we need to think a little bit about how more students, regardless of the Program.

Stephen Day: Or that epistemological background struggle to meet meaningful suggestions with regards to alterations to that practice in terms of improving that differentiation.

Stephen Day: How did they increase the level of challenge or the identifying peoples that are struggling educationally also socially and emotionally, how did he bring all these contextual pieces of information together to more holistically understand what's going on a classroom.

Stephen Day: message, so that that ability to use the and especially just we might be impeded, because if he can look at it in the whole when they start to look at differences.

Stephen Day: But I may have based on the contextual understanding of the class then if they can analyze the data holistically and then look at it in a stratified We then we've got some problems.

Stephen Day: But what was more encouraging was that over half the students and all the student cohorts wanted to know more information.

Stephen Day: And the kind of information they were looking for was background context attendance, the rate of you know, additional support needs in the class.

Stephen Day: We recognize that there was basic limitations, with the assessment data that was presented to them and they could see that this data was just a snapshot in terms of attainment which was informative to a point behind its limits.

Stephen Day: Now all of this leads us to ask some critical questions for policy and practice.

Stephen Day: In terms of meeting the demands of the national implement for what we need to ask yourself some questions and what we can skills, be supported.

Stephen Day: bet make better use of the full range of evidence and information that's available to them to improve people's homes and less revolves around about issues around with the actors and infrastructure.

Stephen Day: Second question is in what we can teach our education support teachers both pre service and then service teachers make more effective use of the range of data that's available to them.

Stephen Day: to drive the practices, while not losing sight of the many purposes or education, so this is around about an issue to do with education and training, particularly and continuing professional development for and service teach.

Stephen Day: Third question is to what extent can we support these and service, teachers and pre service teachers to make better ethical use of data.

Stephen Day: In their everyday practice and this revolves around about partnership and collaborative working.

Stephen Day: My main concern has always been that I would love to watch with puppies and the teachers, but I was systematically excluded by our partners because they didn't want us to engage with a provisional, for whatever reason.

Stephen Day: And then the fourth question is what role do the existing partnership arrangements have to play in facilitating.

Stephen Day: Professional dialogue around the page we these systematic use of data by teachers to improve education outcomes and for me this really revolves around the vote the notions of command control and power than the education system, because the.

Stephen Day: The extent to which the partnerships are walking I would argue, is is a little bit patchy across Scotland.

Stephen Day: And that's my presentation and i'm happy to take questions.

Laura Colucci-Gray: Okay, thank you, Stephen.

Laura Colucci-Gray: Some comments to you as well, I guess, people time to comment as well.

Laura Colucci-Gray: Okay, so, as I was listening to your paper, the question that came to mind really was what is in a number.

Laura Colucci-Gray: which, of course, leads to the other question as to why are we so obsessed with numbers and where does this obsession comes from.

Laura Colucci-Gray: I mean I don't want to trivialize this problem in any way, but then what I was thinking about this evidence business.

Laura Colucci-Gray: And the more the image of trying to squeeze my waterproof MAC and this little handy pocket can came to mind and also works with the metaphor, with the sleeping bag, I think.

Laura Colucci-Gray: We seems to be chasing an idea of numbers as objective and objectified truth but numbers, as you said, and also has Dave is seven seven reminded us.

Laura Colucci-Gray: And in fact a form of inscription that is a form of mark making a bit like drawing we inscribe portions of reality.

Laura Colucci-Gray: which really are in a headed inherently dependent on the perspective of the scriber this is really a question of boundary setting.

Laura Colucci-Gray: So, through the use of numbers, we can slice the reality and skim it of those components that cannot be easily inscribed.

Laura Colucci-Gray: And most importantly numbers can be powerful tools for justification so again, as you said, Stephen numbers are part of a much wider dialogue around the purposes of education.

Laura Colucci-Gray: And i'm really not sure the language learning and the way that the NIF proposes can provide the direction of change that we are looking for.

Laura Colucci-Gray: It seems to me just to paraphrase the T Elliot that we are using yesterday's language to grapple with tomorrow's problems and these problems, go beyond learning they addresses enchantment.

Laura Colucci-Gray: Effective disenchantment disenchantment they call for new imaginations they call for different and diverse group activities.

Laura Colucci-Gray: So my questions really to both speakers at this point, and to the audience says how far do we engage our student teachers.

Laura Colucci-Gray: In the articulation and this articulation of educational agendas, how do we enable them to dig much deeper into what something she'll be learned for.

Laura Colucci-Gray: And also can go beyond this instrument to use of evidence to justifies agendas that are already given to us, can we really ask does it matter what we understand by evidence.

Laura Colucci-Gray: And what are the implications, what does it matter, to whom, and finally, what other possibilities actually may lie beyond an idea of education as evidence gathering.

Stephen Day: I agree, I think, part of the problem is the way that the political classes that are in charge of education or the view.

Stephen Day: What data actually As for me, data is a much more encompassing thing then numbers.

Stephen Day: So so it's about the you know how does data, then become evidence hose it transformed, how do we think about interpretation and how.

Stephen Day: How do we avoid the the the the stripping out of context from from this, this is part of the problem I find with the.

Stephen Day: frameworks drive towards the gathering of much more focused systematic data, and when I when I talk in terms of data i'm really talking about information evidence and a more holistic way.

Stephen Day: I don't think the infrastructure and squash education is sufficiently vr to be able to cope with the complexity of the data, however it's.

Stephen Day: contrived that we would need to be able to engage with in order to make the kinds of changes that the government once but equally.

Stephen Day: Part of the the issue that I have and it's it's always been something that back of my mind where you know, we need to avoid politicians.

Stephen Day: Using education to socially engineer what is essentially a sociological an ECHO ECHO economic problem, but as a policy issue.

Stephen Day: Beyond education and that's, I think, where the national improvement framework really.

Stephen Day: falls down, because actually if it's a vote that the child is at the same time, then the child cannot be our data and generator and we've lost sight.

Stephen Day: Put at the at the policy level of the child and what what is essentially the purpose of education is not about the generation of numbers, or the simplification of an input output model is much more complex than that.

Stephen Day: And that's where the problem with accountability comes in, because I think that's our political decision about how, how do we apportion resource.

Stephen Day: And, in some cases, if you look at what the press of dealing with tables blame and how they value or don't value certain aspects of education by becomes problematic for me.

Laura Colucci-Gray: yeah there is a common from more AG, the challenges with interpretation of data and then working with what to tells you as a teacher.

Laura Colucci-Gray: are set, with an infrastructure that does not give data power to teachers, the know what i'm worried like to elaborate on that do you mean that teachers at the end of the day, don't have the power to act on the data that they themselves have gathered.

Laura Colucci-Gray: Or do you mean that they have to gather data on on issues that perhaps not at the Center of the concerns.

Morag Redford: I suppose a bit of both louder.

Morag Redford: I think that particularly new teachers and and we see this a bit I think in initial teacher education with student teachers don't necessarily have access to what is seen by the school is data and and that limit some of the actions.

Morag Redford: But I also think all of that is is about a lack of of knowledge and ownership of the data, because of the we're set within the policy structure.

Morag Redford: A Stephen was describing and, as he was a sort of further points of the microphone at the moment, a Stephen was talking just know about the limitations.

Morag Redford: I was thinking about the points archie was making and you made following archie's talk and.

Morag Redford: This is a tangent but one of the major issues identified in the review of additional support for learning last year was that is actually.

Morag Redford: That the guidance and the legislation is fine, but it's not owned by the system because it's divided into a series of data sets and and and labels.

Morag Redford: For want of a better description and and I think that's a similar problem within our education system it's about the way the policy sets things up and it's about the power structures within.

Morag Redford: Within the way that that data is collected and I suppose I would then could then follow through an argue that that's, then what affects.

Morag Redford: The ability of of our new teachers as actually was was working with a to discover things and then make related changes in their pedagogy or the other practices.

Laura Colucci-Gray: You could even say that perhaps to this purpose of data gathering can close it down even further the ability of a student teacher, to see that difference.

Morag Redford: Yes, I think so, and I think we saw that in the ui project that was linked to to where we were working with student teachers and looking at the the data in.

Morag Redford: Well, all the information they were using when they were making judgments about the pupils and how how best to work with them and how to plan.

Morag Redford: and part of the challenge was, and that was across our partnership partnership being another issue here at the north and west of Scotland.

Morag Redford: Was that this the new teachers, the teachers in the induction you didn't have access to all the information they needed but then in small school, some of them had access to too much information at times so.

Morag Redford: it's challenging.

Laura Colucci-Gray: yeah I see here Nicola pointing to data tensions, would you be interested in tonight exactly what you mean what extensions of purposes.

Laura Colucci-Gray: which seems to be coming out with strong be like we collect data in order to address issues of social justice and we create even more issues of injustice, as we do so, it seems rather contradictory and rather frightening.

Laura Colucci-Gray: yeah I think.

yeah.

Nicola Carse: I think the point that Stephen made about that the attention of the child at the Center yet the data is not.

Nicola Carse: The child can't be generated data and it's you know it's a person it's a human being it's not a statistic and a number, and I think that that's that often gets forgotten in the system and with some of the work that we've done working with teachers.

Nicola Carse: To encourage them to look at their context and gather data and information about their context.

Nicola Carse: they've done it with numbers statistical data and then they're finding it difficult to because that's the focus that come that so on.

Nicola Carse: But then that it's not picking up the nuances in the classroom and that actually looking at the young people, so these young people could be performing really well and examinations, but in the classroom they're disengaged.

Nicola Carse: And they're not seeing that.

Nicola Carse: Until they're not the data that the numerical data doesn't show them that but it's actually looking at the data of engagement with the children and really looking at the context table some back.

Nicola Carse: And then they start to aspect questions about what Why am I, you know these children are costing i'm not sure they're not challenged or they're not motivated or not engaged, but the statistical data says something different.

Nicola Carse: And, and I think that's really important and to see teachers realize that and.

Nicola Carse: it's it's that kind of light bulb moment of this hang on this is we thought that's one thing, but this is actually something different, and we have to address this.

Nicola Carse: And when they've got the time to really look and gather the kind of data that that stephens talking about as well that's when they see it that's when the women understand much more what's happening in our context and our costumes.

Laura Colucci-Gray: yeah so that leads very nicely to Paul certainly versus uncertainties, should we open up and really see what's happening because that could be a bit bit more wilder than we think an action versus activity paul's the mind if I call you a non action.

Laura Colucci-Gray: You got some disruptive example.

Paul Adams: Thank you and Stephen was a really interesting presentation, thank you it's stuff i've been thinking about a great deal and those of those of you that know more than my working.

Paul Adams: In policy or other aspects of policy and it strikes me know what what we have is a real driver for certainty and education is to kind of.

Paul Adams: Really nailed everything down as much as we can, so that we can you know objectively say that is a good teacher, we can objectively say that is a good student, we can object is to objectively say that's a good school and we have a sense of certainty in the system and.

Paul Adams: Without there's a drive to kind of remove anything that gets in the way of that and actually life's.

Paul Adams: Is a bloody mess, to be honest with you isn't it, I mean life just gets in the way of everything, to be honest with you and the more that you.

Paul Adams: Try and nail stuff down that the worse it actually gets it's like it's like trying to herd cats really at the end of the day.

Paul Adams: i'm what i'm What troubles me about things like the near for a the assumptions that underpin it, ie if you're a disadvantage student.

Paul Adams: you're not going to do very well and let's face it that's the kind of assumption underpinning that at the end of the day, well there's no certainty there.

Paul Adams: any stretch of the imagination, the certainty that comes from well that schools doing really well, so they must be doing something correctly what well yeah what they are doing.

Paul Adams: is getting a load of middle class kids whose parents can afford to pay for tutors and, as I keep on saying I lovely tables because they tell me where to go.

Paul Adams: to buy second hand clothes some charity shops and i'll get all the best smarter from them, because those shops are in the well to do areas and, if you look at the data from schools, you can say.

Paul Adams: The data from that school is really good therefore that's got a good cash because we still operate Cashman areas in Scotland and i'm grateful for that.

Paul Adams: You know that's a good catch me therefore all get better smarter when I go to my father, and of course it's smarter.

Paul Adams: So we have this drive for certainty, in a sense of what we then do is we then look at activity, so we look, we look at what teachers overtly do.

Paul Adams: And what we will do only do this when we judge them in it, you know we'll go out and I will sit in a classroom and.

Paul Adams: Whenever I go and see teach soup teachers or any teacher, I try not to just sit there I try and actually engage with the class and again for the teacher become a kind of second pair of hands, as it were.

Paul Adams: So let's get bored sat at the back of the room to be perfectly honest, to the show don't tell anybody should we do that space.

Paul Adams: and actually what we then do is we watch the activity that goes on and what activity is is activity is that which is centered outside of ourselves that would you sense it predominantly.

Paul Adams: On on achieving something with others, or for others.

Paul Adams: Now, at one level that's fine, but on another level when it doesn't actually touch the inside, when it doesn't alter who we are.

Paul Adams: or make this question, who we are and what we're about is the action that is it's been those rights that this is some degree, although from my kind of more religious context I guess.

Paul Adams: Unless we actually look at action and we look at that, which changes ourselves in relation to that which we're trying to do with others.

Paul Adams: Then all we ever do is go through the formula, and so I see on Twitter loads of young teachers from thankfully, not from Scotland saying well.

Paul Adams: This teacher locks dead easy you stand up the front, you tell them what you want them to know.

Paul Adams: You get you awesome some targeted Questions No hands up we're not allowed, that we have to target questions cold calling they call it, and then we get them to do some work they tell us what they've done we recap the learning outcomes jobs are good and we sorted.

Paul Adams: Okay, now I might work in one particular lesson, but that level is extremely problematic happening and what was really interesting listening to arches what you have to forgive me archie my.

Paul Adams: Father rang me with a really important phone call to say that I must pick your strimmer up tomorrow from August, so I missed a bit of your presentation.

Paul Adams: But from what I can I could hear it, what actually these these students were doing essentially was this kind of.

Paul Adams: oscillation between certainty and uncertainty certainty 100 knowing what the students needed what they were about what they what their strengths and weaknesses are but kind of the uncertainty of.

Paul Adams: What the hell do I do with this actually where do I go with this and actually I don't think there's a problem in saying I don't know.

Paul Adams: You know, because from that you then get collegiality, you get collaboration.

Paul Adams: Because if we just simply do that i've got the answer all we do is we start saying to that person you've got the answer you tell me what you tell them.

Paul Adams: And we're back into the old style of cpd that we used to have with the cascade method experts coming out telling us what to do you know, three part lesson of the AK multiple intelligences and all that jazz so.

Paul Adams: embrace uncertainty and embrace action forget about activity as the primacy I forget about certainty because we're not actually going to get anywhere.

Paul Adams: If we go down that particular line and, for me, the problem with politicians is that so caught up with wanting certainty because it gets reelected in five years time we think he gets reelected you know there's my moment anyway.

Laura Colucci-Gray: Thank you, Paul NICO Am I right that we have one minute left.

Nicola Carse: Yes, unfortunately, yes.

Nicola Carse: Great really interesting presentations and great conversation, so I don't know if you went to one last quarter to rank up are.

Laura Colucci-Gray: Just to say thank you, Paul to to pick up on so many areas I think was a good summing up and we had a final quotation.

Laura Colucci-Gray: From Donald which is really a change in the way of seeing means a change in what is seen, and I guess, we can be philosophical about it i'm hoping that we have a way of changing it from within, maybe harnessing the power of evidence.

Paul Adams: It Einstein who said the you know, the definition of madness is doing the same thing 50 times and expecting different results, every time you do it, you know what.

Paul Adams: Is that what we've got you know, keep on doing this and i'll keep on doing literacy and they'll finally learned to read well they.

yeah.

Laura Colucci-Gray: Okay, so we'll have to close as more common from David what well let's give it give it to some of the pills peace David just, just in case we don't quite understand what you're saying, are you are you questioning.

Laura Colucci-Gray: And the amount of evidence that's available, and then we close for you.

David Watt: I think if we are working to address and promote and achieve social justice, then we don't really have the data sets to do it to the information is shared and the way that promoter.

David Watt: And just in general terms of policy angle, nationally and the amount of data is being reduced so engagement and international studies our national selfies around what to say.

David Watt: and have been taken out the system, so a policy level they don't have sufficient information and data in order to promote a social justice agenda.

Laura Colucci-Gray: Thank you, David and it's a really significant comment, if you think about how the data invocation of vegetation being passed on to teachers so going to be left with this question.

Laura Colucci-Gray: As to whether or not the job of the teacher is changing and there's becoming the job of the administrators who are really not not doing the job anyway, that would be an unsettling thought, but one to consider.

Laura Colucci-Gray: it's everything for me, so I should call.

Laura Colucci-Gray: This meeting to an end, thank you, Sierra for hosting.