

SERA Connects: Theory, policy, experience – Creating professional space

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Organisers: Scottish Attainment Challenge Project

Discussant: University of Dundee: Mr. Derek Robertson

Presenters: University of Glasgow: Dr Kevin Proudfoot, University of Stirling: Dr John I'Anson and Dr. Alison Jasper

Transcript

Kevin Proudfoot: Thanks more Okay, I hope everybody can see that okay.

Kevin Proudfoot: So I want to talk today to a university of Glasgow project related to the sharing of practitioner inquiries amongst its students.

Kevin Proudfoot: In terms of the project itself, I want to start by saying a few words about what he said was so the University of Glasgow project explore what benefits can be derived from students, teachers, sharing and, crucially, discussing.

Kevin Proudfoot: You know I'm in line with the theme of creating professional spaces.

Kevin Proudfoot: Discussing practitioner inquiries that are focused on aspects of the Scottish or TIM and challenge so literacy numeracy and health and well being.

Kevin Proudfoot: Health and Well being for for the education, the disadvantage and that's that's the broad overarching focus in terms of the specifics of their of the study and.

Kevin Proudfoot: We asked for volunteers from the image you program now, I think that the nature of the magic program on warrants pausing over just just briefly.

Kevin Proudfoot: Because it is quite distinctive program and the structure of it may prove relevant and in relation to some of the findings that will that will see later on, so imagine, because it is a five year integrated masters program.

Kevin Proudfoot: So don't be deceived by it back by the reference to me level, it is, it is a an IT program for the preparation of teachers into into primary school.

Kevin Proudfoot: And they start academic level seven so standard undergraduate entry and they study for five continuous years.

Kevin Proudfoot: completing a full masters, at the end of for master's dissertation at the end and that's relevant for two reasons, first of all, we chose this co op because they were in a particularly good place in relation to practitioner inquiry because of the of the five year for masters pathway.

Kevin Proudfoot: And it's also particularly relevant because it was impart a call with measure now these students complete their.

Kevin Proudfoot: Their teaching qualification at the end of year, for, in other words, they weren't subject to the various complications around placement, that the IT sector is experienced in this academic session, and so they were able to focus much more fully on their practitioner inquiries.

Kevin Proudfoot: So we asked for volunteers from from the magic cohort the fifth year omitted cohort and and those volunteers formed focus groups.

Kevin Proudfoot: Discussing both their own life practitioner inquiries and was a previous cohorts related to various aspects of Scotch or timid challenge and mixture of empirical and desk based studies.

Kevin Proudfoot: And i'll go into a wee bit more detail on that in due course, the focus group there were subject to a standard indicate if the market analysis.

Kevin Proudfoot: criteria for trustworthiness so in terms of what those things were there were six, as you can see here i'm going to walk through each of these in turn and share.

Kevin Proudfoot: What what what what what came through in relation to each of these.

Kevin Proudfoot: So as inquiry your stance different research methodologies criticality sharing inquiries effectively transfer ability and the relevance of context context matters.

Kevin Proudfoot: So, in respect to to inquiries stance now, this is, this is obviously for is cochran Smith and littles from from from 99.

Kevin Proudfoot: And what I think that if there was one key finding from from the entire project, it would be this which is normally that.

Kevin Proudfoot: Through the process of sharing and discussing practitioner inquiry to one another, related to aspect in the sky Sherman challenge students felt a really deepened sense of inquiry as a pedagogical stance both generally.

Kevin Proudfoot: But also, specifically in terms of how they might use inquiry as a means of supporting the most disadvantage.

Kevin Proudfoot: And now, if you see some of the some of the quotations that you can see that you can see, in relation to supporting a community of teachers and you can see the the reference to to finding your own academic voice in your academic journey.

Kevin Proudfoot: There are different things that I could say about that, but but we're conscious of time, I think the thing I really want to draw attention to.

Kevin Proudfoot: Is the idea of the student teachers developing their sense of identity as a teacher researchers, or as our as our as our as practitioner researchers, or whatever terminology want to use.

Kevin Proudfoot: But that sense of autonomy and empowerment that's derived from from being a teacher researcher and and they were very clear.

Kevin Proudfoot: These focus groups on the associated benefits that they felt disadvantage learners could derive from from from from from from from having teachers who were empowered and autonomous and inquiring, if you like.

Kevin Proudfoot: So that I think is this.

Kevin Proudfoot: is one of the most important themes to report, but there are some others which, at which i'd like to draw attention to as well, and so.

Kevin Proudfoot: Different research methodologies, is something that I think will be a point of interest for colleagues.

Kevin Proudfoot: One of the things that we were wondering about before we initiated this intervention with with it, students, was the extent to which they will be responsive to.

Kevin Proudfoot: practitioner inquiry is where we're very different research methodology is we're in operation.

Kevin Proudfoot: And so, for example, that the the cohort in question on the top principally desk best inquiries they weren't able to undertake empirical work out in the practical.

Kevin Proudfoot: And we, we were curious about the extent to which that might influence their perceptions of the nature of of educational research, the nature of inquiry, we were curious about the extent to which they will be able to appreciate or analyze or engage with more empirical studies.

Kevin Proudfoot: Or what was lovely actually was that was at the student teacher seem to exhibit that they could is that they can engage with a whole range of different studies.

Kevin Proudfoot: And you can see references there to to more quantitative work references to participant observation and they were interested in in the empirical work, but also the contrast.

Kevin Proudfoot: With with things like a desk based rapid evidence review.

Kevin Proudfoot: And one of the lovely things actually that came through from it was not just or their interest in other in other research methodologies, but their appreciation of the rapid evidence review.

Kevin Proudfoot: or desperately in general as a form of practitioner inquiry, you know I think we often think about practitioner inquiry is.

Kevin Proudfoot: As classroom based action, action research, but I think they actually derived real insight from from my desk best approaches as well, but not to the exclusion of empirical work.

Kevin Proudfoot: And another really interesting thing was around criticality again before we can look to the intervention, one of the things that we were interested in was the extent to which.

Kevin Proudfoot: They would just agree with each other if you know what I mean and and and and what what proved really interesting was the extent to which that they they were robust and rigorous.

Kevin Proudfoot: In their engagement with with one another's work with one of those inquiries, you can you can see some examples there of identifying.

Kevin Proudfoot: contradictory and quite contradictory findings and there's some there were some lovely engagement with the quantitative element, actually, which is, which was, which was particularly pleasing.

Kevin Proudfoot: And discussion about paradise, but in a critical sense as well, and now I think it's worth bearing in mind that that we are talking about students in the fifth year of study here on an integrated masters pathway, but nonetheless.

Kevin Proudfoot: I think I think it is worth emphasizing that the students were able to engage with practitioner inquiry is related to educational disadvantage, but to do so in a really critically minded with.

Kevin Proudfoot: Rather than simply being sort of ECHO Chamber type stuff.

Kevin Proudfoot: The fourth thing that we that we identified was was in terms of how we might go about sharing inquiries effectively.

Kevin Proudfoot: So, for example, at the outset, at the outset of the intervention, one of the things that we were interested in, and we are still interested in it, but we've.

Kevin Proudfoot: we've become a bit more cautious of it on the basis of these findings, is that is the extent to which we might be able to create sort of online repositories.

Kevin Proudfoot: whereby students could access each other's inquiries in a free we're and we we still think that that is of interest board.

Kevin Proudfoot: And one thing that was very, very clear from from the focus groups was the extent to which students appreciated discussion and debate.

Kevin Proudfoot: In a shared professional space so it's not just about them being able to access the work or having the practitioner inquiry is available to them it's it's it's facilitate in that discussion.

Kevin Proudfoot: And having that and having that that that environment in which it can take place, so you can see some quotations to that effect, although it is worth noting, as well that we're not talking about sort of.

Kevin Proudfoot: The students working to emphasize, hence the the other three courts there that even it's not just about free discussion that they did they did appreciate, as it students is beginning to just some structure.

Kevin Proudfoot: And, and that was partly to do with the destruction of the decisions themselves and how and how they felt dissertation assessment design could be altered to make to make them more accessible.

Kevin Proudfoot: To to to audiences, other than the academic market and, if you like, and but also it was around extensive.

Kevin Proudfoot: Discussions should be structured and so we had some questions for the for the scripts there was lots of free discussion as well, but they did appreciate prompt prompt questions, too.

Kevin Proudfoot: And now the fifth thing that I wanted to speak to his truck is the idea of transfer ability and I think this is particularly interesting because it's about the extent to which.

Kevin Proudfoot: interventions are transferable of fruit fruit from one note from on context to the next.

Kevin Proudfoot: And now, this, this was a really intriguing aspect, because on the one hand, the students did report that they felt that specific interventions let's say the practitioner inquiry he.

Kevin Proudfoot: Could this then be transfer transfer to context be CD they did feel that they would that there was some transfer ability of specific strategies or or interventions.

Kevin Proudfoot: But I think it is worth strongly emphasized in the extent to which they felt that that was.

Kevin Proudfoot: For example, if you look at the two middle courts notice that the second court uses the word translatable much not transferable.

Kevin Proudfoot: notice that the the the third court refers to the teacher interpreting.

Kevin Proudfoot: The dissertation and then transferring it to their own practice so it's not as every we're talking about a direct sort of lift and drop.

Kevin Proudfoot: kind kind of exercise, and I think one of the reasons they were keen to emphasize that that yes, things are transferable across inquiries, but there was there were complications.

Kevin Proudfoot: was because of the relevance of context which came through strongly as that as the sixth and final thing.

Kevin Proudfoot: And then, this context mark mustering it in various different ways, the policy context of an individual country, as you can see from the first call.

Kevin Proudfoot: The school environment itself and the extent to which that would affect the transfer ability of given interventions for disadvantage learners.

Kevin Proudfoot: And, and also that the specific needs of individual pupils, they were very, very keen students to emphasize the extent to which practitioner inquiries were valuable.

Kevin Proudfoot: But they were only valuable insofar as they were relevant to the particular needs of of individual children and so very much should have been tailored in that specific sense.

Kevin Proudfoot: So those were the those are the six things identified from the focus groups.

Kevin Proudfoot: And, and so, in terms of in terms of future directions, I think that there are that there are sort of two bigger ones and and one on ones and one small thing.

Kevin Proudfoot: and the first is that it seems like that basic principle of creating a professional space for sharing practitioner inquiries.

Kevin Proudfoot: related specifically to educational disadvantage is a sound one, and the it students appreciate all our would again that caveat that we're talking about students at the end of a five year process a fully integrated masters and I think that that is relevant.

Kevin Proudfoot: But the basic principle seems to be sound creating professional space for these discussions.

Kevin Proudfoot: inquiry stance will be the other really major thing now i've already talked about that at some length about I just want to reiterate sorry that's.

Kevin Proudfoot: The inquiry your stance was a really important thing for participants, and that is just as that as a final mind more minor point.

Kevin Proudfoot: And it was interesting the extent to which the students appreciate your desk best inquiry as a as a legitimate means of a practitioner research and not simply because of course on terms and the insights they could derive from now.

Kevin Proudfoot: So that was the Gospel project.

Kevin Proudfoot: i'll stop the other.

Morag Redford: That was great Thank you very much Kevin i'm quite sure you've given quite a lot of food for thought there and absolutely addressing the question of creating professional space and those links between theory policy and experience.

Morag Redford: For a very specific group of student teacher so she said we're going to move now to the sterling project, who were working with experienced practitioners.

Morag Redford: And i'll ask Nicola to share the screen and john and allison I think are going to lead the presentation, but i'm delighted to have machine with us as well, so over to you, your sales.

John I?Anson: Thanks Morgan thanks to Kevin for his presentation during during kevin's presentation voting my Internet was somewhat dodgy So hopefully as an author Raj will.

John I?Anson: Take over if I suddenly freeze or if I go off script too far.

John I?Anson: So.

John I?Anson: The sterling project we called it, making a positive difference and we're asked to distill the project into 20 words which was slightly difficult, but what we came up with was fostering critical educational spaces as well.

John I?Anson: So can we go back to the previous thanks.

John I?Anson: Fostering critical educational spaces as catalysts for translating equity policy and theory says to transform communities of practice so hopefully the what we say coming up we'll we'll unpack that.

John I?Anson: But.

John I?Anson: Okay.

John I?Anson: Next slide please okay.

John I?Anson: Thanks so.

John I?Anson: point of departure for the project was basically some previous work we had done which indicated that a number of things.

John I?Anson: The first was that beginning teachers tend to struggle with putting theory into practice what we found was that they they often rely on strategy.

John I?Anson: But when the strategy fails they're left somewhat high and dry, so the work of translation, which Kevin was talking about in terms of taking ideas and.

John I?Anson: Creating them into specific events which people participating was a key one Secondly, the quality of the mentoring support which beginning teachers experiences highly variable.

John I?Anson: But we also found that university space it's us constructively could provide scope for both support and encouragement to engage with these sorts of issues and looking at how.

John I?Anson: They might connect with practice and and encourage people in that difficult work so having had those previous projects we therefore thought we.

John I?Anson: continue with this project and take an oblique angle, in relation to the attainment challenge.

John I?Anson: And, rather than working directly with individual young people.

John I?Anson: Rather, the Glasgow project, we would work with.

John I?Anson: teachers.

John I?Anson: And we wanted to work with experienced teachers who were mentors in their schools, so to create an opportunity for new resources for thinking and practicing.

John I?Anson: In relation to equity, so our key thing was equity promoting equity was the course which we devised and the idea was that they would.

John I?Anson: gain confidence to support beginning colleagues and other colleagues as well in negotiating equity as educational challenge, so that was the the line that we talk.

John I?Anson: Next slide please.

John I?Anson: Thanks so.

John I?Anson: We worked with the teachers at masters level and so they'd already been in practice for several years and then come back into university, this is a standard masters level courses.

John I?Anson: And without exception, I think it'd be fair to say that the teachers worked in communities of practice which are in challenging contexts.

John I?Anson: And our aim was to try and create a critical space in relation to thinking about equity, so as to challenge interrupting question normal ways of going on.

John I?Anson: In order to open up new questions to develop new knowledge and confidence so as the might be at of reframing and innovation in their practice.

John I?Anson: We also hoped, in the second part of the course that they would themselves work with mentees so as to actually carry out to an intervention so have some experience of supporting mentees.

John I?Anson: In in that work themselves of changing their practice serves to be more open to new ways of connecting with children who.

John I?Anson: Perhaps present differently from what the what might be expected from their their previous experience so and the aim to us to buy this means was to try and have a knock on effect on different communities of practice within the schools beyond the mentee mentor relationship.

John I?Anson: Next slide please.

John I?Anson: Thank you, so these are the cohorts that we had, as you can see, the two separate promoting equity cohorts and then on the second year they move on to the coaching and mentoring course, and that also drew in people from a broader range of pathways within the master's program as well.

John I?Anson: So the promoting equity and the revised coaching and mentoring course continues as a pathway available so so that these were courses which were device, as a result of the the research intervention, thank you.

John I?Anson: And one of the things which we were concerns to do was to think about equity as an education or matter of concern and one of the reasons for this was because.

John I?Anson: We were aware that many of the teachers, we worked with in judah saxes terms they were extended professionals, they work they they certainly had a an understanding of education.

John I?Anson: well beyond that of a particular subject identity or particular sector, you know they a groupie primary, for example.

John I?Anson: But the trouble was perhaps that the limits of their wrists helps responsibility we're bossed and.

John I?Anson: To the extent that some felt overwhelmed by their responsibility to the young people in their cared in their classes so.

John I?Anson: Part of it in terms of thinking critically about equity is to think about what are the limits of an educational approach what properly belongs to.

John I?Anson: Politics or economics, in terms of the broader structural issues but one where is the teacher's responsibility and so part of what we're trying to do is to actually tease out what an educational response to equity consistent.

John I?Anson: And in previous work which allison and I have done we've argued that for something to be educational.

John I?Anson: It consistent in the interplay of three elements, the first is the critical element take taking a critical stance in relation to.

John I?Anson: Ideas or practice reflexivity The second is an ethical.

John I?Anson: dimension or element which looks at responsibility, the work we do on ourselves, in order to become more responsive more tentative to others.

John I?Anson: And then the third thing is that aspect of translating things into practice the experimental evidence, where without its material.

John I?Anson: connection with events and live realities ideas of hover above actual practice, and so that work of translation that Kevin was talking about is fundamentally tied up with that experimental elements which we see as also vital to a dynamic and innovative sense of education.

John I?Anson: So if you buy that.

John I?Anson: idea, what are the implications for equity.

John I?Anson: Next slide please.

John I?Anson: Thanks, so the one of the unexpected things we found from doing the course and thinking critically about education was that it actually.

John I?Anson: led to a critique of the language and discourses of equity, much more so than we initially thought and.

John I?Anson: we've obviously it's it's it's simplified insofar as it's just a versus B kind of format, but, but basically.

John I?Anson: If you take a critical approach to thinking about equity, we might want to look at.

John I?Anson: For example, the metaphor of the gap as a key.

John I?Anson: way of framing it.

John I?Anson: And the closure or gap that because you know so often so much of the policy discourse it's about closing gaps that we tend to forget that actually gaps might actually be quite a good thing they might be quite useful for thinking about difference, for example, if you.

John I?Anson: approach cultural difference, for example, from the point, point of view of the other, the other side of the gap, it can be a way of actually seeing things with different perspective, a different point of view, so you wouldn't necessarily want to close that gap.

John I?Anson: Equally, in relation to young people with Robin closing difference we want more we want to actually listen to that difference and acknowledge it so so the understanding of Meta the metaphor, which is tends to be used, can be problematic fix.

John I?Anson: It also creates a sense that we already know what needs to be done so it's a discourse of mastery, if you like.

John I?Anson: that what we need to do is to close this gap, if we're going to make progress.

John I?Anson: It leads to a kind of literalist stick approach in terms of language.

John I?Anson: Which is also reductionist it.

John I?Anson: Typically, in its focus on socio economic.

John I?Anson: attainment so so as we began to look critically at some of these issues, we then move to thinking about acting in a different, more expensive sense, which drew upon a plurality of different languages.

John I?Anson: interdisciplinary conversations and they're questioning precisely those metaphors to open up other modes of thinking and other federation's.

John I?Anson: So let's to ask what are the, what are the consequences of the metaphors we use.

John I?Anson: How our translations actually worked out here, picking up on kevin's point that it's it's the transformations is the importance of context in his sixth slide and.

John I?Anson: Also, which comes with that and, of course, is the counterpoint to the mastery discourse it's it's acknowledging unknown things in practice, the fact that we.

John I?Anson: You know, have to practice and yet so much is on the about what what we're doing so, how do we equip and provide support of people working in these with with this broader sense of language of God, a sense of that phone and learnings in practice.

Next time.

John I?Anson: And one of the things which we seem to us really important is this this notion of the university as a as a separate yet connected critical space.

John I?Anson: One of the things that many of the practitioners from schools told us was the in the day to day business it's all it's so difficult to actually get the space.

John I?Anson: with which to have the kinds of conversations that we've been talking about because it's constantly being chipped away with.

John I?Anson: Other pressing issues, so the matters of concern, and so the the possibility of moving away from that.

John I?Anson: That business and the vibrancy of the school environment to a different kind of dynamic environment where they can share with colleagues and tutors ideas and different ways of framing seems to be a key part of way forward.

John I?Anson: Next slide please.

John I?Anson: And then so having look briefly at the critical elements, the ethical element is part of which one of the topics we looked at was the repurposing of existing tools, so the practitioners have.

John I?Anson: above that is looking at what, how do we assemble this thing called learning.

John I?Anson: And they often.

John I?Anson: Teachers when they inducted into the.

John I?Anson: craft of teaching.

John I?Anson: Take on forms of lesson planning which are at route behaviorist that their teacher centric insofar as the designed around specific knowledge outcomes and.

John I?Anson: And if a teacher then takes on a more rights informed or equity approach it tends to be grafted onto that pre existing.

John I?Anson: approach, so what is the what would like the implications, be of moving beyond that kind of teacher centric framing I remember when I began teaching myself in the early 90s Brown and mcintyre's work, making making sense of teaching was.

John I?Anson: The order of the day, and then notion of normal desirable state where the teachers normal did that all state, which was.

John I?Anson: An issue and the teacher took actions to restore things to what he or she thought was a desirable state in the classroom well.

John I?Anson: Perhaps an equity inflection refocuses that and it's the normal desirable state of the young people perhaps or and particularly on people that So how can we repurpose some of the ways in which we've been inducted into teaching to the.

John I?Anson: attend to the collectivity in front of us rather than.

John I?Anson: Giving priority to one person's sense.

John I?Anson: Okay, and then looking at again metaphors again, this is the recurrent theme and then, of course, one of the common ways in which beginning teachers are asked to look at differentiation is through the notion of scaffolding.

John I?Anson: pruners and by by goatskin some of derivations of that, and of course scaffolding implies that you already know the outcome of the building.

John I?Anson: Unless it's an unusual kind of scaffolding, but they basically it presupposes one knows what it is, one has to scaffold, and so one of the things we explored was whether perhaps nautical metaphors of being at sea.

John I?Anson: lateness wants to talk about.

John I?Anson: being cast out at sea from away from the harbor and having to deal with the the element of forces the wind see and if you're capturing being a boat then it's a different kind of.

John I?Anson: Negotiations that is needed, the one which is constantly attentive to moves and changes direction as one plus a course through all that so maybe that acknowledges contingencies better.

John I?Anson: So that was just one example, but, more generally, we explored a much broader range of literary tropes and federation's.

John I?Anson: which might enhance practice, drawing on novels and so forth, to actually look at how we might move beyond the existing discourse to a broader understanding.

John I?Anson: Next slide please.

John I?Anson: And then the experimental element is there is opportunity to try out things in relation to acting now that can include what.

John I?Anson: Karen was describing in terms of desk work, certainly, and some of the teachers in October, also critically evaluating so their existing in equity interventions to look at in the light of their new understandings what they would do perhaps differently.

John I?Anson: there's also working with the mentor or mentee to explore some of those issues which they've encountered in translating theory into their own setting.

John I?Anson: The drawing on a broader language to open up thing and acknowledging those on those things in practice and not not writing those out.

John I?Anson: and providing different kinds of support to practitioners in the very negotiations, so those that seem to as the experimental aspect or taking equity seriously next slide please.

John I?Anson: And the evidence we've gone which rush the extensive interviews with the practitioners and the.

John I?Anson: Evidence, is it not, not only has it impacted the mentor mentee relationships, but also there's been wider conversations within the different communities of practice that people have been involved in so as to extend the conversations further.

John I?Anson: Next slide please.

John I?Anson: So.

John I?Anson: As more accepted at the beginning, we concocted a few questions which might be.

John I?Anson: of interest, but then please don't feel in any way constrained by these sure you're better ones, but the first the first one was.

John I?Anson: How is equity to be understood what kind of languages disciplines and scope might encompass.

John I?Anson: Secondly, in promoting equity are we engaging in some form of social engineering.

John I?Anson: Or is this a more open ended educational project.

John I?Anson: Thirdly, what are the conditions necessary for making critical educational spaces spaces, a separate from and yet related to everyday organizational structures.

John I?Anson: And is mentoring vital French translations to be educational.

John I?Anson: Finally, if so, what are the implications of that.

John I?Anson: that's it, thank you very much.

John I?Anson: Thank you tunnicliffe moving the slides on.

Morag Redford: You, thank you very much.

Morag Redford: A lot of questions there and and i'm sure some ideas that people will would like to come come back to.

Morag Redford: and make some points are some questions.

Morag Redford: The debaters open to yourself, Stephen do you want to come in first.

Stephen Day: yeah I was wondering about the point on transfer ability and I was thinking.

Stephen Day: about the work that i've been doing myself for this project and asking some questions around about the idea of resonance as opposed to transfer ability.

Stephen Day: You know, thinking about it more in terms of how do, how do teachers view what they're reading does it resonate with them HODA didn't.

Stephen Day: Think about that it's about I think effect effectively we're talking about this idea of how we translate no other Susan makes sense.

Stephen Day: to your context, before you then take it forward so resonance and compatibility before transfer ability, I think, might be something to thank you both but.

Stephen Day: I would also acknowledge that there's a whole set of unknowns and the concept of annoying is quite an interesting one, which relates to what johnny's what was talking about, because.

Stephen Day: I think it's one of the things that as part of reflective practice that we don't acknowledge the annoyance.

Stephen Day: and often when we go into any situation, whether it's professional inquiry or just a bog standard critical incident in the classroom that are often more unknown knowns and it's how we negotiate that and it's about that, how do we get to a point where we can acknowledge that without.

Stephen Day: Will almost being unstuck by it.

Morag Redford: At some great points there, and the challenge of the recognizing the unknowns and how to work with them, particularly when, in these projects and majority of the research was actually carried out with with students as givens was.

Morag Redford: joined, you want to come back in about resonance and compatibility.

know.

Kevin Proudfoot: Alright wonder if I could just briefly speak to to to the other point around around on knowing because that's I mean I mean.

Kevin Proudfoot: I mean similarly that's that's that's something I particularly like about this, the office building project up that that phrase on that notion.

Kevin Proudfoot: And for me it connects to what we've been doing at law school because of the idea of inquiry your stance, which obviously isn't always you know it comes from our own conference with, and so on, but.

Kevin Proudfoot: But that notion of of inquiry as as as a disposition and being comfortable with not knowing things and having a provisional sense of of knowledge, if you like.

Kevin Proudfoot: I think is is something that we seem to have found to be the real benefit in terms of in terms of what we were doing so there's there's a definite point of connection.

Morag Redford: allison.

AJ: Yes, sorry, I think, maybe john's got.

AJ: strangled by the the it situation I just would like to want to stephen's comment because I think I think that was that was definitely something that has the week kind of drew particularly out of.

AJ: The work that we did with the students, the Masters students in relation to literature, so the we used quite a lot of material, it was not purely academic and I think.

AJ: yeah I think the word resonance is really kind of helpful to explain some of the things that happened that they were then able to.

AJ: see an issue in a very different set of circumstances so so actually kind of expanding the the the kinds of discourses with which we engaged was actually very, very helpful in then then being able to understand what they were trying to do.

AJ: So I think it's a good word.

Morag Redford: Thank you allison mark.

Mark Langdon: Thanks Stephen for bringing an annoying since i'm doing my a D thesis will learned.

Mark Langdon: That production of ignorance and the very, very interested, especially as i'm a Co lead practitioner, so I do a kind of create into the teacher.

Mark Langdon: Or what what is the teacher mold but here you, but the idea of knowing is often very same tool to the idea of teaching.

Mark Langdon: And therefore, to to get back to nationals to be in a space where they are comfortable, not knowing for me it's it's just a massively important really, really crucial issue, because I think it also is transformative in terms of the relationship with the you know the learner.

Mark Langdon: Because, if you are the validating not knowing.

Mark Langdon: I am, creating a space where it's all keynote tunnel.

Mark Langdon: Then, that for me is is really excellent practice because you're starting to create a lot of dependence.

Mark Langdon: But are mutually supportive relationship in terms of finding what we can know but also how do we, and I think, for me, I was coming out of a meeting this afternoon, education, Scotland, Ireland corp 20 secs and climate change, and all that kind of thing.

Mark Langdon: And I feel that we, the education system is not really understanding this existential crisis it's maybe even started to talk about it, no, but it is it's really difficult your head around.

Mark Langdon: But, for me, one of the first things is to really embrace this idea of note of the uncertainty and the fact that.

Mark Langdon: That by clinging on to the what we think to certain it's it prohibits us, and I believe our ability to change and transform in the way that I think is.

Mark Langdon: absolutely crucial, so thank you very much Steven for bringing back now all I mean I found the presentations fascinating but you know.

Mark Langdon: For me, everything leads back to what are we doing around this claim emergency the biodiversity emergency, so I think for us to really respond to that we have to make it much more central to our thinking.

Morag Redford: Thanks MAC machine, you have your hand up.

Morag Redford: yeah, I just wanted to add on you can hear me very well yeah.

R?is?n: Oh sorry is that better.

Morag Redford: that's much better.

R?is?n: I connections, a bit funny today and just on the theme of unknowing, I just wanted to kind of mention as well that this came up quite strongly in my interviews with members of start with the members of the cohort the actual.

R?is?n: Their experiences in the classroom and sort of what came out of the course in the learning for them was thinking about their position.

R?is?n: And then into relationship with the with the learners and also with with parents as well, and with families and they spoke quite a lot about that sense of knowing.

R?is?n: And, of the importance of feeling comfortable as a teacher in saying I don't know and in having that with your with your learners and learning with them.

R?is?n: and finding creative ways to learn with them, alongside them as opposed to just seeing yourself as standing at the front and imparting knowledge.

R?is?n: But also, they did flag up the importance of raising that with families and as well, and so, several of them mentioned that they've spoken to parents and families, about the fact they were doing this master schools.

R?is?n: And they found actually, that being open with families, about the fact that they were still learning about their practice.

R?is?n: was really, really valuable and actually really opened up a different space and interactions with parents.

R?is?n: That they were open to to learning and to new ideas and always wanting to improve their practice, so I just wanted to.

R?is?n: flag that up because I think that that that theme of unknowing was really raised by them as very important in their practice and something that they were coming to more and more.

R?is?n: I hope you can hear me.

Morag Redford: We could that would that was very clear, thank you very much, and an important contribution to to the debate and there's a.

Morag Redford: An important point from Angela in the in the chat about embracing uncertainty and the reflecting on you know what we've experienced over this last year.

Morag Redford: And I guess the number of challenges there about thinking about about how we create the spaces and where those critical spaces are the question one of the questions that that Kevin asked where the spaces are we are.

Morag Redford: Either practicing teachers or student teachers.

Morag Redford: have the opportunity to gain that confidence to work with the unknown and the unknown things and.

Morag Redford: challenge across either initial or continuing teacher education, I think.

Morag Redford: Paul.

Paul Adams: and other comment I think both John and Kevin would be able to comment on indeed anybody's been involved with the project.

Paul Adams: So, for the last seven years I've been supervising the BA for projects and every single year they do a project and it has to be in the class in their final placement and it has to be something with their class.

Paul Adams: And I'll be absolutely blown they varied in quality from being exceptional to being pretty bloody awful to be perfectly honest with you one of the problems I found.

Paul Adams: it's not to do the ability or anything like it's to do with they get so hot the students get so hung up on I've got to show something or prove something.

Paul Adams: And I've got to actually at the end of Scott have something tangible now this year they've not been able to do that and they've had to do desk space work.

Paul Adams: And they had to do something so which is literature focus.

Paul Adams: Which is music to my ears, as many of you will know so and I found that know it might just be the right for very good students, this year, but the quality of works just outstanding I mean.

Paul Adams: It was just fundamentally streets ahead of anything I'd seen before, and I've spoken to one or two colleagues in the school of education and that's sort of say the same thing.

Paul Adams: And the students are saying things like at the beginning, well, I want to do this, and I want to show that, and so let them run with that and then after a while they come on this one.

Paul Adams: I don't know what I'm doing I'm just I'm getting so many conflicting messages I'm getting things all over the place I'm getting literature that says this ideas that say that theory says this theory says.

Paul Adams: He says, if I kind of light bulb went off in their mind that they realize this this isn't just about panelists and deliberate assessment, but manage behavior it's much more than that.

Paul Adams: And that actually ended up in in really high quality conversations and most of these.

Paul Adams: Students I had we're doing stuff on the equity gap or teacher burnout or this sort of stuff to do so for Kovac 19 obviously we did suffer from asthma.

Paul Adams: And so I wonder whether actually the drive, we have, I think we're all guilty of this as well, I think, education in general is guilty so Dr, we have to say.

Paul Adams: If you're not doing something that's related to what you're doing in the school directly with kids or whatever, then it's a limited worth, thereby we ignore theory we ignore literature, we ignore conceptualization, I think, in some cases.

Paul Adams: And we all know those also do theoretical work, you know there's limited funding for that as well, which is kind of like not going into the university, but I wonder also and John and Kevin specifically for you, I think, is that.

Paul Adams: Most of what I've heard of the the the attainment project up today I think it's been brilliant stuff going on, but most of what I've heard and correct me if I'm wrong with this has been with teachers or students, teachers, who are doing a course doing something that is credentials.

Paul Adams: And I'm wondering.

Paul Adams: You know where we're working with students, teachers, they have to get a qualification in order to teach, therefore, they have to engage with this stuff otherwise they don't pass.

Paul Adams: we're working with teachers engaging with Masters Courses who want to do Masters Courses you want to be engaged with this.

Paul Adams: How can we shift the narrative from working with those who want to do this kind of work bit credentials are and usually they wanted it because it's credentials.

Paul Adams: To actually all teachers wanting to do it and working particularly and i've had the answers that i'd be a millionaire and i'd be writing books on it certainly.

Paul Adams: But it's it's it's a real problem I have is that we seem to get caught with the ones who want to do it as part of the study and as a goal get swayed have teachers who i'm wondering.

Paul Adams: What are we doing for them, how do we meet them how do, how do we engage them with this, I just don't know to be honest with you.

Morag Redford: I think that's a very large question Kevin.

Kevin Proudfoot: was hoping to get on the on the on the on the first element, the things around around desk studies, I mean one thing one thing I would say in terms of sort of.

Kevin Proudfoot: Corbett silver linings, if you like, is the extent to which we would we would be looking to see more dispersed across users, has been a real relevance to teachers, you know.

Kevin Proudfoot: Not just because of their intrinsic worth but their relevance to the to the practice of those teachers as well.

Kevin Proudfoot: And not conceived of as as an as an either or you know the the desk based you're either an inherent of disk space or you're in a human other empirical but but but but merely that.

Kevin Proudfoot: Just based is a is a very legitimate form of inquiry, that is a relevance to teachers, and so I would I would strongly agree with that element of what was so.

Morag Redford: Thanks Kevin joint actually.

Morag Redford: I suspect due to it is just come in with a question one of the bigger questions just enough for the last five minutes here, what do people think about the responsibility of teachers to be involved in education, as opposed to social engineering.

Morag Redford: I don't think we can answer that in five minutes.

Morag Redford: Stephen off you go.

Stephen Day: I think that comes back to purpose of education and i'm what way.com article discussion around the boat.

Stephen Day: What did the politicians actually think skills in particular education in general can and should be able to do, which speaks to the point about limits.

Stephen Day: And what are the limits of what is educationally possible and what is physiologically are economically possible and I think.

Stephen Day: I think part of the problem we've got is that they are so fixated on getting quick wins, so they can get votes not actually understanding the education and schooling, is our.

Stephen Day: 1520 year project, not a five year project and that's part of the issue they're always thinking in terms of what would when votes, rather than what we've actually worked for children.

Stephen Day: We see that the child is at the Center, but I have my doubts, possibly data is at the Center definitely anything that will actually see that the policies are walking.

Stephen Day: And let's not forget that the the current incumbent as the first ministers to stated quite clearly judge my government on highlight close the attainment gap and she hasn't done it yet, but they still real active.

Stephen Day: And that's the problem, because people are not looking at education as a long term project they're looking at our five year short term effects and that's that's probably the wrong way to do it.

Morag Redford: But there's also actually the complexity there of how society has worked with schools and historically going back to the way schools were used.

Morag Redford: Initially, for the provision of meals and then the development of medical supports and and vaccinations and you know going back more than 100 years so there's a.

Morag Redford: Yes, your point about the government taking education and just sort of seeing right Okay, this is a fixed point but actually there's a way for me there's a way to societal question about.

Morag Redford: about what schools are for and and I personally would really quite like teachers to have the opportunity to educate and not have such a wide range of responsibilities that connect to so many other things.

Morag Redford: And I can see the yes and an answer a question from john yes, what are the four yes.

Morag Redford: and agree not from.

Morag Redford: machine about some of the teachers that she talked to about what the sheer done.

Morag Redford: And the experiences of colleagues and and engaging with work and learning.

Morag Redford: and

Morag Redford: machine last minute to you.

R?is?n: Oh no I don't want to take the last minute is just, I just wanted to follow up on that, but.

R?is?n: comments at all, just because I think it is relevant to.

R?is?n: What he was raising.

R?is?n: I think very, very rightly about how do we engage people who aren't already engaged in these issues and I do think that's something that came up very strongly in the work we did there was.

R?is?n: A surprising amount of engagement and that the teachers themselves surprised by the interest shown by colleagues and how widely they could disseminate his ideas, so I don't want to take up too much time but just wanted to fly up.

Morag Redford: a really great point to end on and lots of the points that have actually come through in the discussion today.

Morag Redford: connect to wider questions about about education about schools.

Morag Redford: But in particular I suppose, for those of us directly involved in in the provision of courses and working directly with either aspiring teachers are practicing teachers.

Morag Redford: About that that space and the the opportunity to recognize unknown things and and learn together so.

Morag Redford: it's 1730 folks Thank you so much, and I do think Nicola we perhaps needed a little longer for for debate, and particularly in these last couple of seminars, so thank you everyone for attending.

Morag Redford: And and listening to the the work that we have to share and also taking part in the discussion, thank you folks.

Nicola Carse: Thank you, thanks everyone thanks more ag.

Nicola Carse: and pleasure to host their team at challenge project.

Nicola Carse: em work through see that connects and happy, maybe to do a follow up and later in the year or sometime early next year, and what I think that would be good, and perhaps create more of a space for discussion around that.

Morag Redford: that's a great opportunity, thank you very much we'll we'll get something set up.

Morag Redford: Thank you everyone.

Nicola Carse: Thanks everybody enjoy your evening.

Nicola Carse: bye Thank you.

Nicola Carse: Thanks mark.

Morag Redford: Just, I just wanted to say thank you, Nick Hello that's been super and and quite rich really that that that that discussion, and the one in the last one was actually the were both discussions that could have carried on for quite some time so.

Morag Redford: Somebody thinks about really.

Nicola Carse: Good yeah have a think about what you want to do and there's there's different things that we're trying new.

Nicola Carse: meeting with the alien about the teacher education network and we're talking about maybe having little can have videos that short 510 minutes people watch before and then come along to a session for a discussion, and so, so you can have more discussion and now.