

Forum

Report from Professional Dialogue Seminar 3 Held at Warwick University on 19 March 2010

The Forum is a partnership of the Higher Education Institutions offering initial teacher training (ITT) programmes (further and higher) in the West Midlands area. They are the Universities of Wolverhampton, Warwick, Staffordshire, Worcester and Birmingham City.

The Forum has set up Professional Dialogue seminars as a series of events to share good practice across the West Midlands. Teacher Educators from each of the ITT teams within the partnership are invited to exchange ideas on topics of educational interest.

The third Professional Dialogue seminar was held at Warwick University on 19 March 2010. The topic was equal opportunities and diversity with the morning session covering 'Embedding equal opportunities and diversity (E&D) in the curriculum design of an ITT programme' and the afternoon 'using resources to raise awareness and support the learning of equality and diversity'.

The seminar was well received with partner colleges and representatives from Jisc and Warwick, Wolverhampton, Birmingham City and Staffordshire universities attending. General comments were that delegates had an interesting and enjoyable day and appreciated the opportunity to get together with colleagues. *'It was a really valuable and enjoyable day'*

This report is a collation of the ideas from the day and is by no means a complete picture of all the interesting and stimulating discussion which took place. It is written to share the key points across the Forum partnership.

Embedding equal opportunities and diversity (E&D) in the curriculum design of an ITT programme

The session started with Teacher Educators discussing their team's current practice, ideas and approaches to equality and diversity and ways it was embedded in their programme. It was felt by all Teacher Educators that equality and diversity ran through the whole programme with their teams modelling good E&D practice. It was explored with trainees through case studies and examples of good practice and Geoff Petty's Double Decker model was mentioned. One TE said 'there is a need to internalise E&D otherwise the message doesn't come through'. TEs agreed that congruence and a clear commitment to E&D principles should be communicated to learners.



Some of the main ways that E&D is embedded into the ITT programme are:

- Evidence of how E&D has been taken into practice is asked for in assignments and the reflective journal followed by tutors asking challenging questions in tutorials.
- When a method or resource was used, TEs work with the content and then explain why it was used from an E&D viewpoint.
- The assignment on 'Teaching in Other Contexts' includes peer observation in different sectors which is useful to show different contexts and share experiences.

- Tutors observing trainees in different settings helps both in raising awareness for TEs which can be used in their own teaching and to share examples of different contexts.
- Using local expertise to share resources and give advice to the TE team and trainees was a strategy used by one college who works with the local RNIB College. Help has been received with resources for trainees who are partially sighted including Braille, overlays and coloured paper.
- College run E&D training which trainees are invited to attend
- Using the Resources assignment to discuss how to adapt resources to differing needs
- The use pods to increase awareness of E&D for ITT groups has been successful in raising issues. Other technology used has included: setting up wikis, podcasts and role plays; using Teacher TV and video clips from U-Tube.

There can be an issue with E&D when assessing trainees on an ITT programme especially with the need for written assignments. Different strategies have been tried with one college offering either an assignment or a poster which was then presented. After initial concern about the depth of a poster, the presentation element raised the level and it was very successful. Presentations can be videoed and uploaded to VLE. Teacher Educators were very positive about the way E&D knowledge and practice was integrated into the assignments.

E&D is evaluated through lesson plans, observations, reflective journals, blogs and assignments. It can also be shown through methods and strategies used and recognising learner experiences and use of flip cameras to capture brief parts of sessions though this raises issues of safeguarding.

The second part of the discussion was around the issues trainees have in their teaching of E&D. Teacher Educators felt that confronting discrimination in class has caused problems for trainees and this has been picked up at observation and feedback and support given to trainees. It was also felt that it was stressful for new teachers to deal with values that conflicted with one's own value base. Other issues were:



Language awareness for both TEs and trainees was another issue identified and this was felt to be important especially when describing people ie not by disability.

Helping trainees, especially those external to Colleges, find and access support in the workplace was another area of concern. One college runs focus groups for minority groups of students but this was organised by the College rather

than the TE team.

Discussion moved on to the main development needs for trainees and TE teams and how the impact of their programmes on trainees was measured. TEs monitored trainees through observation over time to see whether development areas were being taken into practice. Impact was also checked from trainee reflective diaries and in tutorials, tutors acted as mirror to show the impact of actions. However it was also commented that trainees have timelines and priorities and work on the nuts and bolts first, behaviours and other areas of teaching including discrimination often comes later.

Some of the issues raised by the discussions were:

- Who had responsibility if a trainee had individual needs, the organisation or the TE team and does it depend on the nature of the need? What can TEs do if it is beyond their remit and when should the organisation and HEI be advised of this?

- What should/do we measure and what is the Ofsted & LLUK criteria judged against?
- Question around consistency v tutors allowing different things to meet individual requirements
- Differences between observations carried out by Ofsted, ITT Tutor and HE. It was also felt that Ofsted need to change their mindset in inspection as they can misjudge situations which the tutor understands ie that students might need to use their phone, or have food or drink due to individual circumstances.
- Support for mentors – how do they know about E&D?
- Time given for E&D and how delivered in programme with team discussions.....how do you know TE team values? Part of team meetings to share good practice and discuss issues was being encouraged in one college.
- Question around sharing poor practice being a risk but more useful. This happens in TE but not necessarily in subject areas

Afternoon Session

The afternoon session concentrated on sharing resources and good practice that raise awareness and support the learning of equality and diversity.

The following resources had been used and/or developed by TE teams:



Living Library: this is a world movement where a ‘book’ is a person with experience or skills that can be ‘borrowed’ to talk about their experience. It was suggested that teams could start with those already available. It had been used by the TE team on a one to one basis when trainees recognised a specific prejudice and had been matched to someone with that experience. The College have a system whereby ‘Books’ can be accessed via the VLE section on virtual living books. Another college invited an Afghan asylum seeker to share their experiences as the TE team hadn’t worked with anyone in that situation previously.

Communications: the tutor spoke in Urdu for 2 mins to groups who listed the words they picked up and also non-verbal signals. The difficulties of learners who are new to English were discussed.

Faces: a number of different famous faces were presented in pictures only and learners asked who they recognised. Their answers were discussed in terms of E&D.

Tutor observations: When observing and trainee uses examples tick each time which gender is used with examples of different job roles. Discuss implications in tutorial.

Smarties in bowl: Put different coloured Smarties in a bowl and ask students to categorise anyway they choose; they are then asked to write criteria for this and give their rationale. They question ‘If this was applied in Society who would they be?’ is discussed and the fact that all Smarties are the same colour underneath.

Use skills of Emotional Intelligence to inform E&D.

Discussion

There was a discussion around different aspects of communication. It was commented that 14-19s accept others in a more inclusive way but that as TEs we need to be aware of: the language used by different age

groups and keep in contact with young (old) people; recognise different uses and types of language and that text code may be the new hieroglyphics; that students often have a short attention span and are used to instant access environments and technology. There was a discussion over whether it was therefore helpful to use alternative strategies to increase their attention span and widen their perspectives or whether there was a danger that this can lead to disruptive behaviour.

Action points from delegate feedback sheets: The following are the actions which delegates are taking back into their practice:

Embedding E&D into Programme

Teacher Educators are taking a number of ideas back to embed E&D into their practice including:

- Consider being more explicit and promoting E&D rather than reacting to it.
- Review bad practice as well as good to reinforce contexts
- Ensure E&D issues are firmly embedded throughout ITT modules and that practice includes modelling and the Petty double-decker model.
- Linking E&D pedagogy into the programme
- Using a very detailed session plan as a focus for trainees to analyse their practice including differentiation and inclusion
- Develop communities of E&D practice for ITT programme groups and support contributions and future involvement.
- Using 'pods' to share experiences and approaches with regard to equality and diversity
- Webfolio blended theory approach for self study modules

TE Development

Following discussion around the need for CPD, the following action points are being taken back either individually or for teams:

- Communicating and sharing good practice with other colleagues including time for ITT team to have 20/30 minutes dialogue within team/school meetings to share practice and what works well as well as problem areas.
- Promoting equality and diversity rather than just reacting to it – would like to explore how this can be done more effectively – CDP opportunities need to be created to develop this notion. Being aware of 'tokenism'.
- Valuable to find out where other people are at with E&D and to find out ways in which people present what they deliver
- Further research to access resources and to develop personal knowledge

Evaluation

Teacher Educators were also going to measure the impact of E&D, audit E&D in their modules and capture what they do, possibly using technology-based methods.

Resources to raise awareness and support the learning of equal opportunities and diversity

Thanks to everyone who has sent us resources. WMCETT are setting up a page on their website for all the E&D resources and we'll send you a link as soon as it's up and running. In the meantime you might find the following of interest:

Living Library:

This concept was extremely well received and a number of TEs were taking it back to their teams. See: <http://humanlibrary.org/> and article in the Guardian at: <http://www.guardian.co.uk/society/2008/dec/03/living-library-communities>

- All resources and links featured here are correct as of March 2010

Books

Giddens, Anthony (1991) '*Modernity and Self Identity*', Polity Press
 Giddens, Anthony (1991) '*Consequences of Modernity*' Polity Press
 Pearce, Sarah (2005) '*You Wouldn't Understand: White Teachers in a Multiethnic Classroom*', Trentham Books)

Websites

Geoff Petty 'Double Decker' model. See <http://www.plymouth.ac.uk/files/extranet/docs/EDU/CETT%20Petty.pdf>
 EECETT – Liz Richon E&D in the classroom – self assessment checklist of embedding E&D through practice
 Article by Ian Jones and Michael Gerald Pollitt 'Putting Values into Action in Business: A Study of the Development of an 'Integrity' Value at Smithkline Beecham at: <http://econpapers.repec.org/paper/cbrcbwrps/wp121.htm>
 Articles at: <http://www.independentliving.org/>
 'U' Tube resources/video extracts offering an insight into individuals with dyslexia/ADHD
 Beyond Stereotypes: http://golddust.bdplearning.com/equality_and_diversity/teaching_and_learning_resources.php
 Ten pedagogy approaches – equality and diversity quick start guide: http://tlp.excellencegateway.org.uk/tlp/pedagogy/assets/documents/qs_equality_diversity.pdf
 The Learning Challenge: http://tlp.excellencegateway.org.uk/tlp/xcurricula/el/assets/documents/techactivity_O.pdf
 Exploring own practice: http://golddust.bdplearning.com/equality_and_diversity/teaching_and_learning_resources.php

Resources from JISC

The Google Generation : Summary : This study was commissioned by the British Library and JISC to identify how the specialist researchers of the future, currently in their school or pre-school years, are likely to access and interact with digital resources in five to ten years' time. The 'Google generation' is a popular phrase that refers to a generation of young people, born after 1993, that is growing up in a world dominated by the internet. According to Wikipedia, the phrase has entered popular usage as "a shorthand way of referring to a generation whose first port of call for knowledge is the internet and a search engine, Google being the most popular". Later in this report, we will deal with some of the myths and realities that surround the Google generation,

2. **The Horizon Report**: summary : The annual *Horizon Report* describes the continuing work of the New Media Consortium's Horizon Project, a qualitative research project established in 2002 that identifies and describes emerging technologies likely to have a large impact on teaching, learning, or creative inquiry on college and university campuses within the next five years. The *2010 Horizon Report* is the seventh in the series and is produced as part of an ongoing collaboration between the New Media Consortium (NMC) and the EDUCAUSE Learning Initiative (ELI), an EDUCAUSE program.
3. **NCFE level 2 Equality and Diversity**: according the NCFE website <http://www.ncfe.org.uk/Default.aspx?id=18343It>
 This particular course appears to be under review. However, I have tried to download the current standards as pdf file for forum members without any luck, forum members may have more than me! Just follow the links! My former college used this qualification for all staff who had contact with students, e.g. teachers, learning resource staff etc..... I know some college courses even considered offering the course within other programmes as a means to add value.
4. **Edu Apps** : EduApps is an initiative developed by the JISC Regional Support Centre Scotland North & East and consists of four different collections of incredibly useful software: Apps can be accessed at <http://www.rsc-ne-scotland.ac.uk/eduapps/>

Alison Wootton from JISC is available to meet with teacher educators advise and discuss issues around accessibility and inclusion for teacher training and applying technology and mobile learning etc. Alison's contact details are: eLearning Advisor - Staff Development, Tel: 01902 518984 Email: A.Wootton@rsc-wm.ac.uk.

5. **MoodleMoot UK 2010** : <http://moodlemootuk2010.org.uk/>
 MoodleMoot UK 2010 provides an opportunity to look back and map the highlights of the journey travelled so far, reflect on where we find ourselves now, along with sharing in the excitement and anticipation of mapping the future.

