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STANDING OUT

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School of Teacher Education

Research in Action

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Foreword

Awaiting
Image

Dr Ruth Pilkington, visiting Professional fellow in Education
NTF, SFSEDA, SFHEA

I was delighted to be asked to provide a Foreword for the inaugural edition of this practitioner research journal for the Faculty of Education. For me, practitioner research is a fundamental and central component of our professional practice as educators because it combines research and scholarship with the learning about and enhancement of practice. It is central to our development as practitioners and allows us to develop what we do as teachers, with and for our learners and hence sits centrally within a belief in professional 'service'. It engages us with critical and informed reflection around practice in the first instance and, through the rigour of scholarship and research, encourages us to critique and add to the professional knowledge base for education. In this way, members of a practitioner community can construct a formal body of theoretical and evidence-based practice as subject specialists.

One of the many challenges for practitioners, for whom the 'doing of practice' can limit opportunity for pure research, is how to move beyond a scholarly and reflective approach to practice. This very often positions practitioners as benefitting from others' research but not actually undertaking research themselves. Undertaking research however is regarded as central to the status and credibility of our disciplinary field and to the development of ourselves as professional leaders and academics, something that is acknowledged in the emphasis on evidence based and research informed teaching by the UK Professional Standards Framework for HE. The tension between scholarship and research can be overcome, however through active and progressive engagement in practitioner research, by which as practitioners we apply a range of research methods (both qualitative and quantitative) to investigating and understanding how best to enhance teaching and students' learning (Pilkington, 2011:1). This in turn means practitioners can acquire the necessary evidence to inform and develop more critical and deeper understanding of how what they do works, and why it may work well or badly. Such applied practitioner research has the added bonus then of providing a means for individual learning about practice as well as enhancement.

As with more academic forms of research, practitioner research can embrace a range of methods: action research, evaluative research, as well as more traditional use of case study, interview, ethnographic, and qualitative techniques. It also requires an ability to position ourselves within that research and to engage

with the values, assumptions and beliefs that influence educational practice and learning. The outcomes, whilst reflecting the situated and contextual nature of educational practice, also builds an informed and deeper understanding of how to influence and enhance what we do and how our learners learn.

This collection of articles will play an important role in countering the challenges facing educational practitioners because it provides a means for sharing and disseminating practitioner research across all levels of experience within the community of practice. It embraces a range of practitioner research examples at various stages of development, reporting on work in practice, and also reporting on collaborative and fully formed studies. Each example provides a concrete illustration of how practitioners are adopting and adapting research tools and approaches in order to develop their practice. Because the examples of practitioner research also enables the individual practitioners to apply professional insights and reflection to their studies, the outcomes are - I would argue - more critical, powerful, worthwhile and relevant, than if the voice of the professional, the practitioner involved, were concealed by demands of objectivity and distance.

The papers in this journal reflect a very diverse practitioner field surrounding the practitioner community here at Hope and reflecting the interests of the wider North West network. Some of the work has been produced by Masters students writing about their research studies in museum education, managing behaviours in secondary classrooms and responding to dis/ability. This reflects a very applied approach to study by the Faculty and the emphasis on impact and developing the skills to produce a robust evidence base for practice from the outset. It includes examples of research that is collaborative between HE and the compulsory education sectors, as well as work-in-progress being undertaken in secondary and primary sectors and within a range of crucial curriculum areas at HE and compulsory levels. Collaborative work is reported in the Hope Challenge which is destined to impact significantly upon both schools and practitioners in the region. Others write about their work on the learner voice, a crucial topic in schools and universities and around the use of film to engage teacher trainees in thinking about intercultural issues. These reflect the very diverse educational environment of Liverpool schools. Because of the variety of work evident here, it is anticipated the journal will provide a valuable resource for students and practitioners alike.

The varied perspectives and reflections suggest too that educational practice is far more than a technical profession rather it is one that is informed, scholarly and rigorous in its approach and determined to generate professional knowledge that will meet the needs of the sectors and institutions involved. More importantly, it will have the potential to transform practice and the experience of learners.

As a consequence, I am delighted to announce a collection of work that is varied, critical, and will add to debates across the sectors and practice contexts associated with the Faculty of Education at Hope.

Dr Ruth Pilkington
NTF, SFSEDA, SFHEA

Editors' Welcome



Dr Jane Moore



Dr Claire Lloyd



Dr Ruth Pilkington

Welcome to this first edition of our in-house practitioner journal 'Research in Action'.

This publication is designed to encourage the sharing of ideas and innovations in teaching and learning by making connections between research and practice. In each of the two yearly editions we will bring together a selection of high quality research recently undertaken by our postgraduate students and teaching staff. We also showcase collaborations between the School of Teacher Education and our partnership schools, undertaken to advance the understanding and improvement of practice. These contributors will offer research informed ideas and inspiration to encourage professional learning.

Also included in the journal are updates of new publications, details of upcoming research events, and school-university partnership opportunities. We seek to create a stimulating forum for professional dialogue amongst educators within and across institutions, building networks amongst our lively professional community of new and existing teachers, teacher educators, and colleagues from partnership organisations.

'Research in Action' marks a significant point in the School of Teacher Education's development. Liverpool Hope University has a long and distinguished history of teacher training, which has seen the formation of teachers from before the time that school teaching had any aspirations to professionalism – and also from before the birth of a universal system of education for all. In the intervening years, the education system has changed beyond recognition and with often bewildering rapidity. For both school teachers and teacher educators, the professional landscape is increasingly one of externally imposed accountability measures and policy-driven strategies, creating a climate in which professional judgement and opportunities for innovation seem constrained. The prevailing political rhetoric of recent years, in England especially, is of teaching as a "craft" that can be learned through observation and practice, perhaps without the need for specialised qualifications. This very public and determined unravelling of

teacher professionalism has coincided with, and undoubtedly contributed to, a crisis in teacher morale, demonstrated only in part by high numbers leaving the profession (National Audit Office, 2016).

Our own development over recent years in the School of Teacher Education has been founded on our belief as both teachers and teacher educators that exceptional teacher education requires both extensive practical experience in the classroom combined with well-designed, research-informed teaching in the university – neither element superior to or more critical than the other, but vital elements of a whole. We have deliberately and successfully distanced ourselves from a model of partnership that tries to keep practice and theory separate, along with the unhelpful imbalance this brings. In particular, we believe that effective, engaging teaching is based on thorough and up-to-date pedagogical knowledge, in addition to excellent subject knowledge and mastery of classroom management strategies. This detailed specialist knowledge – of knowing “why” and “how” something works, rather than that it just does, is the defining characteristic of a full professional, and is empowering at both individual and community level.

Engagement with research, is a vital part of the creation and renewal of professional knowledge. We believe that teachers should be collaborators in the generation of knowledge, rather than only being the subjects or recipients of research conducted by others. Intriguingly, whilst the broader educational environment has been inhospitable to these richer conceptualisations of teacher identity, the new Professional Standards (2014) include the requirement to “maintain and update your knowledge of educational research to develop evidence-based practice”.



What we are Researching

Research in Action

Volume 1, September 2016,

Museums as Learning Spaces: Exploring Trainee Teachers' Attitudes to the Value of Museum Visits as Learning Experiences for Children

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Research Team: Alison Patterson, Arthur Kelly: Liverpool Hope University.
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"Learning is experience, everything else is just information."
Einstein (1879-1955)

INTRODUCTION

There can be little doubt that museums are unique and experiential spaces for learning (Dewey, 1928, cited in Hein 2004). However, the relatively few schools that regularly make visits to museums suggests that many teachers may be unaware of their potential to enrich children's learning and experience. Nichols (2014), in her article as guest editor of the Journal of Museum Education, identifies Initial Teacher Education (ITE) as the missing part of the museum/school partnership. Similar views have been expressed by Talboys (2011) who suggests that museums as an educational resource, should be included in ITE curricula. He recommends the development of partnerships between museum professionals and lecturers who recognise the values of museums and galleries.

A partnership initiative between, the Faculty of Education at Liverpool Hope University and the Museum of Liverpool's Education Team was designed to introduce ITE trainees to the potential of museums as spaces for contextual and experiential learning. Both partners were also keen to discover the barriers to museum visits. This collaborative project provided opportunities to maximise impact through aligning the strengths of professionals from both institutions in order to introduce museum pedagogy at an early stage in a teacher's learning journey. This notion supports the rationale of the initiative: to connect with and inspire a greater number of trainee teachers by including museum learning as part of their compulsory programme of study.

► Key Point

Cross-institutional, experientially grounded partnerships are key to harnessing the potential of museums as rich learning spaces.

THE PROJECT

One hundred and eighty students, all undertaking their Post Graduate Certificate in Education (PGCE) at Liverpool Hope University, were scheduled for a two-day intensive programme, *Museums as Learning Spaces*, at five National Museums of Liverpool venues. Trainees were introduced to the kind of experiential learning that children might encounter while on a museum visit. Workshops and activities were then introduced to demonstrate how these experiences could be embedded into school curricula as an enhancement and extension of the learning.

Trainees' attitudes towards the course were investigated using pre- and post-programme questionnaires, employing a range of open ended and multiple-choice questions. The questionnaires focused on whether trainees could see the potential for developing experiential and contextual out-of-school learning (specifically in museums) across the curriculum. Items were designed to uncover potential barriers to museum visits and to gain information that might assist the museum education team with improvements to its provision for schools. A random sample of seventy-five trainees was selected to complete the questionnaires out of the 180 students who took part in the course.

RESULTS AND DISCUSSION

Questionnaire data indicated that the partnership between the Museum of Liverpool and Liverpool Hope University resulted in a programme that made a positive impact on ITE trainees' attitudes toward museum visits. This in turn offered the possibility of increasing the frequency of school visits to museums, due to improved perceptions of the quality of learning that might take place.

Trainee Experience and Expectations of Museum Visits, Pre- and Post-Programme

The research sought to discover the expectations of trainees towards a museum visit and if these changed following their participation in the course. The data indicates that before the course, although 76% of the trainees had made a visit to a museum in the past year, they did not have clear notions of what this could bring to their practice. A significant number of the trainees (86%) saw value in museum visits, characterising them as stimulating and interesting, but few expanded on this in relation to their professional practice. Twenty-four percent of the trainees felt that a visit would be expensive, boring and/or irrelevant.

► Key Point

Before participating in the University Museum partnership programme, the majority of teacher trainees did not recognise the pedagogical value of a museum visit.

Following the programme, a substantial 94% of trainees said that their expectations had changed (Figure 1). The quality of this change is reflected in the comments made in answering this question.

Pre-programme: "It will be boring and there won't be anything of interest or relevance to me."

Same trainee post-programme: "I feel more confident to bring a group of children to the museums and I didn't realise how much they could learn here."

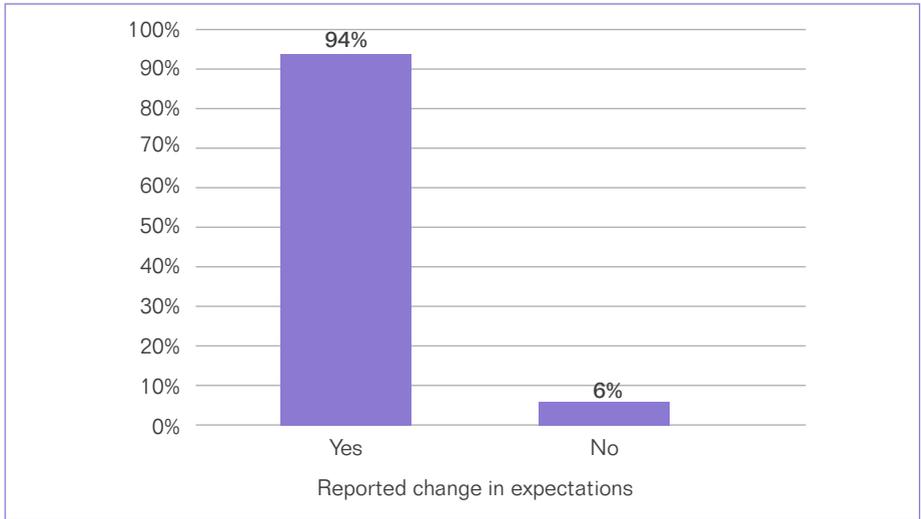
Before the programme most trainees only appeared to connect the museum with learning if a multiple-choice question was specifically posed to them that directly related to school. After the project their qualitative answers became more focused on learning without prompting.

Pre-programme: "Interesting, interactive."

Same trainee post-programme: "Interactive and practical learning experiences - role play, dressing up. Historical skills - interpreting evidence and artefacts."

Moreover, they appeared to recognise that enjoyment/engagement was part of the learning process and not a separate entity. These findings correspond with similar research by Kisiel (2012), who studied ITE trainees in informal science settings. He found that the students changed their perceptions of such sites to develop a deepened pedagogical understanding of the learning potential in relation to their own practice.

Figure 1. Percentage of teachers reporting pre-post course changes in expectations.



Post-programme comments were also more closely connected to trainees' professional experience than those in the pre-project questionnaire, which tended to be more vague and generalised. This shift perhaps reflects the active, experiential nature of the learning activities that brought trainees together through various workshops involving personal scenarios, group work and role-play. Statements were made such as:

“Kinaesthetic (hands-on) learning, resources, access to artefacts, interactive, engaging, stimulating learning environment.”

“Learning outside the classroom consolidates learning and puts it into a real life context.”

▶ **Key Point**

The experiential nature of the partnership programme, grounded in active learning opportunities (e.g. personal scenarios, group work and role-play), brought the theories of Dewey and Vygotsky to life for trainees.

It could be, as Wunder (2002) suggests, that experiences of museum learning brought the theories of Dewey and Vygotsky to life for pre-service teachers, increasing their understanding of pupil centred learning activities (Chin, 2004). In doing so, they were more able to link previous knowledge of learning theories with good practice and find synergy.

Barriers to Museum Visits

Prior to the project, the trainees were able to identify several positive features associated with out of school visits, with 80-91% labelling them as “memorable”,

“fun” and “rewarding” for pupils (Figure 2). Fewer trainees (56%) appeared to recognise the learning potential inherent in these activities when given a range of answers to choose from. However, when probed further with a multiple choice question directly asking what a museum visit could offer them as a teacher - and with three out of four answers specifically relating to learning, thereby giving cues - 100% of trainees identified outcomes specifically relating to learning.

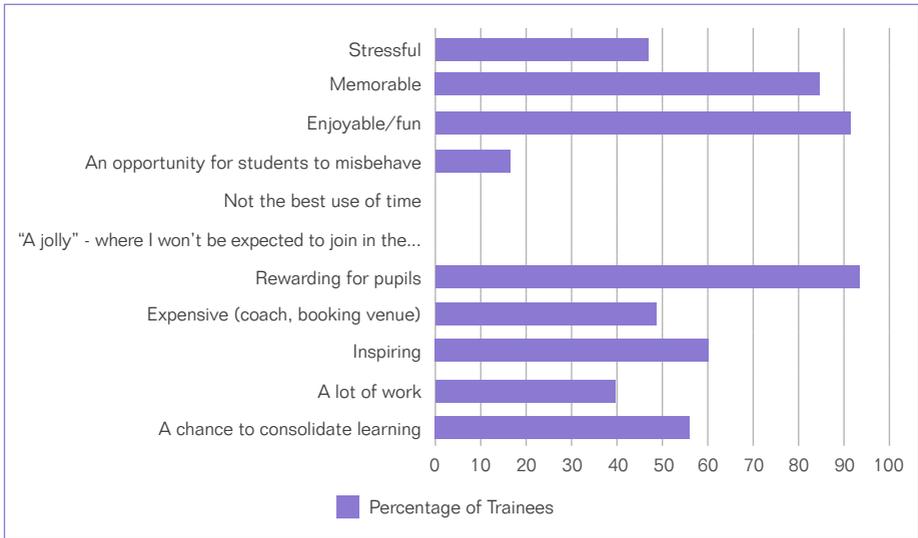
A number of negative aspects of out of school trips emerged as barriers. Almost half the sample anticipated that these activities would be stressful, 39% felt it would add to their workload and 16% stated that behaviour management could be an issue. 48% also felt that the cost could be prohibitive. These attitudes appear to be in line with those of teachers in schools. Indeed, research consistently indicates that concerns over children’s behaviour could be a barrier to off-site visits. Other barriers were health and safety, time away from curriculum, financial cost and teacher workload (Griffin, 2007; OFSTED, 2008).

▶ Key Point

Trainees identified a number of barriers to museum visits:

- Increased workload
- Heightened stress
- Managing Behaviour
- Cost

Figure 2. Teachers' pre-project attitudes towards learning outside the classroom.



However, research also shows how schools have been able to overcome barriers because they value the experience for pupils in terms of learning, personal development and motivation. Indeed, helping offset anticipated barriers against potential benefits through collaborations between teachers and museum educators might have considerable impact (Griffin, 2007). Lemon and Jarvis’s

(2014) research highlights the importance of engaging with art galleries during teacher training “to allow pre-service teachers to experience and understand the importance within their teaching and educational contexts” (p.28). Their survey captured perceived changes in the beliefs of trainees about the role of visits to art galleries once exposed to a visit. Results from this research also indicate that giving trainee teachers authentic, experiential learning opportunities in order to experience the pedagogical value of a museum visit, could persuade them that potential barriers are worth overcoming.

Key Point

Embedding experiential museum learning opportunities into teacher training can have a significant impact on trainees’ views of the value of a museum visit and persuade them that anticipated barriers can be effectively addressed.

IMPLICATIONS

Before participating in the programme, 46% of trainees indicated that visiting a museum with their class was “most likely” (Figure 3). Following the programme this figure increased markedly to 74%, with 99% of trainees indicating that a visit was more than just likely (Figure 4). When comparing pre-post responses it is clear that having experienced the programme, trainees felt they were more likely to take groups of children to the museum. This is a significant result in terms of the aims of the programme and indicates that cross-institutional, experientially grounded initiatives can increase the likelihood of school visits to museums.

Figure 3. Pre-project likelihood of bringing a group to visit a museum.

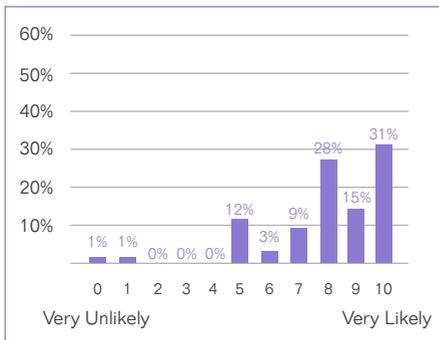
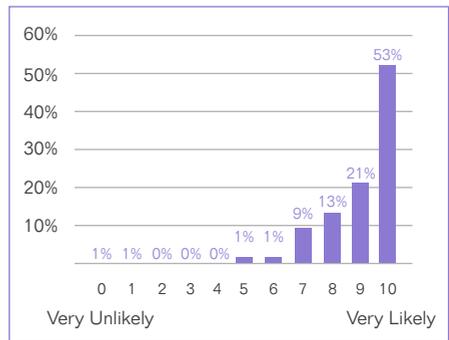


Figure 4. Post-project likelihood of bringing a group to visit a museum.



The developing partnership between professionals from the Museum of Liverpool’s Education Team and Liverpool Hope University’s Teacher Education Programmes has shown that the objectives of different institutions can be met through the collaborations of committed professionals. Similar projects have taken place with the following year’s PGCE cohort and with Year 3 of the BA QTS programme, and in both cases results have indicated an improvement in

trainee perceptions of the value of museum visits. It would, however, be useful to explore whether the change in attitudes translates into actual visits once trainees take up positions within schools; this could be followed up with further research.

In order to strengthen the existing provision and outcomes for museums, universities and schools, the results of this project indicate that positive and proactive partnerships should be established and sustained.

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Teaching to T7: The Impact of Tutor Interventions on Secondary Trainees' Behaviour Management Development

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INTRODUCTION

The current Initial Teacher Education (ITE) inspection framework focuses explicitly on how ITE partnerships should improve trainee teachers' skills in managing pupil behaviour. This is in response to the Government's determination to tackle what is considered to be a key barrier to pupil progress; namely, a "culture of casual acceptance of low level disruption and poor attitudes to learning" (Wilshaw, 2013, p.17).

Nationally, there appears to be a wide variation both in evidence of a deterioration in pupil behaviour and in trainees' confidence in managing behaviour effectively in their classrooms. In 2012 three out of four teachers rated behaviour as good or very good (Office for Standards in Education, 2012), with 85% feeling equipped to deal with unruly behaviour. This is in stark contrast to survey data collected nine months later, with 53% of teachers reporting a deterioration in behaviour over the past five years and a need for improved and more specific training (Association of Teachers & Lecturers, 2013). This wide variation in responses can possibly be explained in terms of the variable socio-economic contexts from which the data was derived (Bush, Edwards, Hopwood & Lewis, 2005) and by the motivating factors of those who commissioned the studies. Yet what is of significant concern for ITE providers is that national perceptions of poor pupil behaviour and discipline may impact on teacher recruitment and retention (Barmby, 2006).

Securing the long-term retention of postgraduates in the profession has never been more important as OFSTED are increasingly holding ITE providers to account as they observe and track the progress of Newly Qualified Teachers (NQTs) under the Initial Teacher Education Inspection Framework (OFSTED, 2014).

▶ Key Point

Many trainee teachers identified challenging behaviour as one of their most negative classroom experiences, in particular low level disruption and pupils' poor listening skills.

▶ Key Point

ITE tutors must ensure that trainees have the knowledge and skills to manage behaviour effectively if they are to remain in the profession for the long-term.

It is, therefore, incumbent upon ITE tutors to reflect upon their teaching, observational feedback and intervention in this area to ensure that trainees are equipped with the necessary skills to manage behaviour and develop the strategies and resilience to stay the course in the classroom.

The attainment data (Feb, 2014) of trainees enrolled on the Post Graduate Certificate in Education (PGCE) in secondary English at Liverpool Hope University reflected the above challenges. Mean scores were calculated for each Teacher Standard across the trainee cohort (n=24). Out of the eight Teacher Standards, “Managing behaviour effectively” (T7) attained the second lowest mean score of 1.92. At this point in their training, many of the trainees highlighted behaviour as one of their most negative experiences, referencing, in particular, low level disruption and pupils’ poor listening skills. This concurred with the Teaching Agency NQT Survey (2012, p.3) where teachers requested “better teaching of step-by-step strategies to deal with bad behaviour and a discussion of options for different situations”. Hence the undertaking of this small scale enquiry to investigate the impact of tutor intervention on this key Teacher Standard for students undertaking the Secondary PGCE (English).

METHODOLOGY

By Review Two, in February 2014, (which is the culmination of trainees’ first school placement experience and midway through the PGCE course), the cohort had attended both a lecture and seminar on behaviour management (October, 2013) and a NUT Behaviour Management Conference. The lecture/seminar supported the reflective philosophy of the PGCE course by encouraging trainees to reflect on their practice and experiences against each of the four sub-divided areas of the behaviour management standard, as articulated in the following outcomes. Students should:

1. Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy.
2. Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
3. Manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them.
4. Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

▶ Key Point

Trainees were provided with a comprehensive behavioural checklist from which to select strategies that would have the greatest impact on their pupils’ behaviour. Working in collaboration with tutors and mentors they used these strategies to create a personalised behavioural intervention plan.

Trainees were also encouraged to consider both humanist theories of behaviour and the behaviourist approach (Skinner, 1969), which form the core of many school behaviour management policies.

The NUT conference, *Promoting Positive Behaviour for Learning in Classrooms*, encouraged trainees to adopt a collaborative learning approach to finding solutions to behavioural issues, as suggested by Bear's (2011) systemic model. Bear focuses on social problem solving, as well as refining strategies to improve verbal and non-verbal communication, in order to develop teacher presence. Conference resource materials included a comprehensive checklist, *Getting Behaviour Right*, from which trainees were encouraged to action plan for their own practice. Post-conference lesson observations led to further tutor refinement of this checklist for the PGCE trainees, as Standard T7:4 was still proving to be one of the weakest areas during observations. These refinements responded to Bear (2011) with a closer analysis of how trainees could present authority and decisiveness in their relationships with pupils.

This checklist formed the basis of the enquiry, anticipating that when planning and teaching, the trainees (with the support of their mentors) would select strategies from the list that they considered would have the greatest impact on pupil progress. In this way, they would create personalised behavioural intervention plans. The impact of these plans was evaluated during trainees' weekly target review cycles with their subject mentors, who would use weekly lesson observation feedback and data when judging lessons against T7.

RESULTS AND DISCUSSION

The implementation of the intervention plans and the resultant analysis provided a number of key insights into trainees' experiences in managing pupil behaviour:

- The non-verbal/verbal communication elements (e.g. body language, smile, greeting) which all integrate into "how" to manage behaviour (Canter & Canter, 2001), appeared the most challenging area for some trainees who, at times, lacked confidence in their interactions with pupils and felt unable to relax sufficiently to develop more positive relationships.
- Many trainees lacked awareness of the behaviourist power of praise as evidenced by Hart (2010), which was one of the most frequent areas requiring improvement during observation feedback. There often appeared to be too little time for trainee-pupil interaction during lessons thus reducing opportunities for positive reinforcement. Once trainees were more confident with their classes and developed less didactic pedagogies, which increased opportunities for dialogue/dialogic interaction, there was often greater use

of praise and personal response. However, the dichotomy here for some trainees was that in an attempt to respond to tutor feedback they often used praise in undeserved contexts, thus acting in opposition to behaviourist theory. The praise, therefore, became meaningless and did not impact effectively on the pupil. The challenge here is to provide behaviour-specific praise, which has been found to impact most conclusively on individual pupils and indeed the whole class (Reinke, Lewis-Palmer and Merrell, 2008).

► Key Point

Many trainees lacked awareness of the behaviourist power of praise as evidenced by Hart (2010), which was one of the most frequent areas requiring improvement during observation feedback.

- There was evidence of impact in terms of responses to feedback that referenced the checklist. There was also an increased focus on checklist strategies in terms of proactive and pre-emptive preparations (Hallam & Rodgers, 2008) by organising resources, using and adhering to seating plans and strengthening early engagement through strong starter activities.
- Encouraging trainees to use their voice more effectively and work on physical proxemics in the classroom often required further deconstruction to diagnose precisely what was required for impact. This “teaching by number” approach was effective for some trainees who were engaged by the self-analysis, which perhaps re-emphasises the importance of iPads/flip cameras for self/peer assessment as a powerful pedagogical resource for improving classroom practice (Marsh & Marshall, 2014).
- The explicit “teaching” of pupil behaviour had not always been considered or planned for by many trainees, and emphasising the impact of using behavioural objectives alongside learning objectives proved particularly popular and effective in supporting this area.

IMPLICATIONS FOR PRACTICE

In terms of developing future practice there are three main recommendations:

Firstly, tutors must be mindful to develop trainees’ understanding of both humanist and behaviourist theories in their approaches to managing behaviour and their awareness that both can complement and support each other. To ensure this, sufficient time must be allocated to independent reflection and analysis of trainees’ own practice in the light of such theory.

Secondly, trainees require increased opportunities to observe good practice in terms of T7. Devoting time to lesson observation often loses value to trainees as they become more familiar with their placement. Yet secondary trainees' exit evaluations in 2014 explicitly requested more opportunities to critique videos of teachers/lessons during their course. Tutors and mentors must ensure that trainees are active observers, analysing in fine detail how experienced staff manage their classes and develop positive relationships with their pupils (O'Leary, 2012).

► Key Point

Trainees must actively observe how experienced teachers manage pupil behaviour effectively and develop positive relationships in the classroom.

Thirdly, tutors should work more closely with mentors and trainees to triangulate their approaches to developing behaviour management, enabling mentors themselves to partake in effective reflection using a reciprocal learning model (Hopper, 2001). With the recent requirement for ITE institutions to work with schools in challenging circumstances (OFSTED, 2014), where behaviour can sometimes be a cause for concern, this approach has the potential for significant impact as all educators participate in strengthening their capacity in this arena.

Ultimately, trainees' progress in T7, lies with developing relationships on a daily basis by engaging pupils with excellent teaching and learning while building the necessary confidence to tackle behavioural issues as they arise. But what is clear from this enquiry is that the trainees' use of many intervention strategies and their response to associated feedback had some impact in the classroom.

At their final review point in June, the English trainees exited the PGCE course with an average of 1.57 which is an increase of 0.46 from Review 2. This is the second highest increase across all Teacher Standards. However, whether this is the effect of the intervention plan, tutor feedback or simply the growing confidence of PGCE trainees, remains open to conjecture and further research.

► Key Point

The learner centred teacher manages behaviour not by choosing from a pre determined list but by building multiple different strategies into an approach to behaviour management that is grounded in a sound understanding of relevant theory and developed in relationship with pupils.

A final outcome relates to the Managing Behaviour Checklist, which although based on fundamental theoretical underpinnings could risk becoming a "top tips" guide. This trial and error approach has been criticised by Bromfield (2006) for discouraging teachers from considering why particular behaviour management strategies work in some contexts and not in others. It is important that tutors develop trainees' awareness that behaviour management is not simply a set of strategies to be learned and

implemented when needed. Understanding human interaction is key. However, it is often difficult for trainees to develop this capacity during the brief intensity of the PGCE course, as behaviour management skills are developed over time and with experience (Van Tartwijk, Brok, Veldman & Wubbels, 2009). Trainees need to have an awareness of what Nie and Lau (2009) found in their study involving 350,000 pupils; namely, that it is the learner-centred teacher, who encourages pupil autonomy and choice, who will impact most successfully on behaviour in the classroom. In other words, as Bromfield (2006) reminds us, there are no quick fixes.

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Using Foreign Film in Initial Teaching Training: Être et Avoir – Intercultural Beacon and Pedagogic Inspiration?

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INTRODUCTION

With the statutory requirement, from September 2014, to teach foreign languages at Key Stage Two (KS2) (Department for Education, 2014), there is a need for all Initial Teacher Education (ITE) providers to develop and enhance the foreign language aspect of trainees' experience. Moreover, programmes of study at both KS2 and KS3 should place positive emphasis on the benefits of foreign language study, including the intercultural competence learners can develop.

Languages are part of the cultural richness of our society and the world in which we live and work. Learning languages contributes to mutual understanding, a sense of global citizenship and personal fulfilment. Pupils learn to appreciate different countries, cultures, communities and people. By making comparisons, they gain insight into their own culture and society (Qualifications and Curriculum Authority, 2007, p. 165).

Film as a Gateway to Cultural Experience

Whilst many Higher Education Institutions (HEI) offer language courses and training to non-specialists, the focus is usually on the development of language skills (Gallagher-Brett & Canning, 2011). Within teacher training courses, the intense nature of programmes of study and limited time available for foreign language work, require emphasis on encouraging students to develop autonomy in working with foreign languages and an understanding of the relevant target language culture, in order to be able to support work in Key Stage Two. Therefore, is it possible for Initial Teacher Education (ITE) providers to help trainees to develop this culture specific knowledge?

► **Key Point**

Cultural artefacts, such as films, can be powerful educational tools to develop students' linguistic and cultural awareness.

One of the ways in which this can be addressed is by using cultural artefacts, such as film, to stimulate discussion and develop both linguistic and cultural awareness. Film can enhance learning from a number of points of view, including:

1. Supporting learning the language *in* the film.
2. Enhancing visual literacy i.e. learning the language *of* the film.
3. Making cross cultural comparisons and gaining intercultural understanding.

The third aspect resonates strongly at national level with the current KS2 Programme of Study:

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. (Department for Education, 2013, para.1)

How then might this work in practice? In order to develop undergraduate students' language learning skills, and motivated by a real desire to get trainees to "lift their heads up" and celebrate the cultural richness of the world around them, the Modern Foreign Language (MFL) specialist ITE team at Liverpool Hope University proposed a period of focused study on the French film *Être et Avoir* (Philibert, 2002). Research has shown that a well-chosen film can be a powerful educational tool, allowing both exploration of scenarios and identification with the characters depicted (Champoux, 2007).

Être et Avoir (To Be and to Have)

Être et Avoir is an account of a year in the life of a rural French primary school where 12 pupils across KS1 and KS2 are taught by Monsieur Georges Lopez, a teacher of some 35 years' experience. Commercially *Être et Avoir* achieved huge success, was seen by more than two million people in France in the year of its release, was shown at the Cannes Film Festival and released in seventeen other countries. It was acknowledged as a significant cinematic event, which was culturally and critically relevant in French society.

This thoroughly delightful documentary by Nicolas Philibert has a miraculous simplicity and clarity - and yet displays its own deeply intelligent sort of sophistication. (Bradshaw, 2003, para 1).

The film itself has many episodes that convey a keen sense of life in a rural French school. The scenes include an evocative, wintry introduction, a rickety school bus driving through the snow, the interior of the school where the pupils work round the wood-burner, the infants learning to write and make pancakes, one of the children working at home on a farm, etc. All these scenes provide learners with ample opportunity for focused discussion on cultural features and for exploring the similarities and differences with their own experience. As

the subject matter is an everyday account of primary school life, the film has potential for use both by the teacher to provide pupils with insights into French life and *for the teacher to provide personal cultural and language development.* With this in view, *Être et Avoir* might well seem to be an ideal vehicle to provide cultural insight.

PRACTICAL APPLICATION

The film was first used as a medium for teaching in 2014 with ten second year students enrolled on the BA (Primary) with Qualified Teacher Status (QTS) in Modern Foreign Languages (MFL) Special Interest Group. The trainees were asked to reflect on their learning from a sequence of sessions, in the form of a viva. The outcomes of this viva focused on promoting intercultural understanding. Trainees were given the following guidance prior to the viva.

Please come prepared to talk about how you would exploit/use the film in class for promoting intercultural understanding. Be prepared to talk about the following themes:

1. The region where the film is set.
2. How the children learn.
3. Scenes where we see the pupils having difficulties with their learning.
4. The humour.
5. The pupils' home life.
6. How the classroom / school is set out.

In terms of your own professional development I am very happy for you to talk about:

7. Monsieur Lopez's role as the teacher.

The role of Monsieur Lopez as the class teacher was set as an additional question, with the intention that trainees would largely focus on the other themes.

RESULTS AND DISCUSSION

Analysis of student responses during the viva revealed that, contrary to expectation, of the ten trainees, eight chose to focus their discussion predominantly on the impact that Monsieur Lopez might have on their future professional practice. What then was it about him that drew them to reflect more deeply on this aspect?

Trainees commented on the impact the teacher had on the lives of his pupils, on his calmness and his gentle but probing questioning. They were intrigued by the frank answers he gave to the pupils when asked about his oncoming retirement. They were drawn to his sense of humanity when talking to one of the pupils, Olivier, about his chronically ill father. They were surprised by his invitation to pupil Natalie to return to visit him after she started at secondary school and was also moved by the way he spoke to her mother to help her accept the special needs of her daughter. They were impressed by the way that he set clear parameters to instil an atmosphere of quiet, mutual respect in his classroom.

Monsieur Lopez inspired similar reactions across France when the film was released in 2002. Frederique Deschamps, writing in *Liberation* in September of that year, described him as the “masculin d’Amélie Poulain” (2002, para 1), suggesting an iconic role model, like the heroine of another critically acclaimed film (*Amélie*, 2001). Jean Claude Loiseau, reviewing the film in *Télérama*, described it as being of a “luminous simplicity” with Monsieur Lopez “at its centre of gravity as the primary school teacher that we would all have liked to have had” (Loiseau, 2002, n.p.).

When questioned regarding his rationale for choosing Georges Lopez, director Philibert stated: “Je n’ai pas choisi de montrer un maître modèle; mais j’ai pensé que ce maître-là donnait une belle image de son métier” (“I didn’t choose a perfect teacher but one who gave a good image of his profession”) (Cercle de Recherches et d’Action Pédagogique Colloquium, 2002). The notion of a role model, whose practice and example has impact, is one which appears also to resonate with those watching the film and observing his interaction with the children in his care.

Trainees’ reflections on the impact that Monsieur Lopez might have on their future professional practice hints at a humanising experience for both tutor and trainees, who through an intercultural learning opportunity are led to consider the deeper and wider role and impact of the primary school practitioner.

► Key Point

Harnessing the potential of films as a cultural focus enhanced intercultural understanding.

Trainees’ reflections on the film also led to development in three aspects of linguistic and cultural awareness:

- Learning about French culture
- Understanding translation issues through the use of subtitles
- Developing intercultural understanding

On the question of enhancing intercultural understanding through engaging in the medium of film, one trainee observed:

“Through watching French films I feel that my ability to ‘act intercultural’ has improved, as I have been able to learn about cultural difference as well as considering effective methods of communication between cultures, including my language choice.”

Impact on Future Training

The implications for future training suggest the potential of film as a cultural focus in order to:

- Provide extracts that transport trainees/teachers to another place, linguistically and pedagogically, that can be integrated into the taught course.
- Build a reflection point from which trainees/tutors can discuss their response to the film not only as a group but on an individual basis, to define their own practice.

▶ Key Point

Exploration of scenarios and characters that resonate with trainees provided a humanising experience that encouraged reflection upon wider aspects of professional practice.

“Ce film nous met sur le chemin de l’existence, le cœur battant.”

This film leads us, with hearts beating onto the path of life (Strauss, 2010).

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Using Child Voice to Inform the Learning Environment

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INTRODUCTION

A focus on *how* rather than *what* children learn represents a significant shift in the education of young children in recent years, and is central to the development of the curriculum at the nursery school in which this small scale research project was undertaken. The Local Authority Nursery School has an intake of over 60 pupils across the 3-5 age range. The school's vision statement emphasises the importance placed on supporting children to develop the skills needed to become effective lifelong learners and this evaluative research project sought to incorporate the pupils' voice and perspective on curriculum developments undertaken.

There is "a large and growing body of evidence that individual differences in how children approach learning are a major source of differences in their achievement in school" (Stewart 2011, p. 9). This emphasis on how children learn is now explicit in the Early Years Foundation Stage (DfE, 2014 through the Characteristics of Effective Learning: Playing and Exploring (engagement), Active Learning (motivation) and Creating and Thinking Critically (thinking). Moylett (2013) summarises the impact of these characteristics in terms of creating children who are ready, willing and able to learn.

How to develop children's learning power (Claxton 2002) has also been a key objective within the school's own improvement plan over the past two years. Much consideration has been given to how the learning environment supports children in being effective and engaged and empowered to make active choices about their own learning. This aligns with Article 12 of the United Nations Convention on The Rights of the Child which states that, "when adults are making decisions that affect children, children have a right to have their opinion taken into account" (United Nations Children's Fund, 1998, Article 12). In order to evaluate the changes made to the learning environment and to identify future school improvement objectives, teachers wanted to actively involve children and capture their voice, so ensuring that the future provision and practice would be directly shaped and influenced by their views.

The Curriculum Provision

The current curriculum provision within the school is built on evaluations and developments of strategies implemented over a two-year period. They are underpinned by the following aims:

- Teaching children how to use and look after the areas of continuous provision in their first term.
- Providing different levels of tools to allow and encourage children to differentiate for themselves.
- Reviewing the availability of open ended activities, both inside and outside the classroom.
- Reviewing the layout and presentation of the learning environment to ensure it supports engagement.
- Introducing planning systems to allow practitioners to respond immediately to children's interests and developmental needs.
- Providing CPD focusing on further improving interaction between adults and children to support child initiated play.

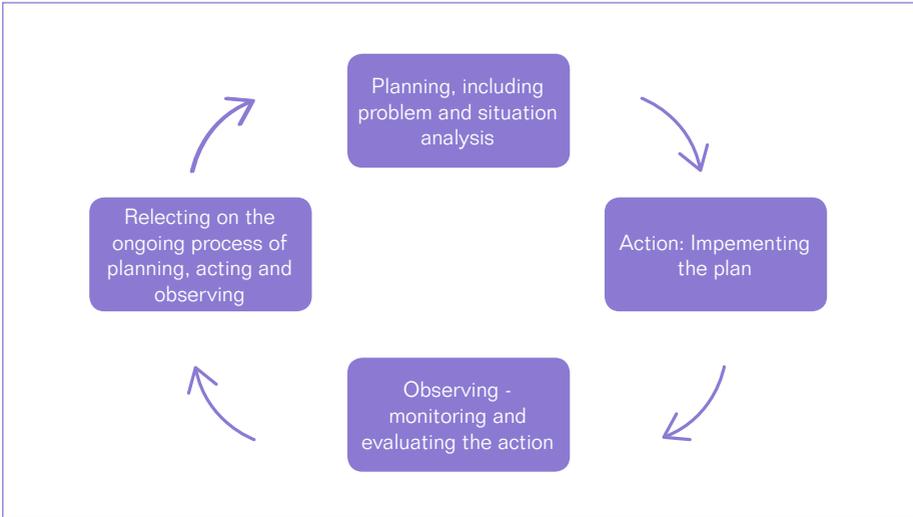
The research undertaken set out to evaluate the success of these aims and to determine what future implications could be derived from considering their impact on the pupils' learning.

THE PROJECT

Methodology

To evaluate the impact of the provision in terms of the impact on the pupils, it was decided that Elliot's (2001) framework for practitioner research was the most applicable as it was thought to complement the existing cycle of professional development used to structure the school's improvement processes (illustrated in Figure1). The school's cycle of professional development is rooted in a collegial approach – all members of staff are involved in regular reviews and feedback on the impact of their practice. Thus, in a similar way all staff were involved in the collection and review of the research data for this project.

Figure 1. Action Research Cycle



Using Elliot's framework, the staff:

- Identified what they wanted to find out.
- Carried out reconnaissance activities to gain knowledge.
- Described what they found out.
- Explained what they found out.
- Constructed the plan for improvement.
- Have begun to implement and monitor the actions identified.

▶ **Key Point**

There is value in undertaking collaborative practitioner research focused on the issues and challenges of practice in order to resolve problems and inform development.

In line with the belief that the children should have free choice in their involvement (BERA, 2011), it was felt important to explain the project to the children in a pupil friendly manner to ensure they understood the aims and could decide whether or not to participate. Staff verbally explained to them that they wanted to find out about; what they liked playing with in nursery and what they were learning about and asked the children if they wanted to participate. Some children opted out of taking part. Parents were asked to give permission for anonymised observations of the children willing to take part to be included in the data set. Using such data is not an unusual step as making detailed observations, is an integral part of normal provision and observations are shared regularly with parents through learning stories, open days, learning walls, and next steps information. However, all parents were made aware that the observations would be used as part of a research focus in this particular case.

In order to actively involve the children in the research process and to use child voice to influence and shape the provision, it was decided to adopt the Mosaic Approach, a framework for listening to young children, developed by Clarke and Moss (2011) and use the following data collection methods:

1. Detailed observations of the children accessing the learning environment, with a focus on how they used areas of continuous provision, the activities they carried out and how they interacted, or not, with other children and adults within the areas.
2. Photo tour, in which children were asked to identify and take photographs of their favourite areas of provision within the learning environment.
3. Picture survey using these photographs as a starting point for discussion with children about their chosen areas of provision, including what they like, why they like it and what they learn when playing in the area. Reflective discussion with staff to capture their perceptions of the children's learning.

Observation data was collected from a sample group of children. A brief synopsis of five such observations are included below:

Observation 1. This involved a close study of two boys, (Child A and Child B), who were working separately in the creative area, both building and joining 3D materials, engaged in their activity for more than 30 minutes. In both cases, the boys independently selected resources and equipment that they needed and that were appropriate to their task. They were also both able to identify from the different types of scissors available (plier scissors, spring scissors and standard scissors) which were appropriate to their level of development, with Child B changing from standard to plier scissors. Child A tried different shaped and sized boxes, measuring whether they would fit and cutting out pieces from a box to fit a tube in. The only time he interacted with an adult was to ask for help finding the end of the cellotape. Child B proudly told the adult "Look I've made a rocket" when he had completed his model.

Observation 2 & 3. These observations involved two children (Child C and D) playing with playdough. Both have English as an additional language. Child C watched and listened as the other children manipulated the playdough to make cakes and place them on a number mat, an adult and children narrated what they were doing. Once the other children had moved to another area, Child C made two cakes with cherries on the top and placed them on the correct number mat. She took them to an adult and pointed to them. Child D watched carefully as another child made a butterfly with the playdough by rolling out a piece of playdough and shaping it into a butterfly shape. Child D then flattened her playdough and manipulated it into a butterfly shape. Once she had completed it she sprinkled it with glitter to decorate it. She proudly showed an adult what she had created.

Observation 4. This observation involved Child E using the bikes outside the classroom over two days. Child E chose to play on the bikes three times over two days. Each time he was actively involved in his play and demonstrated a range of skills. He manoeuvred the bike skilfully around different objects, encouraged other children to join him and he instigated a “car wash” role play situation.

Observation 5. Child F was the focus of an observation which revealed him moving between six different activities over a short period of time. He displayed strong physical interests but was not able to maintain concentration for more than 2-3 minutes at a time.

DISCUSSION

Throughout the reconnaissance activities children indicated that they were ready (engaged), willing (motivated) and able (creative) (Moylett, 2013) to learn. Through previous work on developing the environment to support the characteristics of effective learning, staff had carefully considered the layout of the environment and the presentation of resources. We had already identified that open ended resources and opportunities for open ended play engaged children, in conjunction with skilful adult interactions. Children were motivated to try out their own ideas and were increasingly able to verbalise and refine them.

1. In evaluating the observations against the characteristics of effective learning (playing and explaining, active learning and creativity and critical thinking) it was noted by staff that the planned approach to focus on these characteristics had been successful in supporting children’s readiness to learn. The time spent teaching children how to use the areas of learning had supported independence and decision making by allowing children to access resources freely and follow their ideas through in a sustained way (Observation 1). The introduction of the levelling of resources allows children to differentiate tools to match their skill level (Observation 1). By carefully planning and enhancing the learning environment to meet children’s interests and development needs, this allowed children to observe, explore, use equipment in different ways and try out their ideas (Observations 2, 3 and 4).

▶ Key Point

The use of unobtrusive, familiar and creative teaching tools with children is powerful when planning research. Observation in particular can reveal much.

The photo tour and picture surveys were used to initiate one to one discussions with the children. In these discussions, the children talked about the resources they liked to use and which areas of continuous provision they preferred. They also

talked about why they didn't play in certain areas - for example, a common reason given was if the areas became messy and dirty. Children were very clear on what their interests were and communicated clearly the activities they had carried out in particular areas. When prompted and supported by an adult, children were also able to talk about what they had learnt during a particular activity.

IMPLICATIONS

When reflecting on the information that had been gathered, it was noted that the areas of continuous provision were focused on a mastery orientation (Slavin 1990). By displaying a range of resources in ways that encourage choice and decision making, staff were able to give the children power to explore and try out their own ideas. However, having adults available whose interactions focus on children's interests and learning to build a growth mindset is central to the success of this approach. It was also noted that feedback giving praise can affect children's motivation and significantly impact on their ability to become effective learners (Dweck, 2006). Praise focusing on performance and intelligence can limit children's persistence to achieve a challenging task, whereas praise focusing on challenge, effort and strategy can build children's self-esteem so that "facing challenges, working hard, stretching their abilities and using their skills and knowledge to help others makes students feel good about themselves" (Dweck, 2006, p. 131). This links back to children's motivations and whether they are intrinsically motivated to succeed purely for the pleasure in achieving a goal, or whether they are extrinsically motivated to complete a task for some external recognition or reward. The four children from Observations 1, 2 and 3 all set themselves a goal and persevered to complete it and once they had succeeded their pleasure was evident. They were what Ferre Laevers describes as "extremely highly involved" and "continuously engaged in the activity and completely absorbed in it" (Laevers, 2005, p. 14).

► Key Point

Opportunities for creativity and praise within learning contexts support children's self-esteem and motivation.

Guy Claxon (2002) identifies four key learning dispositions: resilience, resourcefulness, reflectiveness and reciprocity, the 4Rs. After reflecting on the outcomes from the reconnaissance activities members of staff were able to recognise how aspects of the 4Rs were inherent within the provision they had created. Imitation, a learning capacity within the reciprocity disposition, was clearly evident as the two children in the playdough area watched carefully and then adapted what other children were doing to create their own versions. This is supported by Robson's (2006) framework for the creative process that identifies "familiarisation" as the first element as children gather information, acquire expertise and test out ideas. Through observations of children's independent

play, their resilience to see an idea through to its culmination was also apparent: children were absorbed in what they were doing, they observed and noticed details and persevered to achieve their goal. The two boys in the modelling area were also able to reflect on what they were doing, planning their model and revising it as they went along.

Staff were also interested in how children used equipment and resources that engaged their interest. Equipment such as a bike could be viewed as primarily supporting physical development. However as the observation of Child E illustrated, he was able to initiate role play using the bikes that made links between his experiences at home and at school, thus demonstrating his resourcefulness by using equipment that engaged him to extend his learning socially and imaginatively.

The majority of play observed, as described above, was purposeful, but, as demonstrated by Observation 5, some children do not engage purposefully within the environment. They are unable to maintain attention on tasks and adapt to changes in routines. This self-regulatory behaviour is identified by Whitebread (2012) as vital if children are going to become successful learners. In order to support self-regulatory behaviour, Whitebread (2012) identifies the key characteristics needed as being emotional warmth and security, feelings of control, cognitive challenge and the articulation of learning. This has raised questions for the staff at the school as to how they support all of these needs to ensure every child is supported through the learning environment and through adult interactions to achieve their full potential.

A common theme running through the reflections is one of time - children need time to observe, to absorb, to explore media and materials, to complete a task they have set themselves, to reflect upon and to return to a task to refine it or try out new ideas.

Actions

Using the information gathered through the reconnaissance activities and based on the data from the project, a main aim is to develop the school improvement plan with a focus on developing critical thinking and creativity through personalised planning systems. The School of Teacher Education. SMT team will also identify

▶ Key Point

Imitation, a learning capacity within the reciprocity disposition, was clearly evident as children carefully watched their peers at play and then adapted and changed the activity to create their own versions. This is termed as familiarisation.

▶ Key Point

Emotional warmth and security, feelings of control, cognitive challenge and the articulation of learning are vital contributing factors in successful learning.

what engages and motivates children during the first term with the aim of using this information to inform the development of the learning environment over the school year.

At the beginning of the Autumn term the staff consulted with the children by talking, observing and filming. They wanted to find out what motivates the children to learn and which areas of learning and activities are the most engaging. All members of staff took part in finding out about the new cohort and they enhanced areas of continuous provision as well as changing the environment to respond to the needs and interests of the children. The staff have focused on providing resources for open ended activities and developing the mixing areas, such as the messy area and mud lab outside. The creative workshop has been extended and more natural resources are available for use in the malleable area. After consulting with a group of children about the use of space, a room is now dedicated to storytelling and sharing books, for use with an adult.

► Key Point

Children need time to observe, to absorb, to explore media and materials, to complete a task they have set themselves, to reflect upon and to return to a task to refine it or try out new ideas.

Reflections for practitioners

A key question to which we keep returning is: How do we measure what we value?

High quality learning environments that promote the characteristics of effective learning must be complemented with adult – child interactions that focus specifically on extending learning and developing a “growth mindset” if children are to develop to their full potential.

The importance of listening to child voice has also come to the forefront. By incorporating the voice of the child into the school improvement procedures, staff at the school are responding directly to the children’s developmental needs. By gaining feedback from the children as to what motivates and engages them, we are able to adapt the learning environment to support self-regulation. Whitebread (2012) considers self-regulation to be a vital component in becoming socially adept and successful learners. He refers to self-regulation as including “fundamental aspects of emotional, social, cognitive and motivational development” (p. 138). How to assess and teach children to self-regulate is a key focus for the school moving forward. Linking the self-regulatory activities often seen in young children during child initiated activities with assessment strategies will require a focus on the following elements of independent learning identified by Whitebread (2012): emotional, pro-social, cognitive and motivational.

These should lead to an enhancement in the pupils' experience of:

- Emotional warmth and security.
- Feelings of control.
- Cognitive challenge.
- Talking about learning.

▶ **Key Point**

Teachers need to reflect on the value of learner voice and the contributions made by adult-child interactions when extending and developing high quality learning environments. This is a factor too for greater personalised planning.

Finally, the aim is to introduce greater personalised planning. This means focusing on the individual child's needs rather than an overall objective. This will allow practitioners to focus on how children learn, gain a greater understanding of each child's individual needs, and what motivates and engages them. All linked to supporting self-regulatory learning.

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Hope Challenge: Redefining the Role of Teacher Education in School Improvement Research in Action

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The Hope Challenge (Re-imagining Ways of Working Together)

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INTRODUCTION

Context Setting

The task of preparing the next generation of teachers is one that is undertaken in the UK, and specifically England, in a complex and rapidly changing professional and policy environment. Newly qualified teachers have to be ready for the specific requirements of the schools in which they find their first posts, but perhaps more significantly, equipped to adapt to different schools, future policy changes, and always the diversity of needs presented by their pupils. We see this resilience and optimism as a key part of being a full professional and a “good teacher” (Arthur et al, 2015), committed to playing a full role in a specific school context, but more broadly outward looking in terms of refreshing and renewing practice, learning from others and being part of a wider educational community.

As part of our response to the political scrutiny of ITT, we in the School of Teacher Education at Liverpool Hope University have been engaged in an active and ongoing process of examining our core values and defining practices as a teacher education provider and as part of this, reimagining the ways in which we work in partnership with colleagues from schools and other organisations. The political rhetoric since the White Paper of 2010 (Department for Education) has exploited tensions between the work of universities and schools in this regard, characterising university training as abstract and ideologically driven and a poor preparation for the rigours of the classroom. Liverpool Hope University colleagues and our partners have robustly challenged this representation in an ongoing review of programme content, delivery, systems and management processes that have involved university and school partners at all levels. Significantly, it is in mutually engaging with the complexity of the task as equal partners, rejecting the stark divisions and traditional power imbalance between “HEI” and “school”, that the genuine affordances of such a collaborative approach becomes apparent. Ellis (2015) makes the case for this in his discussion of new kinds of partnerships between universities and the profession. Relating this to the concept of “co-configuration” (Engestrom, 2007), Ellis (2015) writes that there can be imagined a “form of collaborative working [that] requires partners to come together and trust each other and the shared commitment to do things differently, to produce some new ways of working that will lead to the creation of new knowledge that can be capitalised for the public good” (p. 135).

Working for “the public good” is another essential strand in the project of reimagining partnership, with a view to interests beyond the localised and contractual; indeed, beyond the specific partner organisations at any given time. Our richer understanding of teachers as professionals who actively draw on both theoretical and practical expertise is underpinned by the belief that they do so out of an awareness of and commitment to social justice agendas; they are actively motivated by a desire to improve the educational and life chances of all pupils in all schools. Critically, being an effective, knowledgeable and skilful teacher is not understood as being distinct in some way from being caring and socially responsible; the two elements are part of a whole, in which securing the academic achievement of pupils is viewed as only one aspect of a relationship with them, together with respecting and caring for them as human beings with unique stories and needs (Gholami, 2011). This has become a significant feature of Liverpool Hope’s provision, realised in the developing concept of “the Hope Teacher” (LHU Partnership Ofsted Reports, 2012, 2014), as one who teaches “with moral purpose ... the whole child”. There is no attempt to deny the complexity and weight of such a claim, and in fact, colleagues in the School of Teacher Education and across the Partnership continue to explore the range of meanings such a statement carries. In general terms, however, there is an overt recognition that teaching is essentially *relational*, enacted through and embodied in the many forms of relationships teachers have with their pupils, day by day and over time.

The Hope Challenge: Working Together for School Improvement

The Hope Challenge raft of projects arose from a shared desire to find innovative and genuinely effective ways to engage with defined issues faced by a number of schools in the North West Region. These projects, more explicitly entitled “Working Together for School Improvement Projects”, were designed to enable Liverpool Hope University to support the work of Local Authorities and HMIs in working with schools in socioeconomically challenging circumstances and those judged as “requiring improvement”, whether secondary, primary and special.

Whilst teacher education providers have traditionally been required to work with schools judged “good” or “better”, the new ITE Ofsted inspection framework includes a requirement to work with schools in “challenging socioeconomic circumstances” (Pupil Premium at least 25%) and those judged as “requiring improvement”. This development reflected the perception that thorough preparation for the teacher profession must include experience of a variety of school contexts and the opportunity to develop knowledge, skills and resilience relevant to as diverse a range as possible. Even prior to this, however, colleagues at Liverpool Hope had maintained collaborative relationships with a number of schools in challenging circumstances, viewing this as being part of meaningful membership of the wider educational community and indeed central to the idea of “partnership” itself.

The collaborative work across the whole project was based on a number of key principles that are outlined in the Project Aims below:

- To promote a vibrant collaborative and coordinated way of working for key partners in school improvement across the North West Region.
- To improve outcomes for pupils, particularly in terms of progress.
- To increase capacity for schools and LAs (Local Authorities).
- To develop a coordinated approach to CPD (Continuing Professional Development).
- To lead to sustainable outcomes for schools.
- To build resilience in newly qualified and recently qualified teachers so that they are able to be successful in a range of schools.
- To increase the number of talented graduates working in schools in socioeconomic challenging circumstances and those requiring improvement.
- To publish research findings to inform future provision.
- To develop a coordinated approach to research evidenced best practice.

One of the most innovative features of the Hope Challenge project is the involvement of trainee teachers in defined school improvement interventions that provides them with an enhanced experience, whilst benefiting the schools and pupils in a managed and sustainable way. For many schools in challenging circumstances, the task of supporting trainee teachers may be seen as an additional burden that they are reluctant to take on. However, the enthusiasm of trainees, and their growing knowledge and understanding of teaching and learning is often a very powerful and positive asset, with the potential for a significant impact on pupils, colleagues, and on the ethos of the school. Part of the Hope Challenge is ensuring we facilitate this view and enable schools to access this potentially rich resource. In these interventions, the trainee teachers have the opportunity to work with school colleagues but are supported and monitored by university tutors, so no administrative burden falls on the teachers involved. Crucially also for the trainees, the teaching and associated work undertaken as part of the interventions is not part of the formally assessed placements; we would argue that this allows them to make the most of the experience as an enhancement and without risk.

The case study that follows is based on one of several projects that have taken place in the last academic year.

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Hope Challenge Case Study: EAL Initiative

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INTRODUCTION

The Challenge

In September 2012, a group of educators at Liverpool Hope University came together with representatives from partner Local Authorities to support two primary schools in the North West of England in strengthening their provision for pupils with English as an Additional Language (EAL).

Over the last decade the rapid of EAL children entering the UK has represented one of the most significant changes to the education system, with the numbers almost doubling (Morrison, 2014). In 2014 over one million children were identified as learning English as an additional language (Bell Foundation, 2015), with this group forming a majority of pupils in 8.4%, or 1 in 12, British schools (Strand, Malmberg & Hall, 2015).

The Department for Education (DfE) defines a child with EAL as one “whose first language is known or believed to be other than English ... who was exposed to this language during early development and continues to be exposed to this language in the home or in the community” (DfE, 2013, p. 7). Given the broadness of this definition, EAL children could belong to well-established ethnic minority communities or to first generation labour migrants. They may have entered the country with their families as asylum seekers, as unaccompanied refugees or victims of trafficking (Arnot et al., 2014).

The diversity of this group brings with it a broad range of needs and abilities but should not be taken to reflect a wholesale lack of proficiency. EAL children may have been well educated in their home country and have high level English skills. However, others may enter the country with poor academic ability and limited English having had little, or disrupted, schooling (Arnot et al., 2014). To meet the learning needs of EAL children with knowledge gaps and little or no English language ability may require specific resources and particular expertise amongst school staff.

► Key Point

Meeting the learning needs of EAL children may require specific resources and particular expertise amongst school staff in order to accommodate their strengths and respond to their needs.

In its *Brief Summary of Government Policy for EAL Learners* (DfE, 2012) the government stipulates that local authorities have a legal duty to ensure that

“education is available for all children of compulsory school age ... irrespective of a child’s immigration status, country of origin or rights of residence in a particular area” (p.1). Similar principles are reflected in the new Teaching Standards, which came into effect from September 2012. Teachers must now “adapt teaching to respond to the strengths and needs of all pupils” (DfE, 2011, Standard 5, p. 11) and “have a clear understanding of the needs of all pupils, including those ... with English as an additional language... and be able to use and evaluate distinctive teaching approaches to engage and support them” (ibid).

Across the primary years, research suggests that the extent to which EAL pupils can access the curriculum is directly related to their progression in learning English. Therefore, a key policy goal is to encourage them to start speaking English as soon as possible:

The Government’s policy is to promote rapid language acquisition and to include them within mainstream education as soon as possible with class teachers hav[ing] responsibility for ensuring that pupils can participate in lessons (DFE, 2012, p.1).

Enacting this policy goal is a complex, difficult task given the diversity of the EAL population; however, a growing body of evidence indicates aspects of good practice that can lead to improved outcomes. Particular attention is placed on developing pupils’ academic vocabulary and word-level skills/knowledge so that they can develop an appropriate school-based language (Arnot, et al., 2014). This focus reflects research indicating that a lack of academic vocabulary places one of the most significant constraints on EAL pupils’ comprehension of written and spoken language in the classroom (Burgoyne et al., 2009, 2011), with these pupils continuing to struggle, relative to their non-EAL peers, into their secondary years.

Indeed, in a recent major review of 12 intervention studies aimed at improving EAL pupil’s English language and/or literacy, Murphy (2015) identified English vocabulary and word-level skills as the most promising areas in literacy learning. Importantly, effective interventions did not involve the explicit teaching of individual, detextualised words, almost an impossibility given the 7000 word families that fall into the category of academic vocabulary (ibid). Rather, vocabulary learning grew out of text-based activities that focussed predominantly on learning strategies for developing word knowledge¹. More specifically, EAL pupils who struggled with reading words were found to benefit most from interventions that focussed on alphabetic knowledge, phonics, phonological awareness and other word-level skills. Those with good decoding skills who

¹ “Shared storybook reading, for example, has been proposed as a meaningful, naturalistic context that facilitates vocabulary learning by exposing children to new words” (Lugo-Neris, et al. 2010, p. 316).

performed poorly on measures of reading comprehension, benefited most from explicit vocabulary instruction to enhance their ability to analyse words through their morphological structure².

In addition to interventions that directly target vocabulary learning, research suggests that second language acquisition can be enhanced by supporting the child's first language and culture (Arnot, et al, 2015, p. 89; Lugo-Neris et al. 2010). In doing so language learning may occur in at least two ways. First, the learner can use the skills acquired in the first language to build knowledge in the second (Cummins, 1981). For example, Lugo-Neris et al., (2010) found that a bridging programme, which incorporated Spanish into a shared storybook reading activity, enhanced students English word learning. Although vocabulary bridging to the child's strongest language, is not always feasible, given the diversity of the EAL population, it is a potentially useful strategy to promote the learning of novel words (Arnot, et al., 2015; Lugo-Neris et al., 2010).

► **Key Point**

Vocabulary building and integrating the cultural identity of EAL pupils into the classroom are crucial to successful second language learning.

Second, integrating the cultural identity of EAL pupils into classroom literacy activities and encouraging them to share their first language and culture has been recognised as key to successful learning (Arnot, et al., 2015). As Purdy (2008) points out: "Some researchers suggest that EAL students do poorly at school because their home language and culture is excluded from school programmes" (p. 50). Creating an inclusive and welcoming learning environment can help build EAL pupils' self-esteem in a new, potentially intimidating, cultural context. With increased self-esteem, EAL pupils are more likely to participate in conversations with peers and engage in other forms of classroom discourse, which has been found to improve their verbal performance (Kalanzadeh et al, 2013).

²Phonological awareness refers to an ability to identify the phonological characteristics of a word as distinct from the meaning. Morphological awareness refers to the ability to recognise, understand and use different meaningful word parts (i.e., understanding that adding the suffix [-er] on to the verb "teach" (teacher) changes the word to refer to the agent of the verb).

THE STUDY

Participating Schools

School A is a small primary school located in a socially disadvantaged area in the suburbs of Liverpool. The proportion of children at the school known to be eligible for pupil premium is much higher than average (Ofsted, 2012). The school is located in purpose-built premises and serves children from nursery to Year 6 (ages 4-11). In its last Ofsted report it received a “Good” overall rating, an improvement since its last inspection when it received a “Satisfactory” (ibid).

Historically, the number of pupils from minority ethnic backgrounds and those learning English as an additional language has been below the national average. However, over the last two years the school has seen a steady increase in the number of children from Eastern European countries. The school aims to provide a welcoming, safe environment for these children irrespective of their national/cultural origin. This is reflected in two values in the school’s mission statement:

“To provide, a vibrant, welcoming, secure environment for all children.”

“To provide a broad, balanced, carefully planned curriculum which delivers a quality education regardless of race, gender, culture, religion and disability.”

Six EAL pupils from year 1 were the focus of the Hope Challenge. Some were from settled Eastern European communities and had an intermediate level of language proficiency. Others were from recently arrived labor migrant families and came to the school with very basic English. The school adopts an “immersion” or “mainstreaming” approach, integrating these pupils into the regular class upon entry. All teachers are regarded as teachers of EAL and work with support staff to facilitate these pupils’ learning.

School B is a small suburban primary, serving just over 200 children from nursery to Year 6 (ages 3-11). The school is located in a socially disadvantaged area, with the number of pupils supported by pupil premium almost double the national average (OFSTED, 2015). The school received a “good” overall rating in its latest Ofsted report (Ofsted, 2015), a marked improvement since its last inspection when it was judged “inadequate”.

Most pupils at the school are of White British heritage, and the proportion of pupils for whom English is not their first language is well below the national average (OFSTED, 2015). However, over the past few years there has been a small, but steady, increase in the number of children from ethnic minority backgrounds. As a consequence, each class throughout the school has 1-2 EAL pupils.

The school has a stated commitment to “provide an inclusive and caring environment in which to develop trust, confidence and self-esteem” based on Christian values. Active efforts are undertaken to help pupils understand a range of cultures through activities such as diversity week and displays throughout the school with slogans such as “Different Families: Same Love” (Ofsted, 2015, p. 4).

Four EAL pupils were the focus of the Hope Challenge initiative, three from year 3 and one from year 5. These pupils were from Eastern European communities and had varying levels of English language proficiency, ranging from very basic to intermediate. Upon entering the school the pupils received language support from NASSEA³, an organisation of language specialists funded through Warrington Council. Here, specially trained teachers assessed pupils’ language capabilities and matched their needs with a programme of work designed to facilitate rapid language acquisition. During this period, the pupils were fully integrated into the mainstream classroom and received weekly sessions with an intervention teacher.

THE HOPE CHALLENGE EAL INITIATIVE

Working Together to Improve Learning and Teaching

The Hope Challenge, EAL Initiative involved the creation of partnerships with schools through a programme of Continuing Professional Development (CPD) that embedded effective EAL pedagogy within a school environment that both accepted and valued diversity. The core focus was to ensure that all teaching responded to the needs of the pupils and supported their language development while fostering their integration within the school community.

▶ Key Point

Hope challenge initiatives are collaborative partnerships grounded in sound pedagogy and based on a shared reflective process involving students, teachers and trainees to respond to the needs of individual pupils’.

There was a specific focus on enhancing the pupils’ oral communication in the classroom. Developing pupils’ spoken language skills was considered crucial to help them acquire the necessary academic word knowledge for understanding and participating in classroom discourse in order to access the curriculum.

³ Northern Association for Support Services for Equality and Achievement.

Developing Trainee Teachers' Competence through a Coaching Model

Teacher trainees completing the third year of their BA QTS at Liverpool Hope University took responsibility for working closely with target EAL pupils over an eight-week period. Trainees were guided by University tutors who were specialists in the area of additional language learning. Both trainees and tutors collaborated with class teachers, drawing on the teachers' knowledge of target pupils and their pedagogical expertise.

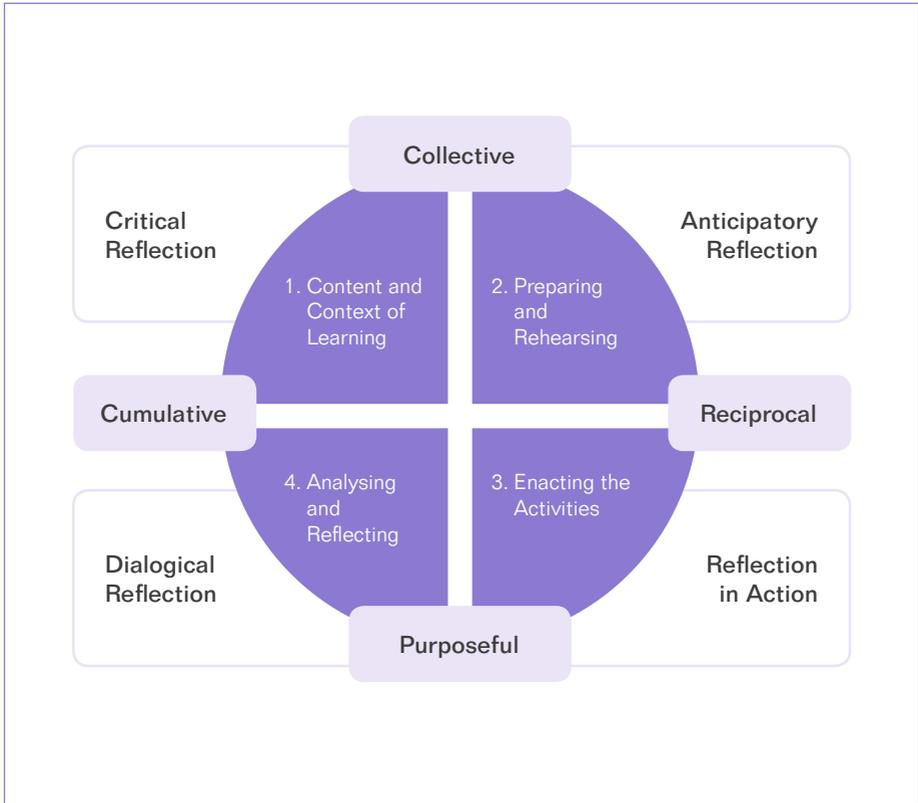
The team used the NASSEA and NALDIC steps to identify the skill level of each target pupil⁴. In this way, teaching strategies grew from the needs of the child while also taking into account appropriate future learning goals. Based on these individualised learning trajectories, the team developed an Individual Learning Plan (ILP) for each child to progress with their language development through the curriculum. Teaching strategies were drawn from effective EAL pedagogy - a set of systematic principles and practices informed by theory and research (Davies, 2009). These included:

1. Activating pupils' prior knowledge.
2. Providing a rich contextual background to make the input comprehensible.
3. Actively encouraging comprehensible output.
4. Drawing the learner's attention to the relationship between form and function.
5. Developing learner independence.

This collaborative process was embedded in a reflective and evaluative cycle of learning outlined in Figure 1. Here tutors, trainees and teachers analysed the teaching and learning in each session and used this as a basis for forward planning.

⁴The NASSEA and NALDIC EAL Assessment systems describe the knowledge and skills of the early stages of pupils' English language acquisition, moving from those who are developing their English language skills but have very significant EAL needs (Step/Level 1) to those who have the range of literacy skills necessary to participate fully in the curriculum (Step/Level 7).

Figure 1. The Hope Cycle for Ambitious Teaching



Enhancing Social Integration and Self Esteem as a Precursor to Language Acquisition

The Hope Challenge EAL Initiative was grounded in an effort to foster the target pupils' integration into the working life of the school. The goal was to create a sense of belonging within the school community (i.e. in the classroom and playground and at school events such as assemblies, plays and trips, etc.) by acknowledging and considering the pupils' home culture (Arnot, 2014; Purdy, 2008). This ethos of inclusion would build the target pupils' self-esteem, which was considered a crucial factor in enhancing their participation in classroom discourse (Kalanzadeh et al, 2013).

► Key Point

Social integration and enhanced self-esteem considered crucial factor in inclusion and improved communication skills .

Making Explicit Links to Assessment Criteria

Trainees and teachers worked with University tutors to explore how the cultural identity of EAL pupils could be meaningfully integrated into school and classroom activities. Learning resources were developed that positively reflected the child's cultural and linguistic identity and experiences (e.g. posters, books, and labels, as well as role-play equipment such as newspapers and food packets, etc.) Collaborative tasks were planned to give EAL pupils opportunities to interact with peers, teachers and trainees through text-based activities such as storybook reading (Arnot, 2014). Target EAL pupils were supported in sharing their “cultural selves” through participating in a role play activity where they assumed the role of teacher, instructing peers in their home language and culture (Purdy, 2008, p, 50).

▶ Key Point

Enhancing social intergration and building self-esteem are considered crucial to improving EAL pupils communication skills.

These opportunities to share valued aspects of their identity and demonstrate pride in their culture were designed to build self-esteem. Engaging in dialogue in a classroom context also allowed EAL pupils to develop academic vocabulary and language structures.

Data collection

A range of data was gathered to evaluate the effectiveness of the Hope Challenge EAL Initiative.

The impact of the initiative on students' oral communication was measured by comparing the agreed assessment of the target pupils' pre-post levels on the NASSEA/NALDIC descriptors. Further evidence was gathered from three short questionnaires administered to participating class teachers, trainees and target pupils. EAL pupils were asked to share their perceptions of the eight-week initiative, both in terms of their ability and self-esteem. Pupils' comments were supplemented by those of the class teacher, who assessed the impact of the training on the target pupils' communication, self-esteem and class participation. Trainee teachers considered the impact of their participation in the initiative on aspects of their professional development, specifically in relation to their ability to understand and respond to the needs of a diverse range of pupils.

IMPLICATIONS

Impact on Students

At the start of the project the pupils' oral communication skills were assessed against the schools' preferred EAL assessment system (School A used the NALDIC Assessment Descriptors in Understanding and Use of Spoken Language; School B used the NASSEA Level Descriptors in Listening and Understanding). Table 1 shows the pupils' range of competence. In School A, most of the six participating year 1 pupils were performing at Level 1-2. These pupils could engage in very basic exchanges and follow simple instructions. However they were only able to recognise everyday vocabulary and tended to rely heavily on an interpreter to predict their meaning from gestures and context. In School B two pupils were performing at Steps 3-4, indicating that they were developing their English language skills but had very significant EAL needs. Most others were performing at Steps 5-6. These pupils were socially fluent in English but were underachieving because of a lack of full academic English competency.

Just two months later, at the conclusion of the project, the majority of pupils had made gains of at least one NASSEA step/NALDIC level, with some improving two steps/levels or more.

The majority of pupils in School A were approaching Level 3 and above. They were able to participate in a greater range of activities and take increasing risks with language (i.e. longer turns), with appropriate support. Those at Level 6 were becoming increasingly independent, confident users of English, with a bank of specialist technical vocabulary relating to specific subject.

All pupils at School B were approaching Step 6/7. These pupils had developed a range of communication skills necessary to understand most social and academic interactions delivered at normal speed and to participate fully in the Curriculum.

Table 1. Pre/Post Initiative NASSEA Levels: Understanding and Use of Spoken Language

School A (Year 1)		
	NALDIC LEVELS	
	Pre-Initiative: January, 2015	Post-Initiative: March, 2015
Pupil A.1	L1	L1
Pupil A.2	L2	L3
Pupil A.3	L2	L3
Pupil A.4	L1	L1
Pupil A.5	L2	L3
Pupil A.6	L3	L6
School B (Year 3-5)		
	NASSEA STEPS	
	Pre-Initiative: January, 2015	Post-Initiative: March, 2015
Pupil B.1	S4/5	S7
Pupil B.2	S3/4	S6/7
Pupil B.3	S3	S6
Pupil B.4	S6	S7

In addition to rapid progress in Listening and Understanding, qualitative data revealed concomitant gains in pupils’ self-esteem. In the words of one pupil; “I don’t feel shy anymore.” Another noted: “I feel now I can have a go and not be scared of making mistakes.”

Pupils particularly mentioned the benefits of sharing aspects of their culture with other class members:

“I enjoyed teaching our class about my country. I felt proud.”

“I enjoyed teaching maths in Hungarian.”

► Key Point

Progress monitoring revealed gains in EAL pupils’ self-esteem and linguistics.

Comments from teachers supported the pupils’ perceptions of increased self-esteem:

“Confidence has been on an all-time high with all pupils involved. Pupil A.6 is willing to lead more and doesn’t get upset over small things he may get wrong.”

“Pupil A.5 now enjoys reading and is willing to join in class discussions.”

“In all the children there has been a noticeable difference in their communication – saying things clearly and more fluently.”

Impact on Trainees

Through participating in collaborative reflective and evaluative activities, and using knowledge of best practice to facilitate learning events for EAL pupils, trainees reported increased knowledge and skills relating to second language learning.

“I now realise there are many ways of communicating to help children develop their language skills.”

“I have increased my knowledge of assessment with EAL children – we could see progression over the weeks of work.”

Trainees gained increased confidence in their ability to respond to the needs of diverse pupils. Before participating in the project, all trainees stated that they lacked confidence in “adapting teaching to respond to, the strengths and needs of pupils.” (Teaching Standard 5). After the project trainees reported that they had a much clearer understanding of the needs of all pupils, including those with English as an additional language. Further, they noted increased ability to use and evaluate distinctive teaching approaches to engage and support EAL pupils: “My confidence with EAL children has massively increased after having very little prior experience.”

Summary

The pedagogy promoted through the Hope Challenge EAL Initiative is based on current best practice. It builds upon with the diverse backgrounds and experiences that EAL pupils bring to the classroom to support the kind of vocabulary learning that facilitates the development of a school-based language, improves pupils’ perceptions of themselves as learners and facilitates their integration within the classroom community. Concomitant gains were also evident in trainees confidence in their ability to respond to the needs of pupils.

These outcomes illustrate the potential of a School-University partnership that engages tutors, teachers and trainees in a collaborative cycle of learning - drawing upon existing areas of expertise and developing new understandings of effective strategies for student achievement.

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⁵ Any aspects of the report title and URL that indicated the identity of the school have been omitted to protect the school's anonymity.

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Reviews and Events

Research in Action

Volume 1, September 2016,

Book Reviews

Rowena Murray, How to Write a Thesis

Rowena Murray, *How to Write a Thesis* Paperback, 301 pages
Published 1st September 2006 by Open University Press (first published
1st January 2002)

ISBN 0335219683 (ISBN13: 9780335219681)

This short review covers the Open UP Study Skills edition (cost £21.99) of this book by Rowena Murray. This is a more recent version with multiple activities, visuals and recommendations that make for an eminently readable and usable introduction to writing at postgraduate levels.

One of the challenges for teachers, academics and students is the issue of writing. This book responds to that challenge in a clear, well structured, rigorous and helpful guide to writing. Rowena has produced this book on the back of over 20 years writing and researching how to write effectively for journals, publication, and postgraduate study. Alongside this, she successfully runs writing retreats training students and academics in the skills and discipline of writing regularly and successfully. The starting point for the book is helping students complete large scale writing projects by developing the discipline to write regularly, with purpose, and to overcome anxieties many of us share about putting our words into print. Her model provides techniques to meet the increasing requirement to publish in all sectors of education.

So how does the book achieve the goal of getting us writing? The introduction sets the target of writing 1000 words in an hour and subsequent chapters address the challenges associated with planning, undertaking and completing the doctoral thesis. In doing so, however, the subsequent chapters also offer clear and helpful tips on planning writing, overcoming writing barriers, managing and building writing space into our very hectic diaries. Supported by short examples, research and clear explanations to help the reader use the structured writing approach on offer, this book is a valuable starting point for anyone seeking to develop their skills as a writer regardless of the writing task. I recommend it wholeheartedly.

Dr Ruth Pilkington, Professorial Fellow, Liverpool Hope University

Events

Announcing Forthcoming Conference Papers

Elizabeth Parr

UKLA International Conference, 'The Hope Challenge Grammar Project'. Mercure Bristol Holland House, 8th July.

BERA Annual Conference 2016, 'A Case Study Investigation of Professionals' Perceptions and Practices in a Community-Oriented School. University of Leeds, 13th-15th September.

Dr Claire Lloyd, Dr Jane Moore, Sue Cronin, Michelle Pearson, Dr Janet Lord

BERA Annual Conference 2016-Symposium, 'The Hope Challenge: Re-visioning Partnerships for School Improvement'. University of Leeds, 13th-15th September

Sue Cronin, Jacqueline Neve, Michelle Pearson

TEAN Annual Conference, 2016, 'The Hope Challenge EAL Project and 'Changing trainee perceptions of schools in challenging circumstances'. University of Cumbria, 5th-6th May.

The Editorial Committee welcomes announcements of other presentations, conferences and events for circulation in future issues of the Journal. Please see submission deadlines in the **Call for Papers** on page 70.



Call for Papers

Research in Action

Volume 1, September 2016,

Call For Papers

“Research in Action” is designed to encourage the sharing of ideas and innovations in teaching and learning by making connections between research and practice.

Each edition will bring together a selection of high quality research recently undertaken by Hope postgraduate students and teaching staff. We also showcase collaborations between the School of Teacher Education and our partnership schools, undertaken to advance the understanding and improvement of practice. These contributors will offer research-informed and scholarly ideas and inspiration to encourage professional learning and dialogue. The journal will include updates of new publications, details of upcoming events, and school-university partnership opportunities.

The journal aims to support a stimulating forum for professional dialogue amongst educators within and across institutions, building networks amongst our lively professional community of new and existing practitioners, teacher educators, and colleagues from partnership organisations.

Peer Review

All papers for the Journal will undergo a peer review process, which is designed to be critical supportive and constructive, providing early and developing writers to engage with confidence in the Hope Community of Practice.

We welcome papers, work-in-progress, research reports and mini articles, books reviews of relevance to the community, and abstracts of action research, projects and early initiatives.

Submissions are given an initial screening by the editor prior to scrutiny by members of the Journal Editorial Board. Decisions, recommendations and comments to support submission are conveyed to authors together with feedback about the paper.

Font: Calibri(body) 11pt

Paragraph spacing: 1.15 line spacing and 10 pts after paragraph

Title: Use bold CAPITALS (18pt) for your article title, with an initial capital letter for any proper nouns.

Authors' names: Underline, Bold. Give the names of all contributing authors on the title page exactly as you wish them to appear in the published article.

Affiliations: List the affiliation of each author (department, university/school).

Correspondence details: Please provide an institutional email address for the corresponding author.

Abstract: Indicate the abstract paragraph with a heading or by reducing the font size.

Headings: Please indicate the level of the section headings in your article: First-level headings (e.g. Introduction, Study, Conclusion and /or Implications) should be in bold CAPITALS (14pt), with an initial capital letter for any proper nouns. These should be centred on the page.

Second-level headings should be in bold, with an initial capital letter for any proper nouns.

Third-level headings should be in italics, with an initial capital letter for any proper nouns.

References use Harvard in text

The following submissions are required:

- Research reports and mini articles – of up to 3500 words
- Work in Progress – up to 2500 words
- Book Reviews – 150 to 300 words
- Short abstracts outlining project activity, action research, initiatives for sharing, etc. – 300 to 500 words
- Event announcements and reflections – 100 words.

Date for Submission: Mid December – Friday 16th December 2016

All papers and prospective submissions for consideration to be e-mailed to: michaef@hope.ac.uk by 4pm on Friday 16th December 2016.

Review Feedback: Start of February 2017.

Planned Publication Dates: Summer/Winter

Call for Reviewers and Members of the Editorial Board – The Journal Editors would like to invite interested persons to become reviewers and editorial board members.



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