



School of Education

LEARNING STRANDS

ISSUE 5 SPRING/SUMMER 2021

Welcome

to the 5th School of Education newsletter. During the pandemic, the role of universities and, particularly, research has been spotlighted. Medical research, not least at the University of Aberdeen, has contributed to the effort to combat Covid-19.

There are few areas of life that have not been affected by the pandemic. Globally, an education crisis is growing with, for example, the New York Times reporting on the alarming impact of the pandemic on children and young people's learning in Latin America.¹

Closer to home, you can learn about a project which seeks to discover New Teachers' Responses to COVID-19 (p.4).

You can also read of drama in education via 'Zoom' and a reflection upon a coming-together of artists/educators (p.6).

Young people's futures have again been highlighted, which is the focus of research into the transitions between compulsory schooling, further study, and work (p.2).



As we look ahead, academic colleagues and research students (pp.10-11) will continue to generate and share knowledge; and to contribute positively to the lives of others, be that locally, nationally, or internationally - guided by our research themes, which reflect the diverse expertise within the school:

- International Studies of Social & Educational Development;
- Lifelong Professional Education & Development;
- Educational Inclusion & Wellbeing;
- Pedagogy & Digital Learning.

All good wishes from the University of Aberdeen's School of Education.

Dr David Smith
Head of School of Education



This newsletter was created by the School Communication Team. We would like to extend our thanks to all our contributors.

If you would like to contribute to our next issue or have any questions, please contact: **Rosemond Cochrane**,
✉ educationcomms@abdn.ac.uk

Inside...

Educational Inclusion in Cambodia Study 2

Problematic Post-16 Transitions | Can England Learn from Scotland? 2

School Uniform, Dress Code and Appearance Policies 3

Partnership Working in ITE 4

New Teachers' Responses to COVID-19 4

PROMISE: Promoting Inclusion in Society Through Education 5

Dr W.Barlow - Series of Guest Lectures at Central School of Speech & Drama 6

SoEd Research & Scholarship Seminar Series 6

Professor Donald Gray - Environmental Sustainability 7

Staff Spotlight 8

Excellence Awards 2021 9

Alumni Spotlight 9

PhD Student Spotlight 10

Events 12

The Bounds Update 13

Research Publications 14

Research Conference/Event Digest 15

¹ Turkewitz, Julie. '1+1=4? Latin America Confronts a Pandemic Education Crisis. *The New York Times*, 26 June 2021.



Research News

Educational Inclusion in Cambodia Study

Dr Jackie Ravet

The School of Education has a thriving international research profile and is engaged in cutting edge intercultural collaborations that are benefiting child and adult learners overseas. For example, 4 researchers from the School of Education (Peter Mtika, Catriona MacDonald, Amy MacFarlane and Jackie Ravet) and 4 researchers from Battambang, Cambodia, are involved in the 'Educational Inclusion in Cambodia' study.

This study is aligned to the United Nations Sustainable Development Goal (SDG) 4: 'Quality Inclusive Education for All'.

In Phase 1 of the study (2018-19), the team collaborated to explore perceptions of inclusive practice amongst practitioners and other education professionals operating in remote, rural schools in Battambang Province, North-West Cambodia (see Ravet & Mtika 2021).

In Phase 2 of the study (2019-20) we jointly developed and designed a Capacity Building Programme (CBP) in educational inclusion to enable student teachers,



teachers and headteachers to enhance their knowledge and understanding of inclusion and develop a range of skills necessary for more effective implementation of inclusive practice in rural classrooms.

The research team are now entering Phase 3 of this study where the CBP will be taught online to our Cambodian research partners (April to May 2021). The CBP will then be adapted by the Cambodia research team, supported by the Aberdeen team, to ensure cultural relevance, practicality and sustainability in a Cambodian context. It will also be translated into Khmer, the Cambodia national language, so that it can be delivered to teacher educators at Battambang Teacher Education College in Phase 4 of the study.

The CBP will then be cascaded, by teacher educators, to student teachers, teachers and Headteachers in remote rural schools in Phase 5.

Throughout the project, the team will gather data on the efficacy and impact of the CBP and also data on 'interculturality' across the research process i.e. our capacity to mutually respect each other's cultural values and traditions and contribute equally to the co-production of knowledge relating to educational inclusion. We hope the study will make a significant contribution to the development of educational provision in remote, rural Cambodian schools by ensuring that teachers have the capacity to meaningfully include all children in all aspects of the curriculum and facilitate their participation in all dimensions of school life.

Problematic Post-16 Transitions | Can England Learn from Scotland? Dr Stephanie Thomson

Transitions from compulsory schooling into further study and work are in the spotlight again with the COVID pandemic highlighting just how crucial this period can be for young people's future prospects. This is the focus of significant new research by Dr Stephanie Thomson and colleagues on post-16 transitions in England.

The research focussed on young people (40% of the cohort annually) who don't obtain a 'standard pass' (Grade 4) in their English and Maths GCSEs at 16. Many have substantial achievements in other subjects, but the intense focus on English and Maths means they often see themselves as failures and lack confidence in making decisions about their futures. It can also result in them being denied access to many post-16 opportunities. Between 16 & 19, a quarter do

not go on to achieve a Level 2 qualification (equivalent to SCQF level 5) and three-fifths do not achieve a Level 3 qualification (SCQF level 6). Though this research focussed on England, there are many important parallels with Scotland. The Learner Journey Review (Scottish Government, 2018) outlines these similar problems. Learners are often unaware of the range of options open to them and can take longer to complete higher-level qualifications.

Scotland already has some structural apparatus that might be useful in tackling this problem. This includes a 'Senior Phase' co-delivered by schools and colleges, and 'Regional Outcome Agreements' which obligate colleges to consider how their provision contribute to development of skills. There is variation in provision across

Scotland and practical differences in senior phase partnership working between schools and colleges which can lead to inequity.

Governments in Westminster and Holyrood must think about ways to improve post-16 transitions for all learners. Policies that allow learners to build on all their existing achievements and progress towards their goals will benefit the learners themselves and, ultimately, society as a whole.

For the full report and summary visit: www.nuffieldfoundation.org/project/students-who-do-not-achieve-a-grade-c-or-above-in-english-and-maths

Scottish Government (2018) 15-24 Learner Journey Review. Available here: www.gov.scot/publications/15-24-learner-journey-review-9781788518741

Research News

School Uniform, Dress Code and Appearance Policies

Dr Rachel Shanks



100%
357 SCOTTISH STATE
SECONDARY SCHOOLS



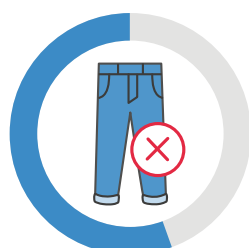
96%
HAVE A COMPULSORY
SCHOOL UNIFORM



90%
HAVE A SCHOOL TIE



66%
HAVE A BLAZER



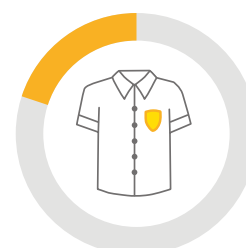
56%
BAN JEANS



24%
BAN HOODED TOPS



21%
BAN TRAINERS
IN CLASS



20%
HAVE AN EXCLUSIVE
UNIFORM SUPPLIER

This is a research project on the school uniform and dress code policies of the 357 state-funded secondary schools in Scotland. The research began with the help of University of Aberdeen undergraduate and Masters students who studied for a week with Dr Rachel Shanks on an Applied Qualitative Research Training programme in May 2019.

Three of the students have continued to participate in the research and the different strands they are working on are detailed in a European Educational Research Association blog post.

To access the blog post visit:
<https://blog.eera-ecer.de/school-uniform-policy-in-scottish-schools-control-and-consent>



School Uniform Policy in Scottish schools:
Control and Consent

Dr Rachel Shanks, Kirsten Phelps,
Annabelle O'Steen & Jasper Friedrich

To begin with analysis focused on the reasons that were given for school uniforms and the main reasons were:

- To foster school ethos, identity, pride and a sense of belonging
- To prevent competition, discrimination, reduce bullying and improve discipline
- For safety, security and to reduce truancy
- Financial benefits (cheaper than wearing own clothes)
- To enhance the reputation of the school
- To prepare young people for the workplace (employability)
- To improve attitudes to learning and improve standards

School uniform policies were also analysed in terms of the style of the uniform, discipline, equality and children's rights, what was banned and affordability. Some of the initial findings can be seen in the infographic above.

The work of Michel Foucault in terms of 'governmentality' has been used to further explore how school uniforms are justified; for example, to improve young people's employability. In terms of equality, the first focus was the gender dimension of school uniforms; for example, how the policies refer to decency and modesty in relation to the length of girls' skirts and the requirement for girls and young women to wear ties.

Further work has focused on the affordability of school uniforms and a policy briefing on the affordability of secondary school uniforms has been produced. Dr Shanks is currently progressing this work with various stakeholders including the Scottish Government and Members of the Scottish Parliament's Education and Skills Committee.

POLICY BRIEFING ON THE AFFORDABILITY OF SECONDARY SCHOOL UNIFORMS

https://aura.abdn.ac.uk/bitstream/handle/2164/15388/Shanks_ABDN_AffordabilityOfSecondary_VoR.pdf?sequence=1

Research News

Partnership Working in ITE

Alyson Young



“Given all the challenges children and teachers are facing at the moment and the associated disruption to children’s education this type of collaboration and intervention has become even more valuable.”

Sara Wilson, Lead Occupational Therapist

Meaningful partnership working in schools has never been more important, with young people returning to schools after an unprecedented time of distance learning. Locating the correct professional support is essential for teachers to be able to continue to do their work of supporting learning and teaching as they find their way through this period of recovery.

As part of the MA2 “Developing Curricular Knowledge in Health and Wellbeing” course, the students engage with a number of school partners during lectures. This year, this has included Katrina Thomson, Children’s Counsellor at Tullos Primary; Kim McRobbie at Active Schools; and representatives from the Paediatric Occupational Therapy (“OT”) team at the Royal Aberdeen Children’s Hospital.

The collaboration with the OT Team originally stemmed from work done on literacy development through the Northern Alliance and this then evolved to look at the support OTs bring to learners through a health and wellbeing lens.

Following a successful first year the OT Team returned this year and spoke about their work both in schools and during the COVID-19 pandemic, and how teachers can use OT approaches to best support their learners in class. Sara Wilson, the Lead Occupational Therapist involved in the project, commented that, “the feedback from the Teaching Students was incredibly positive” and students themselves commented that they appreciated the different viewpoints that visiting lecturers could bring to their learning.

Furthermore, earlier this year, the Royal College of Occupational Therapy (RCOT) officially recognised the work carried out by the NHS Grampian OT Team and the University of Aberdeen as an example of good practice, citing it in their 2021 Scottish Election Manifesto.

The RCOT has recommended that this work between OT and Initial Teacher Education should be extended across Scotland.

The impact of the COVID-19 pandemic and lengthy school closures will be felt for many years to come, and these partnerships provide opportunities for students to learn from professionals with different skill sets and specific expertise.

New Teachers’ Responses to COVID-19: Building on ITE for their Professional Learning

In 2020 the British Educational Research Association launched a special COVID-19 small research grant fund. Dr Rachel Shanks from the University of Aberdeen and Dr Mark Carver from the University of Strathclyde were the only researchers in Scotland to be awarded funding.

Both researchers are part of the Measuring Quality in Initial Teacher Education (MQuITE) project which is a longitudinal study funded by the Scottish Government and supported by the General Teaching Council for Scotland. For more information visit: www.mquite.home.blog

The BERA COVID-19 project built on the results of a survey that the MQuITE project had conducted with new teachers in Scotland to investigate new teachers’ responses to the demands of online teaching during national lockdowns.

The 2020 MQuITE survey of new teachers in Scotland had found that they responded very positively to meeting the challenge of emergency remote teaching. These survey results contradicted emerging research from other countries which suggested that teachers were struggling, particularly with the challenges of teaching online.

For the BERA COVID-19 research a series of focus groups were held to find out:

- How did ITE and induction prepare new teachers for teaching in uncertain times?
- What do the responses of new teachers to COVID-19 indicate about the development of teacher reflexivity in ITE and induction?
- What professional learning needs for new teachers have been highlighted during COVID-19?



We found out how the new teachers developed reactive, pro-active and reflective approaches to their online teaching. They supported colleagues and benefited from their own professional learning communities in reactive and pro-active ways. We did not find reflective approaches to support for colleagues or professional learning, but these may develop in future.

The findings suggest that understanding new teachers’ responses to emergency remote teaching needs to move beyond their ability to teach online or use online tools, drawing on a broader concept of teacher reflexivity and how new teachers reflect on and gradually embed pedagogical change. Finally, we are suggesting that existing provision for ITE does not require substantial modification to meet new demands in uncertain times.

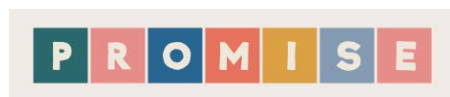
Research News

PROMISE: Promoting Inclusion in Society Through Education Professional Dilemmas in Practice

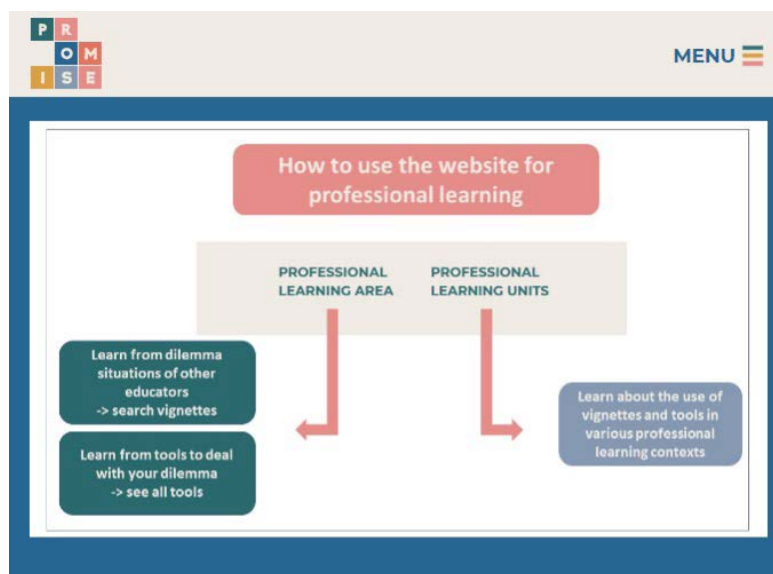
Dilemmas are faced by educators from all sectors in their daily professional activity. Often these dilemmas relate to challenges in implementing inclusive practices, but they can also relate to other issues such as behaviour management, effective use of technology and working with parents and carers. Dilemmas do not have easy answer and informed responses require the educator to reflect, seek advice from external sources and consult other professionals to arrive at the best decision possible.

The PROMISE project is an ERASMUS+ funded partnership of institutions all involved in teacher education. They are from the UK (Leeds Beckett University and the University of Aberdeen), the Netherlands, Germany, Slovenia, Hungary and Germany.

The majority of partners are engaged in teacher education and professional learning within school sector but the Aberdeen team provide a Further and Vocational education perspective to the project, drawing on our work with colleges and the Teaching Qualification for Further Education (TQFE).



The University of Aberdeen PROMISE Team (L-R): Aileen Ackland, Steph Thomson, Mary Stephen, Sarah Cornelius, Chris Aldred.



Diversity is a strength of the PROMISE project and we work together to learn across boundaries between countries, sectors and institutions. The project website (weblink below) presents some of the outcomes of this work. At the core is a database of 'vignettes' (examples of professional dilemmas in practice) and tools to support the use of these vignettes in teacher education and professional learning.

The Aberdeen team have contributed vignettes reflecting challenges faced in FE, and tools including the successful online 'international activity' used on the TQFE programme. For this activity students identify a dilemma or challenge in their own practice, participate in online discussion with peers from across Scotland and engage with resources and a live Q&A session with international contributors from Europe and beyond.

The activity provides opportunities to identify similarities and differences in vocational education across countries and encourages students to take on board new perspectives on their own dilemmas. Our PROMISE colleagues have provided useful insights and ideas to help us develop this activity and the use of dilemmas on the TQFE programme.

The PROMISE team have used vignettes and tools to develop presentations, workshops and publications to support professional learning. The School of Education contributed to a Learning Event held in Aberdeen in September 2019 which included visitors from all the project partners. More recently events have been held online. You can find out more at the project website and in the article listed below.

Future plans include conference workshops for wider dissemination and an innovative ebook drawing on postcards documenting the experiences of project participants.

THE PROMISE PROJECT WEBSITE

www.promise-eu.net

ARTICLE ABOUT THE ABERDEEN 2019 LEARNING EVENT

Lofthouse R (2020) Turning the promise into reality: making sense of teachers' dilemmas as the basis for professional learning.

CollectiveEd Blog:
www.leedsbeckett.ac.uk/blogs/carnegie-education/2019/09/turning-the-promise-into-a-reality

Research News

Dr Will Barlow Offers a Series of Guest Lectures at Central School of Speech & Drama

It all started in China!

I was invited to deliver a Keynote and associated workshops at the Third National Conference on the Application of Drama/Theatre in Education and the Summit Forum of Applied Drama/Theatre, Yunnan Arts University, China - October, 2019. My Keynote and workshops discussed education and life transitions through drama education. The Conference reunited me with the international drama education expert, Tony Goode. Fruitful conversations generated a range of ideas for both publication and practice-based research which we are currently further exploring back in the UK.

During the Conference, I also met and talked at length with Dr Selina Busby (Course leader MA applied theatre at Central School of Speech and Drama). During our conversations, Selina invited me to London to facilitate three sessions with her students. However, when Selina and I discussed these sessions, little did we know that there would be a global pandemic resulting in limited opportunities for face-to-face teaching.

Drama in Education via 'Zoom'...

The first session focused on learning theories in the arts and was facilitated with 30-40 MA students who were undertaking courses in MA Applied Theatre (Drama in the Community & Drama Education), MA Applied Theatre (Drama in the Criminal Justice System) and MA Movement: Directing and Teaching as part of their pedagogies unit.

It was lovely to work with artists from different disciplines to support their understanding of arts education theory and teaching artistry.

Session two centred on drama education, its history and pedagogy. This led us to our final session where we discussed drama conventions. Drama Conventions are focusing devices which help us create fictional roles in an imagined place and time. The stimulus for this session was the song when you love someone by James TW¹ that centres on the theme of divorce. This song was chosen to exemplify my research on education and life transitions through drama.²



Reflections...

Learning and teaching alongside global art practitioners (from various disciplines), albeit from our remote locations, focused me on the universality of art as a defining characteristic of the human condition. As the artist Olafur Eliasson suggests:

'Art helps us identify with one another and expands our notions of we – from the local to the global.'

It is the notion of the global 'we' which this pandemic has, in many ways, helped artists/educators come together, to explore multiple perspectives. In doing so, we may better appreciate the similarities of our shared experience (even if this experience leads to differences in opinion), and the value of a global artistic community.

¹ www.youtube.com/watch?v=0Bf3CJZ4hvg

² <https://abdn.pure.elsevier.com/en/publications/primary-secondary-transition-building-hopes-and-diminishing-fears>

SoEd Research & Scholarship Seminar Series Dr Kirsten Darling-Mcquistan

Carving out time to share, engage with and support the research and scholarly work taking place within the School of Education is not always an easy thing to do, not least within a global pandemic. It is therefore worth noting (and perhaps even celebrating?) that the SoEd Research and Scholarship Seminars have continued to evolve and grow (if you are a numbers person) during the past year of lockdown.

As we grappled with the transition to online learning and teaching, it seems that we simultaneously made the transition to online engagement with research and scholarship, both within and out with the School. While we may miss elements (coffee & biscuits!) of the face-to-face experience, we have benefitted from being able to access research and scholarly conversations at the click of a button.

Within the context of the Seminar Series we have continued to come together over the past year to engage with a range of topics, including: Citizenship Education; Learning Analytics; Probationer Teachers' enactment of inclusive pedagogy and Lesson Study. The diverse topics have been presented to us by visiting and associate academics, academic staff and PGR students. The range of experiences and insights shared over the past year is credit to the enthusiasm and generosity of the presenters, who have adapted to the online format of the seminars without hesitation.

In addition to enthusiastic presenters, the seminars would quite simply fall flat without the ongoing commitment and participation of the students and staff who attend the seminars. This regular exchange allows us to get a sense of the research

that is taking place within, and beyond, our School. Furthermore, this ongoing interaction has allowed us to continue to engage with important topics, challenges and methodological dilemmas faced when undertaking research and scholarly work within education.

So what for the future of the seminars? With a sense that University life might return to a more familiar rhythm, it will be important to consider how our Seminar Series will continue to evolve. Do we continue to occupy an online space that removes the barriers created by distance? Do we privilege more relational, face-to-face interactions? Or are there options that marry the benefits of both? Whatever the future – the School community continues to benefit from everyone's engagement with the seminars.

Research News

Professor Donald Gray - Environmental Sustainability

My research broadly conceived is concerned with human/environment interactions and how this impacts on the three broad areas of learning, wellbeing and environmental identity. However, my background is also in science education and human/environment interactions are closely linked with the history and philosophy of science and how the thinking of science has shaped how we view our environment, which some might say has resulted in the environmental crisis we now find ourselves in today.

Underpinning much of my research is idea of embodied cognition, sometimes elaborated to 4E cognition: Embodied, Embedded, Enactive and Extended.

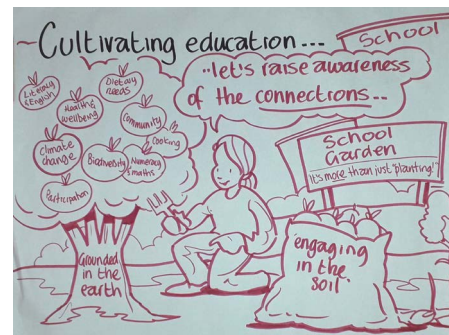
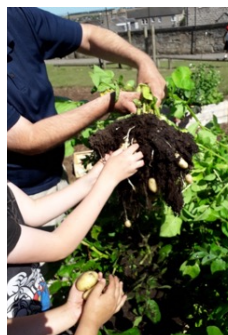
This, briefly stated, is the idea that it is not “all in the head” but our bodies, through sensorial engagement with our environment, movement and external “tools”, play a significant part in human development and learning.

So, taking all these things together has resulted in my involvement in a number of research and development initiatives, the more recent of which I will outline here...

Childhood Nature Experiences

I undertook a survey looking at undergraduate's childhood nature experiences and their sense of nature connectedness and, latterly their subjective sense of wellbeing. A chapter in a book, co-authored with Edwards Sosu, has been published and we are currently working on the childhood nature and wellbeing paper:

Gray, D., Sosu, E. M. (2020) Renaturing Science: The Role of Childhoodnature in Science for the Anthropocene. *Research Handbook on Childhoodnature*. Cutter-Mackenzie, A., Malone, K., Barratt Hacking, E. (eds.). 1 edition. Springer, pp. 557-585



(Left to Right) Donald Gray and Bob Donald of OSF at the Market Street event in July 2018. All hands for the harvest at Woodside School. Diagram from the Food Activism in the Schoolyard event: www.scottishinsight.ac.uk/Programmes/UNGGlobalGoals/FoodActivism/tabid/8555/ctl/Privacy/Default.aspx

School Garden Project

In session 2017-18 I collaborated with an external partner, Bob Donald of One Seed Forward (OSF), to work on an initiative to establish school gardens in three schools in three regeneration areas in Aberdeen City. This also involved Laura Colucci-Gray and two of our previous PhD students, Aristeia Kyriakou and Danial Wodah. In short the results of this pilot initiative were impressive with the production of a series of educational guides for teachers which are now available on what we call the Garden Schools website: www.osfgardenschools.co.uk

The garden schools initiative has expanded and there are now eleven schools supported by One Seed Forward and I have delivered CPD sessions and PGDE sessions on the Garden Schools to teachers and students along with Bob Donald. In addition more staff, Cathy Francis and Kirsten Darling-McQuistan, as well as myself and Laura Colucci-Gray, have assisted in the production of videos to supplement the earlier written modules – all available on the Garden Schools website. The Garden Schools initiative is ongoing.

Research from the pilot project has been published in the Scottish Educational Review special issue on sustainability:

Gray, D., Colucci-Gray, L., Donald, R., Kyriakou, A., Wodah, D. (2019) From Oil to Soil: Learning for Sustainability and Transitions within the School Garden: a project of cultural and social re-learning. *Scottish Educational Review*, vol. 51, no. 1, pp. 57-70

Goethean Science

At the moment a more theoretical, aspect of my interest is the idea of Goethean Science, which might also be called a holistic, phenomenologically based science. Goethe is perhaps better known as a writer and poet but he was also a keen scientist and developed a more holistic approach than the reductive approach to science which is dominant in the world today. It is suggested that this Goethean science, being more holistic and engaging the senses much more fully in understanding what is around us, is much more relevant for a more environmentally sensitive approach to science. I am currently seeking funding to explore this further and introducing these ideas into school science education.

What next? Funding & The Research Group

I am gathering together colleagues to develop these areas further and seek funding. If anyone is interested in getting involved (research or scholarship) please get in touch: d.s.gray@abdn.ac.uk

Not forgetting InfoTED

Finally, I must mention InfoTED – the International Forum for Teacher Educator Development (www.info-ted.eu). I have been involved with InfoTED as a council member since 2013, although I have now taken a step back and Prof. Yvonne Bain is taking the lead as main representative from Aberdeen on the InfoTED council.

Staff Spotlight

Liz Curtis

LECTURER

I joined the School of Education in 2004 as part of what was then the Environmental Studies team for the ITE Primary Programmes. Having come from a mixture of primary school teaching and working for Aberdeen Urban Studies Centre, I have over the year built up a wide range of experience in relation to learning and teaching across Social Studies.

Projects such as the Arts as a Tool for Learning Across the Curriculum (ATLAC) introduced me to working with a range of artists and a passion for developing ways of learning which were not as text dependant as some resources for Social Studies sometimes are.

Through being part of the Social Studies team I have had the opportunity to be part of national development teams for Global Citizenship and Learning for Sustainability which created frameworks and toolkits for teacher educators to support the embedding of these within ITE curricula.

Involvement in ATLAC and Global Citizenship Education Development has also provided opportunities for international CPD in Argentina and Estonia and these have had an enormous impact on questioning who and what education is for.

More recently, along with Archie Graham I was a participant in the first InFoTED Summer Academy for Teacher Educator. This provided the space to take stock and reflect on the ways in which my work has evolved over the past 16 years in the company of teacher educators from across Europe and Israel. A legacy of which is the recent joint publication reflecting on our immediate overnight experiences of switching to online teaching at the beginning of the first Covid – 19 lockdown. You can view the published article here: <https://journals.oslomet.no/index.php/nordiccie/article/view/3974>

I have a passion for exploring ways of making the curriculum come to life as a dynamic lived experience for learners and for using the local environment as a context for learning. I am delighted to have new colleagues to continue this exploration with.



Catherine Simpson

SCHOOL SUPPORT ASSISTANT

Originally being from Tamworth in Staffordshire (where the famous Tamworth Two escapee pigs are from) I moved to Aberdeen in 2008. I enrolled at the University of Aberdeen to study my MA in Scottish Studies, completing it in 2012.

Then after working six years in administration and project management at Aberdeenshire and Aberdeen City Council, and volunteering at different museums for thirteen years, I went on to study and complete my MLitt in Museum Studies at the university.

I joined the University of Aberdeen originally in January 2020, working as a Curriculum Administrator, and upon the end of my contract in January 2021 I moved to the School of Education as a School Support Assistant.

I work with the Partnership Unit Monday and Tuesday and from Wednesday to Friday I work with the Learning and Teaching Team, predominately working on Online Access courses.



Excellence Awards 2021

EXCELLENCE AWARDS 2021 | School of Education Nominees

Each year the Principal's Excellence Awards are held in order to publicly recognise and reward the outstanding achievements of University staff and academics. This year we are very proud to announce that the following members of SoEd staff were nominated:

ELENA BAIN | Counselling Tutor

- > Mental Health Champion

TRACY COLLIER | School Technician

- > Outstanding Contribution to Continuity & Resilience
- > Outstanding Contribution to a Team or Role
- > Outstanding Contribution to Supporting the Academic Community to Prepare for Blended Learning

FAYE HENDRY | Programme Director PGDE Secondary

- > Outstanding Contribution to Continuity & Resilience (team nomination)

JOHN MYNOTT | Head of Initial Teacher Education

- > Outstanding Contribution to Continuity & Resilience (team nomination)
- > Rising Star

SHEILA NUTKINS | Programme Director MA Education

- > Outstanding Contribution to Continuity & Resilience (team nomination)

COLETTE SAVAGE | Lecturer

- > Outstanding Contribution to Continuity & Resilience
- > Outstanding Contribution to a Team or Role

LORNA STEWART | Programme Director PGDE Primary

- > Outstanding Contribution to Continuity & Resilience (team nomination)

ALYSON YOUNG | Lecturer

- > Best Personal Tutor
- > Outstanding Contribution to a Team or Role



PRINCIPAL'S TEACHING EXCELLENCE AWARD 2020/21 | School of Education Winner

WE ARE DELIGHTED TO ANNOUNCE THAT DR GRAEME NIXON WAS AWARDED THIS YEARS PRIZE!

The University of Aberdeen's Principal's Teaching Excellence Award (PTEA) 2020/2021 this year aimed at capturing how we have adapted and developed our approaches to learning, teaching and assessing in response to the Covid-19 Pandemic. In these unprecedented times, staff are working tirelessly to ensure accessible, high quality education provision for our current and future students. Educators were asked to share an example of a teaching or assessment challenge posed, or opportunity for innovative development created by the impact of the Covid-19 Pandemic.

To view Graemes winning proposal please visit:

<https://www.abdn.ac.uk/staffnet/teaching/20202021-principals-teaching-excellence-award-information-10858.php>



ALUMNI SPOTLIGHT

Alumni Engagement Officer, Chloe Bruce caught up with graduate Claire Arnott, MA in Education (2015) to find out why she chose to study at Aberdeen and what she has been up to since graduating!

Why did you choose to study at Aberdeen?

I chose to study here following an open day. It was a beautiful, sunny day and Old Aberdeen looked glorious in the sunshine. The staff I met were incredibly friendly, the campus had a village-like feel and the facilities at the university were impressive. I still believe that Aberdeen has one of the best libraries and sports centres in the country! On top of all that, the Primary Education course here looked fantastic. I was excited about the opportunity to study abroad and interested to learn about other subjects through the optional electives in the 1st year of the course.

What did you enjoy most about your time in Aberdeen?

I have fond memories of theatre nights

at His Majesty's Theatre, going to gigs at the Lemon Tree and enjoying incredible craft beers at Six Degrees North. I love the fact that Aberdeen is surrounded by beautiful countryside. I used to enjoy weekends walking up Bennachie with friends or sharing an incredible chippie on the beach from The Bay in Stonehaven. I also enjoyed playing with the UoA Symphony Orchestra once a week. Playing music allowed me to switch off from my studies and make new friends outside of my course.

During your studies you took part in our ERASMUS Programme. Tell us about it?

I studied at the University of Lapland in Rovaniemi, Finland, during my 2nd year at university. Taking part in the Erasmus programme was one of the greatest life experiences I've had and I'm still in touch with the incredible people I met there today, almost a decade later. I also worked in the University's International office as a Study Ambassador once I returned, supporting exchange students.

What have you done since graduating?

I worked as a Primary School Teacher for three years, then I decided to go back to studying and completed a MA in Education and International Development at the UCL Institute of Education. My Masters equipped me with the knowledge and skills for my current role at the Fairtrade Foundation, as an Education Campaigns Officer. I now produce education resources and campaigns which support global learning in schools across the UK.

Was your degree at Aberdeen essential for getting to where you are now?

My degree at Aberdeen was an integral part of my career journey and I wouldn't be in the position I'm in now without it.

If you have One Top Tip to share, what would it be?

Embrace life-long learning! Don't worry if things don't go to plan. All of your experiences are valuable learning opportunities.

PhD Student Spotlight



Supporting our PhD Students...

The COVID-19 pandemic has presented huge challenges to education systems around the world, with the unprecedented scale and duration of institutional closures leading to the significant disruption of learning at all levels. The implications for PhD students have been manifold. Particularly challenging has been the loss of community that has emerged as students have moved off campus into their homes. Physical and social isolation has been a marked feature of the experience of many. In addition, a number have encountered severe challenges to fieldwork and data collection processes, as study sites have closed down and access to participants has become problematic. The toll on mental health and on motivation has been palpable.

Those of us in the School of Education who have responsibility for supporting our PhD students have been sensitive to all of these issues and a range of mitigating strategies has been put in place. To maintain important social bonds, weekly online coffee morning meets have been instigated using TEAMS. Year representatives have been identified to liaise with other students and keep the channels of communication open with staff. Informal reading group sessions have been organised throughout the year in order to bring students together to discuss academic papers in a convivial and collegial environment. The annual school PGR Research Conference in April has also been the focus of student joint activity, with five conference leaders organising the event and working closely with student peers wherever they are living. Moving PGR activities online has succeeded in bringing students together irrespective of location.

In order to maintain academic motivation and to support the different phases of the PhD journey that our 40+ students are on, workshops have been organised throughout the year in order to bring academic staff into contact with students around important elements of the research process. In addition, we have added 'Meet the Author' sessions to Reading Group meetings to enable students to engage with papers recently published by SoEd staff and to enter into dialogue with the writers themselves. Weekly Seminars are also available for students and staff to participate in – either as host presenters or as audience members.

While many believe that there is no substitute for face-to-face learning and for the human connections that accrue through physical proximity, we hope that the range of virtual opportunities afforded our PhD students has gone some way to supporting them through what has been a very difficult and challenging set of circumstances.

Dr David Johnston | Director of Postgraduate Research

Susan Reid Elder

My research question is 'What is the relationship between information and communication technology and flourishing while working from home?'

It's a case study focusing on office workers in the U.K. energy industry, examining their experience of how, if at all, information and communication technology enables them to flourish while working from home as a result of the COVID-19 pandemic.

I started this research for two reasons; the first is that I had always loved learning and for me a PhD is the pinnacle of educational achievement. The other reason is that I was interested in the areas of people, work and technology. Last year I was finalising the research question when the Covid-19 pandemic hit and realised that while majority of us can work from home, are we flourishing and what the role of technology is in that experience.

I am currently analysing the data from the online survey that was carried out at the end of 2020. Once the themes are finalised I'll be undertaking focus groups.

I completed a counselling certificate followed by the MSc in Mindfulness Studies with the University of Aberdeen's School of Education and this sparked my interest in my PhD project.

I started the PhD part-time in 2018 while working full time as an HR and OD Manager. Last year I decided to commit full-time so that I could immerse myself in the PhD activities.



PhD Student Spotlight

Helia Rahbari

My name is Helia Rahbari, and I joined the School of Education as a PhD candidate in October 2016. My PhD research falls within the area of adult education and education policy. I am excited to say that I am ready to submit my dissertation: “Lived Experiences of Syrian refugees from ESOL learning in the Scottish context: an exploration of policy and lived experiences”.

In my PhD research I attempt to elicit refugee learners’ voices and lived experiences from ESOL learning in the Scottish context. Investigating the associated policies next to the findings of the fieldwork indicate that ESOL provision in Scotland is not equally accessible for less privileged learners. In contrary, more privileged learners who came to Scotland with stronger formal education, tend to be benefiting better from the current ESOL provision. A finding which calls for reforms in policy and practice.

Before joining the School of Education, I studied social anthropology at the Universities of Tehran and Stockholm. Also, I have worked with refugees and asylum seekers in the capacity of a journalist, and educator. Professions which gave me solid skills in working with people but little understanding of how the academic world functions. Alternating my writing manners towards a more academic style was a time taking and challenging task, though today I view it as one of my key transferable skills.

Doing the fieldwork was another precious learning opportunity. Researching with Syrian refugees as a vulnerable group was a captivating, educating and still emotionally intense experience. I had to learn how to research with a vulnerable group who have gone through traumatic experiences though remained resilient with high sense of agency. Reconciling between a professional and fellow human “self” was another challenge which has provided me with treasured lessons.

Now reflecting on my years at the School of Education, I see it as a valuable experience and am very happy that I embarked on this journey. Thank you to all who assisted me and good luck to all who are yet to complete this journey!



HELIA RAHBARI

Elise Boyle Espinosa

My PhD builds on my past research on the education system established as part of the ‘Rojava Revolution’ in north-eastern Syria, shifting focus to examine the education system established by Islamic State (IS) after it declared a caliphate in 2014.

While much attention has been given to the violence and terror caused by IS in Iraq and Syria and beyond, running alongside this was a concerted effort by IS to present itself as capable of many of the functions and services typical of a state, as part of its broader stated goal of establishing a global caliphate. This also reflects IS’s self-described belief that education – and a broader ideological program – is equally important to, if not more so, its military efforts. In Iraq and Syria, this included the establishment of a centralised education system across the areas under IS control, marked by an overhaul of the existing curriculums and the introduction of regulations to reflect the group’s religious ideology and social and political goals.

This research will investigate what this education involved, with a focus on the northern Iraq city of Mosul. It will seek to understand how it may have been used to increase support for IS, as well as how it may have been interacted with, and resisted, by teachers, and students and their families.

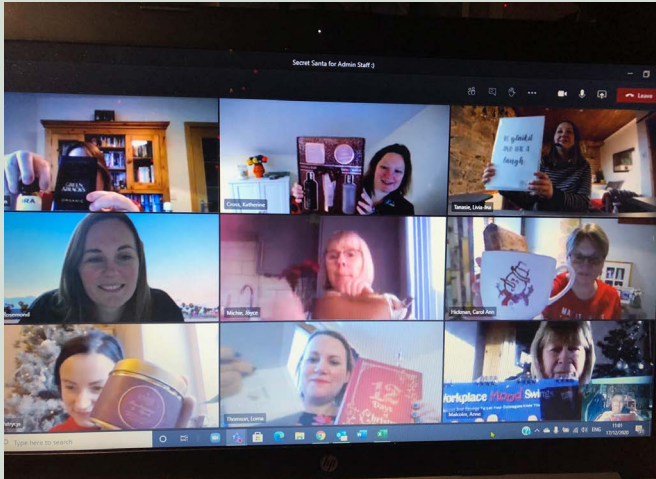
I have an interdisciplinary background in international studies and global development. Prior to commencing my PhD at the University of Aberdeen as part of the Marie Skłodowska-Curie funded POLITICO programme, I studied at the Universities of Sydney, Cape Town, and Copenhagen. My past research has taken place in Tanzania, as well as in Turkey, Iraq, and Syria, particularly on the role of ideology in the Syrian Civil War. Here I focused on the propagation of ideology through education during the ‘Rojava Revolution’ in north-eastern Syria, examining the implications this had for governance over several months of fieldwork. Alongside this, I have media and communications experience, as well as work experience in various Non-Governmental Organisations, including the Danish Demining Group/Danish Refugee Council, where I supported country programmes, and media in Iraq and Syria.



ELISE BOYLE ESPINOSA

Events

Over the course of the past year we have continued to find ourselves working from home. Although this has been at times challenging it has now become our new norm. As a school, on campus we have many social gatherings throughout the year which we have been fortunate enough to continue virtually. Here are a few snippets of what we have all been up to...



5th Floor Annual Secret Santa

The school Administrative Team exchanged very thoughtful gifts and had a few chuckles along the way!

Ho Ho Ho!

Ha Ha Ha!



Robert Burns Event

There was a quiz and comedy with compulsory tartan thrown in!

As part of the **University 525 Fundraising Campaign**, Amy McFarlane, raised a fantastic £75.00 by walking and/or running 73.11 miles. Amy's first activity was a run in the snow and she managed to finish the challenge in glorious sunshine! Amy was accompanied by Lily (Amy's daughter) on one of her walks to the war memorial and picnic area at Stonehaven harbour.



Lots of Dog Walks... with our four legged friends for company!

and lots of virtual cuppa catch ups!



The Bounds Update

Now Open to Clients Online!

The Bounds – the University’s new counselling and research centre - is open for clients online after a huge push during January and February to tidy up the paperwork, finalise the website, and run induction sessions for the students who will be in placement there. As well as providing a placement for MSc counselling students as part of their degree programme, the service provides a focal point on which to build a research foundation for the counselling discipline.

Counselling Programme Director Anne Smith and Practice Placement Co-ordinator Janet Mowat have been working closely with the university’s legal and IT teams and Janet will start doing the first client assessments over the coming days. An announcement went out to the local press on 25th February.

Counselling students will initially work online with their clients – given the current Covid-19 restrictions – moving to face-to-face sessions as soon as the situation eases. A focus for the PG Diploma core teaching

team has been the preparation of students for working online and by telephone.

The aim is for the centre to become a byword for excellence in service and research going forward, and The Bounds will ensure students have the best possible start to their careers as counsellors, while fulfilling Bishop Elphinstone’s founding statement in 1495: “Open to all and dedicated to the pursuit of truth in the service of others.”

The Bounds team will use Core 10 outcome measures to gather important data from clients to ensure a high standard of delivery going forward and it is hoped that counselling staff students will be able to widen the research focus as time goes on.

Clients are being referred from GP practices throughout Aberdeen and the Shire, and people can also self-refer by emailing: thebounds@abdn.ac.uk

For more information about The Bounds visit: www.abdn.ac.uk/education/research/the-bounds



“We aim to build upon the tradition of the person-centred approach by expanding our evidence-based practice through ethical and quality research. We will strive to create an environment that adheres to the highest standards concerning inclusivity, accessibility and diversity, free from discrimination and harassment and where everyone is treated with dignity, courtesy and respect.”

Professor Peter McGeorge
Head of Counselling, Wellbeing & Educational Psychology



1495 UNIVERSITY OF ABERDEEN

Autism and Learning

Postgraduate Certificate

Improve your understanding of autism, theories, practical approaches and interventions to support learning. This course is for anyone supporting individuals on the autism spectrum.

Find out more at abdn.ac.uk/pgt/autism-learning



Research Publications

Publications

Barlow, W. (2020). 'Life Transitions: A Covid-19 Pregnancy' *TCELT-International Network of Transition Researchers*. <https://tceltintr679475724.wordpress.com/2020/05/07/blog-4-life-transitions-a-covid-19-pregnancy>

Jindal Snape, D., Hannah, E. F. S., Cantali, D., **Barlow, W.**, & Macgillivray, S. (2020) 'Context and Implications Document for: Systematic Literature Review of Primary-Secondary Transitions: International Research' *British Education Research Association*. <https://doi.org/10.1002/rev3.3198>

Jindal Snape, D., Hannah, E. F. S., Cantali, D., **Barlow, W.**, & Macgillivray, S. (2020) 'Systematic literature review of primary-secondary transitions: International research in Review of Education' *British Education Research Association*. <http://dx.doi.org/10.1002/rev3.3198>

Jindal Snape, D., Symonds, J., Hannah, E. F. S., **Barlow, W.** (2020) 'Conceptualising primary-secondary school transitions: A systematic mapping review of worldviews, theories and frameworks' *Frontiers in Education, section Educational Psychology*. http://journal.frontiersin.org/article/10.3389/educ.2021.540027/full?utm_source=Email_to_authors&utm_medium=Email&utm_content=TI_11.5e1_author&utm_campaign=Email_publication&field=&journalName=Frontiers_in_Education&id=540027

Barlow, W. 'Primary-Secondary Transition – Building Hopes and Diminishing Fears Through Drama' *Frontiers in Education*. <https://www.frontiersin.org/articles/10.3389/educ.2020.546243/full>

Dewhurst, Y., Ronsley-Pavia, M., & Pendergast, D. (2020). Preservice Teachers' Sense of Belonging During Practicum Placements. *Australian Journal of Teacher Education*, 45(11), 17-33.

ABSTRACT: Practicum placements in schools are keystone features of preservice teacher education, yet inconsistencies in their nature and quality are pervasive. This phenomenon was explored in two cultural contexts, with a focus on 'belonging', which the literature reveals may impact practicums and commitment to the profession. Interviews were conducted with six primary school preservice teachers in Australia and Scotland, about their lived experience of belonging/non-belonging during practicum. Hermeneutic phenomenological analysis revealed four themes in both cultural contexts: 1. Being welcomed; 2. Settings and procedures; 3. Interpersonal interactions; and, 4. Strategic behaviours. This study indicates belonging as crucial to preservice teachers' cognition, wellbeing and learning during practicums, with 'non-belonging' inhibiting their development. Preservice teacher and mentor preparedness for practicums is highlighted, alongside challenges for initial teacher education programs and schools in addressing the fundamental need to foster a sense of belonging for preservice teachers during this crucial aspect of their teacher preparation.

Dewhurst, Y., & Johnston, D.H. (2021). A Study of Student Teachers' Experiences of Belonging on Teaching Practice. *International Journal of Educational Research*. Paper accepted.

ABSTRACT: While 'belonging' has a long and established place in the psycho-social literature on human functioning, it is a much less prominent construct in Initial Teacher Education. The present article seeks to address this gap by exploring student teachers' experiences of belonging during teaching practice. Seventeen participants contributed to the study, with a range of qualitative methods being used including focus group and semi-structured individual interviews, as well as online discussion forum data. Analysis revealed three interrelating dimensions, at whole-school, interpersonal and personal levels, with their interaction being central to student teachers' achievement of belonging. The implications for those involved in supporting student teachers' professional development while on school placement are subsequently considered.

Mynott, J. (2019). 'Lesson Study Outcomes: A theoretical model', *International Journal for Lesson and Learning Studies*, 8:2 pp. 117-134. <https://doi.org/10.1108/IJLLS-08-2018-0057>
Mynott was awarded an Emerald Publishing 'Highly Commended Paper' Award for this paper.

Colwell, J., Ince, A., Bradford, H., Edwards, H., Grenier, J., Kitto, E., Lumsden, E., **McDonald, C.**, Mickelburgh, J., Moloney, M., **Nutkins, S.**, Palaiologou, I., Price, D. & Swindells, R. (2021). '2nd Edition of Reflective Teaching in Early Education', *Bloomsbury Academic*. <https://www.bloomsbury.com/uk/reflective-teaching-in-early-education-9781350127593/>

Von Bromssen, K. and **Nixon, G.** (2020). 'Religious Education Curriculum Constructions in Northern and Western Europe: A Three-Country Analysis, in Olof Franck, O. and Thalén, P. (eds.) *Religious Education in a Post-Secular Age Case Studies from Europe*, Palgrave MacMillan

Nixon, G. & Smith, D. & Fraser-Pearce, J. (2021). Irreligious Educators? An Empirical Study of the Academic Qualifications, (A)theistic Positionality, and Religious Belief of Religious Education Teachers in England and Scotland. *Religions* 12: 184'. <https://doi.org/10.3390/rel12030184>

Carver, M., and **Shanks, R.** (2021). 'New teachers' responses to COVID-19 in Scotland: doing surprisingly well?', *Journal of Education for Teaching*, 47(1), pp.118-120, DOI: 10.1080/02670476.2021.1874821

Shanks, R. (ed.) (2020). 'Teacher Preparation in Scotland. Emerald Studies in Teacher Preparation in National and Global Contexts', *Emerald: Bingley*.

Shanks, R. (2020). '30 years of ICT in education: reflecting on educational technology projects', *Seminar.net*. 16(2), e4047. <https://doi.org/10.7577/seminar.4047>

Shanks, R. & Walker, C. (2020). Technology-enabled professional learning in remote rural minority language classrooms', *Education in the North*, 27(2), pp. 118-135. <https://doi.org/10.26203/wbcx-bv22>

Shanks, R. (2020). 'Using blog posts for peer to peer learning and summative assessment in P Baughan' (ed.), *On Your Marks: Learner-focused Feedback Practices and Feedback Literacy*. Advance HE: York, pp. 39-46.

Shanks, R. (2020). 'Affordability of secondary school uniform in Scotland: Policy briefing'. *University of Aberdeen*. https://aura.abdn.ac.uk/bitstream/handle/2164/15388/Shanks_ABDN_AffordabilityOfSecondary_VoR.pdf

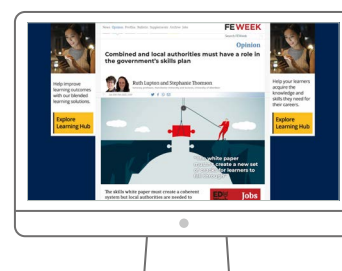
Adams, P., **Darling-McQuistan, K.**, Jaap, A. & **Shanks, R.** (2020) 'Starting Points for Educational Research in Scotland'. *Scottish Educational Research Association: Aberdeen*. Available at: <https://www.sera.ac.uk/>

Lupton, R., **Thomson, S.**, Unwin, L. & Velthuis, S. (2021) 'Moving on from initial GCSE 'failure': Post-16 transitions for 'lower attainers' and why the English education system must do better'. *Nuffield Foundation, London*. <https://www.nuffieldfoundation.org/project/students-who-do-not-achieve-a-grade-c-or-above-in-english-and-maths>

Pampaka, M. & **Thomson, S.** (2021) 'Exploring associations with mathematics dispositions: a novel perspective combining measurement and set-theoretic analytical approaches, *International Journal of Research and Method in Education*' [E-pub ahead of print]

Beaton, M. C., **Cornelius, S.**, **Thomson, S.**, Lofthouse, R., Kools, Q. & Huber, S. (2021) 'Conceptualising teacher education for inclusion: lessons for the professional learning of educators from transnational and cross-sector perspectives, *Sustainability*' 13 (4). p. 2167. ISSN 2071-1050
DOI: <https://doi.org/10.3390/su13042167>

Lupton, R. and **Thomson, S.** (2021) 'Combined and Local Authorities must have a role in the Government's Skills Plan', *FE Week blog*. <https://feweek.co.uk/2021/02/13/combined-and-local-authorities-must-have-a-role-in-the-governments-skills-plan/>



Research Conference/Event Digest

Conference/Event Digest

KIRSTEN DARLING-MCQUISTAN

24 February 2021 Food Activism in the Schoolyard (SUII funded project)
(Presenting work alongside Prof Donald Gray)

4 March 2021 SERA connects 'Poverty and Education Network Event'
(Presenting work)

JOHN MYNOTT

27 - 28 November 2020 IPDA International Conference. Pracademic Professional Friction: Boundary crossing and pressure points, Paper Presentation: Mynott, J. & Zimmatore, M.
(Paper Presentation)

2 - 4 December 2020 World Association of Lesson Study Conference. Let's get personal: why we need to understand personal-professional learning in Lesson Study?
(Paper Presentation)

GRAEME NIXON

16 February 2021 Mindfulness in the time of Coronavirus – Lecture Series.
www.abdn.ac.uk/study/student-life/little-lectures.php#panel4156

26 January 2021/23 February 2021 Holyrood Faith Debates, invited to present research at online forum with academics, Holyrood policy makers and practitioners on the role and purpose of Religious Observance in schools (26th January 2021) and the Right of Conscientious Withdrawal from RME/RO (23rd February 2021). www.gla.ac.uk/media/Media_768601_smxx.pdf
(Invited presenter, online forum)

STEPHANIE THOMSON

5 February 2021 Moving on from GCSE 'failure': Why the English education system must do better at post-16 transitions
www.nuffieldfoundation.org/events/moving-on-from-gcse-failure
(online webinar)

STEPHANIE THOMSON (cont.)

19 February 2021 Department for Education on post-16 transitions Seminar
(Invited delegate)

11 March 2021 Centre for Education Policy and Equalising Opportunities (CEPEO) Seminar. Equalising opportunities in post-16 progression in England
(non-attending speaker)

RACHEL SHANKS

26 November 2020 European Commission Horizon 2020 Research and Innovation Programme Event. Making School Uniform Affordable

23 March 2021 Nordic Teacher Induction: Sustainable Ecosystems of Mentoring for Newly Qualified. Keynote Lecture: 'The anthology: New Teachers In Nordic Countries – Ecologies of mentoring and induction'

25 to 26 March 2021 Educational Studies Association of Ireland Annual Conference. Possibilities in education: Reimagining Connections with People, Purpose and Place. Paper Presentation: 'School uniform, affordability and possibilities for reform in Scotland'

12 to 15 April 2021 Lake Como Spring School. Children and Social Justice: What is the contribution from educational research? Keynote Lecture: 'Focus on educational contexts for children and educational research'

13 to 16 April 2021 Centre for Citizenship, Civil Society, & Rule of Law, University of Aberdeen. Conceptualizing Difference. Paper Presentation: Shanks, R. and Phelps, K. 'School Uniform: It's Different for Girls'

19 May 2021 Umeå University Symposium. Theory and practice in remote teaching, online learning, and distance education for K-12 schools. Keynote Lecture: 'Can we make a Third space for remote teaching, online learning and distance education?'

ARCHIE GRAHAM

28 October 2020 University of Lapland, UArctic Thematic Network: Teacher Education for Social Justice and Diversity. Peter Mtika, Archie Graham, Dean Robson, Lindsay MacDougall. An Asset-based Approach to Exploring Probationer Teachers' Lived Experiences of Learning to Enact Inclusive Pedagogy in Schools Located in High Poverty Environments

20 January 2021 University of Strathclyde Seminar Series. Dianne Cantali, Lani Florian and Archie Graham. Initial Teacher Education in Scotland: Mapping Inclusive Pedagogy

4 March 2021 Scottish Educational Research Association Poverty Network. Archie Graham and Kirsten Darling-McQuistan. Widening 'example spaces' for preparing new teachers for inclusion

18 March 2021 Scottish Educational Research Association Poverty Network. Lindsay MacDougall, Archie Graham, Peter Mtika, Dean Robson & Kevin Stelfox. Developing inclusive practices: insights from probationer teachers working in high poverty school environments



The poster for Holyrood Faith Debates features a collage of religious and cultural images at the top. The text below reads: 'Holyrood Faith Debates' in large bold letters. Underneath, it states: 'The Holyrood Faith Debates series seeks to engage policy-makers, faith communities and academics in the area of religion, belief and education across Scotland. By building a network of informed and engaged stakeholders, we hope to stimulate a more informed and consensual policy discourse about the role of religion and belief in Scottish education and public life.' It provides contact information: 'For information or to attend, please contact: david.lundie@glasgow.ac.uk'. A section titled 'Events in Spring 2021' lists three events: 1. Tuesday 26th January, 12.30-1.30pm: 'Religious Observance and the Time for Reflection guidance in Scottish Schools – the future of assemblies after coronavirus'. Speakers: Paul Gillilan, Queen Margaret University; Steve Younger, High Blantyre Baptist Church; David Lewis, Strathclyde University. 2. Tuesday 23rd February, 12.30-1.30pm: 'The right of parents (or pupils) to withdraw from Religious and Moral Education in Scotland – policy, practice and fitness for purpose'. Speakers: Graeme Nixon, University of Aberdeen; Joe Walker, Education Scotland; David Lundie, University of Glasgow. 3. Tuesday 30th March, 12.30-1.30pm: 'Educational Possibilities for Scottish Muslim children'. Speakers: Farah Ahmed, University of Cambridge; Shafiq Sarajudin, Al-Qadim School, Glasgow; Muhammad Nawaz, Plymouth Marjon University.



www.abdn.ac.uk/education

School of Education, University of Aberdeen,
MacRobert Building, King's College,
Aberdeen, Scotland AB24 5UA