Imagining Better Education:

Proceedings of the 2020 IBE Conference

School of Education, Durham University

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Foreword

Dr Dimitra Kokotsaki

I am delighted to write this foreword for the third Imagining Better Education conference, an event organised by our Post-Graduate Research students at the School of Education at Durham University. Our third student-led conference saw PGRs come together to reflect on and engage in scholarly debates around key educational issues of societal significance. The event took place amidst the Covid-19 pandemic, during a very difficult time for our postgraduate research community where the opportunities for dialogue, peer support and the constructive exchange of research ideas were immensely restrained. The online format of the conference this year meant that travelling and other possible constraints were minimised and gave the opportunity to a bigger variety of scholars to attend and present their work. Throughout this process, the conference committee did not cease to impress us with their collegiality, innovative spirit, creative thinking and, of course, their admirable organisation skills.

The event provided fertile ground for PGR students to reflect on and discuss their research with their peers. This acted as an excellent networking and learning opportunity where insights were shared about what it means to design and conduct educational research. There were 31 presentations produced by scholars and practitioners from across a range of different countries in addition to 8 keynote speeches on issues of relevance to a broad social science audience, e.g. project management, resilience and well-being and tackling educational disadvantage among others. Ten papers are included in this proceedings volume. The research areas are wide ranging and employ diverse methodologies, appropriate for the unique educational and professional settings that are investigated. At the core of this volume, as represented by the included papers, is a vision towards a more equitable world in which education plays a vital role in enabling individuals, communities and societies to flourish by improving educational outcomes and achieving a positive societal change.

The publication process for these proceedings was intended to support students' academic growth. Two peer reviewers, who were part of the editorial team, reviewed all submitted manuscripts. The opportunity to offer and receive feedback provided a learning opportunity for both the authors and the editorial team. This proceedings volume is a testimony to the authors' passion for education, their hard work and commitment to imagine and help realise a better education for all. We are all extremely proud of our very capable, resourceful and enthusiastic PGR community that have made this wonderful event happen while continuing to support and learn from one another.

Thank you.

Author Information

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Vicky is a teacher/researcher with experience across educational sectors and settings. With a particular passion for community learning, Vicky has enjoyed working as an Access to HE teacher, an English teacher and as a specialist teacher for the Youth Offending Service. Vicky's work with young people in these settings inspired her to undertake her PhD, which used art and storytelling to explore loss in the lives of young people who offend. Most recently, Vicky has been fulfilling her love of teaching and research through her work with CC Consultancy, where she facilitates teacher training, supports and champions practitioner-led research and acts as an independent evaluator.

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David Prendergast is a PhD student in the School of Education, Durham University, supervised by Dr Nadia Siddiqui. He is researching the impact of Socratic questioning on the development of children's understanding of complex historical concepts. David comes to research having spent 15 years as a teacher, mainly in schools in challenging circumstances. David wants to look at the enjoyment of history by young people as well their attainment.

Dean Rowell

Dean Rowell is a part-time Doctoral researcher in the School of Education at Durham University, and is a qualified Careers Adviser based in Newcastle. His research project focuses on a study of primary schools, exploring music educators' perceptions of the importance and position of including music as a taught subject within the classroom. He holds a BA (Hons) in History and Education, a BSc in Combined Studies , an MA in History, and a PG Cert in the Practice of Education.

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Nikki Rutter is an ESRC-funded Sociology and Social Policy PhD candidate at Durham University. Nikki is a steering group member of both CRiVA and the communities and social justice research groups at Durham University, a social worker, and SEND advocate. Nikki's PhD focus is on childhood violence towards parents, initiated by children aged 11 and under.

Yiyi Tan

Yiyi Tan is a PhD student at the School of Education, Durham University. Her research interests locate in education equality and equity, especially in the higher education sector, educational policies and social justice. Her project intends to employ secondary data analysis to uncover the inequity in higher education participation in China and identify the indicators for disadvantage, which are accurate, reliable and accessible enough to be used in the contextualised admission policies.

About the Imagining Better Education conference

In September 2020 we welcomed academics from all over the world to the third annual Imagining Better Education conference. The conference aimed to showcase the exciting work being done by postgraduate research students and academics worldwide, as well as offering an opportunity for networking. A common aim for researchers is to strive towards improvements in whatever division of education one chooses to focus their attention on; hence the title of the conference was chosen: Imagining Better Education. Sessions were organised to strike a careful balance between individuals presenting their own work and workshops on resilience, contextual admissions, using social media in research, and project management to name a few. We hope everyone found the experience as useful and rewarding as we did!

Katie Allen

Introduction

Durham University's third annual Imagining Better Education conference marked an exciting milestone for the Postgraduate community here at the School of Education. With the move to online facilitation in light of the pandemic, we were in a fantastic position to open the conference up to research students and academics worldwide. We had over 200 delegates attend the conference from all over the world, including the UK and Europe, Australia, and the US and South America! The student-led conference saw PGRs from across the Department come together to organise a four-day event during which scholars presented their research findings to colleagues. There were 39 presentations produced by scholars and practitioners from a range of different countries and areas within Education. Ten papers are included in this proceedings volume.

The conference provided a supportive and collaborative environment for scholars to discuss their research with their peers. This acted as a forum for individuals to learn from each other whilst sharing their own insights into what it means to design and carry out research. Similarly, the publication process for these proceedings was intended to support academic growth. Every presenter was given the opportunity to submit a manuscript for the conference proceedings. Through a blind review process, each author received feedback from two peer-reviewers. This was supported by workshops on writing and reviewing for publication. Our aim was to make the review and editing process a learning opportunity for authors by working with an editorial team. We hope that everyone benefitted from the experiences of presenting, writing, and reviewing, making them more confident and accomplished authors.

It is important to acknowledge the dedication of our delegates, not only to their studies, but also to their desire to improve Education. The contributions by the authors in the following proceedings, and from all who presented at the conference, reflect their commitment to "Imagining Better Education" for learners. Major themes of the featured papers include intercultural education, attainment, and teacher effectiveness. The breadth of coverage reflects the extent of educational research, with the efforts of our delegate community continuing in this endeavour by shaping policy and practice for the future. In this way, these proceedings build a legacy of scholarly contribution for the Education and its scholars. I would like to express my gratitude to all of the authors in contributing their papers for publication in the Imagining Better Education 2020 Conference Proceedings. They provide a fascinating insight into how we can imagine, and strive for, better education for all.

Katie Allen

Imagining Better Education Conference Proceedings 2020

Nothing to lose? Imagining better educational opportunities for young people experiencing pervasive loss

Dr Vicky Butterby

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Acknowledgements: This paper is based on findings from my PhD, which was generously sponsored by Ustinov College, Durham University and the Ustinov Foundation. I was supervised by Professor Roger Smith and Dr Hannah King and examined by Professor Laura Caulfield and Professor Graham Towl.

Nothing to lose? Imagining better educational opportunities for young people experiencing pervasive loss

This paper introduces some findings from my PhD research with young people (Meaby, 2019), which used O'Neill's (2002) ethnomimesis (a fusion of ethnography, art and storytelling) to explore and construct a grounded theory (Charmaz, 2014) of pervasive loss in the lives of young people who have been socially, culturally and/or economically marginalised within society. In this paper, I explore young people's loss of educational opportunity as a particular concern, including how educational exclusion, marginalisation and isolation operated as both a generator and sustainer of loss in young people's lives. I conclude by sharing some 'loss-informed' practices for practitioners and policy makers, developed through my work with young people and practitioners (Meaby, 2019). These practical suggestions can be defined as examples of 'hopeful praxis' (ETF, 2018), as they have the potential to support the transformation of our educational spaces for marginalised young people; from places of disconnection into places of hope, connection and community.

Keywords: pervasive loss; educational marginalisation; hopeful praxis; young people

Nothing to lose? Imagining better educational opportunities for young people experiencing pervasive loss

Introduction

The purpose of this paper is twofold. Firstly, I will share some findings from my PhD research with young people (yp), particularly in relation to yp's accounts of their educational experiences and the losses they incurred as a result of their exclusion from, or marginalisation within, mainstream education. Secondly, I invite you to consider how we, as practitioners and as educational researchers, might draw upon what yp are telling us to not only imagine better education, but to proactively facilitate better educational opportunities for *all* yp, including those experiencing pervasive loss. By working collaboratively with yp and by sharing knowledges across organisational boundaries, I suggest that we can work towards developing a hopeful praxis (ETF, 2018) within our educational spaces; a praxis that offers effective support for yp and that seeks to alleviate (rather than compound) the losses they face.

My thesis focused specifically on loss in the lives of yp who offend. During the course of fieldwork however, I worked with yp across different settings (including a specialist youth club, two art clubs, a Study Programme (SP) and two Youth Offending Teams (YOT)). In total I worked with 48 yp aged between 10 and 19 from two Local Authority areas in Northern England. Yp who participated in the research were predominantly from white, working class backgrounds and many also had special educational needs and disabilities (SEND) and/or speech, language and communication difficulties (SpLC). Some yp I worked with had current or previous involvement with YOT and/or anti-social behaviour (ASB) services, others did not. What each young person I worked with had in common was that they were all marginalised (educationally, socio-economically, or both), with extremely limited social or cultural capital (Reay, 2012) to effect change upon an education system that discriminated against them.

This paper draws upon the experiences of the yp I met and worked with during research. The stories yp shared with me (through their spoken words and through their own visual representations of their experiences) have shaped my own understanding of loss, and helped me reflect upon my professional practice, as a teacher and as a researcher. The yp and practitioners I worked with have supported me to understand how services can work together to embed 'loss-informed practices' (Meaby, 2019) that have the potential to support yp's full

and active engagement in education. These young-person-centred practices encourage us to work collaboratively, to ‘always listen’ and to ‘always ask why’ (Manchester Youth Justice Partnership, 2018). Such practices may help us to minimise the destructive impact of loss in yp’s lives, as we support them to ‘make meaning’ (Neimeyer and Stewart, 1998) from their experiences in ways that are less likely to result in them being drawn into, or further compounded within, the criminal justice system.

Using ethno-mimesis to construct my grounded theory of loss in young people’s lives

During research, I drew predominantly on two methodological approaches, both of which felt epistemologically fitting for my work with yp. Charmaz’s (2014) 'Constructed Grounded Theory’ provided me with a methodological framework for my research, whilst O’Neill’s (2002) ‘ethno-mimesis’ equipped me with a constellation of creative approaches for fieldwork and analysis.

Constructed Grounded Theory advocates for inductive research methods and approaches that help you build your theory from the ground up. This is achieved through an ongoing relationship between fieldwork and analysis, and ‘constant comparison’ (Charmaz, 2014, p. 132) of data until a point of saturation is reached. This iterative approach helped me work flexibly with yp, adjusting my methods according to their specific needs and circumstances. Early analysis also meant I was also able to adjust the specificities of my research, helping me reflect on my findings and continually develop my understanding about the effect and impact of loss in yp’s lives, including how loss affected and contributed towards yp’s educational marginalisation.

In order to explore and understand yp’s experiences, I used ethno-mimesis (O’Neill, 2002). Ethno-mimesis can be understood as a fusion of arts-based work, storytelling and ethnography, designed to support research participants to actively engage in the research process as they both present and re-present (through the process of creative engagement) their stories. Ethno-mimetic approaches played an important role during fieldwork and analysis, both for yp and for myself as a researcher. Such approaches helped yp explore their experiences of loss from their own perspectives, in their own time and in ways that felt meaningful and significant for them. In this sense, it was the process rather than the product that was most significant, as engagement in low stakes creative activities helped yp not only to tell their stories but also to ‘make meaning’ (Neimeyer, Klass and Dennis, 2014) from their experiences. During analysis,

I also found that my own creative engagement (often through the re-presentation of written fieldnotes through cartoons and drawings) supported me to make connections between, and draw themes from, multiple data sets (e.g., from fieldnotes, yp's art works and stories, practitioner accounts) and garner fresh insight into how loss was affecting yp's trajectories.

As well as working with yp, I also interviewed and spent time observing practitioners; helping me understand how they assessed yp and how support for yp experiencing loss was determined and accessed. Finally, I analysed case documentation from the two YOTs and from the SP, helping me identify trends or patterns in yp's experiences, including how they were documented by educators and by youth justice practitioners. To safeguard identities, pseudonyms were created for yp, practitioners and research locations. This was one of many important ethical considerations (please see Meaby, 2019, p.129-136 for further details), which were especially important due to the sensitive nature of the research and the participant demographic. Ethical clearance was provided by Durham University prior to fieldwork, and ethical considerations were regularly reviewed and discussed with yp, with practitioners and with my supervisors over the course of the research.

Defining loss

Literature exploring loss as bereavement is relatively prevalent (see for example, McCoyd and Ambler Walter's (2016) helpful organisation of loss literature into four broad categories: task based; stage based; task and stage based and postmodern loss theory). 'Loss' beyond bereavement however is a complicated idea that is not easily conceptualised. As I began to explore loss and listen to and reflect upon yp's accounts, several questions arose: Can you lose something you've never had? Can you grieve for someone or something you've never known? Is a loss regained still a loss? Can loss be a good thing, or is it always experienced in the negative? I am not the first person to ask these questions, but literature that moves beyond an exploration of loss and grief through bereavement is scarce (Thompson and Doka, 2017; Vaswani, 2015; Thompson and Neimeyer, 2014; Thompson, 2002 and Doka, 1989 are notable exceptions). There are also extremely limited examples of research where yp share their stories of loss from their own perspectives, especially regarding losses other than bereavements. Like the researchers above, loss as I define it includes, but extends beyond, bereavement; determined and defined by yp, by practitioners working with yp and via my own understanding and analysis of their accounts (Meaby, 2019).

Developing intersectional understandings of young people's losses, a gap in the literature

So how might yp's educational marginalisation be understood as, and in relation to, loss? Although loss may arguably be described as a universal phenomenon (Murray, 2016), research highlights that it is not experienced equally by all yp (Harris and Bordere, 2016). Social and economic marginalisation and widening health inequalities mean that yp from areas of socio-economic deprivation are more likely than their more affluent peers to experience multiple bereavements (Shaw et al., 2008; Shaw, 1999). They are also more likely to witness and experience community violence (especially those living in urban areas) and/or become a victim of crime (Kersten et al., 2017; Valentine, 2001). Marginalised yp are also more likely to be excluded from their schools and communities, with school exclusion and custody rates significantly higher for black and ethnic minority (BAME) yp and yp with SEND than for other yp (Graham et al., 2019; Kulz, 2017; Laming, 2016; Gregory and Brian, 2011; Berridge et al., 2001). Drastic cuts to youth services and austerity measures in the UK over recent years have left many yp devoid of the support and opportunities they may once have had access to through youth work and other charitable organisations (Mason, 2015), including support to remain in mainstream education.

An understanding of the disproportionate way that loss operates, and how systematic inequalities create and compound loss, reveals that marginalised yp are more likely to experience pervasive and multiple losses, yet less likely to possess the social and cultural capital to be able to acquire and access high quality support and guidance (Deuchar and Bhopal, 2017). This combination, in lieu of other protective factors, may also contribute towards yp's engagement in offending or ASB, as remaining in high quality, meaningful education is regularly cited as a protective factor against offending (YJB, 2014; 2005; Berridge, 2001). If yp are marginalised from education, they may search for meaningful connections and a sense of belonging elsewhere (Meaby, 2019; Macdonald and Marsh, 2005). Inequality therefore both generates and sustains loss (Thompson and Cox, 2017), creating a 'ripple effect' (Meaby, 2019:262) if yp's experiences and needs are not properly understood.

Supporting young people through loss, a 'troubled history between research and practice'

As well as a lack of research that seeks to understand yp's experiences of loss, another complication arises for educators in relation to best practices for support. There are conflicting theories and viewpoints regarding grief intervention, creating confusion about effective modes of support (Murray, 2016). In 2011, Hester and Taylor described 'a troubled history between research and practice' in relation to bereavement support for yp known to YOTs. These complexities can sometimes lead to inaction and a propensity to refer onto specialist agencies such as Child and Adolescent Mental Health Services (CAMHS) or other counselling services, rather than proactively supporting yp experiencing loss at their point of need. Similar attitudes were found in my own work, with a penchant for 'referring on' as practitioners felt they lacked expertise to effectively support YP (Meaby, 2019). This is concerning, as it is often educationally marginalised yp and those connected with services such as YOTs who are in the greatest need of support. Access to specialist services can also be extremely difficult, with lengthy waiting lists and many referrals rejected by CAMHS (Crenna-Jennings and Hutchinson, 2020). Yp may also be reluctant to attend specialist counselling services, preferring to draw upon relationships built with practitioners they see regularly (for example, teachers; learning support assistants or YOT workers) (McCoyd and Ambler-Walter, 2016; Vaswani et al., 2016; Vaswani, 2014).

Mapping young people's losses

The losses yp experienced in my study were complex and enmeshed, including loss of opportunity (to participate in meaningful education and/or pro-social hobbies and activities within their communities); loss of agency (a form of loss that particularly affected 'looked after children'(LAC)); and loss of childhood (through yp's exposure to community and domestic violence and/or as a result of unrecognised and unsupported caring responsibilities). In many accounts shared by yp and through the artworks they generated, an overwhelming desire for connection was also articulated; a desire that at times facilitated yp's engagement in offending and/or ASB. The diagram below is inspired by my PhD findings (Meaby, 2019), outlining the three forms of loss that were particularly prevalent in YP's lives, and emphasising how unanswered questions and identity (re)construction stemming from loss intensified yp's need for connection. As in Maynard and Stewart's (2017) critical framework for wellbeing, yp's losses (including their coping strategies, responses and grieving processes) were underpinned

by structural and social inequalities. Although the specific focus of this article relates to yp's educational losses, it is important to understand how such losses do not exist in silos but are situated within a socio-cultural climate that disproportionately affects marginalised yp.

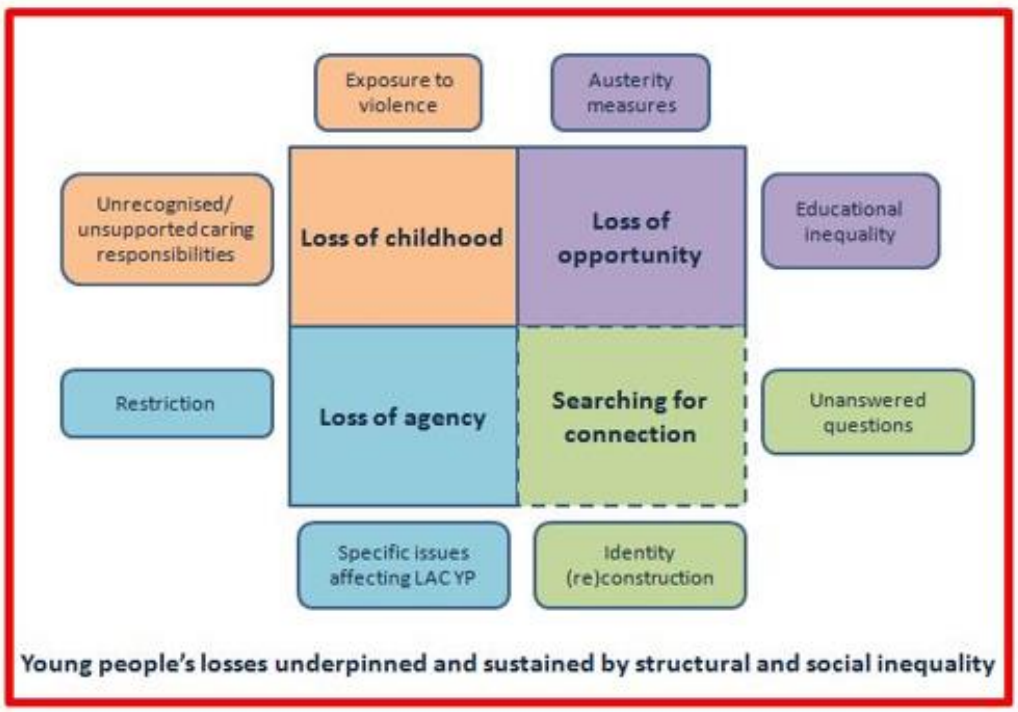

Figure 1: Mapping young people's losses (diagram based on findings from Meaby, 2019).

Loss of educational opportunity; a cause for concern

The six vignettes below highlight some of the different educational losses experienced by yp, and illustrate how social and structural inequalities underpin and sustain these losses (as illustrated in Figure 1 above).

Logan (aged 17)

Logan attended Peasetown's SP. She had completed secondary education but moved schools multiple times as her family moved in and out of the area. Logan's mother suffered from agoraphobia, so Logan took on a caring role for her younger siblings, ensuring they were washed, fed and taken to school. Logan often reported feeling tired and she was regularly late to class. During lessons Logan would oscillate between engagement and loud outbursts, leading to other learners describing her as 'immature'. Despite acknowledgement from her teachers that Logan 'had a lot on at home', she was asked to leave the SP, with the Manager describing her as 'rude and never in'. Logan felt her exclusion was unfair and she asked repeatedly to come back. Her requests were denied and Logan became NEET (not in education, employment or training).

Michael (aged 12)

Michael had recently become a LAC young person and was being fostered in Peasetown. Prior to being fostered, Michael had attended a specialist emotional, social and behavioural difficulties (ESBD) school. He was excluded from the ESBD school in year 5, and spent year 6 out of education entirely, which he described as 'good' because 'nobody came out looking' for him. Whilst out of education, Michael described spending time driving around in cars with older boys and camping out on the hills. Michael reported that he enjoyed being in a new (ESBD specialist) school as he mostly liked his lessons, but that he struggled with the rules and missed the excitement of his life before care.

Carly (aged 14)

Carly was a LAC young person. A survivor of domestic violence within her family home, and of rape following her move into care within a different local authority, Carly had been moved to a children's home in Peasetown. Carly had initially attended one of Peasetown's Academy schools, where she repeatedly got into trouble for 'flipping tables' and refusing to wear the school uniform because it was 'too tight' and she felt she 'couldn't breathe'. Carly's placement in the Academy broke down and she was instructed to return to her home area each day (40 miles away) for her education.

Lewis (aged 15)

Lewis was a high achiever and talented athlete who was in mainstream education when he came into contact with Adlerville YOT. Lewis was able to remain at his school, but was placed in isolation during break and lunchtimes, and banned from participating in afterschool activities other than inter-school athletics competitions. Lewis stated that he was 'grateful' not to be 'excluded on top of having a [criminal] record', but reported finding the restrictions difficult, as it was hard for him to 'forget about what happened and get a fresh start'.

Brianna (aged 16)

Brianna's family were well known to Local Authority services; in Brianna's words, she had 'done them all'. Brianna's family relationships were tumultuous, especially with her mother, who had alcohol, substance misuse and mental health issues. Brianna had completed mainstream education, but her attendance was poor and she was often placed in isolation as a result of her challenging behaviour. In Year 11, Brianna was isolated for three months as an alternative to permanent exclusion (the local pupil referral unit was full, and the Local Authority had a zero exclusions policy at the time). Brianna was also banned from completing her work experience at a local equine centre, something she had been looking forward to. Brianna did not get the GCSE grades she needed to study at college so attended Peasetown's SP instead. Brianna disclosed she had previously been prescribed medication for ADHD but could no longer take this due to her substance misuse. Brianna also worried that she was dyslexic and she was found to be borderline when screened at the SP (extra support was recommended but did not materialise). As time passed on the SP, Brianna became increasingly disengaged until eventually, she stopped attending completely. During this time, Brianna's involvement in offending and ASB escalated, with staff worried that she would 'seek attention at any cost'.

Shaun (aged 16)

Shaun was an LGBT young person from Peasetown. He had been removed from mainstream school and educated via 1:1 tuition following a fight with another young person who had been homophobic towards him. Shaun explained that he had been bullied in school for a long time, and that his 'anger issues' got the better of him. Shaun said he felt 'ashamed' of his behaviour and he saw his exclusion as 'fair' because he was 'naughty'. Shaun attended Peasetown's SP but struggled with the work, explaining he found it difficult to concentrate and that he felt stupid because he couldn't 'tell the time or tie his [shoe]laces.'

The vignettes above reveal the plethora of educational losses yp experienced. These losses were often 'disenfranchised' (Doka, 2002), with yp held responsible for their educational marginalisation due to their 'challenging' or 'attention seeking' behaviour (Meaby, 2018). Such views fail to understand the impact of structural inequality and marginalised yp's 'bounded agency' (Evans, 2007) in relation to the nature and mode of their educational engagement. The ripple effect of loss was also rarely acknowledged, with reactions and responses from educational institutions showing limited understanding of how yp's losses in other areas of their lives affected and impacted their educational engagement. The educational

marginalisation of yp (through their exclusion, isolation, suggested move to elective home education, restrictive/part-time timetables or restricted access to everyday teaching, learning and social activities) often generated further, 'secondary losses' (McCoyd and Ambler-Walter, 2016) for yp, including loss of friendships, loss of further educational opportunities (for example, to pursue their preferred college course), difficulties securing employment or, in some instances, deeper involvement with ASB or offending. Young people seldom reported having the opportunity to talk about the losses they had experienced, and (judging from their accounts), were rarely consulted regarding the support they felt they required to remain actively engaged in education.

Why are we failing our most vulnerable yp?

Loss of education really halted yp's progress, and at times, drew them into offending or ASB as they sought connection elsewhere. This was particularly noticeable when yp had SEND and/ or SpLC, plus lack of support from a caring and trusted pro-social adult. It is noted in the literature that yp with SpLC and SEND are more likely to experience a loss of high quality, meaningful education than their peers (Department for Education, 2019). They are also over-represented in youth justice services (Achievement for All, 2017), and it is estimated that between 60% - 90% of people in prison have SpLC difficulties (Bryan et al., 2015; Bryan, Freer and Furlong, 2007). These findings were reflected in my work with yp, with educational losses and difficulties securing employment acutely affecting yp with SpLC and SEND.

The images below were created during fieldwork, at an arts specialist youth club for yp on the autistic spectrum. We were creating an installation, with yp sharing memories, hopes and reflections about different aspects of their lives. One yp's memory of school was that they had been 'denied my future', another yp's memory of college was 'too many rejections'. Adrian, below, inserted himself into the installation, positioning his body to reflect his feelings about education.

Figure 2: Yp at a specialist youth club for yp on the autistic spectrum share their memories of school and college.

Yp with SpLC/SEND often require additional support to understand and process their experiences and emotional responses. Without pro-social support at home, yp's behaviour in their educational spaces may be perceived as challenging and anti-social, creating what could be described as a symbiotic relationship between loss and (further) educational marginalisation. Brianna and Sam's accounts during fieldwork (Meaby, 2018) below provide pertinent examples of this relationship in action.

> 'Social, drug and alcohol, what's it [called] again, family support, CAMHS, Barnardo's. [I've] done them all. Nothing changes and the teachers just think I'm a little bitch around school. They hated me.' Brianna, (aged 16).

> 'I'm not going to lie. I've got kicked off [education]. He [the tutor] thought he'd be a clever man and get up in my face, so I went, I went... I trashed the room so I got kicked out. I go from zero to a hundred in a nano second. It's my ADHD. He got in my face, so I got in his.' (Sam, aged 17).

Brianna and Sam's descriptions of their educational experiences, alongside the creative work and vignettes shared in this paper, bring into sharp focus the nature, scope and impact of educational loss. Yp's behaviour was rarely understood as expressions of 'grief in action'

(Butler, 2014), nor the impact of trauma upon their social and emotional development (Australian Childhood Foundation, 2010, p. 33). Instead, their stories revealed numerous lost opportunities for educational spaces to operate as places of care and connection for yp experiencing loss; a pertinent need for any young person, but especially important for those without support at home.

Education as a place of connection, hope and acceptance for yp experiencing loss

Whilst the accounts outlined above paint rather a bleak picture, my work with yp also uncovered glimmers of hopeful praxis (ETF, 2018), where yp were well-supported, their grief acknowledged, and its impact understood. Harriet, (aged 17) had experienced multiple and pervasive losses, including the death of her father, her mother's deteriorating physical and mental health and as a survivor of rape. When I asked Harriet about her experiences of education, she spoke warmly of her time with the Home and Hospital Teaching Service:

> 'I owe my life to those three women. One for hugs, one who is just so random and so funny and one who tells you like it is. They looked after me when I had no one else.'

Harriet described how her teachers provided her with a 'sanctuary' at school, as well as encouraging her to 'express her emotions through art'. Harriet described her artwork as:

> 'A kind of therapy because it helped me escape dwelling on what's happened but also acknowledge it happened and to show that in my art'

Harriet had pursued her passion for art and was studying Art and Photography at A-Level when we met. When I asked her to share one piece of advice for educators, like so many other yp I worked with, Harriet emphasised the importance of listening:

> 'Listen and don't give up on people. Give us a bit of space, a safe place, somewhere quiet [to] collect our thoughts'.

Liam (aged 16) described how being part of a local SP had helped him feel settled and accepted in education:

> 'It's different to school. You can get a cup of tea, wear your own clothes and that. You get tret like you mean something. I used to be naughty in school but I like it [at college].'

Graham (aged 18), a young person on the autistic spectrum, also spoke warmly of his time at college, and how he felt he could be his real self:

> 'College is good 'cus I can express myself and show my true identity and that… the real me!'

The examples from Graham, Harriet and Liam (taken from Meaby, 2018), show that listening to yp really makes a difference, and that small but significant changes in our practice can transform educational spaces into places of hope, sanctuary and connection for yp experiencing loss. Below I outline some strategies for embedding loss-informed practices, strategies drawn from and developed in response to the stories yp and practitioners shared during research.

Developing loss-informed practices in our educational spaces

As we navigate the global pandemic that is Covid-19 and the 'epidemic of grief' (Marsh, 2020) it has left in its wake, embedding loss-informed practices within our educational spaces feels more pertinent than ever before. The recommendations below are designed to be straightforward to implement, proactively helping yp at their point of need and growing their repertoire of pro-social coping strategies. In some instances, yp will still require specialist support from CAMHS or other specialist services. Nevertheless, by embedding loss-informed practices within our everyday work, yp may be less likely to feel that their losses are disenfranchised (Doka, 2002) and that nobody is listening to them. Such approaches may also help yp build meaningful relationships and connections within education, lessening the need to make meaning from loss in more destructive or damaging ways.

1. **Provide space and opportunity for yp to tell and retell their stories.** This will support them to develop a coherent narrative of their experiences that is 'age and stage appropriate' (McCoyd and Ambler-Walter, 2016). This is especially important for yp during transition (for example, from school to college or between educational institutions). Not all yp will want to talk directly about their experiences, but it is important to let them know that the opportunity is always there.
2. **Enable the facilitation of close, supportive relationships between yp and pro-social adults**, for example a mentor, youth worker or yourself. This is especially important for yp who do not have access to such relationships at home or in their communities.

3. **Provide opportunities for yp to represent and (re)present their experiences through creative expression.** By embedding creative activities within our teaching and learning design, we open up opportunities for yp to express themselves, helping them make meaning from loss and supporting them to share what they may not be able to say aloud.
4. **Continue to develop trauma-informed approaches within education**. Trauma-informed approaches advocate moving away from 'psychologically harmful' responses to yp's behaviour that further marginalises them (for instance through isolation, exclusion, reduced contact with peers, subject specialist teaching or access to everyday educational routines). Instead, a climate should be established where practitioners and learners feel 'valued, safe and supported' and where yp are provided with strategies to help them overcome the challenges they face (Centre for Mental Health, 2020, p.14).
5. **Continue to strengthen links between education and other key services for yp**, including community mental health services, youth justice, youth work and social work. These links provide excellent opportunities for knowledge exchange, with practitioners from different disciplines sharing their expertise and guidance.
6. **Develop closer working practices between services that are supporting the same yp.** Collaborative approaches to care that place yp at the centre enable the development of proactive, co-created support.
7. **Improve access to SEND screening and support, including screening for SpLC difficulties.** This is pertinent not just in education, but in other spaces too, such as youth justice and social services.
8. **Embed SpLC and emotional literacy work across the curriculum.** This work is critical within education to support yp to identify and communicate their feelings. Building yp's emotional literacy and communication skills (and allowing them to practise these skills in a safe and supportive environment) may also help reduce challenging and disruptive behaviours within education, as yp become equipped with alternative modes of expression.

These loss-informed practices help put into action some of the changes yp are asking for. Such practices may also prevent yp from becoming caught up in a cycle of referral, where stories are repeated, yet meaningful support fails to manifest. Whilst further research and exploration into the effectiveness of this hopeful, loss-informed educational praxis is required, my overarching

hope is that these recommendations will support us to dismantle some of the current educational inequalities that marginalised young people face, so we can begin to break down the model of interlocking losses described in Figure 1 (loss of childhood, agency and opportunity). There is always hope in education, and through the caring and trusting relationships we are privileged to build with yp, as educators we are well equipped to support those experiencing pervasive loss to find connection, care and an unconditional sense of belonging within our educational spaces.

Conclusion

This paper has explored some of the complexities of loss as it manifests within the lives of marginalised yp, particularly in relation to the damaging impact of educational marginalisation as a creator and sustainer of loss. Yp's accounts, through their stories and through their creative work, have highlighted the unequal and discriminatory nature of educational loss, stipulating the importance for educators to develop intersectional understandings of yp's experiences. Such understandings include revising traditional behaviour management strategies (particularly isolation and exclusion), responses that may further marginalise those who are most in need of inclusion and acceptance.

Loss of opportunity to access high quality, meaningful education had a profound effect upon the yp I met, causing feelings of failure, frustration and disconnection. These feelings tended to stay with yp, affecting their engagement in further education and ingraining beliefs that they were too 'naughty', 'thick' or 'hated' to learn (Meaby, 2019). The removal of yp from education (or their marginalisation within it) also created a ripple effect of further losses, including loss of friends, loss of routine, loss of future educational or employment opportunities and loss of support and pro-social guidance (particularly for yp with chaotic and disruptive home lives). Such losses encouraged yp to seek connection and belonging elsewhere, including, for some, through their engagement in offending and/or ASB. Educationally marginalised yp with SpLC and/or SEND who did not have access to pro-social relationships with caring and trusted adults in their homes and local communities were found to be particularly vulnerable, manipulated by the promise of relationships, belonging and the production of opportunity that could be found through crime.

Education has a vital role to play in supporting yp through loss. As educators, our regular contact with yp enables us opportunities to build and develop respectful and trusting

relationships and promote a safe and inclusive climate for learning that encourages dialogue and creative expression. Being listened to and taken seriously were viewed by many yp I worked with as the two most important things adults could do to support them. Embedding loss-informed practices within our teaching and learning spaces can help us meet these requests, as we create spaces for stories to be shared; facilitate creative engagement; co-create support; share expertise across services; develop understandings of the impact of trauma; support yp to develop and practise their communication and emotional literacy skills. If we are willing to truly listen to what yp have to say, if we trust in our expertise and our ability to provide (or proactively source) effective support for yp, if we find ways to work in partnership with yp that avoid their educational marginalisation, then, as Harriet, Liam and Graham's accounts attest, our educational spaces can become places of hope and sanctity for all.

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The Trouble with Poetry: Teachers' perceptions on poetry teaching and learning in the secondary classroom

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The Trouble with Poetry: Teachers' perceptions on poetry teaching and learning in the secondary classroom

Poetry plays an important role in the subject of English in secondary schools. Not only does poetry create the opportunity to learn about playing with language, but it also allows students to familiarise themselves with the cultural heritage of the British Isles. However, in societies that are becoming increasingly multicultural and where societal and technological innovations are constantly being made, it begs the question of whether the current poetry curriculum in Key Stage 4 is still appropriate and engaging for students. One recurring problem that seems to arise is that the taught poems lack relevance for learners. Anthology poems are predominantly written by male poets from the literary canon in pre-twentieth century, which leads to an alienation of the language of poetry for learners and teachers (Dressman and Faust, 2014). Poetry has become a part of English that is focused on critical analyses, and which includes very little room for creative thought and dialogue to the point where it becomes like 'a mathematical equation', as argued by Xerri (2016, p. 1). Although teachers are willing to include a broader range of contemporary and multicultural poetry, they often feel limited by the pressure of the curriculum and assessment and time. However, there are possibilities for poetry to be made more enjoyable and inclusive for students and teachers. Four teacher interviews and a variety of empirical studies on poetry teaching (such as, McGuinn, 2014; Xerri, 2016; Benton, 2000; Myhill and Wilson, 2013) provide insights into how poetry can be made more appropriate for the learner of today as well as providing information on the trouble that educators have with teaching poetry.

Keywords: creativity; assessment; poetry education; engagement; GCSE English

The Trouble with Poetry: Teachers' perceptions on poetry teaching and learning in the secondary classroom

Introduction

Poetry has been one of the most troublesome parts of English teaching and learning over the years (McGuinn, 2014). McGuinn (2014) notes that teachers face many difficulties in engaging and motivating their students to read, analyse and discuss poetry, and often students leave school with a strong dislike towards it. This does not mean it should not be taught. Poetry offers a wide array of skills, such as critical thinking and analytical skills, but also dialogic and creative skills. Poetry is of great value in the English classroom, from both a literary and a language point of view. Furthermore, poetry has the ability to allow for a deeper understanding of culture, it is a vehicle for self-reflection and self-expression, and it is one of the more liberating aspects of the subject of English. Some of the issues with poetry teaching and learning will be explored through the means of literature and four teacher perspectives on the troubles they face in poetry teaching and learning, with additional insight into how these teachers manage and overcome these problems.

Poetry goes beyond the reading of written text on a page; it allows the reader and listener to create images, and it is performed with gestures and sounds (Gordon, 2004). Gestures, sound, imagery and text are all 'modes' that connect to poetry. Jewitt and Kress (2010) applied the term 'multimodality' to the various modes through which people communicate. Poetry can be communicated through multimodal approaches too, as poems can be performed, illustrated and envisioned through the use of imagery (Locke, 2010). A multimodal approach to poetry teaching and learning can provide learners with a broader and more in-depth understanding of the various meanings that can be linked to a poem.

In addition to multimodality, poetry can be read in different contexts too, allowing for a wide variety of interpretations. Myhill and Wilson (2013) regard poetry as a non-binary part of English, as it is open to interpretation and does not have one unique meaning. However, poetry often carries many meanings depending on the individual's experience and understanding. In the current educational climate, which focuses primarily on the GCSE assessment, existing interpretations and analyses that allow for successful grades are emphasised. On the one hand, there appears to be a struggle within the teaching and learning of poetry as poems are seen as

an artful component of English, and on the other hand, as Dressman and Faust (2014) argue, poems are often subject to formalist processes of analysis, such as unpicking techniques and reading in set contexts. In a system that looks primarily from a binary point of view of 'right' or 'wrong' outcomes (Myhill and Wilson, 2013), the creative and explorative aspects of poetry struggle to survive.

Making meaning through poetry

Poetry in the classroom has the potential to create space for creativity, dialogue, critical thought, analyses, self-expression and self-reflection of the learner's place in and with the world through the medium of the word (McGuinn and Stevens, 2004). The wide variety of purposes that poetry can have in the classroom leads to the ability for poetry to be utilised in various forms or 'modes'. For example, poetry can be experienced through listening, vocalising, illustrating, interpreting and reading (Locke, 2010). Poetry is not bound to the language techniques and the vocabulary on the page. On the contrary, it is a vehicle for expressing the self through a variety of modes (Locke, 2010). Gordon (2004) adds that it is performed by playing with language through gesture and sound. Consequently, poetry has the potential to go beyond looking at how the poet presents themes and enables students to explore meaning making from a multimodal perspective (Gordon, 2004). Poetry offers an approach to language learning from a different angle; one where learners can play with communicating their understanding of words on a page as well as expressing themselves and reflecting on their experiences (Callaghan et al., 2018). Learners have the potential to become more proficient in various language modes by exploring the ways through which meaning can be made with poetry.

Engaging in language play through the use of multimodal practices has a positive effect on creativity and criticality in the classroom (Kress, 2010). Kress and Bezemer (2015) argue that creativity is in every sign that is made, as well as in each utterance, gesture and word written on a page. Furthermore, innovation is a valuable component of the concept of creativity, and is often seen as one of the 'core elements' of fostering creativity, alongside imagination, making connections and interrogation (James et al., 2019). Engaging in multimodal practices allows for students to engage with these core elements of creativity. For example, when students perform a poem, they are making their own meaning through the poem and using their imagination. They are adapting the mode of text to the mode of talk, presenting their own

interpretations through intonation and vocal expression. Subsequently, they are engaging in an act of creativity (Kress and Bezemer, 2015). By using a multimodal approach to engage learners in the creative process of interpreting texts in a variety of ways, learners can make meaning and engage critically with language and question how language is presented. Additionally, learners become more aware of the ways in which they can express themselves through language and the various modes of communication and expression they can use to achieve this.

The teaching and learning of poetry seems to have more to do with communication, expression and reflection than it has with analysing specific language techniques and unpicking the poem (Xerri, 2016). Myhill and Wilson (2013) regard poetry as a non-binary part of English, as it is open to interpretation and does not have one unique meaning. Conversely, it often carries many meanings depending on the individual's experience and understanding. On the one hand, the multiple meanings connected to poems and the various modes in which a poem can be expressed allows for creativity. On the other hand, it makes poetry more difficult to teach in a binary assessment-driven curriculum (Myhill and Wilson, 2013). In the current educational climate, which focuses primarily on the GCSE assessment, existing interpretations and analyses that allow for successful grades are emphasised.

Experiencing the poem: to decode or discuss

Students are often asked to read poems as though they are deciphering a complicated mathematical equation (Xerri, 2016). Students look up words and phrases in poems for poetic techniques, and with these, solve the poems' meanings as though they were puzzles. Benton (2000) notes that poems are often prescriptive, and the poems are crammed into the curriculum, which leaves little time to explore further and more relevant poems to the classroom. Similarly, Snapper (2015) argues that poems become objects from which to 'extract data' (p. 31), rather than poems to explore. In Benton's study (2000), 50% of teachers thought there was too little room to explore poetry in a meaningful way. Xerri (2014) argues that the routine of reproducing existing meanings of poems is almost mechanic. Although Benton's (2000) study was conducted twenty years ago, the curriculum has yet to invite a more creative and innovative approach to poetry teaching and learning. Poetry often lacks in relevance for students where there is a need for poetry to come to life (Stevens and McGuinn, 2004).

Steele (2014) mentions that the value of poetry is in the words being 'lifted off the page' (p. 19). Through presenting poetry using various modes, such as visual or oral modes, the poem is able to come to life, rather than being subjected to words on a page. Steele (2014) further argues that poetry should not feel like a prison of set meanings, but rather like a text to listen to and to play with. Subsequently, due to the lack in relevance of many poems, students will be more inclined to regurgitate existing answers instead of finding innovative ways of reading and seeing poetry. McGuinn (2014) points out that learners do not always understand their own answers to questions on poetry because they are reproducing what the teacher has told them, in the hope it will get them a high mark. This 'pressure-cooker' system (Perriman et al., 2011) for learning poetry deprives learners of reading poetry as a form of art, and often shows poetry in a distant and mechanical light that tends to lack in engagement with poetry and lack of understanding of the value of it too.

Alongside exam pressures, students and teachers often worry about time, as both Benton (2000) and Dymoke (2001) argue. Although teachers are willing to include poetry writing in the upper key stages, this is often lacking due to the pressure on completing the assessment materials (Dymoke, 2001). Hennessy and McNamara (2011) explored student input and subjectivity in poetry lessons. They found that 53.5% of students were never asked to engage with a poem in a subjective manner (Hennesey and McNamara, 2011). Furthermore, these students mentioned that they were often 'just told' what a poem meant, rather than making meaning themselves (Hennessy and McNamara, 2011, p. 213). In a sense, the teacher is holding the students by the hand to ensure that they have all the necessary information to pass the exam in the shortest time possible.

Methods

For the purpose of this study, a case study design has been used with a phenomenographic approach in order to analyse four teacher interviews. This allows for an exploratory approach towards current issues with poetry, and emphasises the teachers' points of view in the interviews (Feldon and Tofel-Grehl, 2018). The interviews were semi-structured to allow the teachers to offer their own views on the value and the teaching and learning of poetry. The findings showed that teachers often struggle with the way poetry is taught in Key Stage 4. The themes of 'time', 'assessment' and 'creativity' were recurring concepts that teachers struggled with in the teaching and learning of poetry. The troubles with poetry are discussed by teachers,

and all teachers see the value of poetry. In the interviews they discuss their methods of engaging learners as well as the constraints felt due to the curriculum and the focus of the current education system on assessment.

The interviews included predominantly 'how' and 'why' questions, to allow for the teachers to share their knowledge, understanding and experience. A case study method with a phenomenographic approach was found to be most fitting (Yin, 2014; Feldon and Tofel-Grehl, 2018). Feldon and Tofel-Grehl (2018) argue that phenomenography is a successful way of constructing an understanding between experience and personal meaning. The interview questions are semi-structured to allow for discussion on both experience and personal meaning. Additionally, Yin (2014) mentions that research with a focus on the present lends itself well to a case study approach. Subsequently, a combination of these two research styles was chosen for the purpose of this study. These interviews focus on current teaching practice with regard to poetry in Key Stage 4 and are part of a wider study that includes surveys and observations.

Four teachers with each a unique point of view regarding the teaching and learning of poetry were chosen, so as to provide a deeper insightfulness into problems and resilience in poetry lessons. The interview outcomes offer the teachers' personal views and their attitudes and perceptions of poetry in the secondary classroom. The first teacher is a teacher from The Netherlands. In this country, teachers are not bound by poetry anthologies and although it is advised to teach three different literary components, it is the teacher's and the school's choice whether to teach poetry or not. This teacher is positive about poetry teaching and learning and finds it a valuable component to English due to the space for creativity and criticality as well as for learners to play with words and extend their understanding of English language and their vocabulary.

The other three teachers are from two comprehensive schools in the North East of England; these teachers all see the value of teaching and learning poetry in the secondary school classroom. Teacher 2 teaches predominantly year 9 and finds the opportunity that poetry has for engaging in discussion particularly valuable. This teacher uses discussion in groups or as a whole class extensively to create relevance and understanding of the poem for the learners. Additionally, this teacher uses poetry as a tool for understanding themes in other literary texts, such as the theme of good and evil in the novel. Teacher 3 teaches Key Stage 4 (years 10 and 11), and although the focus is predominantly on assessment, this teacher aims to include creativity throughout the lesson as well as using poems to expand learners' vocabulary.

Furthermore, Teacher 3 emphasises the value of making poetry relatable to the learner. Teacher 4 includes extensive group work in the lessons and aims for creative thought throughout the poetry sessions. This teacher values poetry writing to stimulate creativity, but also feels that there is limited time to include writing. Teacher 4 worries that students do not understand the value of creativity due to the focus on assessment.

Findings: Teachers' perceptions

The interviews highlighted five themes. Namely, assessment; time; creativity; engagement; and emotion. For the purpose of this paper, the focus will be on creativity, and assessment, with some mention of time as it has strong links to assessment pressure. Teacher 1 has most freedom in their teaching methods and is able to include various creative writing components, which emphasise language play, as part of poetry teaching and learning. Furthermore, this includes the use of a variety of modes, such as talk, listening, imagery, writing and reading. One of the methods for learning to play with language, which for these learners is a second language, was cut-up poetry. The student cuts up words from a newspaper or magazine and re-orders them to form new meanings (Burroughs, 1961). This activity was introduced to the students as a group project. Teacher 1 mentioned that cut-up poetry activities *'quietened the critical voice for a while'* and gave *'them something concrete to do.'* Cut-up poetry allowed the students to perform their poem, to create an image with the use of text and allowed for discussion or 'talk' about the poems that were created.

The teacher felt this exercise was valuable because it teaches the students that poetry is not only about *'having a pre-formed idea and then setting it down, but also about discovering what you think or associate, by describing, by banging together a load of language and see what comes out of it.'* The value of cut-up poetry lies with playing with language, rather than focus on techniques, meanings and interpretations: *'I wanted them to experience playing with language, rather than with expressing themselves, which is this idea that people automatically have about [poetry].'* Teacher 1 explains the value here of writing poetry and creating something concrete. The trouble with the English curriculum is that due to the pressure on learning the anthology poems and studying unseen poetry, there tends to be little time for exploring language play through poetry writing. Furthermore, poetry writing plays no role in the exam and is therefore often excluded from lessons due to pressure and time constraints.

All interviewed teachers acknowledged the value of creativity in the classroom, and all aimed to include creative teaching and learning, which allows students to problem-solve, rather than providing them with pre-existing answers (Newton, 2014). Teacher 2 said that creativity was *'being able to step away from the confines of structure and having their own ideas and some freedom with the subject.'* Teacher 2 commented that *'it is in the sort of rule book of the exam that they do have to be creative.*' Although teachers understand the value of creativity and the need for it and examiners applaud creativity in assessment, the problem that arises is that creativity is not clearly defined anywhere in the curriculum (DfE, 2014). The concept 'creativity' only gets one mention in the English curriculum, so although teachers do feel the need to include it, creative learning is often moved to the backseat. Teacher 4 said students are *'not proud of being creative'*, and mentioned that *'it's probably to do with how they perceive creativity and who they think should be creative and I think actually our kids don't see the value in that.*' This teacher mentioned a few times that students do not grasp the value of creativity in life due to the focus on *'the end goal'*, rather than on the process.

All teachers stated that poetry is a subject that lends itself well to creativity as it plays with language and allows for the development of students' voices (Kim, 2017) as well as exploring experiences and emotions of the self and others (Tempest, 2020). Teacher 3 noted that poetry is a *'convinced way of being creative'*, because *'when you write poetry or when you appreciate poetry you do notice that every word counts.*' This teacher also mentioned that '*the only problem is at GCSE there's no real call to write a poem.'* This lack in poetry writing in the upper years of secondary school could be seen in the surveys too, where most students mention that the last time they wrote a poem was in year 6 or 7. Although there is little to no poetry writing in Key Stage 4, it seems that there is still opportunity for creative thought and dialogue in the classroom. Teacher 2 complemented this notion by saying that they think *'poems stimulate excellent class discussions; I've had some excellent discussions over poetry as well.'*

Teacher 4 stated that *'unless they choose to take a creative subject to GCSE by the time they get to year 9, most of them aren't doing any creative things in their curriculum at all.'* Furthermore, the teacher commented that *'poetry would be such a lovely way to get them to explore that and to build up the confidence for them to share kind of their own creative ideas and (...) talk about how they feel about things.'* This teacher argued throughout the interview for poetry as one of the few creative aspects in Key Stage 4 that is compulsory for all students. Although the teachers see the benefit of creativity, Teacher 4 worried about students' understanding and appreciation of creativity:

> *I wonder how valuable children see creativity as. […] and again it's understandable but I think we're so focused on this end product, you know, 'Get your GCSE', 'Get a job'. […] It's almost machine-like and I think perhaps being creative is not a skill that we encourage in them so although they can (…) recognise that poetry is creative, they don't then necessarily make that next step, which is to see that being creative is a good thing.*

Students cannot fully engage creatively when they do not understand the value of this concept, or understand what creativity means in itself. Teacher 4 commented at the end that after this interview she:

> *would really like to think about […] this idea of being creative. […] I think I've become very guilty of kind of going through the motions of the anthology poetry and not really thinking about how I'm teaching it. And I think for next year, what I'd maybe like to try to do is just think of ways I can be creative within the constraints of the curriculum. I think it's not the ideal environment to be creative within to be honest, but there's definitely got to be ways of doing it so I really do want to think more about that and try to come up with some strategies.*

This shows an awareness of the value that creativity has in the classroom for teachers, particularly with respect to poetry. Furthermore, once the teacher had taken time to consider the value and purpose of creativity in combination with poetry, they engaged in the thought process of how creativity could be included in the poetry classroom. The interview with Teacher 4 showed there was little to no support for using creative teaching and learning practises in the classroom concerning poetry teaching and learning. Assessment, time and creativity seem to be themes that are currently working against each other rather than with each other to create a purposeful and enjoyable classroom environment.

Discussion

Poetry is a troubled part of English, which has equal links to both the arts and English. Poetry tends to lend itself well to discussion and dialogue; the teachers have also mentioned this in the interviews. Poetry is subject to a multimodal approach for making meaning. Through the modes of talk, text, imagery, gestures and signs, poetry can be brought to life and 'lifted off the page' (Gordon, 2004; Steele, 2014). However, poetry is more often associated with specific analyses

and reproducing the teachers' analyses in the classroom, causing poetry to become mechanical, rather than an opportunity for creative expression and reflection (Xerri, 2017). This causes the value of poetry for students to decrease and allows for less contribution of original ideas, and more spoon-fed behaviour (Hennessy and McNamara, 2011). Poetry can be seen as one of the most difficult aspects of English to teach in a curriculum that focuses heavily on assessment; however, the teachers in the interviews show that it is not impossible to include dialogue and discussion in the poetry classroom. For instance, teachers are able to engage in thought-provoking discussions with students, and by allowing students to discuss poems in groups, it allows for dialogue to happen.

Teachers face issues due to time constraints, a lack of emphasis on creativity and the heavy focus on assessment. However, all teachers agreed that poetry is an important aspect of English as it allows students to engage in discussion, to empathise and to experience language through playing with it as well as exploring varieties of meanings and interpretations and extending vocabulary. Teachers all remarked that there is very little room for poetry writing, even though they would all like to see more of this. Although there are many problems with teaching and learning poetry in the current educational climate, which is driven towards a binary assessment format that primarily focuses on right and wrong (Myhill and Wilson, 2013), it is clear that poetry can play a vital and purposeful part of English if it is given the chance.

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Professional Habitus, Gender and Nursing Education in Lebanon and the UK

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Professional Habitus, Gender and Nursing Education in Lebanon and the UK

This research explores how Lebanese and British nurses describe and delineate nursing education and the role of gender within the nursing profession, using a comparative perspective.

In an effort to illuminate the intricacies related to gender, a sociological approach is used in this study utilising Bourdieusian concepts of habitus, field and capital. This qualitative study explores nursing education and the meaning of gender in Lebanon and the UK. To capture the meaning of gender, a highly culturally-bound term, the researcher conducted 20 semi-structured interviews in each country and 3 focus group meetings in Lebanon. Interviews and focus group meetings portray the meaning of gender for both male and female nurses and how it is influenced by cultural differences. The participants were professional nurses and nursing students with various age groups, years of experience and nursing specializations of both genders. The participants identified many gender characteristics that are advantageous for men in nursing such as physical power which can help them in heavy nurses' tasks, like lifting heavy patients. Other advantageous characteristics for female nurses were identified by some participants in the Lebanese culture, the female is not the primary bread-winner of the family, which gives her more flexibility for continuing education.

Keywords: nursing education; gender; emotional capital; Bourdieu

Professional Habitus, Gender and Nursing Education in Lebanon and the UK

Research context and rationale

The establishment of nursing as an academic and professional occupation spanned around an era from 1900 to 1990 before developing into an internationally standardised profession (Shields & Watson, 2007). Currently, both the nursing profession and healthcare are confronted with nursing shortage. A related challenge is the recruitment and retention of nurses to make a more diverse nursing population and to include a gender-balanced workforce.

Eliason (2017) asserts that nursing is an extremely gendered occupation. In Lebanon, there is discrimination equally in recruiting and endorsing the promotion of nurses to the disadvantage of female nurses (Tlaiss, 2013). Wilson et al. (2018) claims that the gender pay gap in nursing is even more intense than in other occupations such as teaching. Tlaiss (2013) argues that women are commonly underrepresented in healthcare management although they comprise the largest percentage of nurses, constituting 90% in the UK (Kellett, Gregory & Evans, 2014) and 79% in Lebanon (Alameddine, et al., 2017). Male nurses frequently occupy higher ranked jobs and are paid higher salaries even when they occupy the same jobs as their female counterparts (Mullan & Harrison, 2008; American Nurses Association, 2014; Carnevale & Priode, 2017).

Paradoxically, male nurses admit to more work-related stress and strain related to their nursing role than female nurses and that they face gender biases in various forms and the feeling of being rejected by different colleagues in the healthcare team (Chen, Fu, Li, Lou & Yu, 2012; Carnevale & Priode, 2017).

Gender is a multi-faceted construct in nursing (Flaskerud & Halloran, 2018). There are basically few studies that explore the meaning of gender in nursing using an interpretive approach. In 2004 and 2005, Huppatz (2009) conducted interviews with 39 Australian female nurses and social workers. Huppatz (2009) maintains that nurses perceive that their female gender is advantageous within the work field, specifically when administering care for female patients. This is equally true when the manager is a female. This is paradoxical with the fact that nursing is situated within a male-dominated healthcare field. Cottingham (2016) conducted in-depth interviews and audio diary recordings between 2012 and 2013 with 40 American male nurses. She recognized the presence of gaps in the theorizing of emotional capital as a concept. Emotional ability is easily confused with emotional expression, particularly in men. Simpson

(2009) establishes a strong connection between male bodies and emotional labour from interviews with male nurses. There was no comparative perspective in the existing studies, which are far from being recent. New studies do not exist in Middle Eastern or Arabic countries where cultural variations associated with the meaning of gender are evident as compared to Western or European contexts. Another drawback to these studies is that the participants were either exclusively men or exclusively women. This study addresses this gap by conducting interviews with both male and female nurses.

The need for this study and its significance

There is extensive research on nurses' satisfaction and on the nurse's working environment. Only very few interpretive studies have attempted to explore and highlight the meaning of gender in nursing (Cottingham, 2019), with the exception of quantitative measurements of wages and the use of other quantitative variables. And certainly, interpretive research associated with gender and professionalisation, which are of major concern to both nursing and healthcare, have been underestimated.

Studying gender within two different cultural contexts can clarify an extremely intricate construct such as gender (Sechiyama, 2013; Sumer, 2016; Cesari & Casanova, 2017). This study uses a comparative qualitative lens by conducting qualitative interviews and focus groups exploring the nurses' perceptions on the relationship of gender and nursing education.

The term gender itself is vastly attached to its contextual and cultural factors (Unger, 1979; Simpson, 2009; Carrera, DePalma & Lameiras, 2012; Mehta & Dementieva, 2017; Schudson, Beischel & Van Anders, 2019). The qualitative and interpretive approach portrays the interaction between contextual and cultural factors, and therefore is appropriate to study gender. A qualitative approach studies perception within the natural environment and recognizes the researcher's own interpretation of meaning entrenched with the participants' perceptions.

Comparative perspective

Comparative education has been defined in the literature in various ways. Phillips and Schweisfurth (2014) define comparative education as the study of any of the aspects of the educational experiences in two or more different environments in an effort to establish

inferences about the educational phenomena. Comparative education has the advantage of using a range of approaches. Edwards (1973) states that comparative education may use a diversity of approaches including qualitative and quantitative approaches. The methodology of comparative education depends on the aim of the study (Kandel, 1959). Gender is a highly complex and multi-faceted issue that can be researched through the use of interviews where the researcher can explore the participants' views and perspectives. An interpretive lens can also have a drawback as the researcher's perception may be mirrored within her own interpretations of the research. Being aware of this drawback is one of the basic elements that can minimise its impact on the research. As the researcher is aware of this drawback, she can minimise being overly involved with the study and keep a certain distance from the study itself.

Conceptual framework

Nursing from a Bourdieusian perspective and professional capital

Bourdieusian concepts of habitus, capital and field constitute a valuable framework to study nursing within the healthcare system and within the healthcare field. The habitus is a dynamic expression of previous familial experiences and present experiences and will affect the individual's behaviour and emotions. The field is a social context which has its own values and whereby it affects both socially acceptable as well as inacceptable behaviour and emotions. The capital is defined as resources which people activate and use in society in different fields (Collyer et al., 2015). The habitus and the field are in incessant interaction (Ward & McMurray, 2015).

Professional capital is used in this study to conceptualise nursing as a profession. Fullan, Rincón-Gallardo and Hargreaves (2015, p. 6) define professional capital as "the collective capacity of the profession and its responsibility for continuous improvement". Fullan et al. (2015), identify three components of professional capital, they are: human capital, social capital, and decisional capital which is the expansion of experience and professional decision-making skills to make more careful decisions. While Fullan et al. (2015) specify three components of professional capital, Bourdieusian theory of capital is more flexible and malleable to incorporate a large number of different capitals and resources such as social, symbolic, cultural and economic. Nursing for example has reduced decisional capital within the healthcare field as compared to medicine. Using Bourdieusian terms, nurses have a

minimal share of cultural, social, economic and symbolic capital, as compared with medical doctors in the healthcare field. One type of capital relevant to the caring professions is emotional capital.

Emotional capital

Collyer et al. (2015, p. 690) define capital as "the resources actors bring to social interactions or else to the products of those interactions." The term emotional capital was never used by Bourdieu and is ascribed by many authors (Reay, 2004; Zembylas, 2007; Ward & McMurray, 2015; Cottingham, 2016) to Nowotny (1981) who studied Austrian women.

Reay (2004) asserts that while Bourdieu never used the concept of emotional capital, Bourdieusian theory can be used to develop the concept, which can be indirectly inferred from Bourdieusian literature. Particularly, Reay (2004) cites Bourdieu (1998, p. 68) in his influential work "Practical reason" where he maintains that "This work falls more particularly to the women, who are responsible for maintaining relationships". Also, Bourdieu (1986, p. 25) emphasises the maternal free time influence on the transmission of cultural capital.

Emotional capital is a contested concept that was defined in several manners. While Zembylas (2007) delineates emotional capital as "emotional resources", Gendron (2017, p. 45) describes emotional capital as a "set of emotional competencies". Cottingham (2016, p. 451) defines emotional capital as "a form of cultural capital" establishing the definition on Bourdieusian theory. Emotional capital is described by Cottingham (2016) as a dynamic concept that implicates simultaneously a gender-neutral and feminine trait. Cottingham (2016) also segregates different concepts of emotional management, emotional practice and emotional capital which are often used interchangeably in the literature. By studying emotional capital through the use of diaries and interviews, Cottingham (2016) recognizes primary and secondary socialisation as sources of capital which illuminate the simultaneous demonstration of production and reproduction of the habitus and capital of Bourdieusian theory. Primary socialisation is related to the initial socialisation within the family while secondary socialisation is associated with educational and organisational foundations. The development of emotional capital and its operation in different fields in society is affected by the individuals' habitus, which is in perpetual interaction with social relationships (Cottingham, 2016).

According to Ward and McMurray (2015) emotional capital is not only a type of resource, it is a form of capital that represents our identity and directs our choice of occupation and our capacity for emotional labour. Emotional labour is a term originally researched at length

through interviews with cabin crews in the highly cited book by Hochschild (1983) "The Managed Heart" representing a set of emotions and feelings that are managed and traded in the occupational field for economic capital (Barry, Olekalns & Rees, 2018; Grandey & Sayre, 2019). Nursing is certainly one of the occupations that involves a significant exercise of emotional labour which is demanding on nurses. Male nurses, specifically may find emotional labour to be a task contradictory to their conventional manly societal image.

Vocational and professional habitus

Habitus is defined by Bourdieu (1990, p. 53) as "a system of durable, transposable dispositions, structured structures predisposed to function as structuring structures...". There is a continuous interaction between the habitus and the field. The gendered habitus is influenced by the gendered occupational space (Huppatz & Goodwin, 2013). The habitus is associated with familial and social dispositions. Building on the concept of habitus, Colley, James, Diment and Tedder (2003) expanded the concept to "vocational habitus" to elucidate an essential aspect of students' experience as they are socialised into a vocation.

Vocational habitus is defined as the act by which the learner develops a collection of traits and characteristics necessary to the vocational field and cultural context. A vocation or disciplinary field influences not only the learners' behaviour but also their standards, beliefs and emotions. This is specifically valid in caring vocations or professions such as nursing. Vocational or professional habitus develops the vocational identity and as important as emotional capital, which entails necessary emotions, standards and skills in emotional labour (Colley et al., 2003). "Professional habitus", a term used by Spence and Carter (2014) to study accounting firms, was not examined comprehensively in various professions. Similar to Fullan et al. (2015), Spence and Carter (2014), borrowed Bourdieu's theory to study professionalism by ascribing professional status to Bourdieusian concepts such as habitus and capital to become "professional habitus" and "professional capital". This leads to the aim of this study and the research questions.

The aim of this study and the research questions:

The study reported in this paper aimed to explore the role of gender in nursing education in a comparative perspective between Lebanon and the UK. It was guided by the following research questions:

Overarching research questions:

How do nursing students and nurses at different levels perceive gender in their nursing role in two different contexts: UK and Lebanon?

Research questions:

1. What is the image of nursing from the perspective of students and nurses in two different contexts: UK and Lebanon?
2. How do nursing students and nurses perceive emotional labour in their nursing role in two different contexts: UK and Lebanon?
3. How do the emotional capital and the professional habitus of nursing interact and affect each other within a gendered field such as nursing?

Methodology, research design and data collection progress

Methodology

In order to address the research questions, I chose a comparative qualitative approach to study the nurses' views of gender and nursing education. During the first stage of the research, a thorough literature review was conducted including databases, research articles and books where important keywords such as gender and nursing education were examined. This literature search guided the study in terms of available literature on gender and nursing education. The second stage involved the use of focus groups and one-to-one interviews. Focus groups and interviews were conducted with nursing students and professional nurses at all levels to capture their perception of the nurses' professional education and the image that nursing education attempts to publicize about the nursing profession. The participants are nursing students and professional nurses including clinical and academic staff with different levels of education ranging from a Bachelor's degree to a doctoral qualification. Their ages range from 18 years to 30 years (for students) and from 26 to 65 years (for professional nurses). The years of experience of professional nurses vary from 1 month to 39 years of experience.

Both male and female nurses were interviewed. They are nurses/nursing students from North Lebanon and the UK. The professional nurses from Lebanon work in a small hospital in different units of practice. Nurses from UK come from different hospitals in various areas of the UK. Convenience sampling, which is a non-probability sampling technique, was used in this study.

Gaining access to UK nurses was very difficult since nurses are overworked. Therefore, I shifted the method by which I was trying to gain access. Instead, I contacted nurses by email and suggested to do the interviews online outside duty hours, which was successful. Email addresses were gained from universities' websites. Focus groups and interviews were audio-recorded, accompanied by note-taking.

Research instruments

Two types of qualitative research tools were utilised in this research. The first type was focus group with five to eight participants in each group. The length of every focus group discussion was an average of one hour. According to Onweugbuzie et al. (2009), a good focus group discussion is normally between one to two hours.

In addition, semi-structured interviews were conducted; the duration of every semi-structured interview was an average of thirty minutes to 1 hour. Robson (2011) recommends interviews to be of at least thirty minutes in duration in order to be adequately inclusive.

Sampling

This study utilised convenience sampling which is non-probability sampling. Selection of the participants in this study mirrors the characteristic of the group selected. In this study, participants were selected based on Paik and Shahani-Denning (2017) definition of convenience sampling which is the sampling by which participants are selected because of practicality and feasibility of access. The sample in this study is not expected to be statistically representative of the population studied which is not the aim of this qualitative research. Also, neither qualitative research nor convenience sampling in this study aims at generalisability of research findings to other settings (Paik & Shahani-Denning, 2017). Qualitative samples are relatively small because of the detailed and comprehensive nature of qualitative research (Ritchie, Lewis & Elam, 2003) which applies to my study. Barbour (2008) argues that sampling in qualitative research reflects the variety that may be present within a population rather than aiming at the selection of a representative sample. This is a valid fact about this study. The use

of both qualitative interviews and focus groups in this study adds depth and accuracy to the collected data, leading to more rich and thorough information.

Qualitative interviews

For the purpose of this study, 58 participants were interviewed with nearly half of them in Lebanon and the other half in the UK. Directors of schools of nursing and hospitals in North Lebanon were contacted by personal visits for taking their approval to conduct the interviews and the focus groups on the premises of their institution with their students or nursing staff. In the UK, nurses were contacted directly using the email addresses accessed from universities websites. The purpose of the research was explained to the directors of the schools of nursing and the hospitals and to the participants. An information sheet was offered to the directors and discussed with them before they granted their approval. The interviewees were constituted of both genders and different levels of nursing staff and nursing students in order to capture a diversified array of perspectives. This provided a more comprehensive insight of the nurses' perspectives. The interviews and focus groups were conducted based on a set of pre-prepared open-ended questions. Before the interviews and the focus groups, an informed consent form and an information sheet were discussed with participants who were asked to sign the consent form after having read it. The interviews and focus groups were audio-recorded after approval of the participants and were transcribed for analysis.

Qualitative interviews are widely used in many disciplines and for different research aims. The importance of the interview in this study lies in its ability to convey the perspective of the participants. It captures their understandings and expresses their own words including hidden meanings, verbal and as non-verbal messages and highlighting meanings as they are constructed and expressed during an interview (Kvale, 2009). By definition, the interview is a "social situation", complex interaction between two people, each one of them bringing to the interview a diversity of characteristics that affect the interaction and marks the interview with a unique imprint influenced by gender, age and many other characteristics of both interviewer and interviewee (Alvesson, 2010, p. 12). The qualitative interviews in this study provide thick and rich information and communicates qualitative information far from quantification (Kvale, 2009). The researcher reconstructs the story of the interviewee into a reorganised form which is not identical with what the interviewee has verbalised during the interview (Finlay, 2014). There is always an element of reflexivity that is highly affected by the researcher's status, position, gender and relationship to the subject being studied among other characteristics. For

example, the interviewer in this study is a nurse who has been in the field for 30 years, this marks the study in a unique imprint. Although interviews, by definition, can provide instrumental voices to certain marginal or marginalised groups in society, there is always this power asymmetry in the interview process (Kvale, 2006). As in all interviews, the interviewer, by her mere position as an interviewer, has control over the conversation and the interview. After all, the interviewer initiates the interview, guides it and reconstructs its meaning and concludes it. The interviewee may be more of a passive recipient of directions by the interviewer. By merely being aware of this drawback, the researcher in this study can minimise the effect of this drawback. In spite of all these potential disadvantages of the interview, it remains a strong tool to explore and comprehend complex, sensitive and multifaceted issues such as gender (Lewis, 2003). Both focus group discussions and qualitative interviews were conducted in order to validate information and as a method of triangulation.

Focus groups

Focus groups are in synchrony with qualitative research in many ways (Vaughn, Schumm and Sinagub, 1996). Essential common assumptions are the acceptance of many realities and the influence of the rapport between the researcher and the participant. The focus groups in this study, like all focus groups, highlight the particularity of the in-depth findings within a specific population rather than generalisations of findings from one population to another. Although focus group minimised the researcher's chance of delving into the deep individual's perspectives, it provided an opportunity for the researcher to probe into the perceptions of less verbal members as they are encouraged to express their perceptions encouraged by other participants' self-disclosures (Lewis, 2003). Participants felt more comfortable sharing their experiences as the social desirability and the authority of the interviewer present in individual interviews is less dominant in focus groups (Vaughn, Schumm and Sinagub, 1996). As a consequence, the focus group offered the researcher an amalgam of the perspectives of the group rather than individual participants' opinions. They provided a great amount of information in less time when compared with the individual interviews. Another benefit is that focus group interviews facilitated the participants' formulation or modification of opinions as they listened to other participants' opinions and experiences (Vaughn et al., 1996). The focus groups require more advanced skills than other interviews as they mandate that the interviewer is more adept at managing group dynamics and focus group meetings limit the number of questions that can be addressed in a group setting (Robson, 2011). The size of the focus group is controversial. Morgan (1997) proposes a size between 6 to 10 participants with acceptable

variations depending on the topic. In this study the focus group meetings consisted of 5 to 8 participants in each group. Combining qualitative one-to-one interviews and focus group interviews has many advantages in this study.

As Morgan (1997) hypothesises, in comparison with individual interviews, focus groups in this study provided the advantage of facilitating the observation of interaction and communication among the participants. The researcher utilising focus groups in this study had the advantage of forming instant answers about debates and agreements among participants as an immediate consequence to the focus group instead of waiting for a lengthy analysis of the answers of participants as in the individual interviews. Focus groups utilised in this study did not aim at generalisations as Vaughn et al. (1996) argues. The disadvantage of the focus group is that more expertise and effort is needed on the part of the moderator in focus groups than it is required in individual interviews. Also, the focus group interviews gave less detailed information compared with individual interviews. However, focus groups produced a greater amount of information in less time which makes them more efficient. As Morgan (1997) emphasises, it is noted in this study that the advantage of the focus groups lies in its ability to capture the exchange of participants' experiences and perspectives rather than merely obtaining the opinions and attitudes of participants. Morgan (1997) postulates that focus groups and individual interviews can be used in a complementary fashion as a mode of triangulation.

Triangulation

Triangulation is defined as the use of several sources or methods of collection of information. Triangulation helps validate the reliability of information and data gathered in a research (Ritchie, 2003). Denzin and Lincoln (2008) emphasise that triangulation is a technique by which the research rigour and depth is increased. This combination of qualitative interviews and focus group interviews in this study helps to validate the comprehensiveness and the reliability of the research findings (Lewis, 2003). This combination is a strong tool to enrich the information collected about such a complex issue as gender.

Data collection progress

I have conducted 3 focus group meetings with nursing students in Lebanon. Two focus group meetings consisted of 5 participants in each group and the third consisted of 8 participants. I also conducted 40 semi-structured scoping interviews with 40 professional nurses and nursing

students in Lebanon and the UK. The interviews conducted in Lebanon were mostly face-to-face interviews while the interviews conducted in the UK were conducted online using Skype, Microsoft teams and similar online applications.

Data analysis

Data analysis has been guided by the five cycles delineated by Yin (2011). The cycles are: Compiling which is collecting information in a certain organization, seen as a type of database. Disassembling is separating the data into smaller parts. At this stage, labeling of data with codes may be done. Disassembling can be repeated many times such as in a trial-and-error phase for testing the codes and as part of the cyclical nature of data analysis which can be executed in a cyclical manner among phases. Analysis in this cycle is nonlinear and iterative in nature.

The next stage is interpreting, which is utilising the reassembled data to construct new meanings and interpretations. Finally, concluding is formulating conclusions out of the fourth stage which is the interpreting phase. The phases may be interwoven and overlapping among each other because of the cyclical nature of the process. Information gained in this study is analysed following the five cycles described by Yin (2011). Data is processed both manually and using an electronic software to avoid the risk of being too mechanical while using a software exclusively as cautioned by Yin (2011), as software overuse may need too much consideration to the software procedure and vocabulary, which may divert the attention of the researcher from the need to be more critical when analysing the data. To overcome this drawback, data will be processed both manually and electronically to limit the reliance over electronic data analysis.

Sample interview

Themes	**Professional Nursing Habitus**	**Nursing and Gender**	**Emotional Nursing Care**	**Organisation of the Nursing Profession**
Codes	Defining Characteristics of Nursing	Gender Characteristics of Nursing	Male Nurses and Emotional Nursing Care	Nursing Image in Lebanon (Positive/ Negative)

Themes	Professional Nursing Habitus	Nursing and Gender	Emotional Nursing Care	Organisation of the Nursing Profession
Codes	Nursing as Emotional Capital	Female Nurse Advantage	Female Nurses and Emotional Nursing Care	Nursing Curricula in Lebanon
Codes	Nursing as Gendered Habitus	Male Nurse Advantage	Role of Earlier Socialisation versus Nursing Socialisation	Unequal Work Opportunities for Nurses in Lebanon.
Codes		Female Nurse Disadvantage		Quality of Nursing Education in Lebanon is not Controlled
Codes				The Government Role in Nursing Professional Regulation

Conclusion

Gender is a highly dynamic concept, multi-faceted and intertwined with cultural and contextual elements. Qualitative and interpretive approaches are appropriate to highlight the contextual elements entrenched with gender. Focus group discussions especially triangulated with qualitative one-to-one interviews are valuable tools that can provide voices to participants.

One of the characteristics identified in this study as advantageous for men in nursing was physical power which can help them in bodily heavy nurses' activities, like lifting heavy patients.

In the Lebanese culture, another characteristic for female nurses was identified by some participants, that the female nurse, being not the primary bread-winner of the family, has more flexibility for continuing education than a male nurse. Interestingly, UK male nurses felt more concerned with this study than female nurses. More analysis is needed and will be done in the future.

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A Systematic Review of Evidence on the Best Ways to Disseminate Research Evidence to Teachers

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A Systematic Review of Evidence on the Best Ways to Disseminate Research Evidence to Teachers

This paper aims to present a systematic review of the best ways to disseminate research evidence to teachers. The study intentionally adopted a comprehensive search and broad inclusion criteria and identified 68,308 records published between 2000 and 2019 through a primary search consisting of some main databases such as British Education Index (BEI), Applied Social Sciences Index and Abstracts (ASSIA), Educational Resources Information Center (ERIC) and PsychINFO, and complementary search. After the screening, 25 studies were included in the synthesis, most of which were weak in terms of providing robust evidence. However, the study found that simply disseminating research evidence in a passive way like sending evidence-based materials to teachers via email was insufficient to get evidence into use. This review concludes that more research, particularly more large-scale randomised controlled trials (RCTs), on this topic needs to be undertaken to provide robust evidence on dissemination approaches.

Keywords: knowledge transfer; use of research evidence; dissemination of research; systematic review

A Systematic Review of Evidence on the Best Ways to Disseminate Research Evidence to Teachers

Introduction

Evidence-based practice (EBP) as a movement emerged in medicine in the 1990s and has considerably affected other fields, particularly education (Hammersley, 2001). This movement has gained growing interest over the past few decades, and now it is considered an international movement in education (Siddiqui, 2020). However, although evidence is a term frequently used in the literature, there is not yet any consensus about what counts as evidence (Sohn, 2017). Hence, it is necessary here to clarify exactly what is meant by the term evidence in the paper. Although researchers overwhelmingly accept that the term evidence refers to evidence derived from research (Sohn, 2017; Tseng, 2012), practitioners and policymakers are inclined to use a "wide spectrum of evidence" that may be based on opinions such as "public consultations" (Sohn, 2017, p.17). To avoid any possibility of confusion, this paper will therefore use the term research evidence to refer to evidence derived from research which is information collected by employing a variety of methods (Nutley et al., 2013; Sohn, 2017), and provides consistent findings widely accepted (Cooper & Levin, 2010).

Today, using research evidence in education is considered an essential factor, positively contributing to student achievement (Cook & Odom, 2013), which has led to growing emphasis on using research evidence in schools (Scott & McNeish, 2013). Specifically, using evidence in practice mainly contributes to organisational decision-making and teaching strategies adopted by teachers, showing what works in a particular context (Scott & McNeish, 2013). Although research evidence does not always directly improve schools in all circumstances, it can show what does not work, which is crucial to avoid applying ineffective strategies, wasting money and time (Gorard, 2020).

In the UK, the use of research evidence in schools is being encouraged to improve teaching quality, ultimately, students' learning outcomes (See et al., 2016). Teachers are expected to utilise research evidence in developing teaching strategies to be applied in the classroom (See et al., 2016). This has resulted in attempts to generate more robust evidence (Gorard et al., 2020), to facilitate the use of such evidence by users (See et al., 2016), and to make decisions about teaching approaches and strategies based on such evidence (Hollands et al., 2019).

Although what counts as good or robust evidence is controversial, most evidence-based models tend to accept that the best evidence is the one derived from high-quality research (Sohn, 2017), particularly employing well-designed meta-analysis, systematic review and randomised controlled trials (RCTs) (Bagshaw & Bellomo, 2003; Petticrew & Roberts, 2003). Consequently, many initiatives have been made to generate and disseminate research evidence such as the What Works Clearinghouse (WWC), the American Institutes for Research (AIR, www.air.org), the Evidence for Policy and Practice Information and Coordinating Centre (the EPPI-Centre), and the Education Endowment Foundation (EEF). Although many initiatives have been made to promote the use of research evidence by users (See et al., 2016), and even though there has been notable progress in conducting robust evaluations and generating more secure evidence (Gorard et al., 2020), the use of research evidence in schools is still limited (Dagenais et al., 2012; Segedin, 2017; Walker et al., 2019). For this reason, the issue of dissemination of research evidence has received considerable critical attention.

Now, there is a growing interest in effectively disseminating research evidence to facilitate the use of research evidence by teachers. Hence, there have been initiatives to summarise the existing research evidence and disseminate it better to get evidence into use. A notable example of this is the EEF (Education Endowment Foundation) pupil premium toolkit summarising research evidence with estimates of the impact, the strength of the evidence, and cost (See et al., 2016). However, although there has been significant progress in generating research evidence in some areas of the EBP movement, very little attention has been paid to generating good evidence on the effectiveness of dissemination methods (Gorard et al., 2020). Therefore, to contribute to the literature, the researcher's own doctoral research project attempted to review the existing evidence on the most effective ways of disseminating research evidence to teachers, which is the focus in this paper, and to evaluate a promising dissemination route in practice based on this review. In accordance with the purpose of the study, the research question addressed in this paper is:

What is the existing evidence on the most effective ways of disseminating research evidence to teachers?

Methodology

A systematic review was carried out to address the research question. A systematic review identifies the existing evidence regarding a specific topic by applying explicit methods, making

it more rigorous than the traditional review (Torgerson, 2003). In conducting the review, the researcher has benefited from the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) (PRISMA, n.d), books on systematic review (Gough et al., 2017; Torgerson, 2003), and researchers' views in this field.

Searching

The relevant literature was reviewed to identify the first keywords and understand how to use these words together to create search strings. On deciding on the initial search string, it was then tested in various databases and improved for each of them. Primarily, known studies were used to test the search, and this required adding new terms and using the 'Near' operator to broaden the search, which increased the number of records. Furthermore, using common keywords such as 'research,' 'evidence' and 'use' led to an inclusive search. In order to find as many relevant studies as possible, an inclusive search was intentionally adopted. One of the search strings developed after a series of improvements and tests can be seen in Table 1.

Table 1 - *Search string developed for ERIC*

((“Research knowledge” OR evidence) N/2 (use OR used OR using OR utilis* OR utiliz* OR uptak* OR transf* OR translat* OR modif* OR engag* OR summar* OR access* OR disseminat* OR mobilis* OR mobiliz* OR implement* OR present* OR bring* OR push* OR shar*)) OR (research N/1 (use OR used OR using OR utilis* OR utiliz* OR transf* OR translat* OR disseminat*)) OR (“evidence into practice” OR “research into practice”)
AND
facilitate* OR improv* OR promot* OR increas* OR develop* OR support* OR effective* OR better OR best OR strateg* OR pathway* OR intervention
AND
education OR school* OR college* OR classroom* OR teach* OR learn* OR educator* OR student* OR children OR pupil* OR achieve* OR attainment OR exam* OR attendance
NOT
health* OR dent* OR medic* OR nurses OR nursing OR clinic*

The studies were identified through primary and complementary searches. The primary search consisted of 10 main electronic databases and Google Scholar. The databases searched were as

follows: Applied Social Sciences Index and Abstracts (ASSIA), Australian Education Index (AEI), British Education Index (BEI), Educational Resources Information Center (ERIC), International Bibliography of the Social Sciences (IBSS), PsychINFO, ProQuest Dissertations & Theses Global, Scopus, Social Services Abstracts (SSA), and Social Science Citation Index (SSCI). As for the complementary search, a series of efforts were made to identify a wide range of both published and unpublished studies, such as contacting researchers and experts via email, citation tracking, searching journals and websites, and adding studies already found from previous work in the field. All searches for the 11 databases were undertaken by the author in February 2019, identifying 67,071 records. The number of records found from each database is shown in Table 2.

Table 2 - ***Number of records found in each database***

	Databases / Search Engine	Number of hits
1	Applied Social Sciences Index and Abstracts - ASSIA	2,262
2	Australian Education Index - AEI	1,717
3	British Education Index - BEI	457
4	Educational Resources Information Center - ERIC	9,477
5	International Bibliography of the Social Sciences - IBSS	5,607
6	PsychINFO	6,717
7	Scopus	13,888
8	ProQuest dissertations and theses global	15,087
9	Social Services Abstracts - SSA	1,090
10	Social Science Citation Index - SSCI	7,820
11	Google Scholar	2,949
	Total	67,071

Screening

The records from the databases were exported as a Research Information Systems (RIS) file into Mendeley to identify duplicate records, and this found 15,177 duplicate records. However, this type of software can delete records in error. Therefore, before and after exporting the records into Mendeley, the references of all the records were exported into Microsoft Word, and this created two reference lists. These two reference lists were compared, and 531 records were found to have been deleted which should not have been. These records were re-included for the screening process. Furthermore, 1,237 records identified by the complementary search were included in the screening process. Comprehensive selection criteria were used to include or exclude records, but the primary inclusion criteria adopted can be summarised as follows:

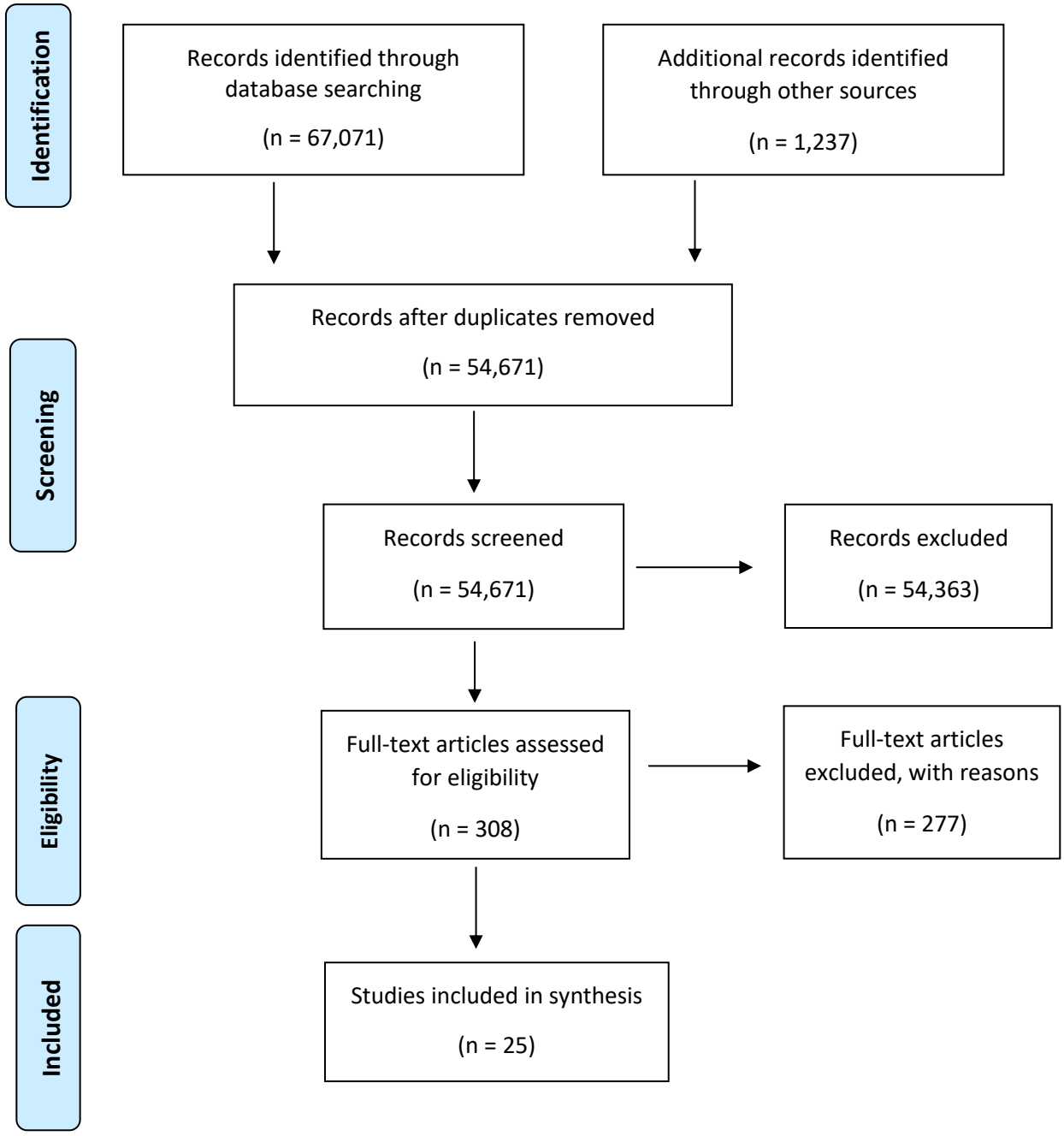
- Any literature (dissertations, articles, books, reports, papers etc.) based on disseminating research evidence to teachers from early childhood education, primary education and secondary education, including preservice teachers
- Experimental studies such as a randomised controlled trials, quasi-experimental, etc., or any evaluation studies conducting pre-post comparisons to test an intervention.
- Studies available in English
- Studies published between January 2000 – May 2019
- No restrictions on the location of the study

Those studies which did not meet the inclusion criteria were excluded. To minimise bias, a pilot screening was conducted with a second independent reviewer. Based on an expert view, randomly selected 2,750 reports' titles and abstracts were screened, respectively. Inter-rater reliability calculated for Cohen's kappa was 0.91, which shows very strong agreement between the reviewers (McHugh, 2012).

After the pilot screening, all records were screened by the author considering their titles and abstracts. Most of the records were excluded because they were irrelevant. The first screening identified 308 records. Of these 308 records, 25 met the inclusion criteria at the full-text screening. Figure 1 shows the movement of records throughout the screening process.

Figure 1

PRISMA flow diagram



Note. The PRISMA flow diagram shows the movement of records through the search and screening process (based on Moher, Liberati, Tetzlaff & Altman, 2009).

A 'sieve' approach by Gorard et al. (2017, p. 37), summarised in Table 3, was used to judge the quality of 25 records in terms of providing secure evidence.

Table 3

A 'sieve' to assist in the estimation of trustworthiness of descriptive work

Design	Scale	Dropout	Data quality	Other threats	Rating
Strong design for research question (RQ)	Large number of cases (per comparison group)	Minimal attrition, no evidence of impact on findings	Standardised, pre-specified, independent	No evidence of diffusion, demand or other threat	4
Good design for RQ	Medium number of cases (per comparison group)	Some attrition (or initial imbalance)	pre-specified, not standardised or not independent	Little evidence of diffusion, demand or other threat	3
Weak design for RQ	Small number of cases (per comparison group)	Moderate attrition (or initial imbalance)	Not pre-specified but valid in context	Evidence of diffusion demand or other threat	2
Very weak design for RQ	Very small number of cases (per comparison group)	High attrition (or initial imbalance)	Issues of validity or appropriateness	Strong indication of diffusion, or other threat	1
No consideration of design	A trivial scale of study, or unclear	Attrition huge or not reported	Poor reliability, too many outcomes, weak measures	No consideration of threats to validity	0

As shown in Table 4, most of the studies were ranked as weak in terms of providing secure evidence.

Table 4

Summary of evaluations ranked in terms of providing secure evidence

Research quality	Studies
4	Lord et al. (2017a); Lord et al. (2017b)
3	Rose et al. (2017); Wiggins et al. (2019)
2	Purper (2015); See et al. (2016); Ely et al. (2014); Ely et al. (2018); Clarke et al. (2011); Doabler et al. (2014); Walker et al. (2013)
1	Abbott et al. (2002); Lamarche (2016); Vaughn (2004); Learmond (2017); Kretlow et al. (2012); Schnorr (2013); Griggs et al. (2016); Speight et al. 2016); Maheady et al. (2004); Brown and Food (2018); Sawyer (2015); Ogunleye (2014); Kutash et al. (2009); Mady (2013)

Findings

In this paper, a narrative synthesis was employed to summarise the review findings. The routes to disseminate research evidence were divided in terms of their outstanding features into six approaches: passive approaches with or without active support, active single-component approaches, active multi-component, collaborative, technology-supported routes, and embedding evidence in the curriculum. However, it should be noted that this classification might be done differently by other researchers since there were overlapping interventions. A more comprehensive analysis will be presented in the researcher's own doctoral thesis.

Passive Approaches with or without Active Support

Two large-scale RCTs funded by EEF (Lord et al., 2017a; Lord et al., 2017b) provide high-quality evidence on passive approaches with or without active support. Lord et al. (2017a) investigated the impact of disseminating evidence-based resources and research summaries on pupils' Key Stage 2 English scores. The study involved 12,500 primary schools, randomly allocated to five groups of 2,500 (four intervention groups and one control group). There was no statistically significant difference between the five groups in terms of pupils' scores. In the second trial, involving 823 primary schools, 60 were randomly allocated to each of the nine intervention groups and 283 to the control. Lord et al. (2017b) examined the impact of four passive and five active interventions on pupils' Key Stage 2 English scores and teachers' use of research evidence. After the passive interventions, simply disseminating research evidence

as in the previous study, the active interventions involved additional support such as inviting teachers to one twilight Continuing Professional Development (CPD) session. However, none of the groups showed significant differences in terms of pupils' scores and teachers' use of research. Together, these studies indicate that there is a need for more than passive approaches to disseminate evidence.

On the other hand, lower quality evidence is provided by Lamarche (2016). This study evaluated a model, providing 24 teachers in seven schools with resources and training regarding promoting research evidence use in practice. The study found positive changes in teachers' attitudes towards research.

Active Single-component Approaches

In an RCT by Rose et al. (2017) in 119 schools, 60 were allocated to the treatment group and 59 to the control group, covering 5,462 pupils. Two evidence champions from each school attended workshops delivered by academics and discussed research evidence. The study found some positive changes in teachers' attitudes towards research evidence, but there was no evidence of impact on pupils' Key Stage 2 reading outcomes. In another RCT by Purper (2015), involving 96 teachers (48 randomised to each group), participants were given Professional Development (PD) training and information about five websites disseminating research evidence regarding early childhood education. The evaluation found more positive attitudes towards research among teachers, but there was no improvement in teachers' use of websites.

Learmond (2017) investigated the impact of an instructional coaching model about research-based instructional strategies on teachers' use of research. The intervention, involving 12 teachers, led to improvements in the use of research evidence by teachers.

Vaughn (2004) recruited 12 teachers and used mentoring to promote teachers use of research-based reading strategies. Out of 12 of these teachers, six were given training through PD, and these teachers worked as mentors to help other teachers in their schools. The study found a positive impact on teachers' use of research evidence.

Overall, these studies found mixed results and do not provide strong evidence that active single-component routes effectively disseminate research evidence to teachers.

Active Multi-component Interventions

In this approach, studies mostly involved PD or workshop training with follow-up support. Out of seven studies in this section, five found positive outcomes. Overall, however, the quality of evidence provided in this section may not be sufficient to lead to clear conclusions.

Wiggins et al. (2019) investigated the impact of an intervention based on supporting research leads from schools with CPD sessions, follow-meetings and resources, on student attainment using an RCT involving 40 secondary schools (20 randomised to each group). Headteachers, and English and mathematics subject leads were also supported through workshops. Students made little progress in English and mathematics compared with the control group. Another RCT by Walker et al. (2013) in 16 schools involved PD and follow-up coaching to improve explicit literacy instruction implementation. The study found that teachers improved their instructional behaviours. A similar intervention, PD with follow-up support coaching, was evaluated through a multiple-baseline-across-teachers design involving three teachers by Kretlow et al. (2012). The study found positive outcomes in teachers' instructional behaviours during mathematics instruction. Schnorr (2013) used multiple baselines across participants' designs involving nine teachers. Both workshop and coaching were used to train and support teachers about research evidence on reading. There was positive evidence of the impact on teachers' accurate use of research evidence. In a study by Maheady et al. (2004), preservice teachers were trained and supported through a workshop and with class assistance about a research-based program. Teachers implemented the program accurately, and students improved their weekly test performance.

On the other hand, Griggs et al. (2016) examined the impact of a programme consisting of four key components: 'audits' of school research interests; research symposia; twilight forums; and research brokerage on teachers' use of research evidence using one group pre-test and post-test design. The program was delivered through a research champion from each of the five participating schools. No significant differences were found after the intervention. Another one-group pretest-posttest design was used by Speight et al. (2016) to evaluate CPD training and direct consultant support on research evidence such as feedback. There were no improvements in the teachers' use of research, only some positive changes in attitudes.

Collaborative Approaches

Of the six studies in this section, five studies found positive outcomes. Similarly, however, these studies were weak in terms of providing secure evidence.

See et al. (2016) conducted a quasi-experimental study in nine treatment schools. Teachers were given a research article on feedback and supported with training to develop strategies and create three action research cycles. The study compared the treatment schools with other schools in the local authority and with all maintained schools nationally. The intervention made no difference to pupils' attainment compared with pupils in the comparison schools.

Brown and Food (2018) evaluated theories of action and toolkits in workshops. Teachers were supported in workshops and allowed to develop research-based interventions for their settings. Results indicated that the intervention helped teachers engage with research evidence successfully. A relatively similar study by Sawyer (2015) evaluated coaching to help teachers engage in research evidence to generate self-designed plans, using a multiple baseline design across four novice special education teachers. The study found that teachers successfully implemented their plans in the classroom.

A study by Ogunleye (2014) involved 60 teachers of pre-primary (30) and primary (30) schools and used a one-group pretest-posttest design. The intervention was a collaborative intervention programme based on micro-teaching, seminar and focus group discussion. They found positive changes in teachers' use of and attitudes to research evidence.

In a study by Abbott et al. (2002), researchers allowed teachers to participate actively in the process and generated useful materials for teachers based on research evidence about phonemic awareness. Then, teachers were given training and follow-up support. The study found that teachers received research evidence and implemented it accurately in practice, and students improved their literacy skills. In a similar study by Kutash et al. (2009), evidence-based strategies manuals developed by teachers (Duchnowski et al., 2006) were used. Teachers were given intensive training and an instructional consultant during the implementation. Overall, teachers' implementation and student outcomes were mixed, but students showed notable reading achievement progress.

Technology Supported Routes

Ely et al. (2014) implemented a multimedia-based approach. They used a modelling video and Content Acquisition Podcast (CAP), advanced podcasting to teach evidence-based vocabulary practices to preservice teachers. The study used an experimental study and involved 49 preservice teachers, randomly allocated to one of two treatment groups: CAP plus video (24) and reading (25). CAP plus video helped teachers to implement more evidence-based practices during instruction than simply reading. A more recent experimental study using a pretest, a

postinstruction test, and a post-simulation test, involving 22 preservice teachers, by Ely et al. (2018) adopted a classroom simulation created through a virtual mixed-reality application to enhance preservice teachers' knowledge about research evidence on reading. After the intervention, preservice teachers showed positive changes in their knowledge.

Mady (2013) focused on teachers' conceptual use of research and provided teachers with six research articles, including supporting guides and an online discussion forum to communicate with the researchers. After a pre-post questionnaire evaluation, teachers showed positive changes in their knowledge.

Evidence Embedded in Curriculum Plus Training

A randomised block design (64 classrooms with more than 1,300 students) conducted by Clarke et al. (2011) investigated the impact of the Early Learning in Mathematics (ELM) curriculum in which research evidence is embedded, on student attainment at risk in mathematics. Treatment teachers were given training with the curriculum. The study found that students at risk made notable progress compared with other students, which helped reduce the gap between students. During this trial, Doabler et al. (2014) conducted another evaluation using a total of 379 observations in 129 classrooms (68 intervention and 61 control) covering about 2,700 students from 46 schools. The study investigated the impact of the intervention on teachers' use of explicit mathematics instruction. The intervention group showed more positive results than the control group. Overall, there seems to be some evidence to indicate that embedding research evidence in the curriculum may work in practice. However, further and more large-scale trials need to be carried out to have more robust evidence.

Discussion and Conclusion

The purpose of the study was to review the existing evidence on the most effective ways to disseminate research evidence to teachers. The paper presents a rapid analysis of a systematic review conducted as a part of the researcher's doctoral research project. The review included 25 studies, most of which provided low-quality evidence on the dissemination routes. Furthermore, these 25 evaluations were based on different routes rather than one specific route, which provides only a few studies for each route. Given the limited number of studies per route and their quality of evidence, it can be said that making clear conclusions for each of the routes might be problematic. However, few conclusions on the routes can be drawn from the review.

The most secure evidence provided by two large-scale RCTs (Lord et al., 2017a; Lord et al., 2017b) on passive with or without active support routes showed that just simply disseminating research evidence has not been effective, which can be the most critical finding of this study. As for the promising ones, embedding evidence in the curriculum, technology-supported routes, collaborative or multi-component approaches can be relatively more promising approaches to disseminate research evidence compared with others, respectively. However, the term 'promising' here means promising for better evaluations, especially well-designed large-scale RCTs.

On the other hand, one interesting finding was about EEF-funded studies. All of the four best evaluations were funded by EEF (Lord et al., 2017a; Lord et al., 2017b; Rose et al., 2017; Wiggins et al., 2019). A possible explanation for this might be that large-scale RCTs may require a high-budget and longer time, which can be demanding for many researchers. However, in the main, EEF's interventions were not comprehensive, which can be explained with their sample size.

In conclusion, although there is no equally secure evidence for each of the routes, the study provides significant findings that researchers and practitioners should consider. Taking into account the secure evidence on passive approaches, it can be said that more active and comprehensive approaches should be preferred. Therefore, instead of wasting time and money on passive dissemination approaches, initiatives and evaluations should focus on more promising routes such as embedding evidence in the curriculum, technology-supported routes, collaborative or multi-component approaches, or new routes not tested yet.

The results of this review confirm that as Gorard et al. (2020) claim, little attention has been paid to different routes to disseminate research evidence. Therefore, the study suggests that further and more robust evaluations should be undertaken on dissemination routes. This review could be regarded as a basis for further evaluations and initiatives to get evidence into use.

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Sustainable Development Goals 2030 for Generation Z: Local Case Study from Sekolah Menengah Kejuruan (SMK) Telkom Bandung City, Indonesia

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Sustainable Development Goals 2030 for Generation Z: Local Case Study from Sekolah Menengah Kejuruan (SMK) Telkom Bandung City, Indonesia

This article discusses, principally from an Indonesian perspective, the Sustainable Development Goal (SDG) Target 4.7, as well as exploring promising practices in the realm of vocational secondary school for Education for Sustainable Development (ESD). In this context, the authors seek to understand the perceptions of Generation Z by conducting a case-based study in Telkom Bandung Vocational Secondary School. Data collection was limited to the "PATRIOT" program participants during the academic year of 2018 to 2019. An analysis was performed with the help of the three core conceptual dimensions of "Youth 4 Global Goals". Results revealed that students can hold positive attitudes about SDG Target 4.7. This allows us to better understand the nuances of how the students are learning and dealing with the particular challenges addressed by the ESD aspects of SDG 4.7.

Keywords: SDG Target 4.7; Education for Sustainable Development; vocational secondary schools.

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Introduction

This study addresses the current deficit in the empirical evidence on Education for Sustainable Development (ESD) in the context of vocational secondary schools. Prior studies (see e.g., Lubis, 2019 and Lubis, 2020) have discussed that Indonesia has applied the concept of ESD at many levels of societies and has an impact on all aspects of living, including culture and environment. However, while Indonesia has embraced the need for ESD to achieve "The 2030 Agenda for Sustainable Development Goals (SDGs)", only limited progress has been made on any level. This lack of progress stems from many sources. In some cases, a lack of vision or awareness has impeded progress. In others, it is a lack of policy or funding.

Meanwhile, it is widely understood that the 17 SDGs with the 169 associated targets and the 231 unique indicators have been created to track progress towards their realization (United Nations, 2020). Through the pledge to "Leave No One Behind", everyone is needed to reach these ambitious targets. In other words, the SDGs are a roadmap for humanity. They encompass almost every aspect of human and planetary wellbeing and, if met, will provide a stable and prosperous life for every person and ensure the health of the planet. The UN clearly stated that the 2030 Agenda identifies the areas in which urgent action is needed to ensure sustainable progress in human development. Among these, the employment of youth represents a priority area that is attracting growing attention. According to the latest UN estimates of the world's population, the global youth population – identified as individuals between the ages of 15 and 24 – is expected to total 1.2 billion in 2020, 1.29 billion in 2030, and almost 1.34 billion in 2050 (United Nations, 2020b). These projections suggest that the youth cohort in Eastern and South-eastern Asia are home to the fourth-largest number of the global youth population. In the 19 Eastern and South-eastern Asia countries, including Indonesia, the youth population is projected to total 303 million in 2030.

In Indonesia, the law defined youth as any citizen aged 16 to 30, stated in the Youth Law no.40/2009. Based on the 2019 National Socio-Economic survey (Biro Pusat Statistik, 2019), there are about 64.19 million youth or 25 percent of Indonesia's total population. Having such

a large number of young citizens means huge potential for the nation's development, particularly if all of them are equipped with various skills that can aid them in contributing significantly to achieve the SDGs. The ESD is most strongly highlighted in SDG Target 4.7.

As we enter the "decade of action" in 2020, it is abundantly clear there is a need for a faster and more ambitious response to SDGs, particularly in Indonesia where awareness of the SDGs amongst the youth is generally low. Given the importance of understanding students' perception of the sustainable development involved in the SDG Target 4.7, this case-based study investigates the perceptions of Generation Z students at Telkom Bandung Vocational Secondary School or "Sekolah Menengah Kejuruan Telkom Bandung" (SMK Telkom, Bandung). This vocational secondary school was chosen because of the circumstances surrounding its knowledge setting, namely the "PATRIOT" program. This program is intended to educate, so that all the students are fully engaged in a wide range of challenges, such as, when they wish to create innovative initiatives to address the burdens of environmental degradation, climate change, and climate-related disasters.

In this study, Gen Z students were investigated by using a self-assessment questionnaire survey. Data collection was limited to the students who participated in the "PATRIOT" program during the academic year of 2018 to 2019. This survey aimed to find ways of engaging Gen Z by determining how aware they are of the SDGs. An analysis was performed with the help of the three core conceptual dimensions of "Youth 4 Global Goals" delineated by the United Nations, which consists of: "Awareness", "Understanding" and "Action". Therefore, the research question that needs to be answered is "What are the students' overall awareness of, understanding towards, and the likelihood of action on sustainable development?"

Literature Review

"Sustainability" and "sustainable development" are extremely topical issues for modern society. The concept of "sustainability" was brought to the attention of humanity during the 20th century when the increasing development of some countries originated environmental concerns and stimulated humans to gain a deeper understanding of natural resources, their dynamics, and the impact of overexploitation.

The increasing awareness of the global dimension of environmental problems led the United Nations (UN) General Assembly to convene in 1972 the United Nations Conference on the Human Environment. The roots of the Stockholm Conference lie in a 1968 proposal from Sweden that the UN holds an international conference to examine environmental problems and identify those that required international cooperation to solve. The 1972 conference was attended by delegations from 114 governments. According to the list of participants, 18 delegates from Indonesia gathered at the Stockholm Conference (United Nations, 1972).

Different views and divisions between developed and developing countries began to emerge at the Stockholm Conference, which nevertheless produced a declaration containing 26 principles concerning the environment and development. The conference also produced the "Framework for Environmental Action," an action plan containing 109 specific recommendations related to human settlements, natural resource management, pollution, educational and social aspects of the environment, development, and international organizations (United Nations, 1972).

In 1987, the Brundtland Commission published the first volume of "Our Common Future," the organization's main report. This Brundtland Report established the fundamental definition of "sustainable development" (Brundtland & Khalid, 1987). According to this report, "sustainable development" is defined as "development that meets the needs of the present without compromising the ability of future generations to meet their own needs" (p. 41). A key element in the definition is the unity of environment and development. Since then, the publication of the Brundtland Report triggered public awareness of environmental issues and provided a widely acknowledged basis for discussing sustainability topics. The central goal is intergenerational equity, which implies fairness to coming generations.

Yet despite this, several different approaches can be found in the literature about the goals, strategies, and instruments of "sustainability" and "sustainable development". For example, Kidd (1992) argued about the different concepts of "sustainability", each of which has valid claims to validity, that a search for a single definition seems futile. Giddings et al. (2002) argued "sustainable development" is a contested concept, with theories shaped by people's and organizations' different worldviews, which in turn influence how issues are formulated and actions proposed.

Meanwhile, due to issues relating to "sustainability" being too big for individual member states to handle, in 1992 the UN Conference on Environment and Development (UNCED), also known as the Rio de Janeiro Earth Summit, the Rio Summit, the Rio Conference, and the Earth

Summit was convened by the UN in Rio de Janeiro from 3 to 14 June. The delegates attending the 1992 Rio "Earth Summit", as it was popularly called, accepted the massively detailed formulation of specific environmental plans called "Agenda 21", agreed to a non-legally binding authoritative statement of principles for a global consensus on the management, conservation, and "sustainable development" of all types of forests (United Nations, 1992). Following the Rio "Earth Summit", the UN established the Commission on Sustainable Development (CSD) in December 1992. The Commission is responsible for reviewing progress in the implementation of "Agenda 21" and the "Rio Declaration on Environment and Development".

In 2002, the Report of the World Summit on Sustainable Development, Johannesburg, South Africa, prescribes the need to "promote the integration of the three components of sustainable development – economic development, social development, and environmental protection – as interdependent and mutually reinforcing pillars" (United Nations, 2002, p.8). The need for "integration" of these pillars, and a "balanced and holistic approach" is emphasized (ibid, p.125). Although the "three-pillars" have become commonplace throughout the literature, they are not universal (see for example, Barbier, 1987; Brown et al., 1987; Cocklin, 1989; Giddings et al., 2002). According to Moldan et al. (2012), the origins of the "three-pillars" paradigm have been variously attributed to the Brundtland Report, Agenda 21, and the 2002 World Summit on Sustainable Development, yet in none of these documents is a clear framework or theoretical background made explicit.

For the Republic of Indonesia, the development dimension of SDGs is adopted as the main principle in Indonesia's development, namely the social, economic, environmental dimensions, and also emphasizes the addition of a pillar of justice and good governance (Bappenas, 2019). "The four pillars" are interlinked to each other and are related to 17 SDGs. In addition to this, there are some documents prepared for SDGs implementation, among others: Presidential Regulation and Minister for National Development Planning's Regulation, technical guidelines to develop an action plan, and SDGs dissemination to all stakeholders, all of which at national and sub-national levels.

Method

The "PATRIOT" program in which this study was conducted took place over a three day period before the start of the academic year at SMK Telkom, Bandung. This program is mandatory for all new students. A variety of events are held to orient and welcome new students during

this period. This program aims to introduce students to both the educational and social aspects. The term “PATRIOT” signifies a person who loves his or her country as well as a group that represents a wide array of social, economic, ethnic, and racial backgrounds. The goals of the “PATRIOT” program were to create student’s familiarity with the institution’s regulations and academic standards, acquaint the students with their classmates, and to learn about the other institutional members and that will help students succeed.

At the time when the study was conducted during the academic year of 2018 to 2019, the institutions had some initiatives related to ESD as a mention in its vision and mission statement. It also offered some specialized activities about “sustainable development”, such as, when they wish to create innovative initiatives to address the burdens of environmental degradation, climate change, and climate-related disasters. In this study, the authors’ point of view was initially inspired by the clear explanation from the UN regarding the “Youth 4 Global Goals” (Sustainable Development Goals, 2017).

As the context of the study focused on the Gen Z students’ sustainability consciousness, a self-assessment questionnaire was designed, as this is most useful for developing a good understanding of what the “sustainable development” model might mean in a particular context. The overall objective of the survey is to reach as many students as possible to inquire about Gen Zers’ perspective on the status of sustainability in their context, as well as their knowledge, acceptance, and expectations of the ESD. For this reason, the authors borrowed the three core conceptual dimensions of “Youth 4 Global Goals” delineated by the United Nations, which consists of: “Awareness”, “Understanding” and “Action”.

The survey items were translated into Bahasa Indonesian and received ethics approval from the school. Students were informed of the purpose of the survey and of the fact that their voluntary participation was not required in any way for their academic program. They were also informed that survey responses would be reported in an aggregated, anonymous format, and that their participation and responses would remain confidential. Participants were told that there was “no right or wrong answer”. They were provided with a return email address in case they had any questions or concerns. An invitation to complete the survey was sent online with the help of Google Forms to all 650 students (grade 11 and grade 12), enrolled in the “PATRIOT” program in the academic year 2018 and 2019. The final response rate was 50% (N=326).

For “Awareness”, the survey items began with “My knowledge of … is.” Likert scale choice options were: very low, low, high, very high. For “Understanding”, the survey items began with “I feel”. The corresponding items were: very untrue of me, untrue of me, true of me, very true of me. For “Action”, each item was preceded by “I will …” . The corresponding scale was: very unlikely, unlikely, likely, very likely. To minimize the acquiescence bias, each of the three scales began with its negative value, e.g., “very low”; “very untrue of me”; “very unlikely”. Likewise, the survey followed Garland’s (1991) recommendation to eliminate a midpoint (e.g., uncertain or unsure) to minimize social desirability bias or “respondents’ desires to please the interviewer or appear helpful or not be seen to give what they perceive to be a socially unacceptable answer” (p. 70).

Results

The results related to the research question are presented in three sections with one figure for each concept of “Awareness”, “Understanding” and “Action”. Each of the survey items reflects the keywords as stated in SDG Target 4.7: “human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and culture’s contribution to sustainable development.” Table 1 shows the survey items to address the research question: “What are the students’ overall awareness of, understanding towards, and the likelihood of action on sustainable development?”

Table 1. The Three Core Conceptual Dimensions of "Youth 4 Global Goals"

Conceptual Dimension	Survey items that reflect the keywords as stated in SDG Target 4.7
"Awareness"	My knowledge of … 1. the importance of human rights are … 2. the need for gender equality is… 3. the importance of promotion of a culture of peace and non-violence is… 4. the role of global citizenship is… 5. the need for appreciation of cultural diversity is … 6. how the local culture can contribute to sustainable development is …
"Understanding"	I feel … 1. that the human rights for SD is important. 2. that I need to do something for gender equality. 3. responsible for the promotion of a culture of peace and non-violence. 4. that the education of global citizenship is important. 5. that the appreciation of cultural diversity is necessary. 6. responsible to do something for my local culture which can contribute to sustainable development.
"Action"	I will … 1. try to use technology to promote knowledge of human rights. 2. act to do something on how to identify gender discrimination. 3. try to use technology for the promotion of a culture of peace and non-violence. 4. try to use technology to create a new circle of global friendship. 5. try to use technology to promote knowledge of cultural diversity. 6. act to create a partnership to promote my local culture which can contribute to sustainable development.

To create meaning for the readers, it is considered important to show the illustration of the summarized items, which are shown in Figure 1, Figure 2, and Figure 3. The clustered bar charts show the comparison across the Likert scale choice options.

Figure 1 presents the results of students' self-reported levels of awareness of SDG Target 4.7. Eighty-four percent of students reported either high or very high awareness of the need for gender equality. Similar levels (82%) were reported for the importance of human rights and the promotion of a culture of peace and non-violence as a driver of sustainable development and 78% reported awareness of the need for the appreciation of cultural diversity. On the opposite, a similar level (77%) reported low or very low awareness of the role of global

citizenship and on how the local culture can contribute to sustainable development. The overall average for the very high and high knowledge categories was 62%.

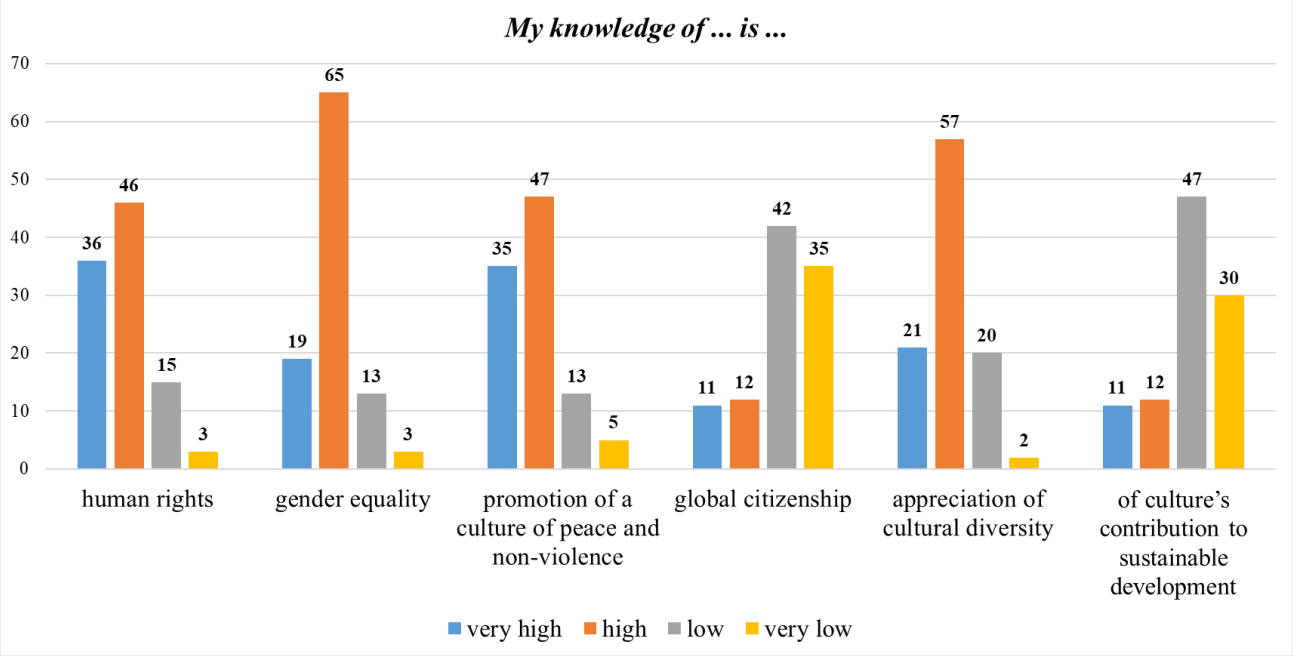

Figure 1. Overall results for "Awareness"

Figure 2 presents results related to SDG Target 4.7 students' understanding. Overall, the students' understanding was positive. The average for understanding in the very true, true category was 93%. Ninety-seven percent reported feeling that the education of global citizenship is important and 96% felt responsible for contributing to the sustainable development of their local culture. Ninety-five percent reported they felt responsible for the promotion of a culture of peace and non-violence and 94% reported a positive understanding of the importance of human rights as a driver of sustainable development. Eighty-eight percent of students reported that they need to do something for gender equality. Eighty-six percent of students reported feeling that the appreciation of cultural diversity is necessary for sustainable development.

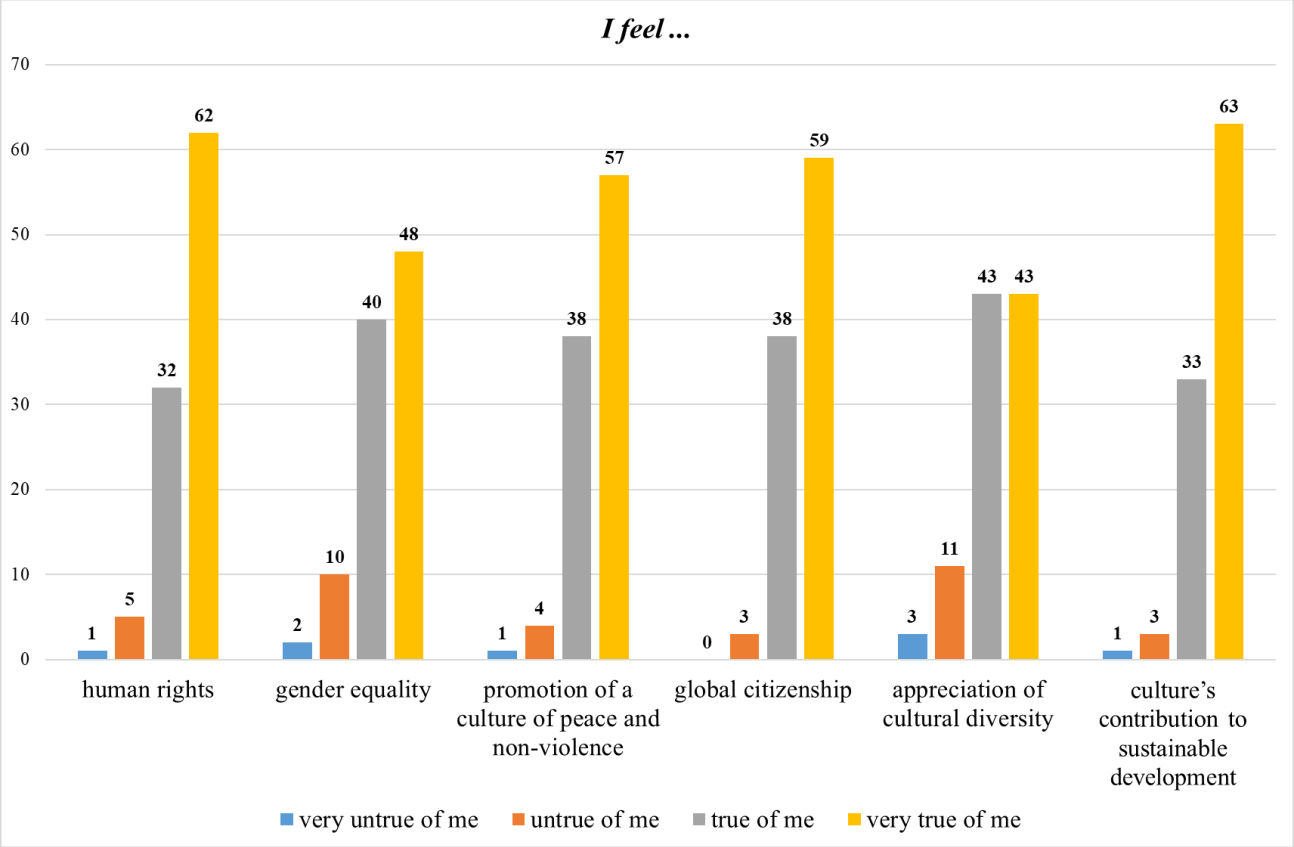

Figure 2. Overall results for "Understanding"

Figure 3 presents results related to students' perceived likelihood of action related to the SDG Target 4.7. Overall, across all six keywords, the average was 91% in the category of very likely to likely. Ninety-five percent of students were likely or very likely to take action for identifying gender discrimination and 95% reported that they were likely or very likely to use technology to promote knowledge of human rights. Ninety-three reported that they were likely or very likely to create a partnership for promoting their local culture which can contribute to sustainable development. Eighty-nine percent and 86% of students were likely or very likely to use technology for creating a new circle of global friendship as well as to promote a culture of peace and non-violence to sustainable development. Meanwhile, eighty-five percent of students were likely or very likely to use technology to promote knowledge of cultural diversity.

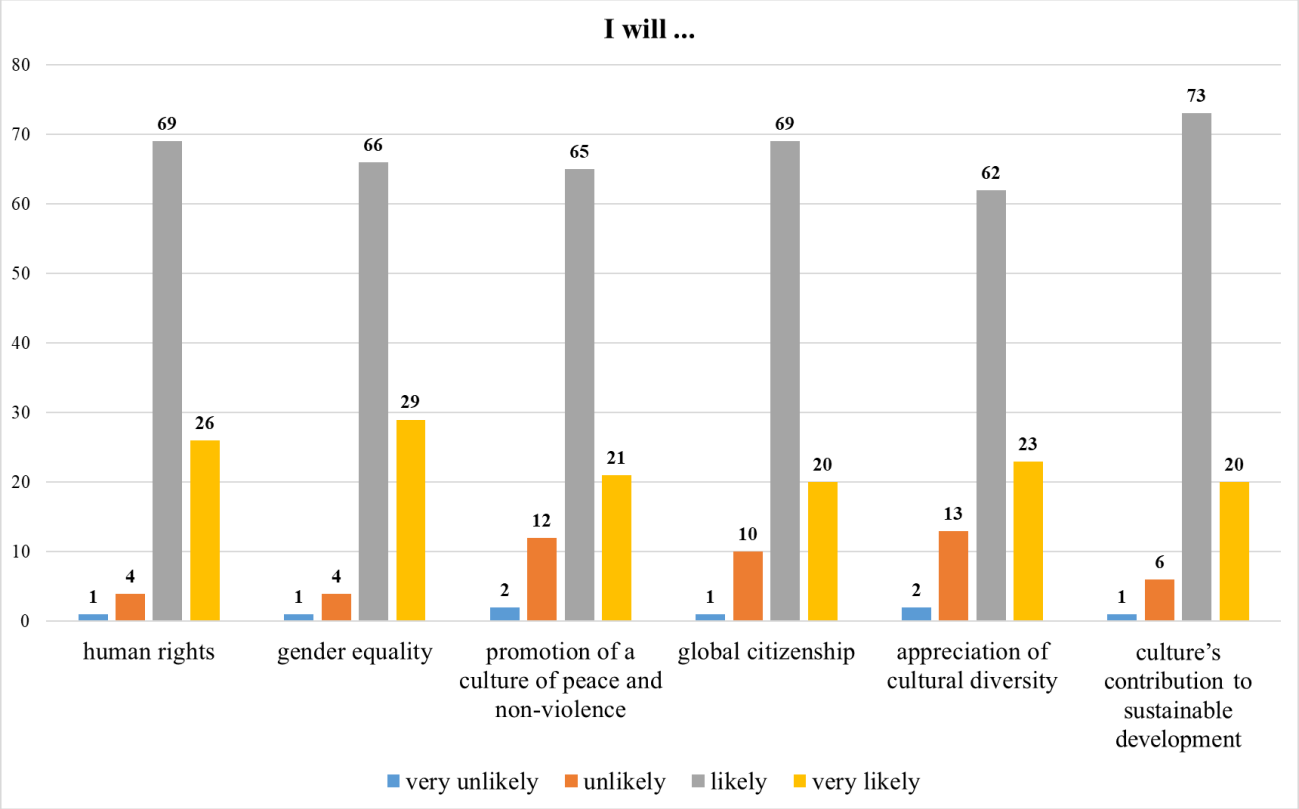

Figure 3. Overall results for "Action"

Discussion

This study provides empirical evidence on ESD in the context of vocational secondary school and addresses the current deficit in SDG Target 4.7. The literature review shows that ESD is most strongly highlighted in SDG Target 4.7, which calls for "By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development…" (United Nations, 2015, p. 21). At this point, it is clear that SDG Target 4.7 has been successful in generating global concern about ESD but the implementation of ESD still faces some challenges. As Sachs (2021) points out that "we have already set the goals, but not yet embraced the challenges in full" (p. 1).

At the same time, this study is built upon the idea that while Indonesia has embraced the need for ESD to achieve SDG Target 4.7, only limited progress has been made to understand the perceptions of Gen Z and the aim to build awareness of sustainability-minded citizens. It is within this context that Gen Z needs to be equipped not just with technical knowledge and skills, but with a deeper understanding of the values needed to forge a sustainable future. With

that in mind, the authors seek to understand the perceptions of Gen Z due to their potential to catalyse and to play their part in bringing about the necessary reforms.

Here, the authors focused on students' cognitive awareness and their understanding as well as their likelihood of related action on sustainability. The survey items were based on the three core conceptual dimensions of "Youth 4 Global Goals" delineated by the United Nations, which consist of: "Awareness", "Understanding" and "Action".

Results for "Understanding" (93% in the category of very true of me + true of me) and "Action" (91% in the category of very likely + likely) showed an average higher percentage than for "Awareness" (62% in the category of very high + high). The comparatively lower levels of "Awareness" that consist of 77% for global citizenship and 77% for culture's contribution to sustainable development suggest that Gen Z students in SMK Telkom, Bandung may not have the sustainable development knowledge, which means that they normally should impart to their future students. As Gen Z moves from classroom learners to societal decision-makers for the next decade, having a viable plan for the integration of ESD, whether in or outside the classroom, is important if SMK Telkom, Bandung wishes to see lasting change and meaningful SDG Target 4.7. Creating ESD engagement and ESD spaces that welcome and embrace today's Gen Z will not only give them the option to vocalize their concerns, but this engagement and spaces can also improve, widen and contribute to important conversations on the 2030 Agenda for SDGs.

In terms of the likelihood of "Action", results revealed that the students are ready to mobilize themselves for the causes they believe in. Those results show that these students have strong feelings about the SDG Target 4.7 and are ready to take bold action to trigger change. Due to having a high achievement focus, the Gen Z age group is commonly recognized as being comprised of highly independent individuals that do not necessarily seek assistance from others. Thus, this study cautiously expected that Gen Z students in SMK Telkom, Bandung may be comfortable with an independent movement of SDG Target 4.7.

Conclusion

This study has contributed to the literature on ESD for a vocational secondary school in Bandung City, Indonesia. In particular, this study contributes to the literature related to the perceptions of Gen Z in an Indonesian context where research on SDG Target 4.7 has tended

to be under-represented. This study also focuses attention on the relevance of the three core conceptual dimensions of "Youth 4 Global Goals" delineated by the United Nations. Most importantly, the survey has illustrated how the SDG Target 4.7 can be investigated from the perspective of "Awareness", "Understanding" and "Action" which is provided by the United Nations. Results revealed that students can hold positive attitudes about SDG Target 4.7 and even be likely to act on those attitudes despite a perceived lack of knowledge on global citizenship and on how the local culture can contribute to sustainable development. This allows us to better understand the nuances of how the students are learning.

And of course, we know that there are no ready-made solutions. Each case involves different realities and conditions, each case requires a different approach. Results should be interpreted with the limitation of the study. For these reasons, the future research should amplify the socio-demographic characteristics of the students to examine what the challenges to identify entry-points in working with youth around the SDG Target 4.7.

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“Good teaching is interesting and inspiring”: Teacher educators’ views

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“Good teaching is interesting and inspiring”: Teacher educators’ views

This paper explores the educators’ conception of good teaching. Previous research shows that the quality of teacher education is built on a clear and shared vision of good teaching. However, to what extent this concept is shared and understood by teacher educators in Indonesia is still unclear. A qualitative approach was adopted to explore how educators perceive the concept of good teaching. A total of eight educators from a private and a state university participated in the interviews. Despite the common beliefs which associate good teaching with the learning outcome, the result suggests that most educators connect good teaching with the learners’ engagement in the learning process and impact on teacher effectiveness in the long run.

Keywords: good teaching; qualitative study; teacher education; educators

“Good teaching is interesting and inspiring”: Teacher educators’ views

Introduction

The quality of teachers has been an issue of great importance due to its link to education quality. Besides that, good teaching also matters to improve the quality and better learning outcome of the learning process (Haycock, 1998; McKeachie, 2007). Teachers have a complicated job because teaching involves various skills and knowledge to cope with diverse settings and students' abilities. Teachers without a clear vision of good teaching will have difficulties managing the class and finding directions on which best practices to deliver the lesson. This problem is strongly linked to teacher education because, during their teacher training, teachers learn the skills and the knowledge that they need to develop a clear vision of good teaching (Klette & Hammerness, 2016). Educators in teacher education play an essential role in helping student teachers acquire good teaching concepts and practices. Previous studies assert that teacher education which guides the student teachers with a vision of good teaching and uses it as a framework for learning and assessment, has a lasting impact on teacher graduates (Darling-Hammond et al., 2005; Tamir, 2020). In this study, impact can be understood as the extent to which the learning process develops the students to become competent teachers who understand the concepts of teaching and learning, perform effective teaching, and value the teaching profession.

However, the concept of good teaching is not a singular, static or one-size-fits-all concept (Pratt, 2002). The teaching profession's dynamic and challenges in the changing world, such as the industrial revolution 4.0 or society 5.0, require educators and future teachers to be aware of the different needs to address the challenges. The changes might also affect how good teaching is perceived by educators and future teachers as they reflect and update themselves to adapt to the changes. This means that the perception of good teaching might be shifted or changed. For that reason, this study explores how the concept of good teaching is perceived in teacher education. The concept of good teaching has always been a subject of sustained research and development for understanding the better quality of education. Good teaching is not an exhaustive concept and has been an object of various studies in the last three decades (Coe et al., 2014; Goldhaber, 2002; Goodwin & Stevens, 1993; Haberman, 2010; Hengesteg et al., 2021; Palmer, 1993; Porter, 1989; Porter & Brophy, 1988; Santoro, 2011; Schoenfeld, 1988).

Several studies have also investigated good teaching from different points of view, such as educators, teacher education graduates, student teachers and teachers (Akyeampong, 2017; Anderson et al., 2020; Devine et al., 2013; Duarte, 2013; Garrouste & Le Saout, 2020; Nasser-Abu Alhija, 2017; Scarboro, 2012; Tamir, 2020). Nevertheless, there is a lack of clarity due to limited studies in the Indonesia context. This is an area that requires further exploration. It is important to note that when people are asked for their perspectives on good teaching, it is common for people to confuse perspectives on teaching with methods of teaching (Pratt et al., 2001). As these two terms are intimately intertwined, it is expected that concepts and practices might overlap in the conversation. To elicit educators' conceptions of good teaching, the interviews were structured around the following open-ended question: "What is your view on good teaching?". The findings were then compared and contrasted among participants to explore similarities and differences in how educators perceived good teaching. Insights into the concept of good teaching are expected to contribute to a better understanding of good practices in teacher preparation.

Method

Face to face unstructured interviews were conducted to explore the concept of good teaching. Even though unstructured interviews tend to be non-directive and flexible, the concept explored in this study was relatively specific, so the themes emerging from the data were potentially relevant. The constructivist approach was applied in the study. The constructivist worldview holds all truth as relative and constructed by the individual or society (Lee, 2012). Because there is no single truth, finding and documenting the different perspectives matters.

The study was piloted during summer 2019 to check feasibility and anticipate any problems that might occur in the main data collection. The main data collection was conducted in a private and state university in Indonesia at the beginning of 2020. Two English teacher education programs were purposefully selected as both institutions have the same accreditation level (excellent accreditation). Undergraduate teacher education in Indonesia is typically a four-year bachelor degree program that consists of six semesters of course work followed by practicum teaching and writing a mini-thesis in the seventh and eighth semesters. Private teacher education is provided at a non-government institution that is typically owned by a foundation and administers the admission process independently. Meanwhile, state teacher education is delivered at a government institution where the government administers the

admission test at a national level. Thus, state teacher education is more competitive because state teacher education's acceptance rate is relatively lower than private teacher education.

In this study, educators' views were explored to understand conceptions of good teaching. The study included a total of eight educators from private and state English teacher education institutions. Interview participants were selected using a purposive sampling method. Since the inquiry point is good teaching, it was vital to find the right sample/people for this purpose. Sampling with a random or voluntary basis could be a threat to the data's trustworthiness as the data comes from educators who might not perform good teaching as there can be a gap between what is said and done. To get a better-selected sample regarding good teaching, as the researcher was an outsider, information about potential participants was needed and the best possible resource might come from the students as they experienced how their educators perform. To avoid sampling bias, the students were asked to propose several (three or more) educators and justifications of their choices. At the beginning of the research, the researcher asked some educators to select each class's representatives to be interviewed. A total of 14 student teachers as representatives of the class were invited for the interview. During the interview, the student teachers recommended a minimum of three educators they liked regarding their teaching performance and explained what they did to support their answers. The student teachers were also reminded that their answers or choices would be kept confidential and used only for research purposes. The four most mentioned educators by student teachers in each institution were then invited for an interview. Participant information is shown in Table 1.

Table 1

Background Information on the Participants

Educator (*N*=8)	Number of participants
Gender	
Male	2
Female	6
Qualification	
Master	5
Doctoral	3
Teacher education programme	
Private	4
State	4
Age	
35-40	3
41-46	5

In the main data collection phase, after the permission letter was obtained from the university, the researcher contacted the educators to gain information regarding the student teachers who could be interviewed. After several educators' names were collected from student teachers' interviews, the researcher contacted the educators as potential participants to explain the research objectives and arrange the interview schedule. Before the interview, the participants were informed about the research and their rights as participants. The interview took place after the participants signed written consent to participate in the study. All interviews were audio-recorded, and the majority of the interviews lasted around one hour. Interviews were conducted in the Indonesian language, the first language of both interviewees and the interviewer. The Indonesian language was chosen because the educators who used English in their answers tended to have limited and less explorative answers even though they taught in the English Department during the pilot study. As a result, in the main data collection process, the researcher decided to use the Indonesian language when asking the questions and let the educators answer the questions freely, whether in Indonesian or English. In the interview, the participants were asked an open-ended question regarding their views on good teaching. More

follow-up questions were asked based on the participants' responses to clarify the answer or explore the insights in depth. An open-ended question was chosen as it was less threatening and strained and offered more freedom and flexibility in the response.

After data collection, the interview recordings were transcribed and checked for accuracy by member checking. The transcribed data was organised and analysed using NVivo (version 12) (Bazeley & Jackson, 2013). Reflexive thematic analysis, previously called thematic analysis (Braun & Clarke, 2006), was applied as a qualitative data analysis technique. Braun & Clarke (2019) suggest that the researcher reflects between analytic practices and quality practices in reflexive thematic analysis. This means that the researcher needs to reflect on the ontological, epistemological foundations of their research and justify whether the approach adopted is consistent with the research questions or aims.

Understanding positionality is significant in qualitative research as it has potential effects on the research process, as well as on participants and the researcher (Bourke, 2014). The researcher acknowledged the assumptions regarding access and positionality that relate to the concept of insider and outsider. The researcher's positionality was somewhat in the middle in this study. The researcher was an outsider as the research was conducted in two different universities which had no relationship with the researcher. But the teacher education context was familiar because the researcher used to work in teacher education. Reflecting on who the researcher was in the research context, the researcher reminded herself of the assumptions made during the data collection and analysis process to manage bias.

Results

Teacher educators' vision of good teaching is likely translated into their day-to-day teaching practices to prepare student teachers in the teaching profession. Teacher educators' teaching practices are meant to become references for student teachers about what good teaching should look like. Inevitably, educators' vision of good teaching, to some extent, affects and shapes future teachers' teaching practices. Interviews with eight teacher educators on good teaching revealed that most educators applied more process-oriented rather than goal-oriented teaching. One of the educators specifically related good teaching with effectiveness or achieved goals while the rest focused more on the humanistic teaching approaches that focused on students' emotions and interest in the lessons. Teacher educators considered how students perceived their

teaching to be interesting as an indicator of good teaching. Besides that, all educators also highlighted the impact as an essential benchmark.

Good teaching is interesting

Educators associated good teaching with teaching which focuses on student teachers' interest and well-being in the learning process. Educators believed that a relaxed atmosphere affects the student teachers' feeling and their attitude towards the lesson. For that reason, educators designed an interesting lesson and enjoyable learning space. Student teachers who enjoyed the lesson were more likely to engage with the task and absorb the lesson. The following quote shows the educator's view on the importance of making teaching interesting to keep student teachers' interest in the learning process.

> *"Good teaching is humanistic teaching. Teaching that is convenient for students can open up their memory to what's being delivered in class. So, learning is not stressful, relaxing. Because when the brain is tense, the lymph vessel will be closed and the brain cannot accept anything. Learning in the classroom should be as interesting as possible; the topics are packaged to be interesting, in any way it is possible to be like that. So that the students feel unfettered. They don't feel like being forced to do it, because forcing is also psychologically not good."* (Educator 3)

Likewise, another educator commented that she translated good teaching into her practice by making the lesson "*easy to understand, interesting and enjoyable*". The interesting lesson makes students happy, and engagement in teaching happens when a safe learning environment occurs in the learning process. This idea is further supported by an educator who articulated the importance for the students to be happy while studying.

> *"I believe that good teaching constitutes orchestrating or creating a learning space, like a playground of knowledge, but the students are happy being in my classrooms. But there is also the rule that everyone needs to follow, there is a transfer of knowledge. So, it's the combination of creating a learning space, but everyone is happy, where the role is being upheld to ensuring that the target, the objective of the learning is achieved well*." (Educator 8)

Interestingly, one educator viewed students as being "*happy*" from a different angle. She associated good teaching with effectiveness, and students were happy because they achieved good results or benefits from her teaching.

> *"Good teaching happens when everybody can achieve the result, which is being expected with a happy feeling. But happy here means students finally understand that no matter how difficult the task is, no matter how it tortures them, it benefits them. So, when they get the result, they are happy."* (Educator 1)

This remark shows that educators also paid attention to the achieved learning outcome besides students' happiness in the learning process.

Good teaching is inspiring

Educators correlate good teaching with inspiration for students to actualise the lesson learned. However, they do not associate good teaching with achieved results in the first place. All educators in this study measure their teaching's success by the long-lasting impact on students. Take, for example, a comment by this educator.

> *"Good teaching is inspiring. Because I can't be sure if the students get an A that they can actually apply the concepts that I taught. Because I can't guarantee whether they're changed or not because I can't guarantee whether they're smart or not. Then all I can do is inspire them. So, what I'm always after is the real context."* (Educator 4)

The statement indicates that the goal of educators is for students to be able to actualise the lesson. Educators felt more content with the effect of good teaching in the long term. An educator highlighted this issue by telling the researcher about the conversation she had with the teacher graduate she met in the alumni gathering. The teacher graduate was thankful that what the educator taught was very useful and applicable to her classroom. The educator felt so glad to hear that and told the researcher, "*What matters to me is how the students perceived well the learning experience I delivered to them… anywhere*". Another educator strengthened the idea by explicitly stating that the impact is "*the spirit*" of good teaching.

Good teaching can also mean inspiring student teachers to change their beliefs or ways of thinking. One educator clearly explained this concept.

> *"I think good teaching means that you can get everyone to be more human, when the students know things other than the knowledge. For example, when they learn at least that being empathetic matters, or that you actually have the power to believe or not to believe in something, things like dealing with being critical in your own choice, being consistent with your own choice, I think that's the combination of those.*" (Educator 8)

The remark illuminates that good teaching educates students beyond the knowledge in curriculum and makes them a better human being, a better thinker, or she called it transformative learning. Furthermore, she explained what she meant by transformative learning

> *"The knowledge that is gained through the learning process should empower you. It should not only be stored as knowledge then passed on, but it should also guide you so that you can act more, you can have more informed decisions on your doing. So, that knowledge is not only acknowledged or memorisation or things that you remember, but in a way that it also shapes you."* (Educator 8)

Similarly, another educator emphasised not to "*worship*" content, but more importantly to "*integrate personal values*" in teaching as it will be inherent in student teachers. The findings illustrate that educators prioritise impact over good scores. However, educators also implied that the impact of good teaching inspired students to be motivated and engaged in the lesson, which might contribute to the achievement of the learning outcome or better scores. This educator's comment further evidences this.

> *"I think if we can motivate students, then 50% of our work can be achieved. So, if they're motivated, it's going to be easy for us to make them do anything, that's the way it is. So, I think it affects a lot of things.*" (Educator 6)

This reference reflects the importance of motivating and inspiring students in the first place to boost confidence and direct students to achieve the learning goals.

Discussion

The results indicate that educators perceive good teaching to be interesting and inspiring. It means that educators focus more on the learning process and the long-term impact of their teaching. There are no significant differences between the conception of good teaching between private and state educators except that one state educator associates it with achieved learning outcomes and good scores, while the rest of them focus on engagement and impact. Educators felt more satisfaction in teaching when the lesson could be comprehended easily by students who enjoy and actively participate in the lesson. These results are consistent with previous studies that emphasised the importance of learning engagement (Bryson & Hand, 2007; Kearsley & Shneiderman, 1998). One possible explanation for this result might be that some teacher educators no longer assess learning outcomes using mid-test or final exams to test

content knowledge. Students were assigned to work on an individual project, such as making a summary of their extensive reading or collaborative project-based tasks such as making a poster or activity book during the semester. Project-based tasks enable student teachers to practically implement their knowledge and skills and actualise specific core competencies such as collaboration, digital literacy, critical thinking, and problem-solving. Such activities advocate 21st century learning skills, which are fundamental to be instilled in student teachers' mindsets to thrive in today's teaching world. In this way, educators measure good teaching with the student's capabilities to absorb the concepts, engage with the task and demonstrate their abilities by going through all phases needed to make the project done. The learning process takes place inside and outside the classroom.

Educators perceived their teaching as good teaching when student teachers could apply their lesson until and when they finally joined the teaching profession. They were inspired by what their educators said and did in teacher education. Teacher education's context and nature as institutions to prepare future teachers' learning and teaching could be attributed to the association between good teaching and inspiring future teachers in this study. Educators in this study believed that good teaching inspires, transforms and makes a difference. This argument is consistent with Teaching Excellence Award winners at a post-1992 university in England who associated the concept of quality with transformative learning (Cheng, 2011). Transformative learning can shape and shift the learners' perspective (Mezirow, 1997). These results also reflect those of Akyeampong (2017), which corroborates the acknowledgement that teacher educators' practice and vision of good teaching tend to impact future teachers' teaching practices and conception of good teaching. In some respect, these findings echo the study undertaken by Anderson et al. (2020), who found out that students described educators in higher education as highly influential people who inspired students due to their passion for education, the world and people. The evidence presented in this study may spotlight the attention to support the idea that educators are role models whose paradigm and teaching practices matter a lot in shaping student teachers' perspectives towards learning and teaching.

These results indicate two possible practical implications for educators. Firstly, besides having a good teaching practice, educators are supposed to become a model of good teaching for students to experience good teaching in a more real classroom context beyond pedagogy knowledge taught by educators. For example, in teaching English for young learners, besides teaching concepts, the educators model themselves to become school teachers, so student teachers get a real example for their teaching practices in the school context later on. Teacher

educators are expected to have skills to teach all age groups of learners (Smith, 2005). More importantly, student teachers experience of educators modelling effective teaching is one of the links to connect theory into practice and one of the indicators for good quality of teacher education (Klette et al., 2017). Secondly, given that educators influence student teachers' views on the teaching profession, educators integrate values and inspirational thoughts in their teaching, encouraging them to become better thinkers and teachers.

In this study, seven from eight educators did not perceive good teaching from students' attainment of good grades. Contrary to these findings, students might perceive good teaching differently. For example, Garrouste & Le Saout's (2020) findings showed that students perceived their educators to have good teaching with the good scores they achieved; further, the result also suggests that this can be manipulated by making the exams lenient. Similarly to this study, Nasser-Abu Alhija's study (2017) also shows that students perceived grades as a critical point of good teaching as they need them for employment or advancing their studies. Despite it being a valid point, associating good teaching with good grades could also be biased and problematic, especially if there is no clear guidance on measuring the achieved competencies. In this case, good and bad scores are subjectively measured. The concept of good and bad can be relative, and so are the value of the grades. Some teachers who are good at teaching but are not lenient in giving grades might be perceived as less good at teaching by students than some laid-back teachers who are very generous in giving grades or manipulating the exam. This study's findings emphasise the concern more on humanistic teaching approaches (see Arifi, 2017; Arnold, 1998; Khatib et al., 2013). The impact could also mean that good grades as the only indicator of teaching performance could be debatable.

However, this study has several limitations. This study did not attempt to look for generalisations. Using a constructive approach, the findings do not indicate that the research has incontrovertible facts but is rather more suggestive. As a result, this study's findings might not be able to be used as sweeping claims or one-size-fits-all ideas for all contexts. Educators in teacher education as institutions to prepare future teachers might be different from the context of school teachers who are required to prepare students for the national exam, meet the school demands and parents' expectations. In some contexts, good teaching might be still associated with effectiveness. Good teaching could probably be measured with the number of students who pass the test with good grades or are accepted in reputable schools. However, this is beyond this study's scope, as this study did not measure the educators' teaching practices' effectiveness.

Conclusion

This study aimed to explore teacher educators' perceptions of good teaching. In this study, educators have perceived that good teaching is interesting and inspiring. Taking all this together, it can be concluded that educators who applied good teaching keep the students engaged in the lessons and inspired future teachers with their way of thinking or teaching practices. This study provides new insight into the relationship between good teaching and learning outcome. Good grades may no longer be perceived as the sole purpose for good teaching. This study's results may have some important implications for educators' practice, particularly in becoming a model of teaching and source of inspiration for future teachers. Given the strong association between educators' quality and the quality of future teachers, this study paves the way for educators' professional development and transformative learning to take place as possible solutions for improving teacher education. Hence, it would be useful for further research to investigate and evaluate educators' quality in terms of the effectiveness of their teaching approaches to improve student teachers' competencies in teacher education.

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An investigation into the impact of dialogic teaching and Socratic questioning on the development of children's understanding of complex historical concepts

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An investigation into the impact of dialogic teaching and Socratic questioning on the development of children's understanding of complex historical concepts

Teachers use questioning to enhance students' learning in the subject of history for all ages. Effective teachers plan their questioning and develop precocity in dealing with students' responses. Students demonstrate interest in dialogue and teachers report high levels of participation in classroom discussions.

This pilot study investigates teacher attitudes towards questioning in general and towards Socratic questioning. Socratic questioning is a systematic and targeted approach that seeks to promote greater understanding of subject matter at a group and an individual level. Teachers report their views of a given set of dialogic approaches, they expressed strong preferences for teacher talk and extended questioning. The full study will take this forward and will develop an example of Socratic questioning to use in target schools.

Keywords: history; dialogic pedagogy; complex concepts

An investigation into the impact of dialogic teaching and Socratic questioning on the development of children's understanding of complex historical concepts

Introduction

History is perhaps one of the most contested school subjects and history teachers must navigate complex challenges in their work. At its most basic level this debate revolves around the extent to which schools should teach a version of "Our Island's Story": (Marshall, 2008) an overview that follows the trajectory of linear positive development towards the present day. These accounts are the study of white, English history which excludes many groups such as people of colour, women, and other underrepresented groups. These debates have entered the public consciousness with the demand to re-evaluate the legend and image of key figures in the history of the UK such as Cecil Rhodes and Winston Churchill. Although not new there are attempts to address these problems through months dedicated to black history month and LGBT history month. Even if there is space for non-English history, this is often seen through the eyes of a settled rather than a contested space. The curriculum is increasingly being asked to maintain the centrality of English history whilst at the same time giving appropriate space to other perspectives such as people of colour, LGBT issues, non-mainstream cultures, religious pluralism, gender issues and post-colonialism. Curriculum designers also need to consider depth versus overview, considering that most children in England have only one hour of history each week for Key Stage 3 (Burn et al., 2018). Provision for history is patchy, some schools teach history as a discrete subject all the way up to GCSE, but some schools adopt Integrated Humanities.

Amongst the history teaching community there is concern over the extent to which the history curriculum allows for the development of second order concepts such as change and continuity, similarity and difference, causes and consequences and interpretations and explanations (Fielding, 2015).

Role of interest and affective aspects

Bergin (1999) considered the role of interest and emotions in the learning processes. As history specialists we are already convinced that all history is interesting. This is what motives teachers

to try and motivate students. Positive affect is a necessary component of interest and can help to sustain engagement over several lessons on the same topic. Effective teachers revisit their lesson planning, at least annually, in order to meet the individual needs of different students. Learning at all levels can be fun but also needs to be disciplined and structured. Sometimes there is the need to bed down and try to grapple complex information in a way that means concerted individual action. Part of the role of the teacher is to facilitate students' moves towards their own in-depth knowledge and understanding. Synonyms of the word 'interest' include attention, curiosity, and engagement. Challenge is a feature of interest and can be sustained through the use of a high-level questioning strategy such as Socratic questioning. Belongingness or group identity can be inculcated into learning by a teacher who understands the social and emotional perspectives, people have interest in things if they have cultural relevance. What interests individual students depends on their individual schema: this determines how they see their schoolwork and how they feel about any difficulties they may have.

Research has shown teachers ask hundreds of questions. Most of these are closed, seeking a specific pre-determined answer (Tienken et al., 2018). This is sometimes described as finding out what is in the teacher's head. The model of questioning in schools tends to follow the IRF model: initiation-responsive-feedback. In this model there is a reluctance to sit with ambiguity or conceptual difficulties. There is little scope for answers outside of what the teacher intends in their questions and there is little place for silence. Studies show that teachers respond to silence or tangential answers by answering their own questions.

Dialogic pedagogy

All learning is located in a social, cultural, and historical context. Naturalistic observation is believed to provide insight into internal cognitive processes. Bruner (1996) has argued that learning takes place as a communal activity sharing of the culture. He suggests educators have underestimated children's innate predisposition to particular kinds of interactions.

Alexander is the seminal writer on dialogical pedagogy (Alexander, 2018). He suggests that there is no single and agreed definition of the term "dialogic teaching". He suggests: "… a pedagogy of the spoken word that is manifestly distinctive while being grounded in widely accepted evidence and in discourse and assumptions that have much in common" (Alexander 2018 p. 2) It is not that all types of talk are dialogical, it is inherent that both students and teachers are engaged in an active, dynamic and knowledge producing conversation. It is largely through teacher-talk that student talk is facilitated, mediated, and probed. Although teachers

remain gatekeepers to what is discussed, the teacher remains an equal partner in the discourse. What ultimately counts is the extent to which instruction requires students to think, not just report someone else's thinking, to avoid the tendency to use questioning to guess what is in the teacher's head. If an answer does not give rise to a new question from itself, it falls out of the dialogue. Teachers sometimes believe that interventions are too short to achieve a discernible effect on pupils' learning. Dialogic teaching is longitudinal in its origins and in its outcome.

Nature and style of Socratic questioning (SQ)

Socratic questioning, also called Socratic maieutic (Brunschwig et al., 2006) is a disciplined, systematic approach to the acquisition of new knowledge and the development of deep knowledge. When used with students it can build on their simple answers to open questions and consolidate their learning. Socratic questioning can serve as a model for students to extend their own knowledge and understanding – they ask themselves questions and develop ever more sophisticated knowledge.

SQs that might be used in history could be:

-why do you say that?

-what point of view does this writer have? Do you agree with them?

- Do you agree with X? Please explain.

It is suggested (Davies and Sinclair, 2014) that Socratic questioning improves student's engagement as it builds on their individual position and relates this to a wider communal view. However, there is a tension between allowing freedom within the dialogical discussions for the students and the level of intervention from the teacher.

Role of the teacher

I was struck by a revelation that although I might be teaching something, this does not mean children are learning it. I was humbled when in a quiz on a school trip my 6th formers couldn't remember the Norman Invasion when I am sure I taught it! Now, suitably chastised by the incident I am a 2nd Year PhD student in the School of Education at Durham University, I began my career as a teacher in 1995 and worked as a teacher in schools in challenging circumstances, (schools like the one I attended) including working in a setting for very young offenders and a Pupil Referral Unit. This speaks to the aspect of positionality of the researcher. I am the first member of my family to attend university and I was privileged to attend Russell Group

universities. I am interested in the extent to which teachers need to have high expectations of their students' academic achievement and post-18 destinations. This study is predicated on the notion than young people can hold on to complex ideas as long as they are presented in an age-appropriate manner and are supported by a skilled teacher who has a firm grasp of subject knowledge and concurrent pedagogy, both subject specific and generally.

"For the teacher, it means partially relinquishing control of the flow of discussion, the habit of evaluating each student contribution like students to initiate what outstanding the development to contribute" (Alexander, 2018, p. 9) There is still a crucial role for the teacher as an expert in terms of conceptual and technical knowledge and the ability to use metaphor, allegory, and examples. From a European point of view, talking is a positive act, a positive impact expression of individual basic means of communication. From a Socratic perspective, knowledge is within that is to be recovered through verbal reasoning; some concepts are not easily verbalizable. In East Asia silence and introspection are considered beneficial. East Asians tend to use holistic thinking would be negatively affected by talking. As history is mediated through talking, it is hypothesized that dialogue encourages the development of a multi-layered account or argument.

Bergin (1999) focussed on the promotion of personal interests and engagement. Intrinsic motivation is said to be person (individual) centred but it is also related to group motivation. In the dialogic classroom, groups and individuals collaborate to produce a synthesis of historical accounts or arguments. Synonyms of the word 'interest' include attention, curiosity, and engagement.

Teachers often find it difficult to embrace new ideas in their teaching but value learning alongside their teacher peers (van Schaik et al., 2019). Three approaches to knowledge, co-construction in teacher learning groups was found: practice based, research informed, research based. Practice based groups knowledge is predominantly constructed in the exchanging of knowledge, views, ideas, and experiences from participants-it is intrinsically Socratic.

Research questions

The research questions in this study have come about after an iterative process informed by the literature. These initial questions may indeed change again as evidence is accumulated through the fieldwork, in particular, through the teacher interviews and observation of lessons. My

interest in Socratic questioning began with feedback on my own teaching that I was practicing the technique.

Research questions for the pilot:

1. How do teachers engage children effectively in dialogue?
2. What distinguishes dialogue styles from each other and from other forms of inquiry used by teachers?
3. What are the implications for practice? Will teachers be more willing to employ dialogic techniques in their teaching.

Method

Table 1: Research methods pilot study

Research Questions	Method	Evidence
How do teachers engage children effectively in dialogue?	Teacher interview Lesson observation	Teachers' views of their own practice. Questions and answers observed in lessons.
What distinguishes dialogue styles from each other and from other forms of inquiry used by teachers?	Systematic literature review	Studies of teacher practice and interventions, scored as to usefulness and relevance.
What are the implications for practice?	Assessment of the impact of the toolkit on teaching and learning and summary of the study	Emphasis on practical impact of the study

The pilot

Due to the coronavirus outbreak, it has proven impossible to complete any fieldwork in schools. Firstly, there was a short Likert-scale questionnaire distributed through web-based groups of history teachers in secondary schools. The survey presented thirteen pedagogic approaches to questioning and teacher presentation. These included: teacher talk/storytelling, (also known as "exposition" or "instruction"), open ended individual questions and the use of written and visual primary sources. The questions looked at the themes of enjoyment, student achievement, teachers' views of dialogic techniques, and teachers' perception of difficulties in history

learning, for example if they thought students found some concepts challenging, or some techniques, such as probing questioning, difficult or uncomfortable. There was also the opportunity to write in examples of dialogic teaching from their practice. The survey took between five and ten minutes to complete. Participants were asked if they were willing to take part in the interview phase. Ten teachers expressed a willingness to take part in the semi-structured interview.

The interview was relatively short, lasting typically 20-25 minutes. Participants were sent the questions in advance. For convenience, the interviews took part on Zoom. Although there is some research on online interviewing (Peters et al., 2020), there are few studies that address the problem of teacher interviews directly. In the climate of ever increasingly performative regime, teachers respond with varying degrees of candour. It can be expected that such research would come forward in the global pandemic as online work replaces face to face contact. It is perhaps the case that online interviewing is a growing area of research methods in education. For this study I found the Zoom platform easy to use and the participants seemed to find the process unobtrusive and satisfactory. There are issues with interviewing at a distance. In natural conversation speakers speak over each other, ending sentences and concurring or not with speakers. A drawback of interviewing online is that there is a possibility of losing extracts of the video due to bandwidth. In this study only a small part of one interview was affected. Interviews had a focus on students and their experience of learning history. Questions included whether students found aspects of questioning challenging and how they use questioning in their practice. They were finally asked what aspects of questioning practice they would like to take forward. Although the results were interesting, the interviews were quite short, affected by distancing and focused on students.

The responses reveal the centrality of teachers' applied craft knowledge of what is required to make progress in history. Although they appear to engage in co-construction of knowledge, the teachers here like to maintain overall control of the learning environment. This is not unsurprising, as allowing students to engage in new forms of learning and any new approach to studying is risky. Beginning teachers (a term that applies to pre-service/student teachers, Newly Qualified Teachers (NQT) and up to five years of teaching) and experienced practitioners sometimes engage in defensive teaching (McNeil, 1982)**.** "They choose to simplify content and reduce demands on students in return for classroom order and minimal student compliance on assignments" (McNeil, 1982, p. 3). Beginning teachers are fearful of being seen as weak in terms of classroom management and will plan excessively, individual

student/teacher interaction means less time at the front of the classroom controlling students (Kyriacou & Kunc, 2007)**.** Although classroom control is less of a worry in 6th Form, beginning teachers might worry about their subject knowledge and older adolescents often test their teachers' tenacity in sticking to the planned lesson. Subject teachers often feel that using their subject specific knowledge to engage students in the overarching story or narrative is one of the most rewarding aspects of teaching history. Working with younger students can involve some creativity in designing learning around a subject specific activity, by dramatizing the Battle of Hastings or the Trial of Charles I. Knowledge retention is stronger when a teacher's talk is supplemented by music, film, and participation in a dialogue with each other and the teacher (Snelson et al., 2012).

Teachers' perceptions of their practice depend to a greater or lesser extent on their ability to transfer knowledge to their students and for this knowledge and understanding to be demonstrated is some form of assessment. This is a tension for teachers, they want students to enjoy their studies and not to be too focussed on impending assessment. There has been an increasing number of schools using a two-year Key Stage 3 and the abolition of levels of attainment have led to the use of GCSE assessment style in earlier years (Burn et al., 2018) and this creates a tension for teachers who don't want to end students' compulsory history education with yet another GCSE practice paper. There is also an issue with how to approach the end of Key Stage 3; as students have to contend with difficult and issues such as the Holocaust and the Second World War in the same year as they study soporific ideas such as changes in roads and canals. Teachers choose GCSE content based on what proved interesting at Key Stage 3, this is why there are many GCSE content choices that focus on the era of the Second World War. Teachers may also feel the need to balance the traumatic and highly emotive subjects of the Holocaust and post-colonial strife in the former colonies with more positive stories such as the role played by people of colour in re-building Britain. At this crucial stage, the end of compulsory history; history teachers are gate keepers of the culture and hence carry a heady responsibility. There is a huge variety of artefacts from the past that can help students to enjoy their history study. The difference in using images as opposed to written is also not surprising. Powerful visual images, such as the iconic raising of the Red Flag on the Reichstag at the end of the Second World War can convey much but must be used with caution, as they are still objects of their time. The Soviet authorities were secretive about these images and this has led to claims that the images were staged. Staged or not, the large number of photographs give teachers a huge range of sources to build lessons on, for example the use of

images in the development of collective national consciousness. They are also a good example of how the distinction between primary and secondary sources is not always helpful.

The issue of provenance is much more pertinent in the development and use of film. All films are interpretations and reveal as much about the director as it does about the story being told. A well-made balanced account in film, such as 'Gandhi' can help with students understanding of the whole of Gandhi's life and the events at the end of British rule in India.

Students do need help in adopting a critical stance that sees films as interpretations of history and not value-free accounts. It is not particularly helpful, in these circumstances, to distinguish between primary and secondary sources. Sources need to be studied through the prism of a critical reader, even if this has to be differentiated to meet the needs of younger students or those with low level reading skills. Visual media do help to increase understanding of events being studied, though at an advanced level these accounts need to be engaged with critically.

When asked about attainment, teachers seem to hold a connection between enjoyment and understanding. Whilst I maintain my position that enjoyment and achievement are connected, sometimes students have to work their way through a long, written source for example. The teachers in the study maintained limited support for written elements in the accomplishment of achievement in history. In seeking to establish whether the planned learning has been successful then individual closed questions can help students to build up their learning and increase their understanding. The problem is that there is little, if any time for individual closed questions in a full class of 30. It can be argued, perhaps counterintuitively, that older students in smaller classes at GCSE and A Level might have more time to work with longer texts, including where appropriate, whole texts such as textbooks and works of significate works within the historiography of the period.

Participants offered support for open questioning, with one pointing out the role that open questioning can have into producing scaffolding of extended written accounts, using the scaffold as a plan. An issue of importance for teacher is maintaining the interest and involvement of all students. Initiation-response-feedback, or IRF, is a pattern of discussion between the teacher and learner that are largely controlled by the teacher. Studies show there is a very short (5-10 seconds) period of silence before with answering the question herself or reformulating the question. One participant gave out lolly sticks for students to write their name on and used these to select respondents rather than allowing students to "bid" for answers. For this to work the classroom rapport and mutual support among students needs to be very solid.

Teachers also need to be comfortable with silence. It is ironic that a study of dialogue includes suggestions on the role of silence! When asked to give examples of dialogic teaching not all participants responded, supplying further evidence that dialogic teaching is not as engrained in the teacher's day to day practice. However, the responses should that when the dialogic approach is applied the pedagogy of talk is evident, one participant offered Socratic questioning without prompting. Although Bloom's Taxonomy is widely used, its place within a dialogic approach is less clear, with authors tending towards 'repertoires of pedagogy' Kim & Wilkinson, 2019), which is better at conceptualising students' thinking rather than their output in response to a pre-planned literacy based assessment.

In response to criticism about high teacher workload, the UK government encouraged the production of 'off the shelf' units of work that can be easily taught, perhaps even by non-subject specialists. This presents a challenge for dialogic teaching as it depends, as the teachers in this study attest, it needs to be responsive to students' authentic, spontaneous talk.

As this study advertised itself as a piece of research into dialogic teaching, it is not surprising that they were open and engaged about their teaching in relation to dialogue. The essential rapport that all responses seem to point to create authentic dialogue. The teachers' skilful probing and guiding of students towards shared learning and understanding.

The concepts identified as challenging for students to come to terms with is of no surprise. The development of an understanding of the term "monarchy" takes years to achieve, from a naïve, simplistic, and quite literal understanding in Year 7 to a complex, ambiguous, and multi-faceted in 6th Form. Dialogic teaching is a powerful way to address these ambiguities, as they are focussed on students' oral outcomes which develop over time.

Conclusion

The work discussed here is part of a wider piece of research into the impact of dialogic pedagogy on students' understanding of complex historical concepts. One thing that is clear is that there is no way of simplifying dialogic pedagogy and for it to have any impact at all, more teachers need to be aware of it and be willing to use it. What is clear is that the pedagogy of talk is not just about students chatting about their work but is part of an overarching narrative or arch of a period. It also evident that source-based work can be enhanced by developing a dialogic approach that is able to deal with, for example, ambiguity in the sources. What is now

needed is to study the application of dialogic teaching in interaction with their students, and discussions with young people on the issues raised in their historical studies.

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Using Music in Primary Schools to Improve Learning Outcomes

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Using Music in Primary Schools to Improve Learning Outcomes

My paper presents an argument that the greater involvement of music in primary schools could essentially be of great benefit to young children, both in their behavioural skills and potentially contribute to an initiative to improve academic skills generally. Moreover, there has been consistent evidence established by research that music included in schools, could contribute to a greater sense of well-being amongst pupils which is linked to a possible improvement in academic performance. My methodological approach has been an exploration of the context of music in primary schools evaluating results published in this field of study. My current research shows that there are questions to be raised regarding the lack of music in primary schools and that there is evidence that substantiates that there is a connection between children engaging with music and pupil achievement such as numeracy and literacy skills within a pedagogical context. This has implications for establishing educational policy for teaching music within primary schools.

Keywords: primary school music; effect on numeracy and literacy; Durham Creativity Report; pedagogical practice.

Using Music in Primary Schools to Improve Learning Outcomes

Introduction

This article will present an argument that the inclusion of music in a primary school setting as a creative pedagogical method could assist in improving learning outcomes in connection with academic achievement combined with an objective to improve behavioural skills. There will be specific references to the North East of England and other regions. I will consider the rationale as to why my subject is relevant and consider important theoretical and empirical sources and engage with research in the area of arts education.

I will refer to some of the results of the benefits of using music relevant to learning outcomes that I have explored within my research in connection with approaching a potential EdD thesis. This includes the work of Hallam (2010) whose evaluative research has considered the impact of music on the personal development of children. Overall conclusions will be drawn showing results of outcomes using music such as an improvement in relationships, and a positive effect on literacy and numeracy and behavioural skills.

The rationale and context as to why this topic is so relevant is based on evidence from a number of reports that detail how the inclusion of music in schools has diminished significantly over the years. There has been the Plowden Report of 1967 which referred to the necessity for music specialist teachers and musical equipment and amongst its recommendations refers to the setting up of Educational Priority Areas to inject extra resources into primary schools (Plowden, 1967).

The Gulbenkian Report (1982) laments the exclusion of the creative arts within the National Curriculum which suggests that little progress had been made over a period of more than 10 years. Moreover, the Report raises relevant concerns about the shortage, supply and training of teachers in the creative arts sector. Ken Robinson discussed the absence of creativity within the education sector and emphasises the importance of the creative arts including music and how the creative arts have a case for a more protracted contribution within the education sector. “In universities, research is defined as a systematic enquiry for new knowledge. Surely music, art and poetry, can be regarded as sources of new knowledge” (Robinson, 2011, p. 105). What progress has been made since the findings of the Report? John Savage argues that a closer examination of the organisations that deliver music such as Music Education Hubs, schools

and other private companies is necessary to be more conclusive (Savage, 2020, p. 469). He further argues that schools now have the legitimacy of being able to establish their own curriculum (Savage, 2020, p. 471). A further relevant concern has been introduced by Daubney and Fautley that in the context of re-starting post-Covid 19 mainstream education, there may not be employment for all returning music educators, as the economic implications following Covid 19 become apparent (Daubney & Fautley, 2020, p. 108). Thus, the availability of opportunities for learning music could be limited for pupils and more so particularly if parents were expected to fund a cost for music tuition. Discussions within these studies strongly supports a discourse that there should be a sustainable policy for music education potentially to ensure that music in the classroom does not become marginalised, particularly beyond the Covid-19 pandemic.

The Position of Music within the Educational Setting

Thus, despite the recommendations of the Plowden Report and Gulbenkian Report, there are still questions to be raised about the lack of progression of music in primary school education. Additionally, the Henley Review (2011) has highlighted concerns about the lack of music generally in education and suggests the importance of establishing a National Plan of Music Education as an imperative to improve the inclusion of music within the school. This is particularly relevant since music is a subject within the Primary National Curriculum for children to be taught in Key Stages 1 and 2. It is an ideal objective that Henley outlines in detail, that schools should provide children with a broad music education and that, "Ofsted's remit should be expanded to include a review of the standards of Music Education." (Henley, 2011, p. 33).

A House of Lords briefing (Scott, 2018) similarly makes definitive recommendations to further policy development regarding music education in primary schools and also to ensure funding is more prevalent. Additionally, the briefing calls into question the introduction of the English Baccalaureate as a qualification standard of measurement since GCSE Music is not included in the list of subjects used as a standard of measure of attainment (Scott, 2018). The House of Lords Statement also reports that whilst music education hubs were developed from 2012 onwards, Ofsted indicated in their November 2013 report that only a minority of pupils were being reached and there was clearly much more progress to be made (Ofsted, 2013).

In connection with the challenges and difficulties that are evident from these reports, resources were still somewhat inadequate for the creative arts generally and clearly there was a case for music to be included in schools. Music along with other art forms such as drama, dance and art have been described as creative and cultural activities. Based on this description it is understandable that education specialist Mike Fleming emphasises the significance of creativity in education, stating that it involves using the imagination to use innovative ways of engaging with knowledge, thus leading to effective learning (Fleming, 2012). He suggests that creativity is originality rather than tradition, and innovation rather than discovery. This is an apt definition for modern times and it is relevant that creative arts generally are discussed within the recent Durham Commission on Creativity and Education (2019) which indicates that there is still much work to do within the education sector, including music.

The findings of the Report were developed from data collated from a series of questionnaires that included headteachers and governors. The Report published in 2019 found that, "there is great interest in teaching creativity and its creativities across the education cycle" (Durham Commission on Creativity and Education 2019, p. 7). Referring to re-establishing the creative arts the report states that, "Drawing on its research, the Commission has developed a vision for promoting creativity in education within the Durham and North East region. All schools from Early Years through post 16 education, should be better enabled to establish and sustain the conditions in which creativity can be promoted" (Durham Commission on Creativity and Education, 2019, p. 14).

The Report also asserts an admirable argument that music as well as creative arts should be available especially to disadvantaged children. Recommendation 9 of the Report affirms that the Arts Council should work in partnership with youth sector organisations so that Music Education Hubs should be developed to support 'out of hours' activities echoing the recommendations offered within the House of Lords statement (Durham Commission on Creativity and Education, 2019).

It is understandable that the Report also substantiates that it is important to emphasise music in primary school education and provides examples of benefits and indicates that creativity is linked to higher standards, and can also improve mental health and well-being. Thus it is recommended that art and design, dance, drama and music should be a significant part of the school curriculum (Durham Commission on Creativity and Education, 2019). Based on current trends, mental health and well-being are high on the agenda, and if an inclusion of music for

children substantiates well-being, then there is a greater case for including music in primary schools.

It is also outlined that exposure to a creative learning environment helps children to learn cognitively and emotionally (Durham Commission on Creativity and Education, 2019). This viewpoint is underpinned by the teachings of Piaget who introduced a theory that experiential learning is connected to the development of cognitive skills (Huitt & Hummel, 2003). The Durham Commission on Creativity and Education Report certainly has a case and based on its findings, there is an identifiable rationale for focusing on selecting music as an art form to use as a pedagogical tool.

Studies and Theories

To explore the position of music in an educational setting is important because this establishes the rationale of looking in a more focused way at educational research that concerns the argument that music can be a contributory factor to a child's cognitive development. In connection with this there is further evidence discussed amongst educational psychologists who theorise that responding to a musical experience can contribute to an enhancement in learning skills. John Dewey, states that engaging in music affects the whole body (Dewey, 1958) and moreover has written extensively on how the external interaction of a child to its environment can contribute to their cognitive development. He ascribes to a functional psychology which he develops and publishes in *Reflex Arc Concept of Psychology* (1896).

According to Piaget, cognitive development occurs through the interaction of innate capacities within the environment around them (Gross, p. 528). Moreover, Mike Fleming argues that, "a use of art could help in reading skills" (Fleming, 2012, p. 72). Fleming suggests further that 'learning through' is a term which describes engaging with the rudiments of music, which could help in the teaching of maths.

There are also claims that listening to music can contribute to learning achievements such as numeracy. Crncec et al. (2006) explore results from studies that offer a case for and against this claim. Their article confirms that there is further indicative research from a number of studies concerning possible benefits of listening to music and include references to the so-called Mozart effect. It is purported that after listening to the 1st movement of a Mozart Sonata (K448), which lasts for 8 and a half minutes, performances of spatio-temporal abilities may be

improved (Shaw, 2000, cited in Crncec et al., 2006). Tests however have been carried out which have not been conclusive and four studies are referred to that have directly examined the Mozart effect in children and summarily these studies have found no evidence from the Mozart effect on children. In contrast to these studies Crncec et al. refer to the work of Hetland. Whilst his research could be regarded as equivocal, Hetland (2000, cited in Crncec et al.) performed a meta-analysis of experimental studies examining the effects of music lessons on spatio-temporal and other abilities, involving 701 children within 15 studies aged 3-12 years undergoing a programme of music lessons. An improved mean effect size was recorded in spatio-temporal abilities.

More in-depth reporting on the benefits of music has also been referenced by Hallam (2010) in connection with further details on the impact of music on the personal development of children. The article discusses evidence that music can impact positively on a child's personal development referring to the research explaining the science as to how brain activity is linked to engagement with music. There are also references to a range of extensive studies substantiating that music contributes to numeracy, literacy, and well-being. Hallam states that musical skills correlated significantly with phonological awareness. Relevant improved outcomes have been found to be linked to reading skills in a large sample of 4-5 year old children (Anvari et al., 2002 cited in Hallam, 2010). Some studies have focussed on children who are experiencing difficulties with reading. Nicholson, (1972, cited in Hallam, 2010) studied students aged between 6 and 8 categorised as slow learners. Those receiving music instruction had significantly higher reading scores than students in a control group who received no music instruction. Research by Geoghegan and Mitchelmore (1996) showed that musical activities involvement on pre-school children resulted in a higher score in a maths test as compared to a control group. However, the article is not entirely conclusive, since they note that musical accomplishment may have been accounted for by a home musical background.

Although some research may have been open to interpretation, theorists such as Eisner maintain that the Arts effect consciousness positively and states that there is substantive evidence that creativity is connected to improving cognitive skills and behavourial attitudes. He concludes that, "the effects of the arts appear to be greatest when the arts are intentionally used to raise academic achievement in reading and writing" (Eisner, 1998, p. 38). "They promote the use of our imaginative capacities so that we can envision what we cannot actually see, taste, touch, hear and smell: they provide models through we can experience the world in

new ways" (Eisner, 2002, p. 19). This theorising is also consistent with the views of Dewey and Fleming.

Further relevant research includes Constantin Koopman's article quoting Reimer (1989) who suggests that the arts help us to get hold of our feelings. This is a relevant argument and could explain why music has a significant place to play in focusing a child's mood towards learning (Kloopman, 1996). Based on the studies and research I have outlined, there is a strong case for the inclusion of music as a pedagogical tool that contributes to pupil achievement.

An Example of the Benefits of Music within an Early Years Setting

The significance of music to a child's mood is observed and verified in *Teaching Music Differently* (Cain & Cursley, 2017). An observer makes reference to the work of Imelda, a peripatetic music teacher. Visiting the school, she sings songs such as the *Hello* song and *Jack and the Beanstalk* and the children can join in the actions. The author of the article notes the enthusiasm of the children which highlights the effectiveness of the music on the children's well-being. There is a notable reference to the CHIME programme (Creating, Happy and Imaginative Music Experiences), where there is an intent to engage the children's interest in pitch, rhythm and beat and an integrated objective to improve their literacy, "and relate to the emotional content of music" (Cain & Cursley, 2017, p. 96). Whilst there are no published results on this within the chapter to evaluate an improvement, this however, is a worthy inclusion of music in primary school to see how music can address the well-being of the children, and the article reveals a positive setting in which music can contribute.

My research has shown that SALTMusic based at Great Yarmouth is a community project that has assisted the end goal of promoting language amongst Children of Early Years (Durham Commission on Creativity and Education, 2019). Funded by children's music charity, Youth Music, SALTMusic is a research project that seeks to connect Early Years music practitioners with speech and language therapists. This is one example of a music-making charity involving primary school children with an end goal of achieving results (Durham Commission on Creativity and Education, 2019). Their objectives are based on research that has shown musical communication forms the foundation for language development.

As such each session is music-based using tuned and un-tuned percussion instruments. Each session is broken into two halves - a free-play activity which is then followed by a group-led

activity. The children amongst other activities had the opportunity to take part in a song and join in with the sounds and interactions to engender dialogue. SALTMusic reports that, "speech and music therefore share components and particularly ones that are stressed in infant and caregiver interaction. We strongly believe that the skills required to understand language are inherently musical" (Durham Commission on Creativity and Education, 2019, p. 49). These are credible claims as there have been a number of studies which demonstrate a link between music and speech and language such as the research from Trevarthen and Malloch (2000) who produced a report which suggests that the use of pitch and sound is inextricably linked to assisting the cognitive interaction of infants. Results of the SALTMusic project found that young people became more confident and increase vocalisations in a relaxed musical and playful space which is a demonstrable positive outcome (Pitt & Anculus, 2018).

The Kodaly Music Method

An empirical study of a primary school in the North East was recently undertaken using the Kodaly Music Method delivered as an RCT (Randomised Control Trial) to children of Early Years. Beng Huat See and Lindsay Ibbotson undertook a study of the Kodaly-inspired music programme and indicated that there has been increasing interest in the potential benefits of music on pupil achievement in schools (See & Ibbotson, 2018). The Kodaly Method is a fun and interactive way to introduce music to young children and, "research suggests that to be effective, music training needs to be introduced at an early age" (See & Ibbotson, 2018, p. 11). The Kodaly method has its variations, but essentially it involves the singing of nursery rhymes with interactions. The main aim of the intervention was to use a Randomised Control Trial (RCT), such that participants are chosen at random and one group becomes a control group and the second group receives the intervention. The method was to assess the impact of the Kodaly Music Method on the developmental outcome of children in reception years 4 to 5 including literacy and mathematics and behavioural skills in a school in the North-East of England. The assessment was an RCT of 56 children from a reception class. N=28 for the intervention and N=28 for the control group.

The intervention involved the Early Years children singing of nursery rhymes with group musical interaction. The Kodaly Method uses 4 concepts: pulse, rhythm, pitch and structure. Using the singing of nursery rhymes such as *Hot Cross Buns, This Old Man, Mrs White had a Fright in the Middle of the Night,* the notion is such that children can gain an element of social

interaction and as such, the sessions involved pedagogical methods such as visual, audio and kinaesthetic techniques (See & Ibbotson, 2018). A benefit of this musical approach was that it could be particularly helpful for non-music specialist teachers, since there was no need to use equipment or specialist instruments and thus a helpful method to use in teaching the class without specific resources.

Improvements in learning were measured using the Early Years Foundation Stage Framework using 7 Developmental areas sub-divided into ELGs (Early Learning Goals). The individual ELG assessments were made based on teacher's observations of the child in their everyday interaction and marked with a value according to criteria. The pilot initially ran for one term and involved two reception classes in one school. The session was delivered by the same specialist in Kodaly training on a daily basis. Tuesday to Friday each week over 10 weeks at 09.30 for about 15 minutes. One term with the control group and RCT treatment group and then a second term was to follow. Data collection was achieved using the ELG method and marks awarded in 7 areas. Statistical methods were used to generate an Effect Size. Overall results (See & Ibbotson, 2018) compares positive effect sizes after both one term and two terms of exposure. The evidence shows the positive effect on the initial treatment children maintained in the second term indicating an overall positive effect of the music across key Early Learning Goals, including self-confidence, behaviour, relations, reading, writing numbers, shape and imagination. Overall, these are very positive results.

Based on this collective interaction, there is great merit in improving learning outcomes such as numeracy, literacy and behavioural skills using music in the primary school classroom. This substantiates discussion raised by theorists such as Dewey and Eisner. The Kodaly Method is one method to consider in making use of music in primary schools.

Further Outcomes and Support Services

Another example to refer to indicating success in the use of music relevant to learning outcomes is Feversham Primary School (Holliday, 2017), where the school introduced Music, Drama and Art up to 6 hours a week. Each child receives at least 2 hours of music a week, a 30 minute music lesson, a 30 minute follow up, and 1 hour music assembly. By 2017, during this period of intervention of creative arts, 74% of its pupils achieved the expected standard in reading and writing as compared to a national average of 53%. However, the most recent performance

tables show for Feversham, a further improvement to 80% in Reading and Writing, against a national average of 63%, and an overall outstanding Ofsted Report for 2019. (Ofsted, 2019).

There are other supporting services such as music-making offered by out-of-hours Music Education Hubs such as Musical Futures. Further support for non-specialist music teachers could be available from involvement with a local music hub such as the Durham Trust and music-making via local support could also support disadvantaged children. Whole Class Ensemble Tuition (WCET) may also be an option. Recent empirical research, justifies the inclusion of music for Key Stage 2 as a pedagogical method via Whole Class Ensemble Tuition (Fautley et al., 2019). An example of WCET is tuition offered by Durham Music Trust, lasting 10, 20 or 30 weeks in length. Essentially this is a service offering continuous professional development and shadowing of teachers who were non-specialist music teachers which would have the benefit of developing their leadership skills. WCET could be offered in primary schools with an objective to be inclusive using simple, musical instruments such as a ukulele, glockenspiel, maracas or exam music technology from Charanga software for Key Stage 2 to experience with sound and rhythm.

A few good examples of an ideal situation for Whole Class Ensemble Tuition is an initiative from Make Music Gloucestershire. Philip Cowley, musical leader who teaches Whole School Brass, states that for Key Stage 2 , "music is a first step and the first steps are most important." (Make Music Gloucestershire, 2020, 0:46). Richard Gasser, headteacher of Park Junior School states that using Whole School Ensemble, "we are providing the children with life skills such as listening and learning" (Make Music Gloucestershire, 2020, 1:25)

This connects to the Henley Review in connection with the notion that all children at Key Stage 2 should have the opportunity to learn music through Whole Class Ensemble Tuition (Henley, 2017, p. 11). A possible trial could be that the researchers in co-ordination with a primary school could organise an RCT for a Key Stage 2 group of pupils so that there could be an intervention group receiving WCET. After one or two terms, comparisons can be made against a control group and assessments can be made of literacy and numeracy attainments, before and after the trial to see if this made a difference to pupil's performance and behavioural skills.

In Harmony is a national programme that aims to inspire and transform the lives of children in deprived communities, using the power and disciplines of ensemble music-making. Schools participating in the In Harmony programmes include London, Nottingham and Newcastle. All schools commit to curriculum hours each week. Hallam and Burns (2017) report extensively

on the In Harmony programme referring to its provision of a musical therapy to socially disadvantaged children in preparing a WCET. Essentially, they indicate that when learning outcomes are negative, it is difficult to keep up the motivation (Hallam and Burns, 2017). It is important to carry on using music to act as an incentive and overcome barriers. In Harmony received positive evaluation from the National Foundation for Educational Research (NFER). This supports the relevance of the Durham Creativity Report Objectives.

Ofsted have also produced reports extolling the virtues of the contribution of music to the well being and ethos of primary schools. One example of such a report refers to a Primary School in the North East of England, in which they state that "your work to promote pupils' spiritual, moral, social and cultural development is exemplary. Opportunities for pupils to participate in a myriad of cultural, musical, theatrical and sporting opportunities are the norm" (Ofsted, 2018). The observations of the inspectors identify the positive outcome of children enjoying singing and making music, confirms the importance of music within the school ethos.

Conclusion

The results of my research based on the Plowden Report, the Gulbenkian Report and the Henley Review recommendations show that there are questions to be raised regarding the lack of music in primary schools. More essentially, the Durham Report on Creativity has outlined the areas where music amongst young people have been linked to improvement such as language skills

Theorists such as Eisner and Dewey, and education specialist Mike Fleming have indicated that music has great benefits as a pedagogical tool. Although equivocal in some cases, studies, described by Crncec et al. (2006) and Hallam (2010) nevertheless have shown overall positive evidence that music within the curriculum contributes to pupil achievement. The Kodaly-music method substantiating the potential benefits of music on pupil achievement in schools is another area of research (See & Ibbotson, 2018). Examples of music education support groups that have generated results worthy of further exploration include SALTMusic, and In Harmony indicating improvement in behavioural skills amongst Early Years children. Ofsted also indicate that the presence of music within the primary school evidentially shows that the children enjoy singing and indicates the hard work of teaching staff bringing the music to a high standard of performance.

Music Education Hubs, and the example of Feversham Primary School and the inclusion of Whole Class Ensemble Tuition additionally show the research and essential results along with supporting evidence linked to improved communication and well-being and in some cases, enhanced academic performance. The evidence presented in this paper substantiates my argument that the inclusion of music in primary schools shows promise to the enhancement of pupil performance.

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Managing violent behaviours in primary schools – A multi-agency risk assessment model

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Managing violent behaviours in primary schools – A multi-agency risk assessment model

Awareness of childhood violence is growing globally. It is estimated that almost a quarter of teachers are assaulted by their pupils each week in the UK, with many of these children identified as having social, emotional, and mental health needs. These pupils are increasingly likely to be excluded from school. When compared with violence and aggression from adults, there is a poor level of awareness and multi-agency co-ordination when risk-assessing violence and aggression from children. In this article, I posit that risk models applied to adult violence and aggression, particularly multi-agency risk assessment conferences (MARAC), should be applied to childhood presentations of violence and aggression, thus expanding knowledge and providing additional resources for early identification and support. Through a child-centred MARAC, there is opportunity for schools to remove responsibility from the teachers, placing it with multi-agency units. Units which can collate information on families, and provision, directed services to holistically support families, and consequently schools.

Keywords: safeguarding; violence; exclusion; behaviour

Managing violent behaviours in primary schools – A multi-agency risk assessment model

Introduction

Inappropriate, challenging, and difficult behaviours are common in children. The terrible twos, and teenage defiance are culturally accepted as periods where conflict can occur between adults and children, but there are limits to their acceptability. Some behaviours are not just difficult to support but also problematic. Problematic behaviours have been classified as behaviours which can negatively impact upon the development of a child or young person, and violent behaviours can be included under this classification (Hackett, 2014). Violent behaviours do not just impact the development of the child or young person using them, but also the children who witness, and therefore experience this violence, and this can be particularly complex in the classroom, where multiple children are impacted.

It should be noted that children who are considered violent or problematic are themselves particularly vulnerable and in need of support. There were at least 48,000 pupils excluded from UK mainstream and special schools during the year 2017 (House of Commons Education Committee, 2018). There are three main causes for exclusions within school: Persistent disruptive behaviour; verbal abuse or threatening behaviour against an adult; or other physical assault against a pupil or adult within the school (Gill et al., 2017; Martin-Denham & Donaghue, 2020). These behaviours are not only difficult for teachers to manage, but also for other children within the school, and the child themselves.

Children and young people excluded from school are said to be increasingly likely to have mental health needs and special education needs, to be living in poverty and/or have experienced domestic violence themselves (Education and Health and Social Care Committees, 2018; Graham et al., 2019; Ofsted et al., 2018; Lloyd, 2018). However, I would recommend caution in interpreting this data as evidence that these social issues are increasing in the population of pupils who have been excluded. Excluded pupils have always been disproportionately impacted by these adversities. Recently, however, there have been improvements in not only how we recognize childhood adversities (Felitti et al., 1998), but also how they impact behavioural and emotional expressions.

Impact of violence in schools

Munn et al. (2007) argued that violence in school is a subjective experience, and different teachers and headteachers will have different interpretations of acceptability and thus it is difficult to measure frequency, levels, and impacts of *violence* when this violence is being measured and interpreted so differently. Nevertheless, when children are violent within the classroom, we are becoming more aware that they are also using these problematic behaviours in other environments. These other forms of violence can include sibling abuse, self-harming behaviours, child to parent violence and abuse, property theft, property damage and destructive behaviours, and peer abuse (Kennedy et al., 2010; McCloud, 2017; Sanders, 2020). As such, exploring and understanding violent behaviours in schools can be key in understanding the violence enacted by children and young people elsewhere (Eisenbraun, 2007).

When children are using several different forms of violence it poses challenges across the board. Headteachers have a responsibility to keep their staff and their other people safe from violence. In some circumstances school is the only respite a parent may get from their own child's violence. This can mean that when a child is excluded from school for using violent behaviours strategies, they transfer those behaviours to the home which have been compounded because the child has experienced a significant loss and rejection through the school exclusion. Schools are well-placed to identify and target children who are presenting with violent behaviours or experiencing them at home because they have more contact with children than any other service (Lloyd, 2018). By being able to identify that a child is beginning to use violent strategies earlier, we may be able to put in earlier interventions, and thus reduce the risk to parents, family members, educators, and the community.

Identifying when multi-agency working is appropriate

Schools and their staff are part of the wider network to safeguard children and young people and are required to follow statutory guidance of 'Keeping Children Safe in Education' (Gov UK, 2020); and 'Working Together to Safeguard Children' (Gov UK, 2018). These documents provide all school staff with recommendations and procedures to follow where there are safeguarding concerns about a child, and these concerns should include when a child appears to be violent.

Working together to safeguard children

This guidance specifically focuses upon the risks to children and young people, and where they may be vulnerable to exploitation, neglect, or abuse. This broad definition encompasses where children could be experiencing abuse or exploitation from their peers, and this can happen within schools. Furthermore, even if children and young people are not directly targeted by violence by other children, they are still vulnerable to experiencing violence when it takes place within the classroom or school environment and school staff have a responsibility to identify these risks. This issue can become difficult to navigate when the child or young person presenting as violent themselves has a special educational need or disability (SEND). If the needs of the young person are not being met, they are more likely to become distressed and become violent within the school environment, and the Equality Act 2010 places the responsibility on the school to assess the risks to all children and young people, and reduce the demands or challenges being placed on the young person with SEND whilst also balancing the needs and safety of others.

Keeping children safe in education

One of the key points in this guidance is that all school staff have a responsibility to provide children and young people with an environment which is safe and conducive to learning. This point can incite staff to wish to remove children and young people who make the environment *feel* unsafe. Nevertheless, harmful behaviour initiated by children and young people can impact their own mental and physical development, and it is the responsibility of all school staff to prevent this.

In both these pieces of guidance, there is a clear pathway to formal safeguarding procedures, however it can become complicated when it appears that it is the child or young person who is the risk to others. Both pieces of guidance recognise that changes in behaviour, or complex violent behaviours can be signs that a young person is in distress, potentially from neglect, abuse, or exploitation themselves, but this is not always the case (Holt & Lewis, 2020). At present, the safeguarding pathway tends to involve working with external agencies and referring directly to Early Help services, but there are existing frameworks within some schools through the Operation Encompass model.

Operation Encompass (OE) (Operation Encompass, 2019) is a collaboration between some polices forces and schools. Those areas who adopt this model develop a school-policing

relationship in which Operation Encompass improves information sharing when there has been a report of domestic abuse. Through the above guidance, when police attend a property after a report of domestic abuse, whether further action is taken or not, if a child is present then a referral is sent to child safeguarding services to determine whether social care or early help involvement is required. If social care determines no further action, then a school may never know of the incident. Through OE, police will also contact schools via their 'key adult' who has taken additional training through the OE pathway. This key adult is usually the school Designated or Deputy Designated Safeguarding Lead and will then take steps to share information with the relevant staff members (form tutors, teachers, support staff), so that the relevant staff can take steps to support the child or young person (Operation Encompass, 2019).

When it may not be clear whether there are safeguarding concerns relating to violence which require multi-agency intervention there are 'Ask and act' procedures which can be enabled. Ask and act refers to two different, but related pieces of training recommended by the Welsh government and domestic abuse charity Respect.

Ask and act, Wales

This training is available for professionals who may come into contact with women who may be experiencing domestic abuse or be surviving the effects of such experiences through their work. The ask and act training focuses on recognising the gender-based nature of such offences, how to sensitively approach the questions, recognise the signs, and direct women to appropriate services and support (Gov Wales, 2019).

Ask and act, Respect

This training is available for professionals working with families, to help them identify where children are being violent within the home. It is not specifically for those children who have been identified as initiating violence within the home, but to help professionals see the signs, such as violence within schools, and support families in the early stages of these behaviours. The training provides resources and tools for professionals to use in their support of families (Respect, 2020).

Both pieces of training provide opportunity to identify and approach families in conversations about violence, abuse, and how to access and receive support to prevent these issues from exacerbating. Nevertheless, for some schools experiencing intense violence from pupils,

particularly those schools with multiple children with social emotional and mental health needs (SEMH), there may be a need for more intensive support, and it is difficult for schools to manage or complete full risk assessments for children and young people without the support of external services through multi-agency working.

A framework to reduce risks

As mentioned, safeguarding children often focuses upon preventing or reducing the impact of abuse, neglect, and exploitation of children; this is complex when it appears that it is the child themselves who is a risk to the adults meant to support and protect them. There are several ways local authorities and services have attempted to implement risk assessments for young people co-ordinated by local child safeguarding boards (LCSBs). These are often area-specific based on local availability, commissioning, and expertise. One of the most commonly adopted risk assessment conference relating to violent behaviours is the 'Multi-agency Risk Assessment Conference' (MARAC) which is a co-ordinated assessment of high-risk domestic abuse cases, and how services can reduce the risk to victims. One of the key components of a MARAC is that families do not attend, and services share information to other agencies:

> *At the heart of a MARAC is a working assumption that no single agency or individual can see the complete picture of the life of a victim, but all may have insights that are crucial to their safety. This is because domestic abuse takes place behind closed doors and presents itself to the outside world in many ways: through calls to the police, through visits to A&E, through calls to domestic violence helplines, through poor child attendance at school, and through friends.* (SafeLives, 2010, p. 4)

The purpose of the MARAC is to share information to increase the safety, health, and well-being of the victims, who could be adults, and their children. One of the questions asked at a MARAC is does the perpetrator pose a significant risk to a particular individual or the general community? Are there any outstanding referrals which could impact risk level? The aim of the MARAC is to reduce repeat victimisation, improve agency accountability, and improve support for staff involved in high-risk domestic abuse cases. The goal is collaboration to pull together a risk management plan that provides professional support all those at risk and reduces the risk of harm overall. Whilst I would like to repeat that the children who use violent strategies are a risk to others, they can also be a risk to themselves. They require support and

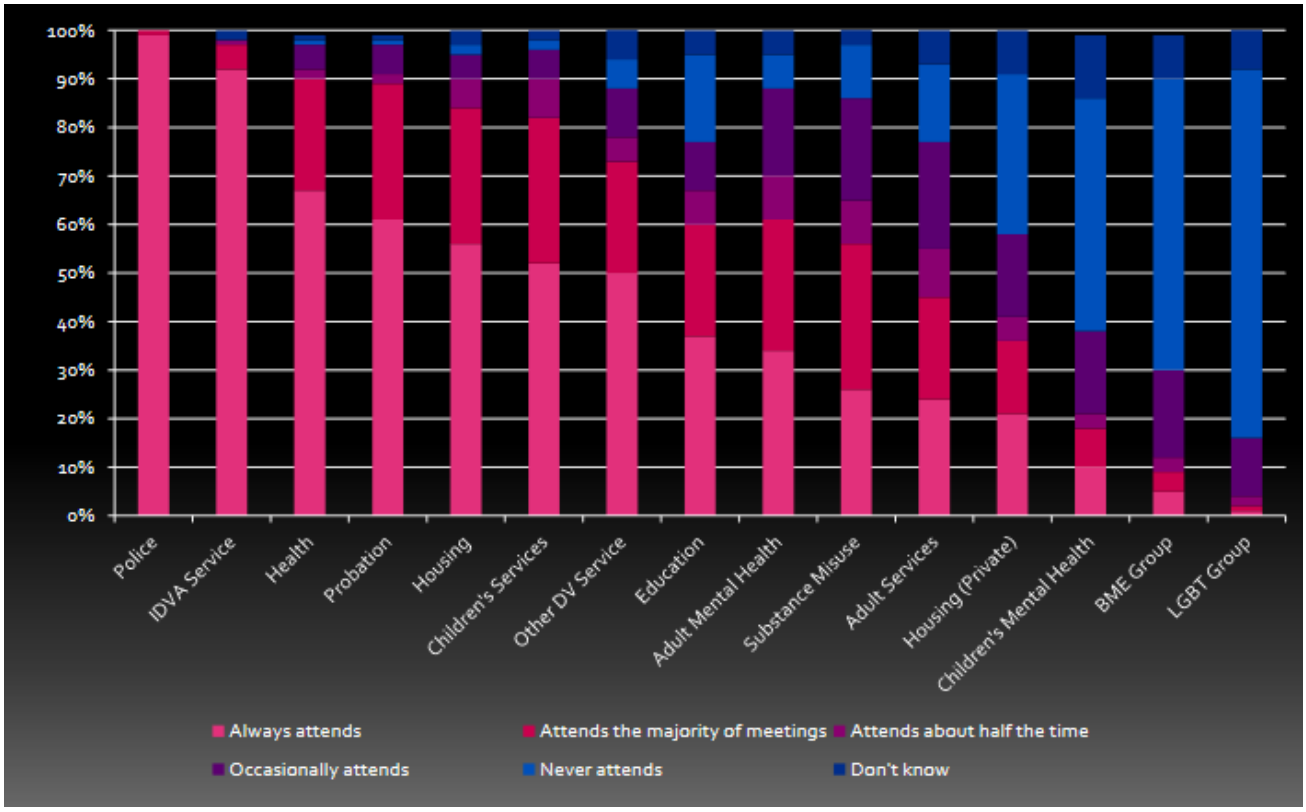
protection, not rejection, but it should not be the responsibility of individuals such as teachers to reduce the risk children pose to themselves and others alone. Reducing the risk of harm to everyone is a key goal of the MARAC and takes away the responsibility from individuals (SafeLives, 2010).

Could a model like MARAC work for children?

Many attendees of a MARAC meeting are typically invited to child protection conferences, youth offending team meetings, child sexual exploitation conferences, or county lines conferences. These meetings typically do not require families to attend as they often discuss confidential histories and information regarding other parties who may be vulnerable to the offences discussed. Similarly, any of these meetings and conferences could be identified as providing a good information-sharing opportunity regarding childhood violence however, I am recommending the MARAC due to the considerable number of professionals who are able to be involved, recognising the wider-reaching consequences of violent behaviours.

If a MARAC-type conference were to be utilised in child violence cases, all these attendees would not be needed. The MARAC model allows for invitations to be provided to those services who have been identified as potentially having information about the family, or information that may be helpful for the risk assessment. Robinson (2013) analysed Home Office data (Home Office, 2010) and adapted a graph to demonstrate which services attended MARAC meetings and how frequently (Figure 1):

Figure 1: National survey response to the question 'how regularly does a representative attend MARAC? (% of respondents)



(From Robinson, 2013)

If this child-centred MARAC model (child-MARAC) provided an opportunity for identified services to come together and discuss the potential risks to the child, their peers, their family, school staff and the community, it would facilitate the opportunity for services to speak to one another and thus provide opportunity for a comprehensive risk assessment, safety plan, and intervention. This would take the responsibility away from the child, the parents, and the individual teachers experiencing violence and instead would focus on the whole community response to supporting everyone involved. Safeguarding children is everyone's responsibility (Gov UK, 2018), and so every service has a place in reducing the risk a child may place towards themselves.

Violence reduction units (VRUs) are a recent programme developed to prevent and reduce serious violence, funded by the Home Office. The 2020 evaluation of VRUs found that they successfully "build on, complements and enhances existing arrangements" (Home Office, 2020, p. 32), and therefore they may be ideally suited to initiating child-MARAC processes, particularly as it is recommended that VRUs are positioned in a co-located space for police and the local authority.

Another benefit to the MARAC is it can improve access to services. An example of this is an adult being on a waiting list for drug and alcohol services can have their appointment expedited once it is identified as a key need by the MARAC. Similarly, a child or young person who has been waiting for drug and alcohol services, child and adolescent mental health services (CAMHS), or an occupational therapy appointment, could have this expedited to ensure quicker access to needed therapeutic interventions or support.

It would not be appropriate to refer all children who present as violent in school to a child-MARAC due to the time and costs involved, as for some children it would be unnecessary. Instead, the referral process could be adapted based on the existing setup of the local authority. If concerns about child's behaviour or emotions are raised by school all parents, three checks could be made:

1. If the violence and/or aggression is only seen within school, and not seen at home or in the community, then there should be a referral or within-school assessment to explore whether or not the child or young person has an unidentified SEND.
2. If a SEND has been identified and the behaviour is on-going then a re-assessment of these needs should be completed in line with the Equality Act 2010.
3. If the violent or aggressive behaviours are consistent across environments and the behaviours are escalating or there are other children placed at risk due to the behaviours, then these cases could be referred to the child-MARAC for a full assessment of the needs and risks of the child.

Once a child-MARAC assessment has taken place, several outcomes should be expected, the below five aspects should be considered, but this is not an exhaustive list, and as with all child safeguarding practices, context matters:

1. An advocate should be allocated who can keep the family informed of outcomes.
2. A full community risk assessment should be completed.
3. Relevant interventions available within the local authority to be identified, including existing interventions such as positive relationships, or child-parent violence interventions.
4. Strategies that can be implemented by the school.
5. Costs of the required support and intervention and who will be paying for these services.

Cost concerns

There are considerable costs associated with the MARAC model and the investment required to run a conference requiring so much professional involvement, as well as costs associated with interventions and support that come out of the risk plans. Nevertheless, the MARAC model has been adopted by so many local authorities due to the long-term savings that accumulate, whereby an investment of £1 in the MARAC, provides a long-term saving of £6 (Caada, 2010, in Robinson, 2013). Furthermore, as so many services have adapted to remote working and virtual conferencing, the costs of running such multi-agency conferencing could be marginally reduced.

When considering the costs which may accumulate with a child-MARAC, there may be additional costs due to the educational aspect of risk assessment, intervention, and support. Nevertheless, the costs associated with permanently excluding children and young people from school, youth offending services, and health services is significant and any model that can be adapted to reduce such social, financial, and practical costs should be seriously considered:

> *"Every cohort of permanently excluded pupils will go on to cost the state an extra £2.1 billion in education, health, benefits and criminal justice costs"* (Gill et al., 2017, p. 7).

Conclusion

Most children excluded from school are excluded due to disruptive, aggressive, or violent behaviours and these behaviours may be due to unidentified or unsupported SEND, and may be behaviours being used in other areas, such as home or the community. The earlier these behaviours are identified and targeted, the better the opportunity to support children and young people presenting in this way, their families, and other children within the classroom. Whilst there are several ways services could work together to reduce childhood violence within schools, within the home, and within the community; the MARAC is an excellent, cost-saving model which removes the expectation on teachers to reduce the impact of violence within schools and instead positions schools and school staff as key people to identify where children are at risk, and levels the responsibility for risk assessing and reducing risks through multi-agency teams. Everyone who encounters children has a responsibility to safeguard them (Gov

UK, 2020), and yet how to safeguard children when they appear to be a risk to themselves is a challenge.

The MARAC is considered at present to have a 600% saving when allocated to cases of high-risk domestic abuse, and this costing may increase with a child-centred version, in which the savings could include the costs of exclusion. Whilst this model theoretically has the potential to work well when associated with childhood violence, it would need to be adapted considerably based on the commissioned services available within each local authority, and this may be difficult based on how safeguarding guidance recognises childhood violence. At present, guidance is available for children and young people in relation to when they are responsible for sexual abuse and sexually harmful behaviours. However, there is little guidance for physical or emotional abuse initiated by children and young people, and so Home Office guidance will need to be adapted to provide recommendations for LCSBs to provide guidance for schools in how they approach childhood violence, and work with families and other agencies to prevent and/or reduce it.

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Contextualised Admission: Does Province-Based Quota Policy Improve Geographical HE Equity in China?

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Contextualised Admission: Does Province-Based Quota Policy Improve Geographical HE Equity in China?

HE geographical equity is a significant societal problem in China. As the primary admission policy, Province-based Quota Policy has been implemented to ameliorate geographical disparity in HE admission. However, the contribution of this improvement is controversial. In order to evaluate this melioration, this study conducted a secondary data analysis of the latest admissions of all regular Higher Education Institutions (hereafter, HEIs) and HEIs in the World Double-First project in China through three indexes. The study found that provincial disparities in HE admission exist. Both regular HEIs and prestigious HEIs show more preferences to students from well-developed provinces, while less places in HE are prepared for those from inland, remote and under-developed provinces. The implications of this study for future policy making and implementation should be more balanced quota distributions and more educational investment in disadvantaged areas.

Keywords: Province-based Quota Policy; HE equity; geographical disparity; China

Contextualised Admission: Does Province-Based Quota Policy Improve Geographical HE Equity in China?

Introduction

As the primary policy in HE admission in contemporary China, the Province-based Quota Policy (hereafter, PQP) is significant and well-known. Regarding each province (here, the term "province" includes provinces, municipalities and autonomous regions) as an admission unit, PQP distributes conventional admission quotas mainly set by government to these units (Tam & Jiang, 2015). This artificial distribution began with the intention to increase HE participation for students from remote provinces that are more likely to be deficient in economic, social and cultural capitals, which might associate with the lack of educational and other resources. Students, with less resources, from these poor areas might find it tougher to gain as good educational outcomes as their counterparts living in well-developed provinces. Then, due to meritocracy, HEIs, especially elite ones, tend to accept students with more outstanding performances, who often come from the latter. Therefore, in order to improve HE participation of the former group, PQP allocates imperative admission quotas to under-developed provinces and students there might receive HE with lower entry requirements.

In this way, PQP could be viewed as a kind of contextualised admission policy. Contextualised admission means to use contextual data to identify disadvantaged students and to take this information into account during admission decision-making (Gorard, 2018). PQP, based on the indicator of hometown provinces, adjusts HE enrolment quotas to help students in poor provinces get access to HE. However, despite its equity-orientation, PQP has been questioned about its actual contributions. Some scholars even claim that PQP gives preference to students from well-developed provinces (Ling, 2017) and has exacerbated the geographical HE inequality (Zhang, 2015).

Therefore, this study intends to explore: does PQP actually improve geographical HE equity? The primary methodology is secondary data analysis by introducing three different indexes. The following section discusses relevant previous studies; then the data collection and methods used in the study will be explained, finally followed by the results and conclusions.

Review of Previous Studies

Evaluations of PQP are quite extensive. Although some scholars argued for the fairness of contextualised quota allocation (Cai, 2005), many researchers criticised PQP and questioned its efficacy in rectifying the imbalanced distribution of educational resources and opportunities in China. For instance, Jacob (2006) conducted a cross-sectional survey in 10 universities and concluded that geographical and urban disparities were an impenetrable barrier to HE equity in China. In their small-scale review of studies, Sun and Barrientos (2009) also disclosed the preferences of HE admission to provinces in the east of China with richer resources after the decentralisation of HE funding. More recently, Ma (2012), Liu (2015) and Liu (2015) calculated the Admission Rate Index (hereafter, ARI) in provinces and, after comparing, confirmed a remarkable geographical disparity in HE enrolment. They highlighted the privileges of most eastern provinces.

Apart from ARI, some scholars introduced some economic indexes in their studies. Liu (2007) evaluated PQP through ARI, the Theil Indicator and the Gini Coefficient and concluded that 1) despite the improvement of HE equity in the east and middle of China until 2006, the polarisation of HE admission between municipalities and western provinces was still serious; 2) despite the amelioration of disparities between districts, the gaps in HE admission among provinces within the same districts continued to increase. These findings were partly echoed by Wang & Du (2013). They, employing the Wilson Coefficient and the Theil Indicator, argued that Shanghai, Beijing and Tianjin were highly privileged than other provinces, and that Jiangsu, Ningxia, Qinghai and Gansu were comparatively advantaged, while some provinces, including Henan and Hubei, were lagging behind in the HE admission.

The geographical gaps were even larger in the competition for more prestigious universities. Xie (2014) compared the admission proportions of first-tier HEIs from some provinces from 2010 to 2012 and found that Beijing always presented the highest proportions, with 20.1%, 27% and 25.5% respectively, almost five times higher than those from the bottom province. Yang & Wang (2020) also pointed out that there were 3 in every 100 students from Beijing entering first-tier HEIs, while the number was 0.4 from Henan, Guangxi, Jiangsu and Shandong.

The more selective HEIs are, the more considerable provincial disparities are. According to Pan et al. (2010) and Hamnett et al. (2019), HEIs affiliated under the Ministry of Education (MOE) and top nine HEIs preferred students from well-resourced regions such as Beijing,

Tianjin and Shanghai. Wu & Zhang (2010) also found an unequal distribution of admission to Peking University in 2004, as it allocated 308, 94, and 94 out of 1748 places to Beijing (60,000 candidates), Jiangsu (400,000 candidates) and Zhejiang (300,000 candidates) respectively. This inequality even existed in 2009 (Lu, 2019).

Peking University is not an exception. According to Xinhua News Agency (Chen & Li, 2006), Fudan University, Zhejiang University, Wuhan University and Nankai University distributed their quotas in a highly localised manner. Additionally, Ding (2011) criticised the unequal opportunities of getting access to Jilin University for students from Jilin, Henan, Jiangsu and Gansu. The local students enjoyed 4.5, 9.89 and 18.47 times higher entry probability than students from the other three provinces respectively.

To conclude, it seems clear that PQP is unsatisfactory in improving HE geographical equity, because the quotas allocated by PQP give preference to some areas, such as Beijing, Tianjin, Shanghai, Jiangsu and Zhejiang, but were very limited in Henan, Guizhou, Shaanxi and Yunnan. However, there are some limitations in the previous studies. First, most of these studies are somewhat outdated, and show the picture over a decade ago. Moreover, many of them only used several examples of HEIs/provinces instead of taking a nationwide view. Second, the utilization of ARI is somewhat problematic. ARI is popularly used to evaluate HE equity, but it actually ignores the wider population, including the totality of enrollees and applicants. It would be far from accurate to use ARI only. Third, many of these studies, problematically, viewed NCEE candidates as the eligible group for HE, which actually excluded an important tranche of potential HE participants who had been weeded out in the previous selective examination much earlier than NCEE. Some researchers have been aware of this issue and have taken into account the number of primary or middle school graduates (Liu, 2007; Wang & Du, 2013). However, there is still an assumption of no migration after completing primary and middle school, an arbitrary assumption which might skew the findings.

Thus, this study aims to collect the latest admission data of elite HEIs and all regular HEIs in every province from 2016 to 2019, and then, in addition to ARI, introduces the more accurate Gorard Segregation Index into the analysis. Finally, in order to take earlier education leavers into account, the Admission Opportunity Index is used.

Data Collection

The whole data collection has three main parts. The first part is collecting the provincial admission quotas of prestigious HEIs, here, referring to the 42 HEIs in the World Double-First Project (hereafter, WDF) in 2016, 2017, 2018 and 2019. Unfortunately, as not every HEIs published their provincial admission quota plans on the website, only quota plans from 22 WDF HEIs in 2016, 25 WDF HEIs in 2017, 31 WDF HEIs in 2018 and 34 WDF HEIs in 2019 have been collected (See Appendix 1). Another term that might need more explanation is "provincial quota plan". The admission quota plans here, as an appurtenance of PQP, only count students who take the National College Entrance Examination (hereafter, NCEE) and generally exclude those entering HE without taking the examination (Baosong) or with ten to twenty bonus scores due to outstanding talents, or those enjoying some compensatory credits in their NCEE scores through contextualised admission policies because of being disadvantaged. These students are admitted by HEIs without occupying any quotas, according to the stipulation.

The second part of the data collection is the numbers of NCEE candidates and enrollees of all regular HEIs in each province. Regular HEIs refer to those which are qualified to provide degree programmes to their applicants, including the highly selective WDF HEIs and also the lower-level four-year universities. However, they do not cover independent colleges, adult colleges or vocational colleges.

The number of NCEE candidates and that of student intakes in regular HEIs have been published in the official websites of provincial government, provincial educational departments and Sina Education. Despite the intention to collect data from all 31 provinces, however, the collection was only completed for 17, 13, 24 and 20 provinces in 2016, 2017, 2018 and 2019 respectively (See Appendix 2).

Thirdly, in order to analyse HE admission opportunity, enrolment rates and completion rates of primary schools, middle schools and high schools in each province have been collected from the website of MOE. HE admission opportunity here means the probability of 18-year-old teenagers, the common age group for HE entry in China, receiving HE. Due to the limited information on the size of the 18-age population, this study explores the intakes and accomplishments at every level of education to grasp progression rates in every educational transition as fully as possible.

Method

There are three main indexes used to evaluate the equality of PQP in this study. They are the Admission Rate Index, the Gorard Segregation Index (hereafter, GS Index) and the Admission Opportunity Index (hereafter, AOI). ARI is a widely-accepted index when evaluating educational equality, especially for making comparisons among different subgroups. The formula to calculate ARI is as follows:

$$ARi = Ai/Ci$$

Where:

ARi is the admission rate from province i;

Ai is the numbers of enrollees (in WDF HEIs or regular HEIs) from province i;

Ci is the numbers of NCEE candidates from province i.

Although ARI is commonly used in previous studies and is easily understandable, it is problematic due to the lack of information it gives about the whole population. Therefore, a more robust index is required. For this purpose, the GS Index is utilised (Gorard & See, 2013). The GS Index can clearly indicate the segregated level and disclose how potentially disadvantaged students or groups from some regions are under-represented in HE admission, and how their counterparts from privileged provinces (if there are any) are over-represented (ibid). The calculation formula is:

$$GS=0.5*(\sum|Ai/A - Ci/C|)$$

Where:

Ai is the number of students in the admission quota plans of WDF HEIs/admitted by regular HEIs in province i;

A is the total number of students in the admission quota plan of WDF HEIs/admitted by regular HEIs in China;

Ci is the number of NCEE candidates in province i;

C is the total number of NCEE candidates in China.

An additional explanation needs to be made here: because this study intends to make it clear whether students from some regions are over-represented or under-represented in targeted

HEIs, the absolute mark has been omitted during the calculation. If the segregation index is zero, that means there is no segregation for students from this region in this HEI. However, where there is a positively segregated trend or a negatively segregated trend, it refers to the over-representation or under-representation respectively of students from a particular region.

The third index used in this study is AOI. In China, selective meritocracy begins when pupils compete for a place at high school after finishing compulsory education, much earlier than HE. Therefore, disadvantaged subgroups might leave education before high school, or even before compulsory education is completed, although they might otherwise have been eligible for admission. If these early school leavers are not taken into account, the results might be biased through missing a much more disadvantaged group than the pupils who failed in the HE competition: young people who did not even become competitors for HE. In order to build a more complete picture of disadvantage, AOI is introduced in this study and the formula for this index is:

$$AOIi=ARUi*ARHi*CRHi*ARMi*CRMi*ARPi*CRPi$$

Where:

AOIi is the admission opportunity of students from province i;

ARUi is the admission rates of HEIs from province i;

ARHi/CRHi is the admission/completion rates of high schools from province i;

ARMi/CRMi is the admission/completion rates of middle schools from province i;

ARPi/CRPi is the admission/completion rates of primary schools from province i.

Results

Admission Rate Index

In this section, the ARI not only of all regular HEIs but also of prestigious HEIs in the WDF project in each province in mainland China will be compared.

Based on the calculation, the results of ARI are displayed in the column charts below. Figures 1 to 4 present the proportions of students from different provinces admitted to all regular HEIs from 2016 to 2019. The columns in the figures refer to the admission proportions of regular HEIs from corresponding provinces, while the red line means the average of admission ratios.

According to these figures, despite the deficiency of data, the following provinces were always outstanding in the HE enrolment competition whenever they appear in the charts: Beijing (advantaged in 2016, 2017, 2018 and 2019), Fujian (advantaged in 2016, 2018 and 2019), Hainan (advantaged in 2016), Jiangsu (advantaged in 2017, 2018 and 2019), Tianjin (advantaged in 2018 and 2019), Liaoning (advantaged in 2018), Heilongjiang (advantaged in 2018 and 2019) and Shanghai (advantaged in 2019).

On the other hand, these graphs reveal equity problems. Some provinces, in contrast to their more privileged counterparts, suffered from fierce competition in regular HEIs enrolment for a long time. Jiangxi, Henan, Hunan and Guangdong, for instance, were disadvantaged throughout the four years. Anhui, Gansu and Guangxi also show below average admission proportions for three years. Although the data from these provinces has only been collected for one or two years, Sichuan, Yunnan and Qinghai never surpassed the average.

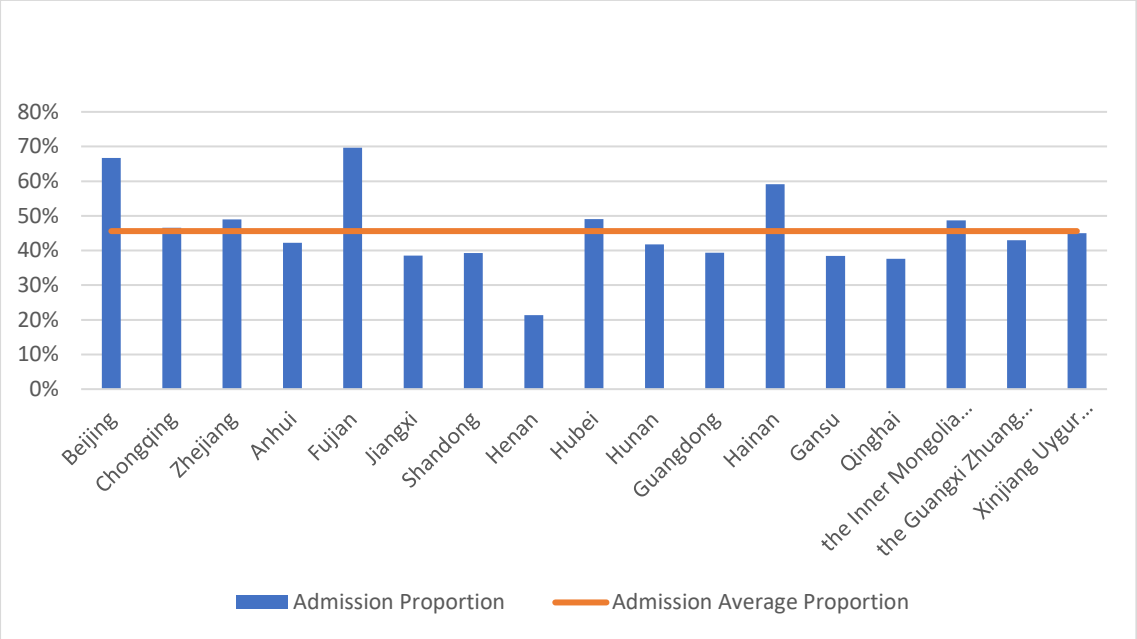

Figure 1

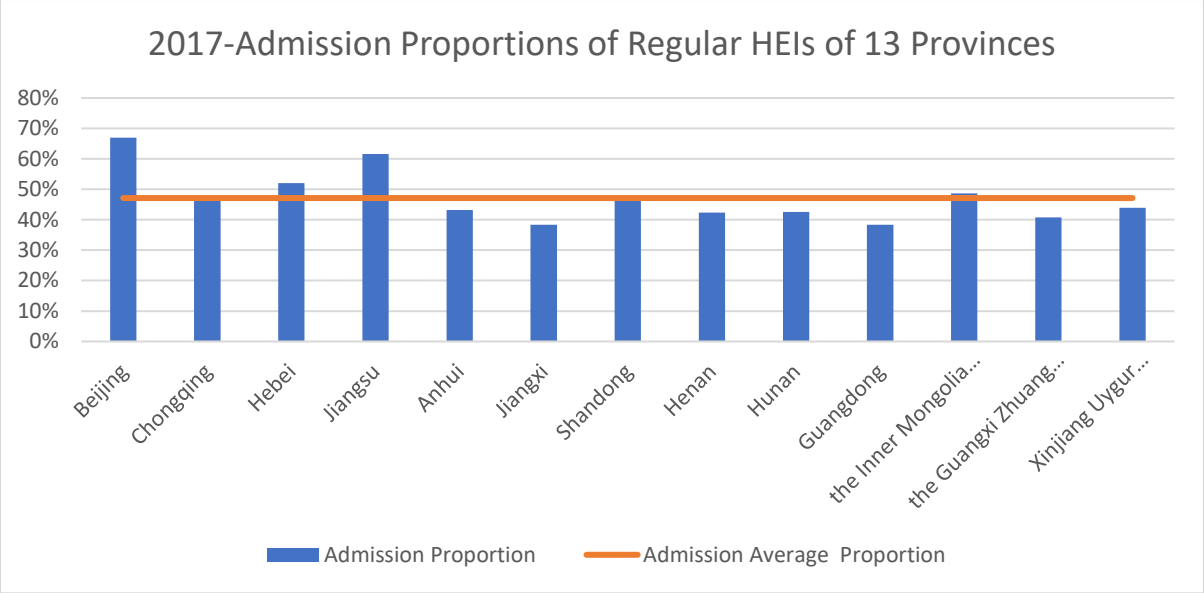

Figure 2

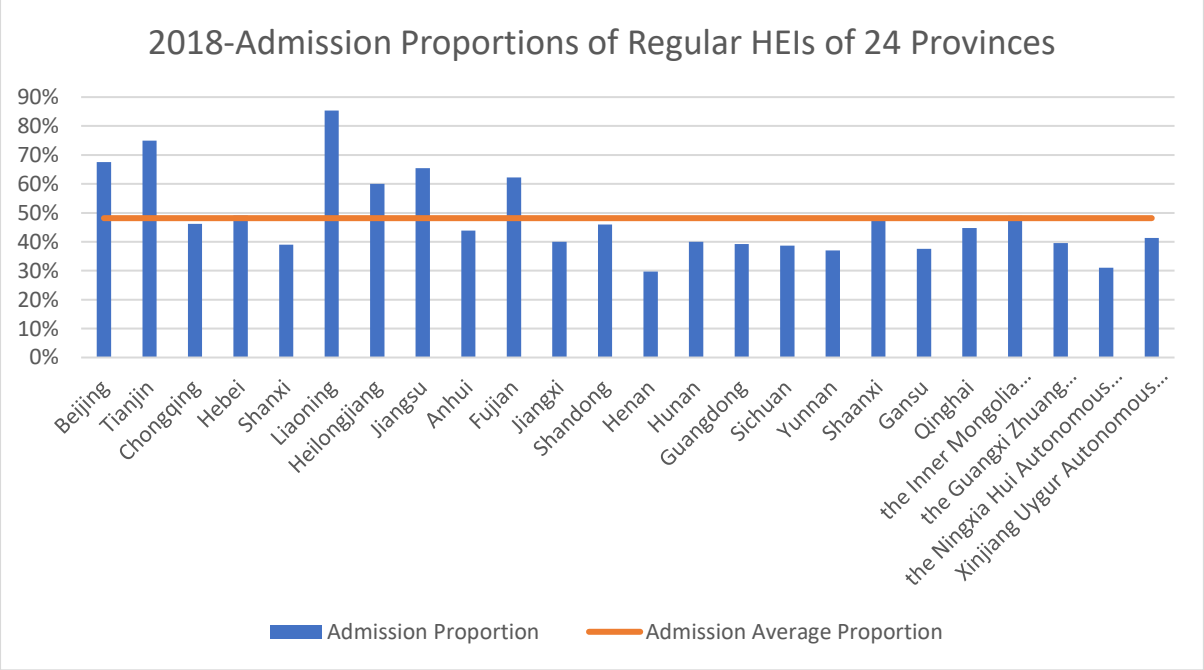

Figure 3

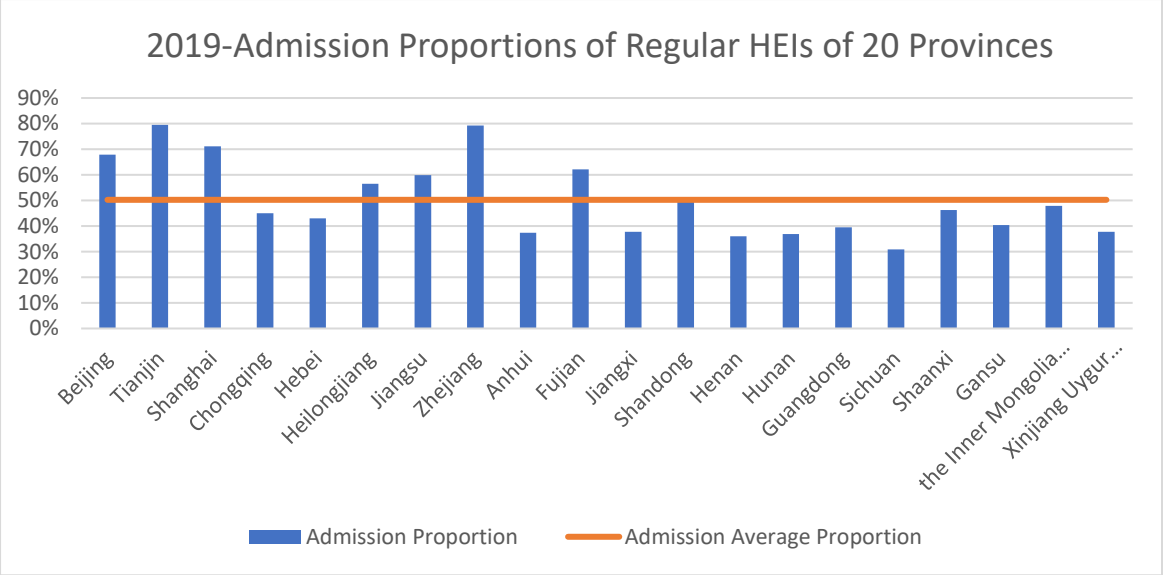

Figure 4

Figures 5 to 8 describe the admission rates of WDF HEIs from the various provinces. From these figures, firstly, it is easy to confirm the privilege of Beijing, Tianjin and Shanghai in elite HEI enrolment, which somewhat echoes the findings of Zhang and Li (2019). They called these three municipalities "absolutely superior regions in elite HEIs enrolment" due to their consistently advantaged position. Beijing, Tianjin and Shanghai are rich in economic and educational resources and it is very likely for students from these municipalities to become beneficiaries of reproduction. In addition, the admission proportions of WDF HEIs from Jilin were also high and sometimes even exceeded those from traditionally privilege-labelled municipalities. This might mainly be attributed to The fact that Jilin University not only planned to accept huge student intakes in the studied four years, but allocated many of these places to students from Jilin. This could account for the admission rates of students from Jilin being much higher than the average.

Secondly, there are some other relatively superior provinces with obscurer advantages such as Hainan, Fujian, Liaoning, Chongqing and Qinghai. The ARI of WDF HEIs in them surpassed the line, which refers to the average.

Thirdly, on the contrary, some provinces are continuously in a lagging position in the intakes of WDF HEIs. For example, Hebei, Zhejiang, Anhui, Jiangxi and Hunan all showed subaverage enrolment rates in elite HEIs. Furthermore, the most disadvantaged areas are in the west of China, which include Sichuan, Guizhou, Yunnan, Gansu, Inner Mongolia, Guangxi, Tibet and

Xinjiang. The admission proportions of all provinces mentioned above were lower than the average.

However, caution is needed in drawing conclusions based on these findings. As the data of WDF HEIs are not complete, the missing data in some HEIs/provinces/years might lead to biases. Xinjiang, for example, remained at a disadvantaged position in WDF HEI enrolment, but this might result from the lack of data on Xinjiang University, a university in the WDF group located in Xinjiang. Due to the localised admission quota distribution, the absence of Xinjiang University might miss a large group of students from Xinjiang who were enrolled in prestigious HEIs.

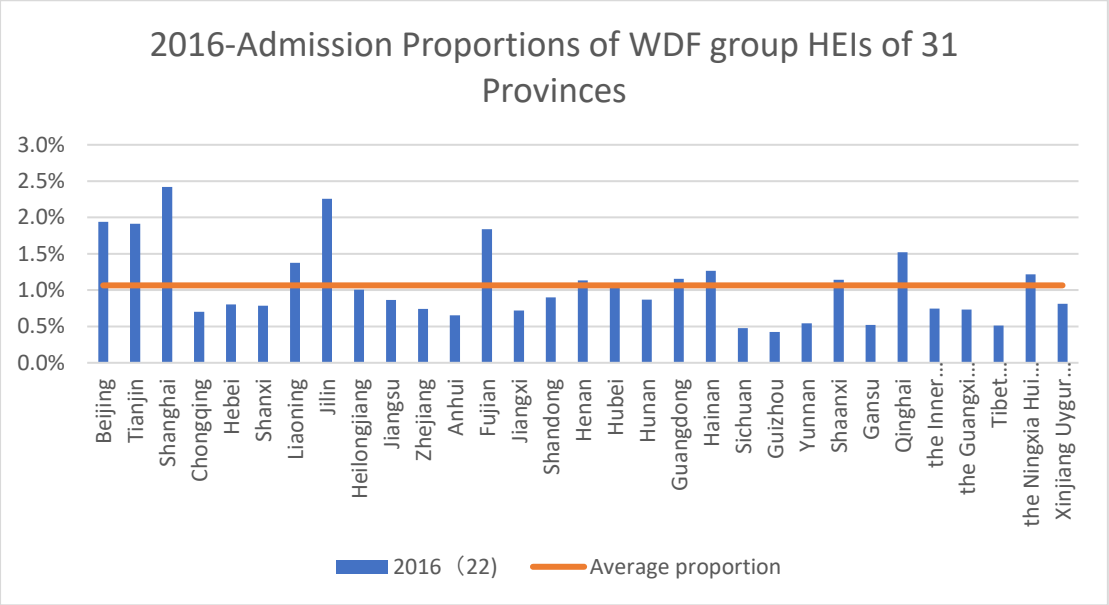

Figure 5

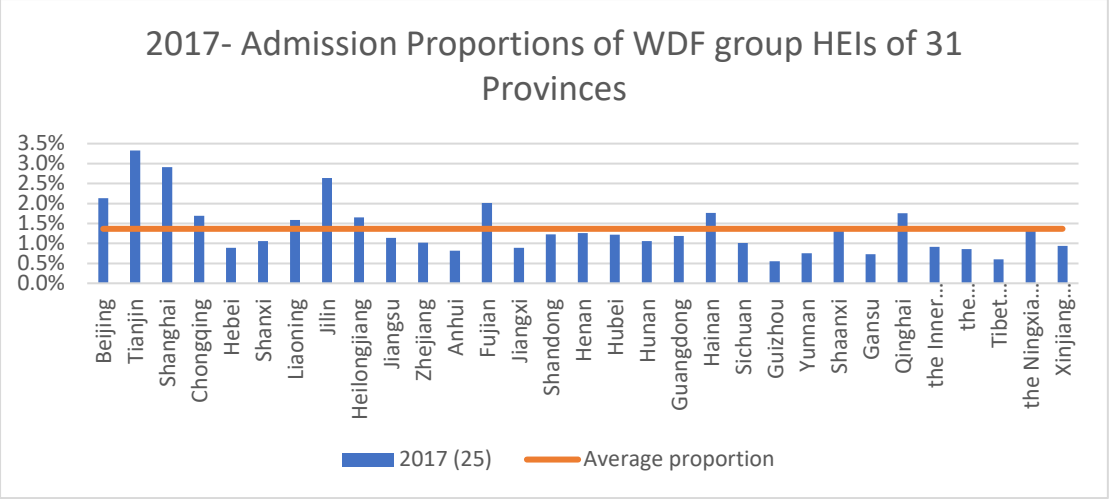

Figure 6

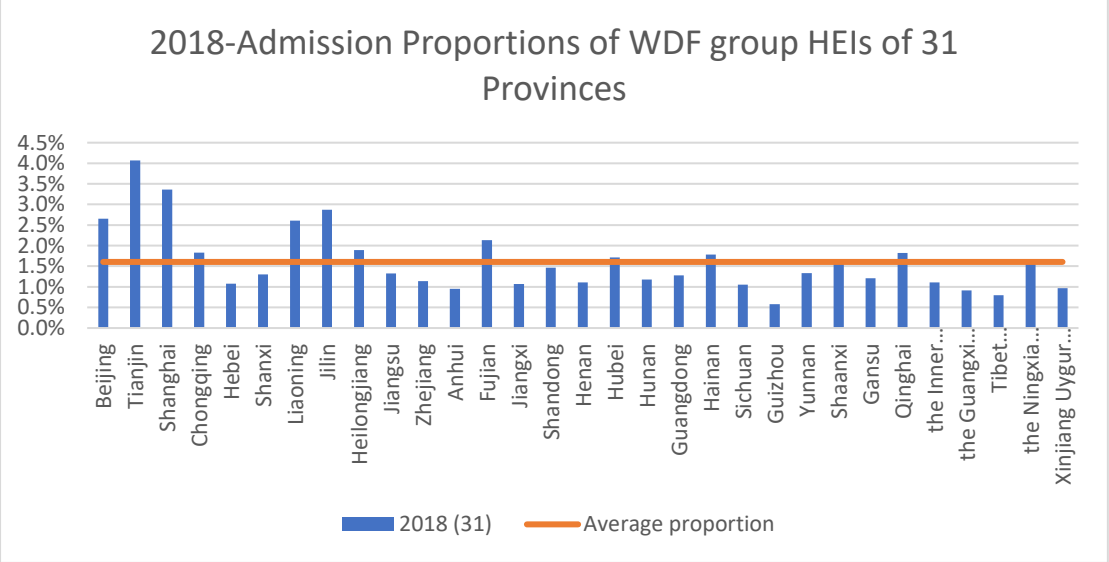

Figure 7

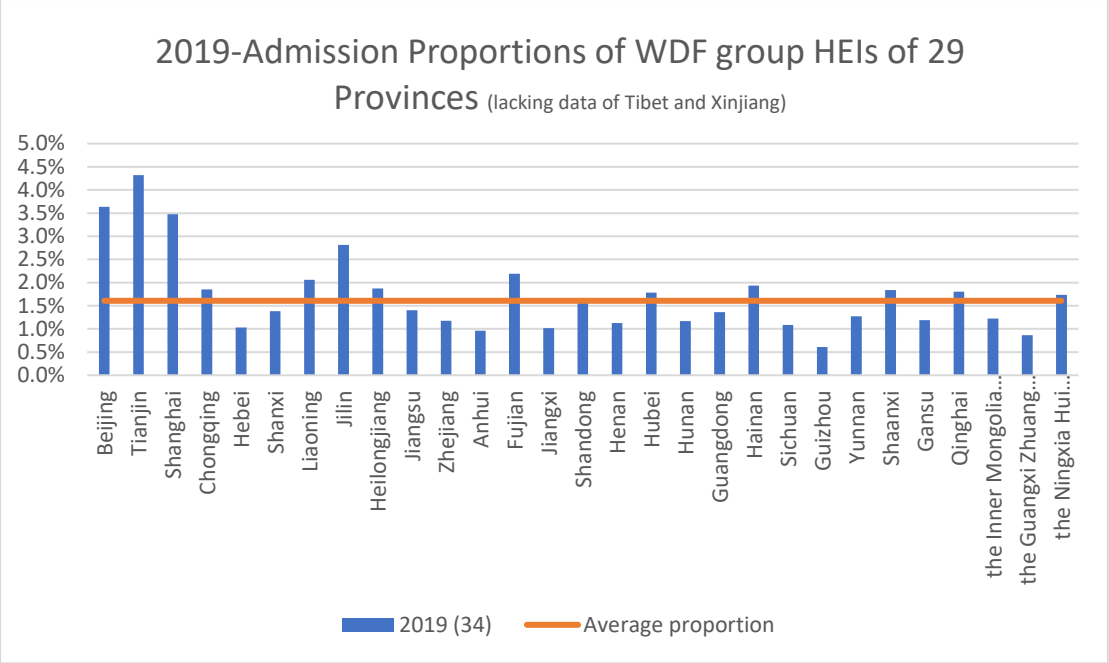

Figure 8

Gorard Segregation Index

Because of the limitations of ARI, a more accurate evaluating index is required. The GS Index, therefore, is applied in the analysis of this section. The columns in Figures 9 to 12 show the provincial segregation indices of enrolment in regular HEIs. They draw a slightly different picture from the previous analysis. First, students from Beijing, Tianjin and Shanghai were not in the most favoured group anymore. The segregation indices in these areas were only a little higher than the zero line in all four years. Instead, students from Jiangsu, Zhejiang and Fujian were the most over-represented in regular HEI admissions, followed by Beijing, Tianjin, Shanghai, Liaoning, Heilongjiang, Shandong, Inner Mongolia, Chongqing and Shaanxi.

In contrast, the inclusion of disadvantaged group repeats the previous findings. Henan, for instance, shows extremely under-represented indices from 2016 to 2019 in the figures below. Guangdong and Sichuan then follow as the second and the third most under-represented. In addition, other provinces, including Jiangxi, Hunan, Gansu, Yunnan, Hebei and Xinjiang also show negative segregation indices.

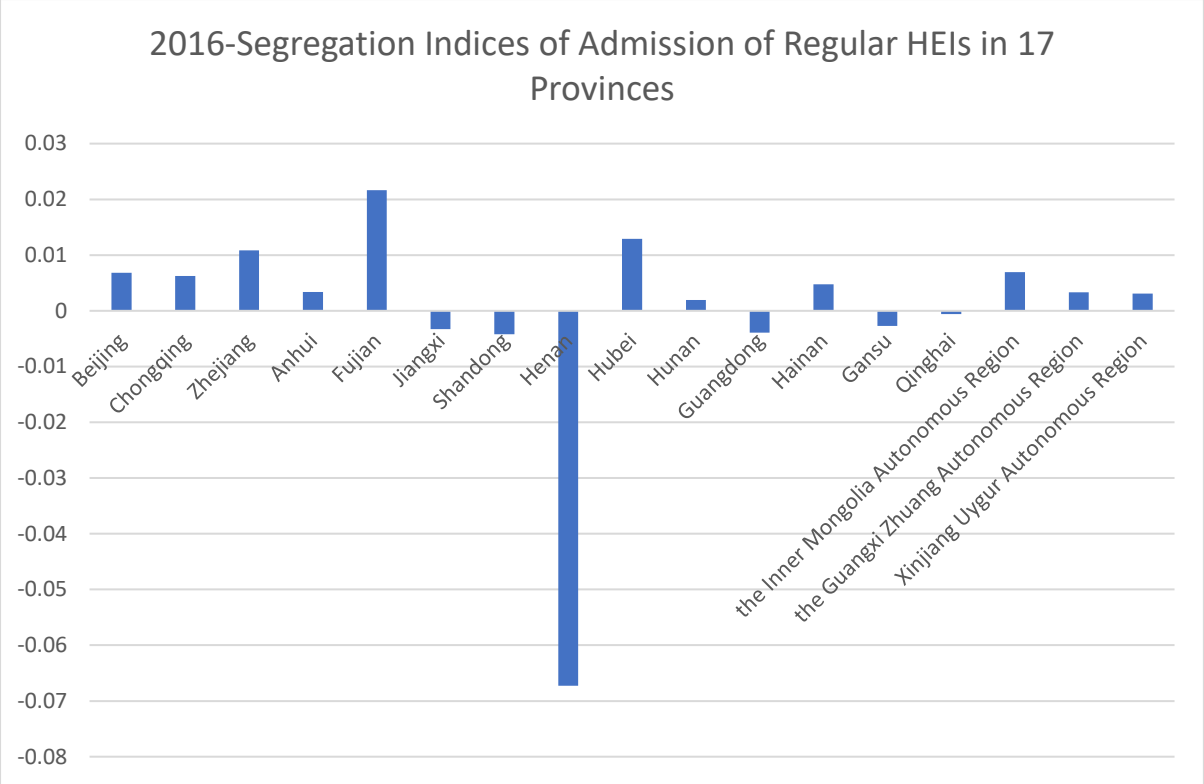

Figure 9

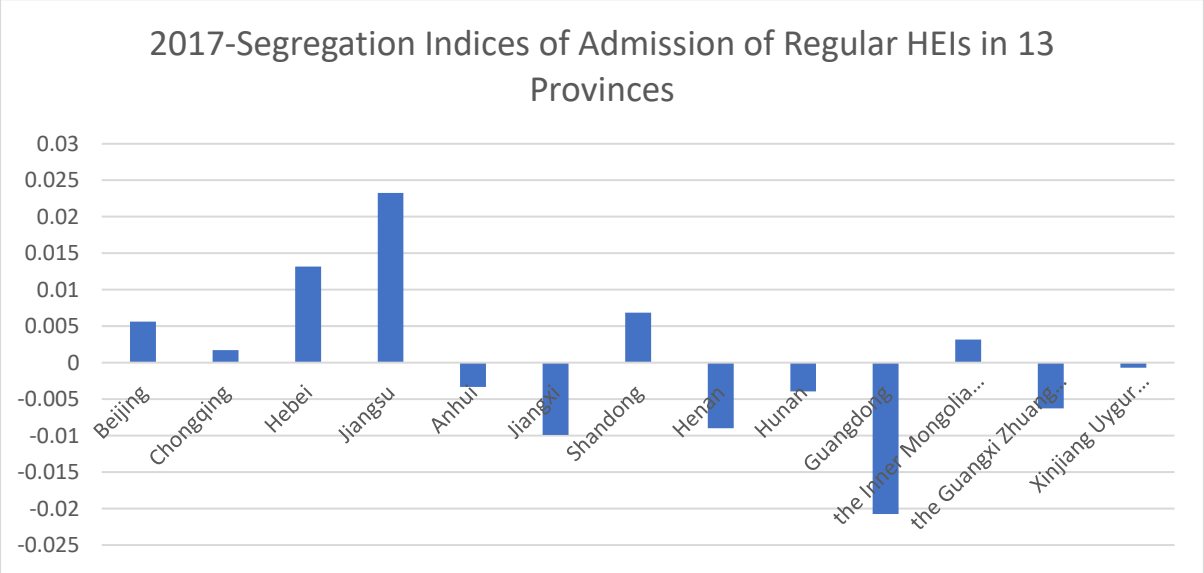

Figure 10

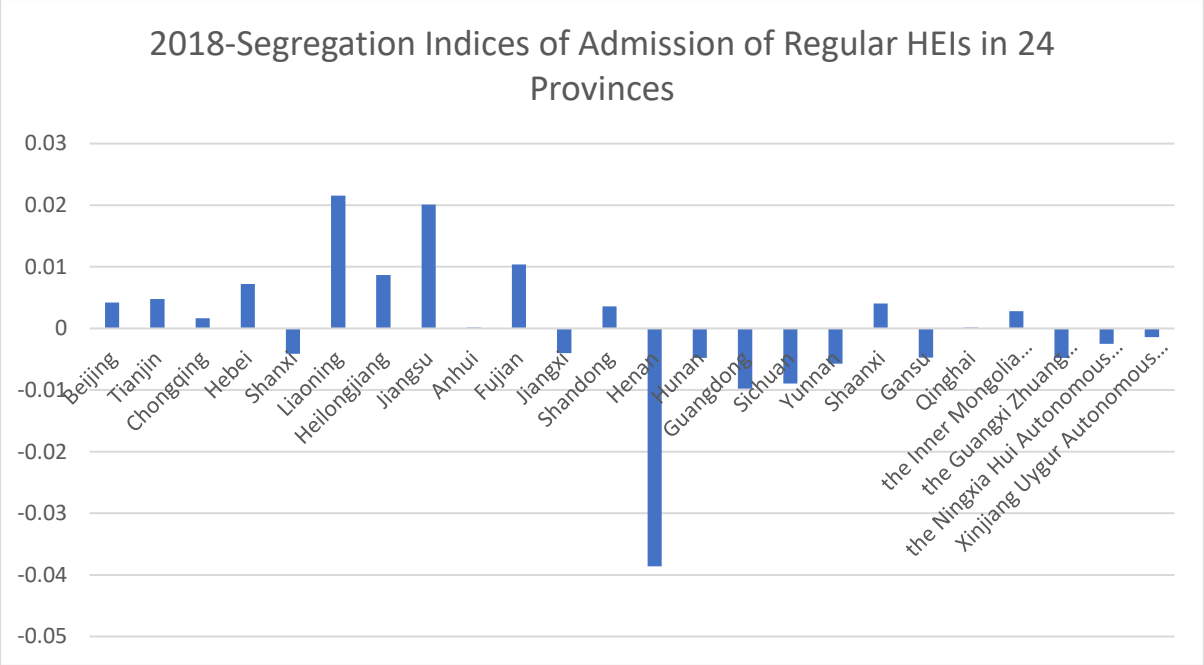

Figure 11

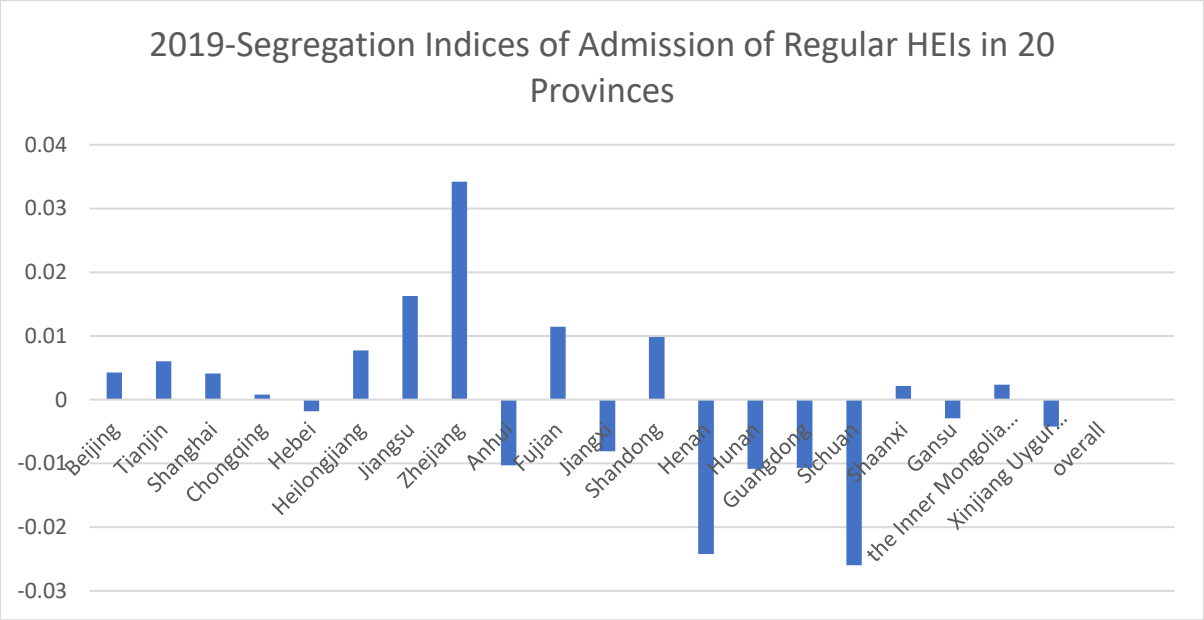

Figure 12

Figures 13 to 17 show the GS Index of Admission of WDF HEIs in provinces throughout the four years. In order to make them easier to understand, the results have been separately presented in five figures according to different locations. From Figure 13, it can be clearly seen

that the segregation indices in all municipalities were positive, which means that students from municipalities were over-represented in WDF HEIs. Chongqing has presented the highest indices since 2017, with nearly 0.4, followed by Shanghai, Tianjin and Beijing.

In Figure 14, most provinces in the north and east of China were advantaged, especially Jilin and Fujian. Two exceptions were Zhejiang and Hebei, which always remained in a disadvantaged position. The reason for the under-representation of Zhejiang might be the deficiency of quota plans from Zhejiang University. Jiangsu displayed an under-representation in 2016 and 2017 and then increased over the zero-line, while Guangdong showed the opposite trend.

Figure 15 demonstrates the GS Index in the middle of China. Except for Hubei, other provinces were disadvantaged in selective HEI enrolment and the worst cases were Anhui, Henan and Jiangxi. Moreover, Henan deserves more attention, as its indices were positive in 2016 and 2017 then decreased sharply to be negative. This might be because there were many missing WDF HEIs in the first two years, while the data from Zhengzhou University, a WDF university located in Henan, were complete, which increased the representation of students from Henan due to localised admission.

The last two figures involve the most disadvantaged areas. Students from provinces in the west of China listed in Figure 16 were seriously under-represented in the WDF HEIs with extremely low GS indices. In addition, according to Figure 17, only in Ningxia have segregation indices kept positive, while those in the other four Ethnic Autonomous Regions were all negative, especially Guangxi, where the indices were the lowest and have kept declining.

To sum up, the analysis by GS Index does not completely overturn the conclusions drawn in the last section. Students from municipalities and eastern provinces remained in the advantaged position, while their counterparts in the inland areas were always under-represented throughout the four years. Changes only occasionally occur within each group. For example, Jilin showed prominent GS indices in elite HEI admission but not in all regular HEI admission from 2016 to 2019.

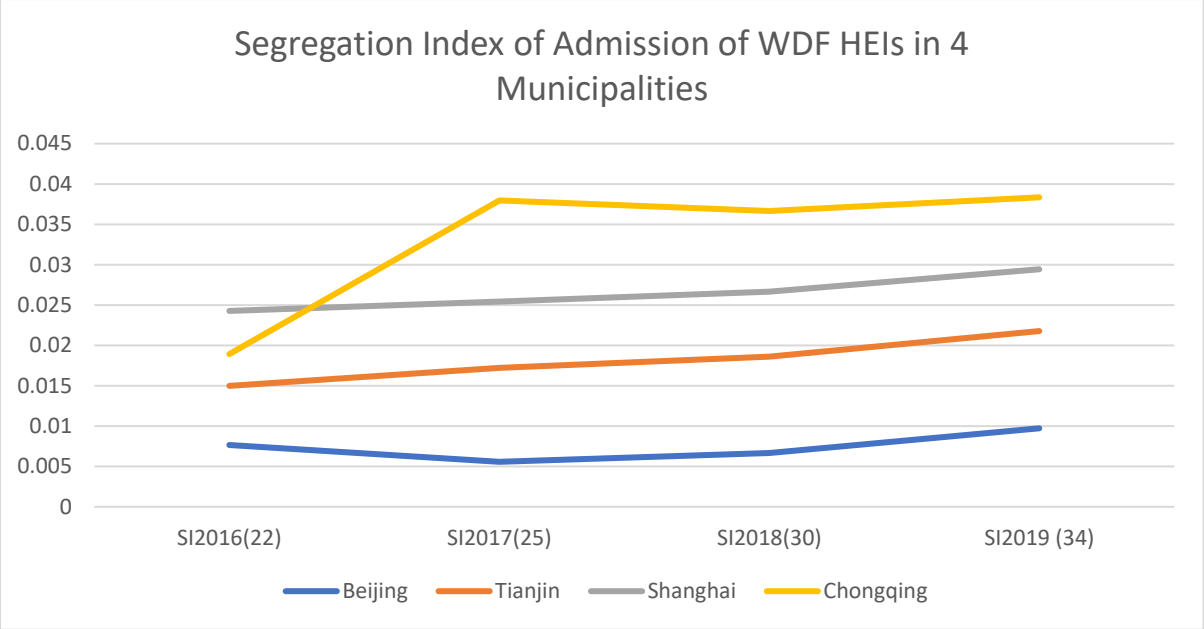

Figure 13

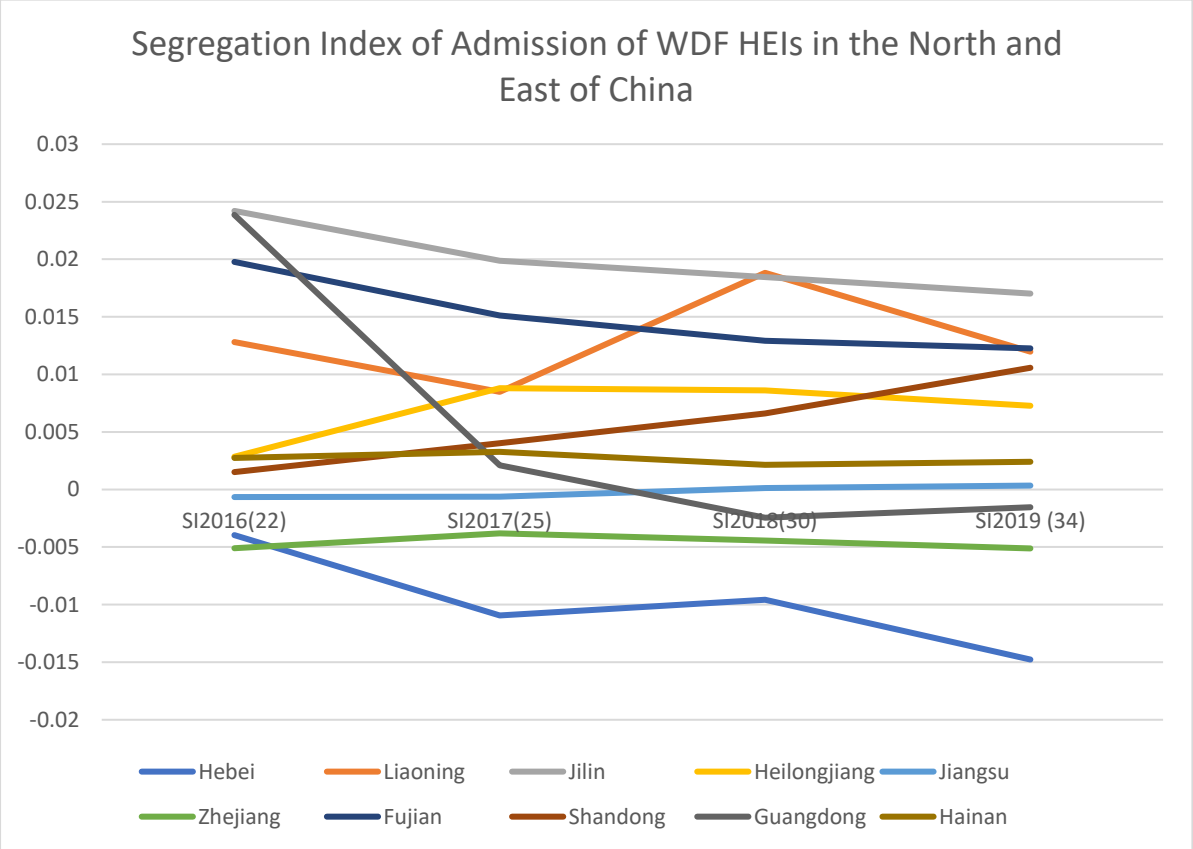

Figure 14

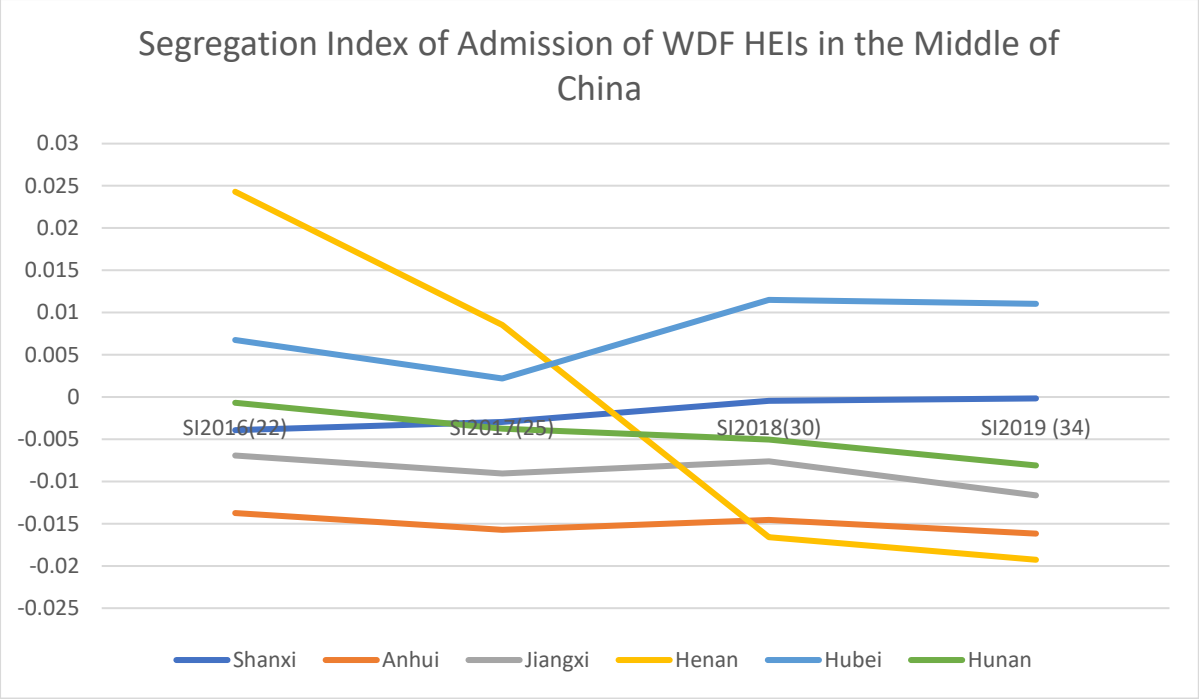

Figure 15

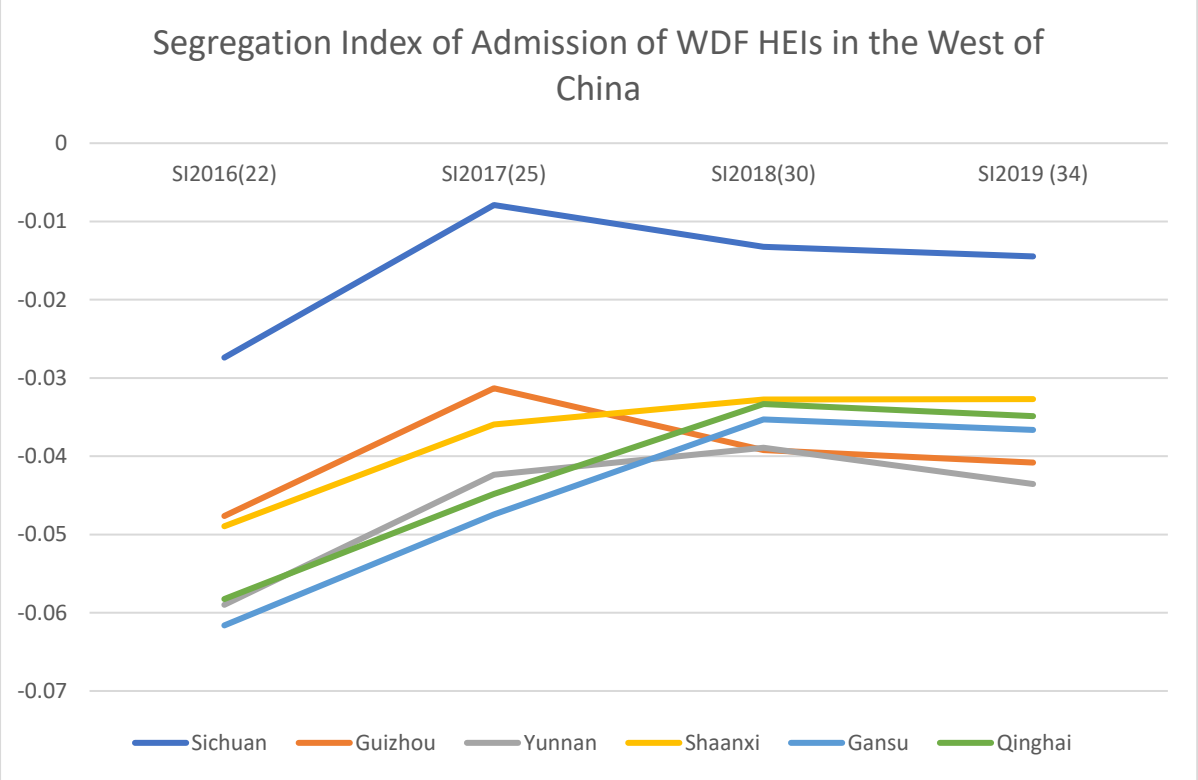

Figure 16

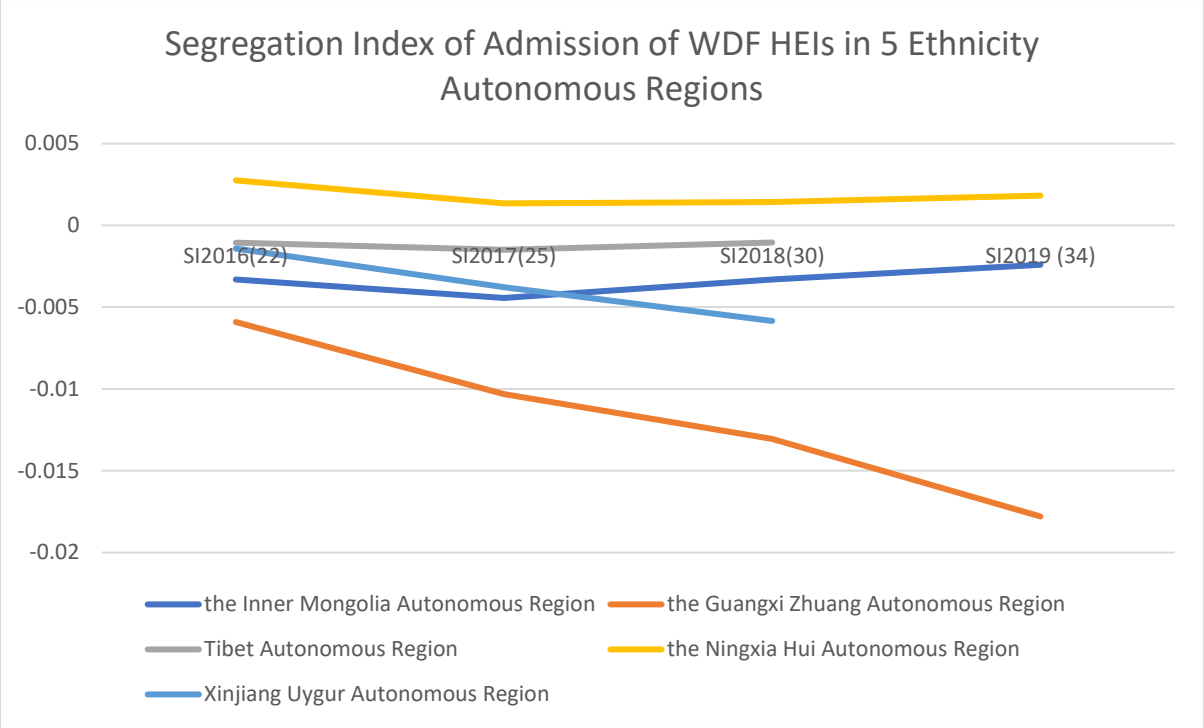

Figure 17

Admission Opportunity Index

Because of the potential biases of calculations that exclude early school leavers in the last two sections, this section introduces AOI to remedy this shortcoming. AOI intends to infer how likely a person in a particular province is to complete the educational journey from primary school to HE, instead of only focusing on how likely a person already in the semi-finals is to win the final game. After all, selective meritocracy, partly reflected as test-orientation, begins at the end of middle schools or even earlier, rather than at NCEE.

According to Figures 18 to 20, Beijing, Tianjin and Liaoning were notable winners. Most of the AOI displayed in these three areas were over 40%, specifically 46.79%, 47.21% and 31.32% in Beijing in 2017, 2018 and 2019 respectively; 48.71% and 49.83% in Tianjin in 2018 and 2019 respectively; and 45.25% in Liaoning in 2018. The second most advantaged group includes Shanghai, Jiangsu, Zhejiang, Fujian and Heilongjiang, with AOI higher than 30%.

All provinces above in the privileged groups are in the east of China, areas rich in not only economic capitals but cultural capitals. Students from these provinces might be more likely to be born in an affluent family, to receive higher-quality compulsory education and to win a place in HE.

On the contrary, however, many provinces in the middle and west of China suffer from much lower AOI throughout these three years. For example, Ningxia (13.4% in 2018), Yunnan (12.08 in 2018), Guangxi (15.48% in 2017, 14.87% in 2018), Sichuan (15.63% in 2018, 13.25% in 2019) and Gansu (15.53% in 2018, 19.49% in 2019) all belong to the west of China. Similar disadvantages could be seen in the middle of China including Anhui, Jiangxi, Henan, Shanxi and Hunan. Students in these under-developed provinces have to cope with a more competitive selective meritocracy. Less of them could successfully pass the preliminary contest compared to their counterparts in the east.

Moreover, there is a notable exception: Guangdong, one of the most economically-developed provinces in the east of China, also displayed a lag-behind AOI with 15.74% in 2017, 16.23% in 2018 and 17.2% in 2019. The reason might be the large numbers of migrant children. These migrant children came to Guangdong with their working parents and received compulsory education there. But they have to go back to their Hukou locality to receive high school education, otherwise they would not be qualified to take the NCEE. This might generate a sharp decrease in high school intakes in Guangdong and then a further decrease in HE AOI.

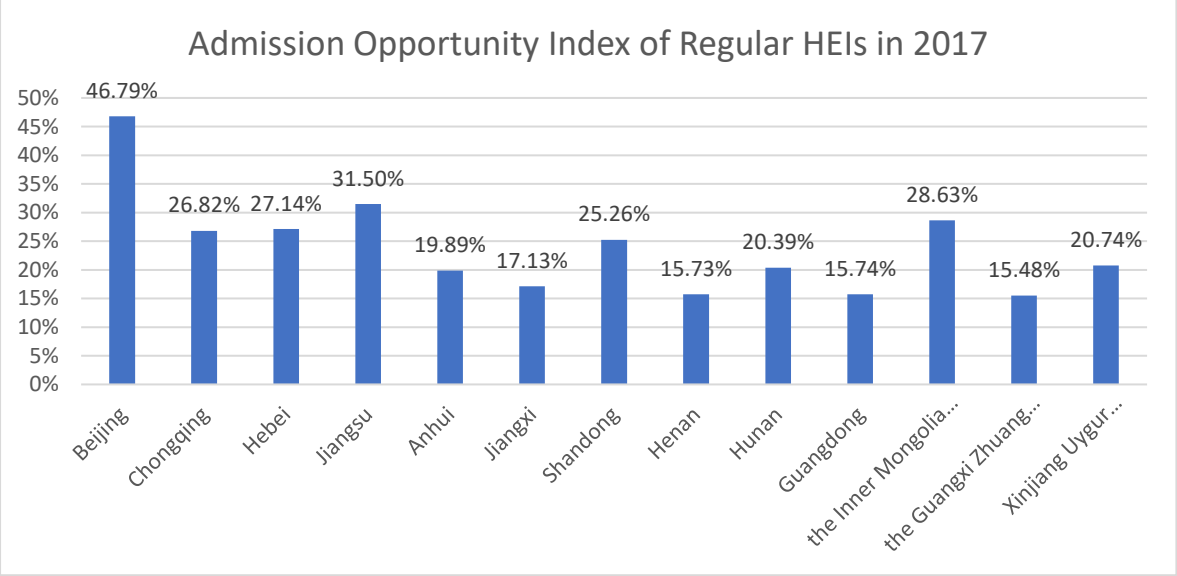

Figure 18

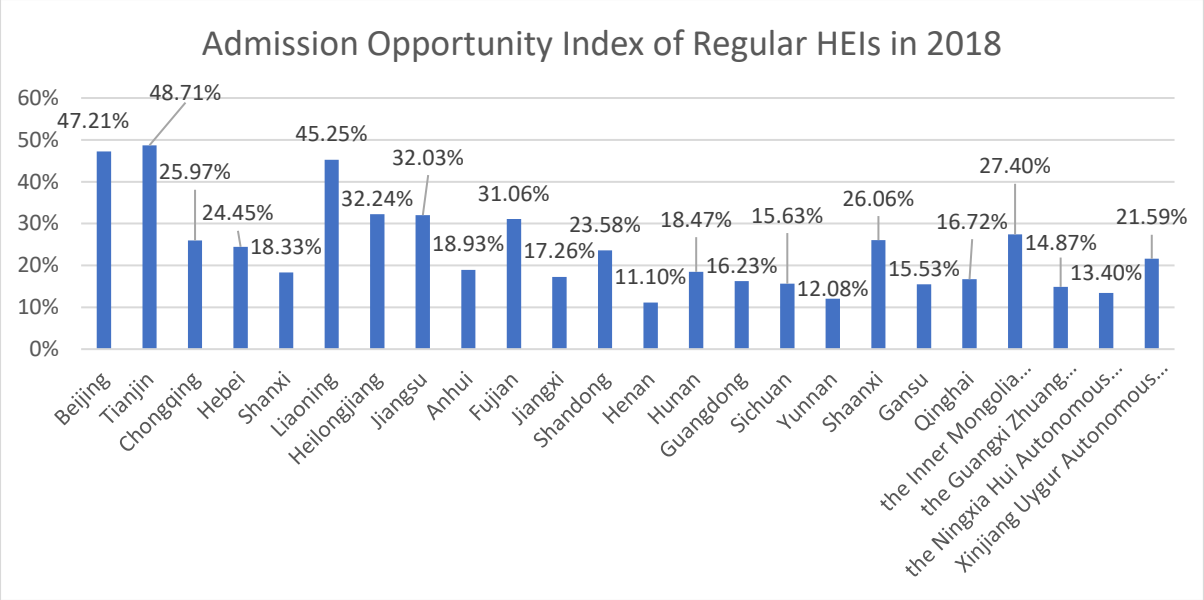

Figure 19

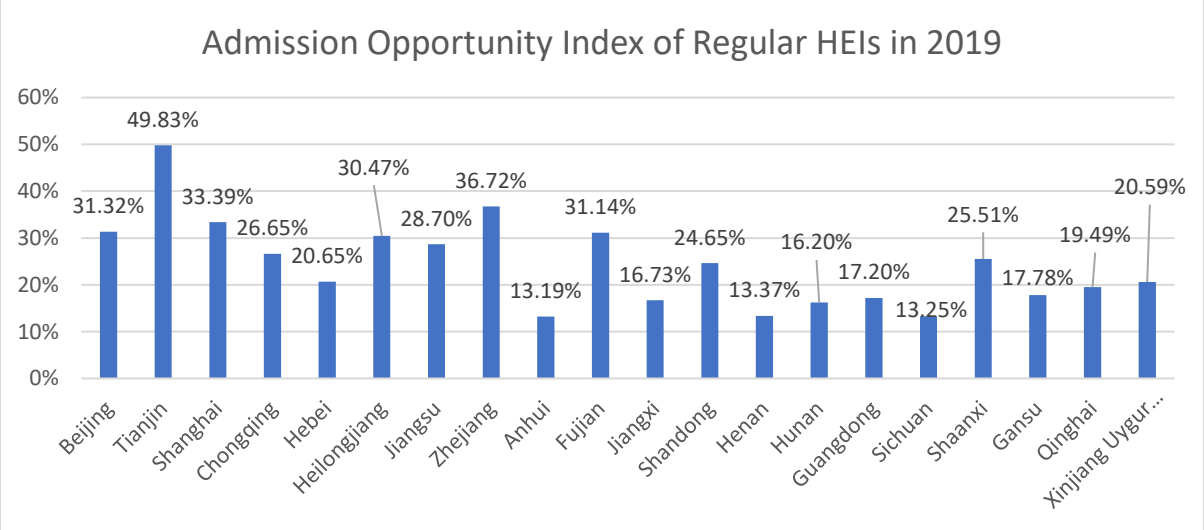

Figure 20

Conclusion

In conclusion, despite the intention to improve HE geographical equity, PQP does show some biases in its implementation. First, according to the widely-used ARI, Beijing, Tianjin, Shanghai, Hainan, Fujian and Liaoning were advantaged in both regular HEI and WDF HEI enrolment. Jiangsu and Jilin showed high admission rates in regular HEI enrolment and WDF HEI enrolment respectively. Conversely, provinces in the middle of China, such as Jiangxi, and those in the west of China, such as Guizhou, were always in a disadvantaged position.

Second, using the GS Index, a more accurate index, the results remained analogous. Students from four municipalities and provinces in the east of China often displayed an over-representation, while those from provinces in the middle of China, such as Henan and Jiangxi, and in the west of China, including Sichuan and the Ethnic Minority Autonomous Regions, were more likely to be under-represented in both regular HEIs and prestigious HEIs. Third, taking selective processes earlier in the educational journey into consideration, when AOI was used, municipalities and eastern provinces belonged to the advantaged group while provinces in the middle and west lagged behind in HE admission.

Therefore, in order to improve HE equity, it is of importance for government to deal with these geographical disparities. Adjustments to the quota allocation might be required at first. In addition, more educational funding and resources should be invested in remote areas to help them improve the quality of education.

There are some limitations to this study. First, the collected admission quota of WDF HEIs is just a plan. Although Chinese HEIs are highly political and administrated by government, it is still not tenable to assume that there is no difference in student intakes between plan and reality. Unfortunately, it is hard to obtain the real data. If a more open and transparent HE admission dataset could be established, future studies might benefit significantly. Second, this study only focuses on the enrollees of HE, which might create a unilateral picture. It is necessary to take their counterparts who miss HE into account to gain a more complete view. Furthermore, this study only evaluates whether PQP ameliorates geographical disparity in HE enrolment, without discussing whether the indicator for disadvantage used in PQP is valid. In fact, viewing living provinces as indicators risks falling into an ecological fallacy. These points will be discussed in detail in the author's thesis and more accurate, reliable and accessible individual-level indicators for disadvantage will be explored.

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Appendix 1

2016	2017	2018	2019
Xiamen Uni	Xiamen Uni	Xiamen Uni	Xiamen Uni
Zhongnan Uni	Zhongnan Uni	Zhongnan Uni	Zhongnan Uni
Zhongshan Uni	Zhongshan Uni	Zhongshan Uni	Zhongshan Uni
Wuhan Uni	Wuhan Uni	Wuhan Uni	Wuhan Uni
Southeast Uni	Southeast Uni	Southeast Uni	Southeast Uni
Tongji Uni	Tongji Uni	Tongji Uni	Tongji Uni
Shandong Uni	Shandong Uni	Shandong Uni	Shandong Uni
Shanghai Jiaotong Uni	Shanghai Jiaotong Uni	Shanghai Jiaotong Uni	Shanghai Jiaotong Uni
South China Uni of Technology	South China Uni of Technology	South China Uni of Technology	South China Uni of Technology
Jilin Uni	Jilin Uni	Jilin Uni	Jilin Uni
East China Normal Uni	East China Normal Uni	East China Normal Uni	East China Normal Uni
Hunan Uni	Hunan Uni	Hunan Uni	Hunan Uni
Uni of Science and Technology of China	Uni of Science and Technology of China	Uni of Science and Technology of China	Uni of Science and Technology of China
Ocean Uni of China	Ocean Uni of China	Ocean Uni of China	Ocean Uni of China
Beijing Normal Uni	Beijing Normal Uni	Beijing Normal Uni	Beijing Normal Uni
Northeastern Uni	Northeastern Uni	Northeastern Uni	Northeastern Uni
Beijing Institution of Technology	Beijing Institution of Technology	Beijing Institution of Technology	Beijing Institution of Technology
Northwest A & F Uni	Northwest A & F Uni	Northwest A & F Uni	Northwest A & F Uni
Zhengzhou Uni	Zhengzhou Uni	Zhengzhou Uni	Zhengzhou Uni
Dalian Uni of Technology		Dalian Uni of Technology	Dalian Uni of Technology

2016	2017	2018	2019
Northwestern polytechnical Uni			Northwestern polytechnical Uni
Peking Uni			
	Fudan Uni	Fudan Uni	Fudan Uni
	Sichuan Uni	Sichuan Uni	Sichuan Uni
	Nankai Uni	Nankai Uni	Nankai Uni
	Chongqing Uni	Chongqing Uni	Chongqing Uni
	Xi'an Jiaotong Uni	Xi'an Jiaotong Uni	Xi'an Jiaotong Uni
	Harbin Institution of Technology	Harbin Institution of Technology	Harbin Institution of Technology
		Huazhong Uni of Science and Technology	Huazhong Uni of Science and Technology
		Nanjing Uni	
		Lanzhou Uni	Lanzhou Uni
		China Agriculture Uni	China Agriculture Uni
		Yunnan Uni	Yunnan Uni
			Renmin Uni
			Beihang Uni
			Minzu Uni of China

Appendix 2

2016	2017	2018	2019
Beijing	Beijing	Beijing	Beijing
Chongqing	Chongqing	Chongqing	Chongqing
Zhejiang			Zhejiang
Anhui	Anhui	Anhui	Anhui
Fujian		Fujian	Fujian
Jiangxi	Jiangxi	Jiangxi	Jiangxi
Shandong	Shandong	Shandong	Shandong
Henan	Henan	Henan	Henan
Hubei			
Hunan	Hunan	Hunan	Hunan
Guangdong	Guangdong	Guangdong	Guangdong
Hainan			
Gansu		Gansu	Gansu
Qinghai		Qinghai	
Inner Mongolia Autonomous Region	Inner Mongolia Autonomous Region	Inner Mongolia Autonomous Region	Inner Mongolia Autonomous Region
Guangxi Zhuang Autonomous Region	Guangxi Zhuang Autonomous Region	Guangxi Zhuang Autonomous Region	
Xinjiang Uygur Autonomous Region	Xinjiang Uygur Autonomous Region	Xinjiang Uygur Autonomous Region	Xinjiang Uygur Autonomous Region
	Hebei	Hebei	Hebei
	Jiangsu	Jiangsu	Jiangsu
		Tianjin	Tianjin
		Shanxi	
		Liaoning	
		Heilongjiang	Heilongjiang

2016	2017	2018	2019
		Sichuan	Sichuan
		Yunnan	
		Shaanxi	Shaanxi
		Ningxia Hui Autonomous Region	
			Shanghai