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DLTC'22
From crisis to sustainable teaching practice

Sunderland Reflective Action in Education

Dr Elizabeth Hidson

International Initial Teacher Training Team

@DrHidson | @PGCEIDL

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The team had a dream… how to enhance our programme and build in all the #DistanceNotDistant features that we LOVE?

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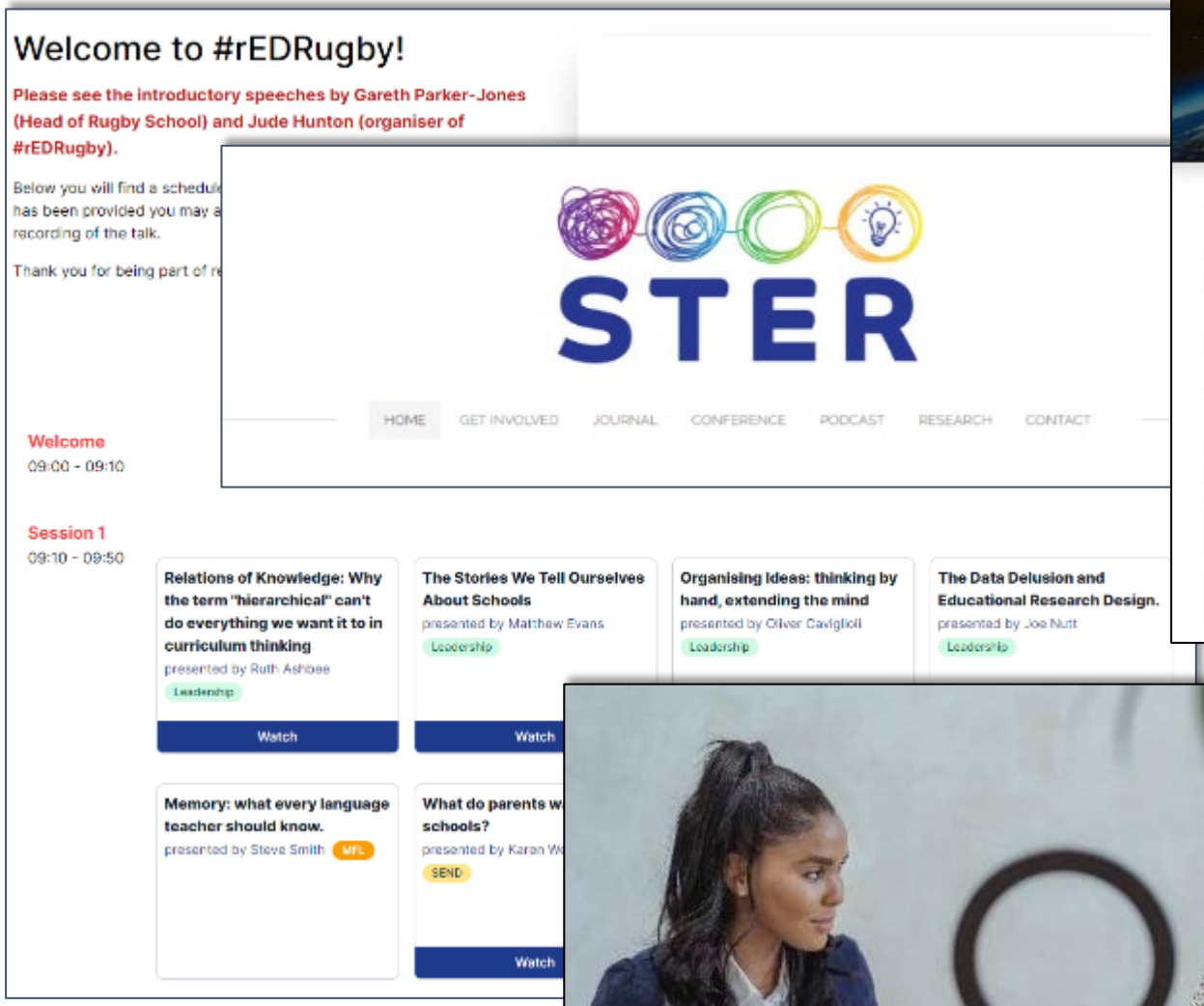
Welcome to #rEDRugby!
Please see the introductory speeches by Gareth Parker-Jones (Head of Rugby School) and Jude Hunton (organiser of #rEDRugby).
Below you will find a schedul
has been provided you may a
recording of the talk.
Thank you for being part of r
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HOME
GET INVOLVED
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Welcome
09:00 - 09:10
Session 1
09:10 - 09:50
Relations of Knowledge: Why the term "hierarchical" can't do everything we want it to in curriculum thinking
presented by Ruth Ashbee
Leadership
Watch
The Stories We Tell Ourselves About Schools
presented by Matthew Evans
Leadership
Watch
Organising Ideas: thinking by hand, extending the mind
presented by Oliver Caviglioli
Leadership
The Data Delusion and Educational Research Design.
presented by Joe Nutt
Leadership
Memory: what every language teacher should know.
presented by Steve Smith
MFL
What do parents w
schools?
presented by Karen W
SEND
Watch

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Sunderland Repository records the research produced by the University of Sunderland including practice-based research and theses.
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Sunderland Student Law Journal Issue 1
Ali, Lyndsey, Anderson, Rhys, Christie, Laura, May, Rebecca, Pitcairn, Sean and Spentzari, Eirini (2020) Sunderland Student Law Journal Issue 1. ISSN: 2634-193X. University of Sunderland.
Item Type: Other
Abstract
The University of Sunderland Student Law Journal provides students with an opportunity to present their work to faculty members and peers, and aims to invigorate both undergraduate and postgraduate law students' active participation in the community of legal scholars. The Journal unities students and staff by helping students to engage in the publishing process with support and guidance from experienced members of academia.
The peer-reviewed, open-access journal, is devoted to legal research and is a platform to publish notes, case comments and papers. The journal is also interested in any proposals to draft and/or amend the existing laws. Our Law students are invited to submit papers, articles and case comments engaging with any area of law.
Image (JPEG) (Cover image)
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PDF (Introduction and table of contents)
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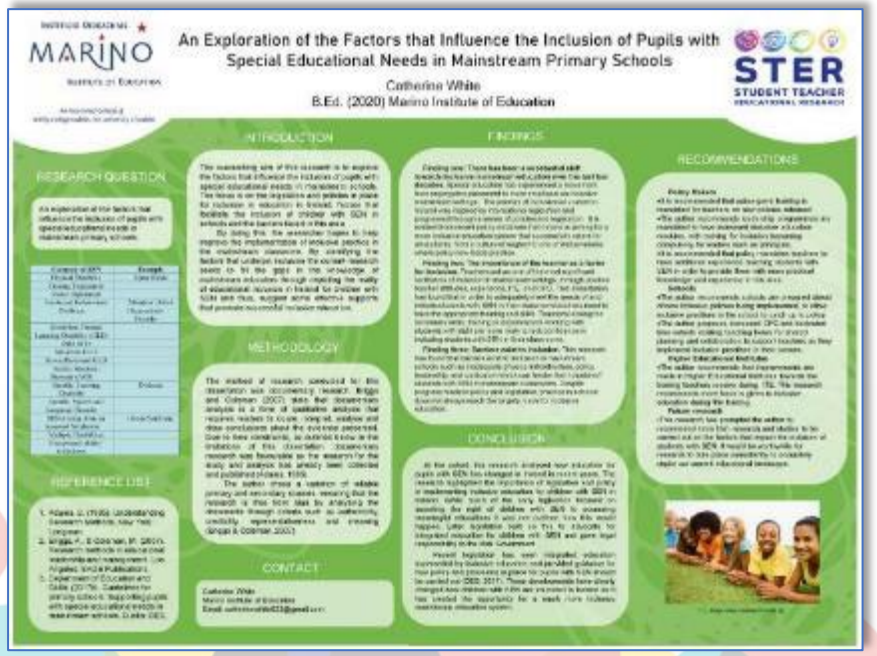
MARINO
An Exploration of the Factors that Influence the Inclusion of Pupils with Special Educational Needs in Mainstream Primary Schools
Catherine White
B.Ed. (2020) Marino Institute of Education
STER
STUDENT TEACHER EDUCATIONAL RESEARCH
INTRODUCTION
RESEARCH QUESTION
METHODOLOGY
FINDINGS
CONCLUSION
RECOMMENDATIONS
REFERENCE LIST
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Homework!

Cross-faculty

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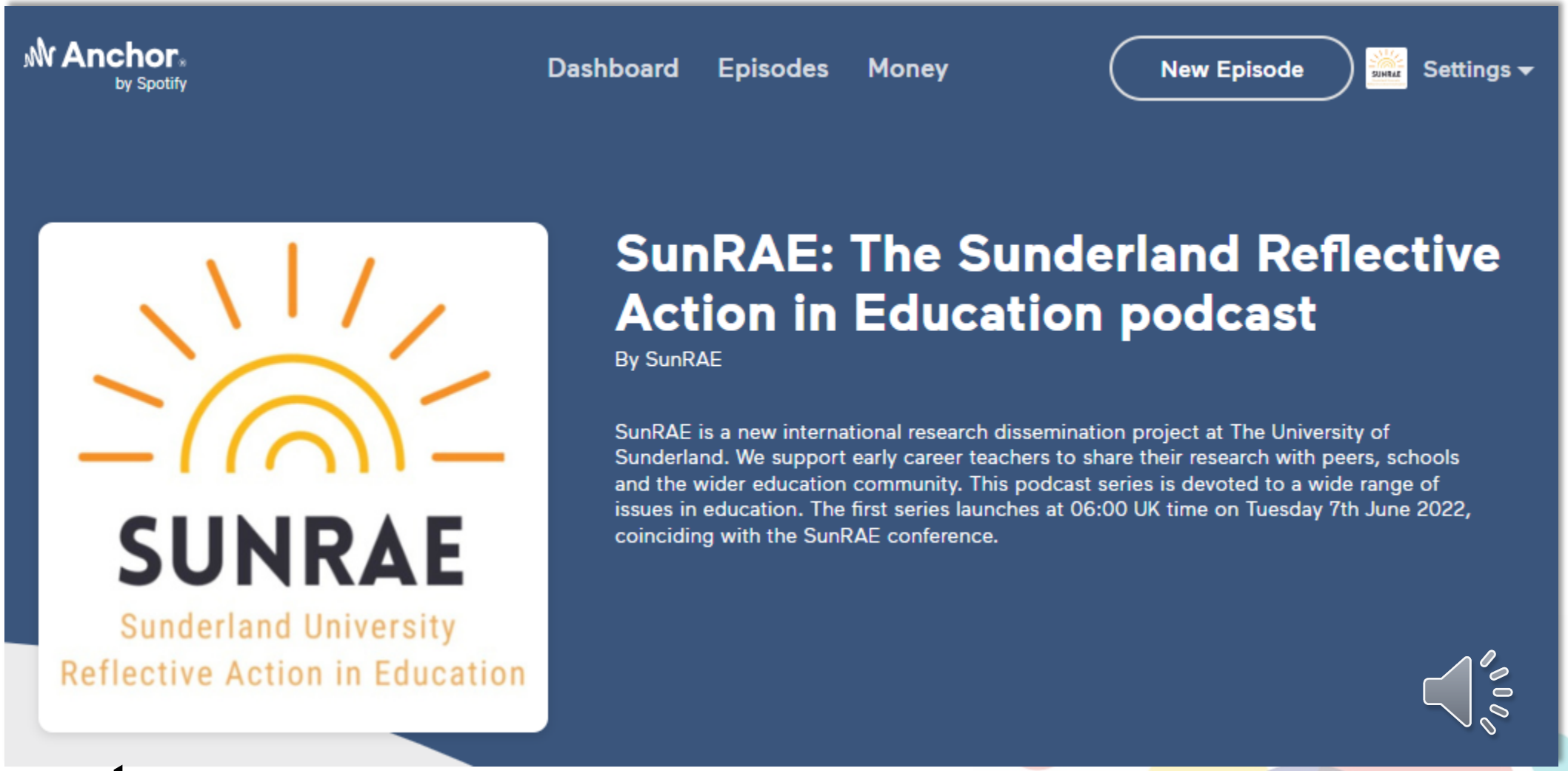

Podcast

Conference

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Awards
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Sunderland Reflective Action in Education (SunRAE) is a University of Sunderland project that supports the University of Sunderland international PGCE community to share their research and practice.
Our aim is to promote and support a culture of research-informed practice in international initial teacher education by encouraging staff, students and graduates to engage in dialogue and critical reflection about their studies and work in international schools.
SunRAE has several channels: the podcast, the conference and the journal. We hope that this provides routes for everyone to share their work in their preferred way.
In true distance learning style, there is a live and pre-recorded option for presenters.
Startup funding for the SunRAE project was awarded to Dr Elizabeth Hidson and the International Initial Teacher Training Team in the University of Sunderland's Vice-Chancellor's Teaching Fellowship Awards 2021-2022. Funding for the podcast project, which has been integrated into the overall SunRAE project, was awarded as part of the Dean of the Faculty of Education and Society's Research Fund for 2021-2022.
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25 May 2022
Vice-Chancellor Sir David Bell to open SunRAE conference
22 May 2022
Journal Call for Papers goes live
21 May 2022
Podcast episodes uploaded to Anchor.fm
20 May 2022
Conference Keynote Speaker announced: Gregory Macur
20 May 2022
Conference Keynote Speaker Announced: Dr Colin Forster
20 May 2022
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15 May 2022
Podcast Season 1 will go live at #SunRAE22
14 May 2022
Conference date confirmed as Tuesday 7th June 2022
3 May 2022

Final Conference Programme

Live sessions will be recorded and made available as soon as possible afterwards

There will be some flexibility in live sessions if sessions run a little late. Please be aware that all live sessions will be recorded for later uploading. Cameras and microphones should remain switched off unless presenting.

Time	**Live Sessions** (all recorded)	**Pre-Recorded Sessions and Links**
10:00	**WELCOME** Part 1 video – 10am to Noon 10:00 Opening session with Dr Elizabeth Hidson – slides – Welcome video from Sir David Bell, Vice-Chancellor – LIVE launch of the SUNRAE podcast – LIVE review of podcast episodes 1-7 – LIVE launch of newsletter issue 2 – 10:30 LIVE Shanghai Participatory Action Research presentation – slides	– Welcome videos – Podcast season 1 launch on Anchor.fm. – Newsletter launch – issue 2
11:00	LIVE keynote speaker – Dr Colin Forster, co-author of 'Action Research for Student Teachers', plus time for Q&A – slides	
11:45	**Break**	
12:00	**LIVE presentations** Part 2 video – Noon to 2pm 12:00 LIVE keynote from Greg Macur, alumnus, PPT and author of 'Teaching English: A Practitioner's Guide' plus time for Q&A – slides 12:30 Employability presentation – Mark Hughes	– Pre-prepared material
13:00	LIVE Assessment-Only Route to QTS presentation – Ian Elliott – slides LIVE Review of posters LIVE TeachMeet	– Uploaded posters – Uploaded TeachMeet video
13:45	**Break**	
14:00	**LIVE launch of the SUNRAE journal** Part 3 video – 2pm to close 'Writing for the Journal' workshop with Dr Elizabeth Hidson – Call for papers	– SunRAE journal
14:30	Awards, thanks and conference close	

Posters

A case study of a small group pull-out EAL for KS5 pupils in a Hong Kong secondary school

Justine Tizzard
Hong Kong SAR

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Literature review

Cummins Iceberg Theory

- Cummins (1996, p. 110-111) hypothesises a common underlying proficiency (CUP) model in which literacy related aspects of a bilingual's proficiency in first language (L1) and second language (L2) are seen as common or interdependent across languages.
- The learner profiles in this case study pull- out of EAL learners are mostly monolingual.
- Although some students might seem academically proficient, there are factors that affect the rate of L2 acquisition (Cook, 2008; Roessingh & Kover, 2003).
- The CUP model is illustrated in the metaphor of an iceberg, also known as the Dual-Iceberg Representation of Bilingual Proficiency (Cummins, 2005).
- Cummins iceberg hypothesis suggests that learning L1 will facilitate acquiring a second language, which in the paradigm of this case study it would be Cantonese and English.
- The iceberg model highlights cognitive academic language proficiency (CALP) and Basic Interpersonal Communication Skills (BICS). While students may be proficient in BICS, they may require an intervention to improve their CALP.

Methodology and methods

Pull-out and group size

The cohort for the pull-out group size was made of 14 students. After semester 1, the students have an internal assessment and then are encouraged to take the IELTS examination (and achieve at least overall 5.5).

Method	Duration	Justification
Researching	Important to understand the context and create a solid foundation and understanding of a research case study, with background information on the context.	Glaser and Strauss (1967) outlined the process when building theories from case study research, also Yin (1984) and Miles and Huberman (1994).
Observation	Observe how the intervention is conducted for 6 weeks to gain better understanding.	Case studies require observations within the context of their environment (Cohen, Manion and Morrison, 2011, p. 289).
Informal interviews	Interviews the English teacher and the LSC staff in charge of the English Enhancement Initiative.	Interviews provide important data but can be subjective depending on the point of view (Nisbet & Watt, 1984).
Creation of new quantitative data	To be able to collect data at different points to observe any English speaking proficiency progress made by the students	Collection of data to observe different variables (Cohen, Manion and Morrison, 2011, p. 288).
Questionnaire/survey	To the English teacher and the LSC staff in charge of the English Enhancement Initiative.	Collection of data to observe different variables (Cohen, Manion and Morrison, 2011, p. 288).

Conclusion

1. Proper training should be provided for the future teacher from an experienced staff that can provide support and advice to a new graduate or staff member with less expertise in a school (Le Maistre & Pare, 2010).
2. The intervention does help the target students learning needs that already proficient in their BICS and helps them develop CALP due to the nature of the class setting.
3. The implementation of an official exit policy, as currently there is no set-guidance for the teacher to follow. It should be decided for the student's best interest.

Data, analysis and discussion

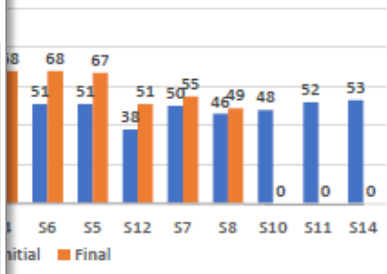
Data Collected

- There was a trend observed when collecting data across the attendance and their performance in the tests, as the students with higher attendance performed better academically and in the examinations.
- The nature of this intervention revolves around speaking and having an active student engagement is key for their success (Bijsmans & Schakel, 2018).
- For this case study it was very clear that the attendance is deemed to be crucial for effective student performance in problem-based learning (Loyens et al., 2012, p. 419; Maurer, 2015, p. 372).

Connection to Theory

It was observed during the intervention that the mental barrier of the affective filter (Krashen, 1982) in the students lowered as the weeks went by, there was a welcoming learning environment where the students were encouraged to speak and not penalised for making mistakes, which made the class feel motivated and less anxious if they were not sure of the answer or topic.

between initial and final assessment



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A case study on how an English pull-out intervention has improved the writing skills of highly able Primary 6 students in Hong Kong

Rituparna Sengupta
Hong Kong

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Introduction

More able students in Hong Kong primary school and writing intervention

Gifted or talented students are those who perform better than their peers in a specific cultural domain (Pfeiffer 2011). Due to their better academic performance and advanced thinking capabilities, talented students may face challenges like underachievement and disengagement if their educational needs are not satisfied (Diezmann et al., 2003)

This case study will focus on a pull-out English enrichment intervention to support the more able students aged between 11-12 years in a primary school in Hong Kong. With 60 minutes of daily instruction it is designed to enhance the regular school-based curriculum.

This assignment will try to analyse how this 'pull-out' literacy intervention is helping to improve the English writing skills of four high-performing students of primary 6. It will also try to determine its success in improving the students' motivation levels in their regular classroom.

Literature review

Gifted education policies in different countries

In 2000, Hong Kong's Education Bureau started a three-tier implementation model for gifted education. New Zealand, Wales and the United states acknowledged the special learning needs of their talented students. On the other hand, England withdrew the Young Gifted and Talented Programme in 2010 and Finland does not have any policy on the same.

Identifying students and skills standards of teachers

National Association for Gifted Children [NAGC] (2013) acknowledge that giftedness is a dynamic construct and need to cater to diversified population. They had also has a set of skill standards for preparation of teachers in gifted education.

Pull-out programs

Educational acceleration, curriculum compacting, grouping, and pull-out programs are a few of the strategies for gifted education (NAGC, 2019).

Motivation and writing competency

Motivation is an important aspect of acquisition of a second language (Gardner, 2001). A study conducted to evaluate the effects of self-regulated learning (SRL) strategy in EFL writing on primary 4 students in Hong Kong revealed that high-performing students use more SRL (e.g. planning) and motivation as compared to their peers (Guo and Bai, 2022).

Image 1: Hong Kong Academy of Gifted Education

Image 2: Westmount Charter School, Alberta, Canada (Gifted education page)

Methodology and methods

Case Study

A qualitative case study is an intensive, holistic description and analysis of a single instance or phenomenon, or social unit" (Merriam, 1988, p.21).

Interviews

Semi-structured interviews that are useful for 'individual research projects' (Sharp, 2012, p.74) are conducted with principal of the school, the local teacher-in-charge, and class teachers of the focus group.

Observations

Non-participant semi-structured observations (Sharp, 2012, p.84) of the focus group of students were conducted to see and listen to how they reacted to the instructions to avoid biasness (Cohen et al., 2011, p.468). .

Best practices and theories

The Pre-K–Grade 12 Gifted Education Programming Standards (NAGC) and the Differentiated Model of Giftedness and Talent of Gagné (1992) and Gardner's (2000) socio-educational model of second language acquisition are considered to compare with the intervention.

Data, analysis and discussion

Connection to education policies and NAGC standards

The intervention can be supported by the school-based gifted education policy of the Government of HKSAR. Pull-out nature of the enrichment program can be backed by NAGC *Pre-K-Grade 12 Gifted Programming Standards*. However, the school has a narrow approach to identify the students by experienced yet not exactly trained (to select gifted students) professionals.

Connection to underpinning theories

The intervention can be backed by Gagné's theory of DMGT (2008) which supports that intrapersonal skills, environmental influences and interventions can play the role of catalysts to convert giftedness into talent (pp.5-9). The students' motivation are completely extrinsic or goal oriented as recognised one of the driving forces by the socio-educational model of Gardner.

Connection to Hong Kong's context

English plays a passive role in Hong Kong students' life outside the classroom. The focus group is also has only external motivation to improve their writing skills.

Conclusion

1. The pull-out intervention is well placed within the policy framework of Hong Kong and the Education Bureau. But the identification of students are based on a single parameter not considering the different aspects of giftedness.
2. The students are extrinsically motivated and show a restrictive practice of sentence patterns and grammar driven by high levels of structured instructions with a variety of teaching methods.
3. The intervention has not been able to influence the students' motivation levels in their regular classrooms.

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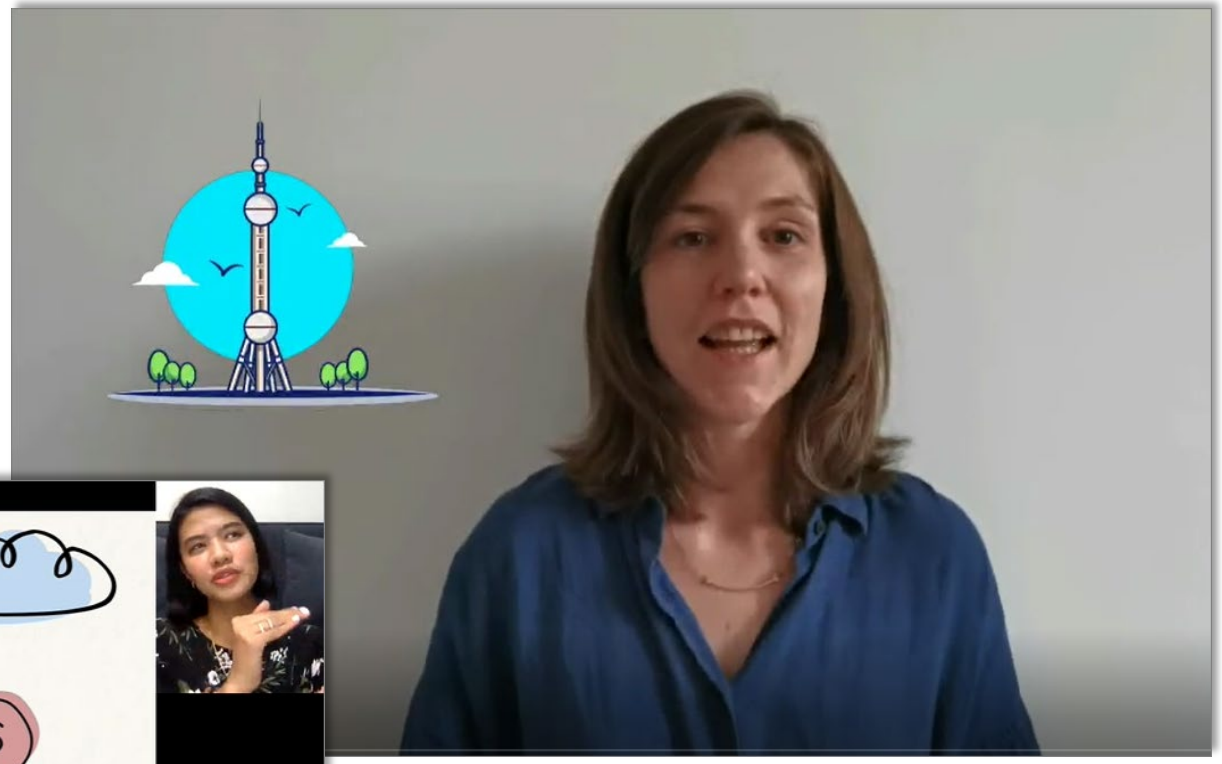
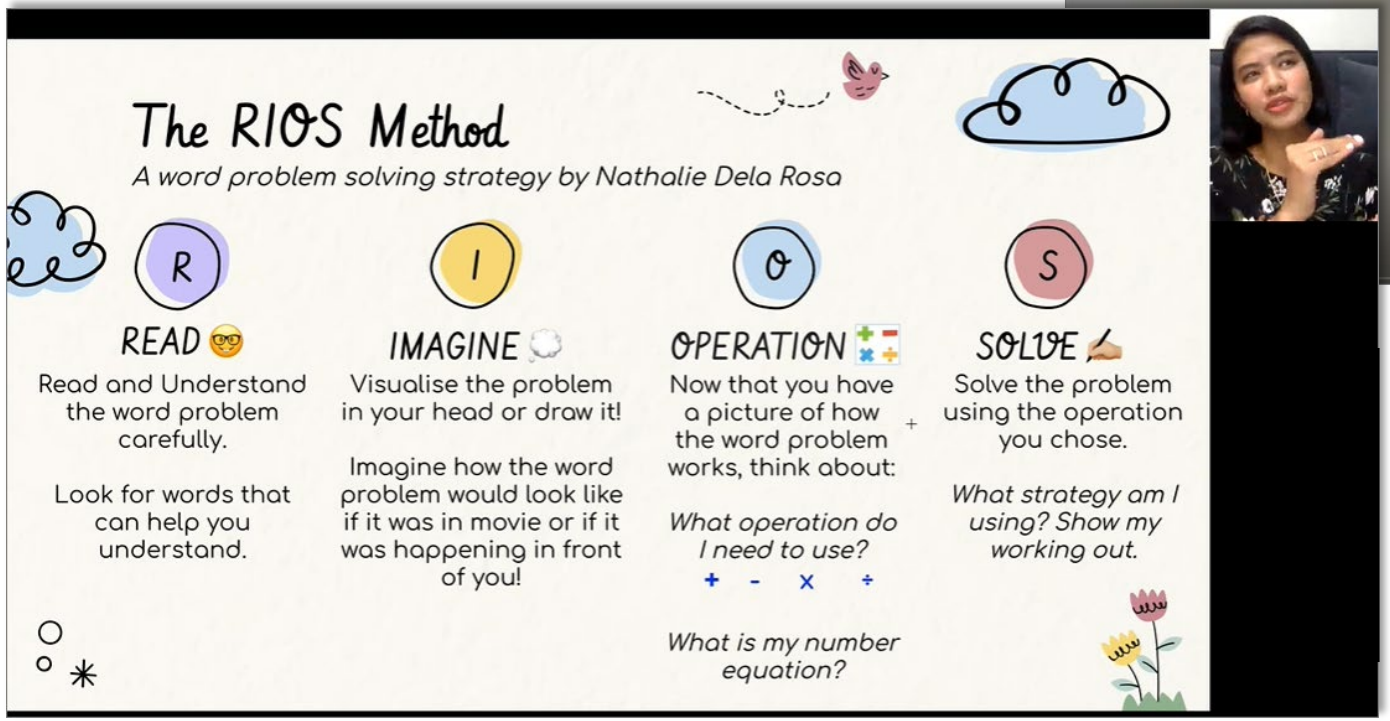
TeachMeet




The RIOS Method
A word problem solving strategy by Nathalie Dela Rosa
R
READ
Read and Understand the word problem carefully.
Look for words that can help you understand.
I
IMAGINE
Visualise the problem in your head or draw it!
Imagine how the word problem would look like if it was in movie or if it was happening in front of you!
O
OPERATION
Now that you have a picture of how the word problem works, think about:
What operation do I need to use?
+ - × ÷
What is my number equation?
S
SOLVE
Solve the problem using the operation you chose.
What strategy am I using? Show my working out.

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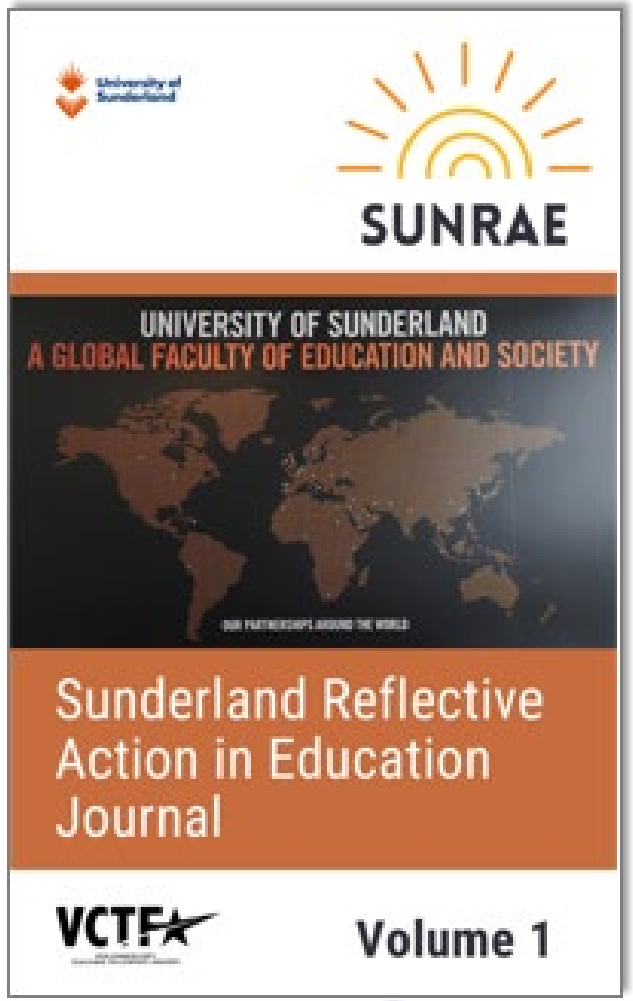

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