

Sunderland Reflective Action in Education

Dr Elizabeth Hidson

International Initial Teacher Training Team

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International Initial Teacher Training

PGCEs in Education & Early Years Teaching

One academic year – 36 weeks

International schools

4 modules inc. assessed teaching and subject studies

Two Level 7 MA modules: case study and action research

650+ trainees per year in two cohorts

iQTS pilot added to the suite 2022/23

Students graduate and take their learning with them





Image: Travel #1837321 via Clipart Library

CHALLENGES - #DistanceNotDistant

- 1. We are proudly and unapologetically international
- 2. We have a multi-cohort, 36 -week suite of programmes
- 3. Our students graduate and leave, taking their learning with them how do we invest this knowledge back into our programmes?
- 4. How do we develop a community of practice?
- 5. How to enhance student engagement and build in all the #DistanceNotDistant features that we LOVE?



Sunderland University Reflective Action in Education



VICE-CHANCELLOR'S TEACHING FELLOWSHIP AWARDS



UNIVERSITY OF SUNDERLAND A GLOBAL FACULTY OF EDUCATION AND SOCIETY



CONFERENCE



University of Sunderland

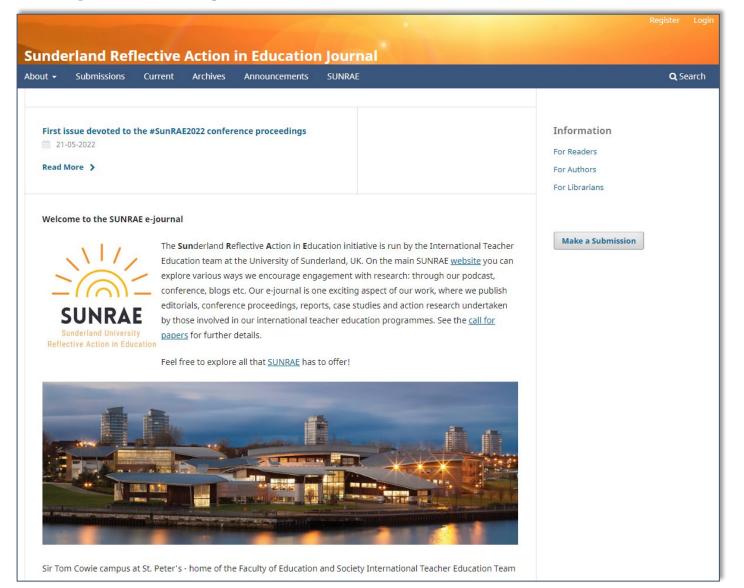
OUR PARTNERSHIPS AROUND THE WORLD

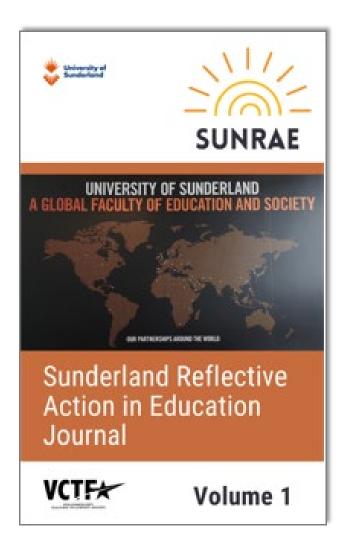
Why SunRAE?

- 1. RESEARCH CULTURE: Teaching has been changing and the expectation is that schools adopt a culture of research. We want to strengthen partnership with schools.
- 2. **DISSEMINATION:** Our international presence means that we are building up a bank of knowledge about transnational educational practices that literally has no dissemination outlet. **We wanted to create a platform to showcase effective practice internationally.**
- 3. PEER-LEARNING: Students are hungry for real-world examples of educational research that has an impact in schools and regions like theirs. We want to help our students to learn from their more knowledgeable peers.
- 4. STUDENT ENGAGEMENT: Student engagement has traditionally been challenging for off-campus students. They do not have access to the same level of student engagement opportunities as on-campus peers. We want to foster a deeper sense of belonging.
- 5. TECHNOLOGY: Given that our entire programme is reliant on technology, we have to maximise what it offers. We want to harness the momentum provided by hybrid learning to dissolve the barriers to student engagement.



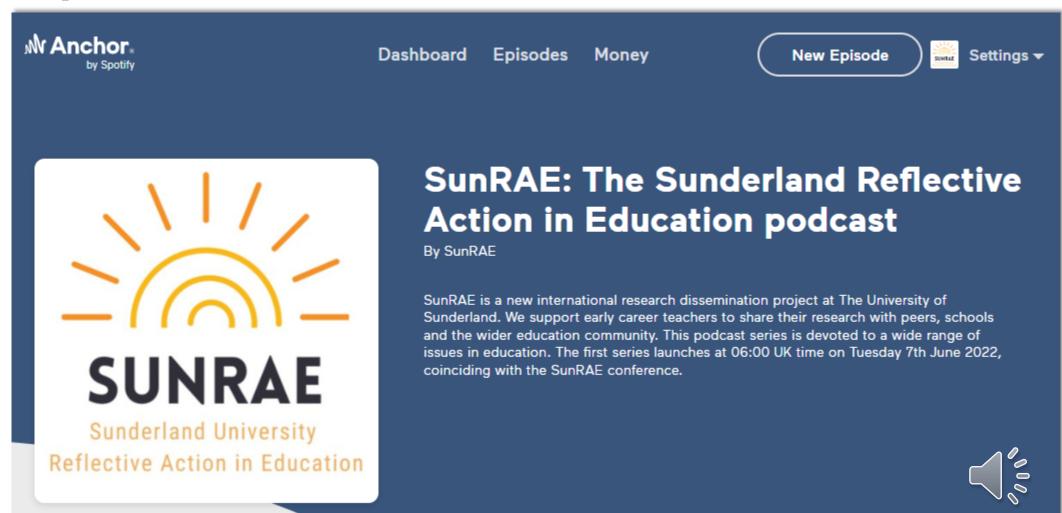
https://ojs.sunderland.ac.uk/





Open Access e-Journal

https://anchor.fm/sunrae











Cross-faculty

Welcome to the home of SunRAE

Reflective Action in Education at the University of Sunderland





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 Eiszabeth 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 potkast 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.



Podcast Conference · Journal

Search

Recent Posts



SunRAE Teams link sent via 30 May 2022



Looking forward to the conference



Vice-Chancellor Sir David Bell to open SunRAE conference



Journal Call for Papers goes



Podcast episodes uploaded to Anchor.fm



Conference Keynote Speaker announced: Gregory Macur



Conference Keynote Speaker Announced: Dr Colin Forster



Sign up to take part in the SUNRAE #SunRAE22 conference 15 May 2022



Podcast Season 1 will go live at #SunRAE22



Conference date confirmed as Tuesday 7th June 2022

Conference

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 postersUploaded 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	Conter

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



wp.sunderland.ac.uk/sunrae

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

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.

compared to their peers (Guo and Bai, 2022) independent thinking



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

Literature review

Gifted education policies in different countries

In 2000, Hong Kong's Education Bureau started a three-tier implementation model for sifted 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.

tifving 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.

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

Motivation and writing competency

intense.

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

Giftedness and Talent of Gagné (1992) and Gardner's (2000) socio-educational model of second language acquisition are considered to compare with the interventio Data, analysis and discussion

Methodology and methods

unit" (Merriam, 1988, p.21).

class teachers of the focus group.

biasness (Cohen et al., 2011, p.468).

Rest practices and theories

A qualitative case study is an intensive, holistic description

and analysis of a single instance or phenomenon, or social

Semi-structured interviews that are useful for 'individual

research projects' (Sharp, 2012, p.74) are conducted with

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

The Pre-K-Grade 12 Gifted Education Programming

Standards (NAGC) and the Differentiated Model of

principal of the school, the local teacher-in-charge, and

Connection to education policies and NAGC

The intervention can be supported by the school-based gifted education policy of the Government of HKSAR. Pullout nature of the enrichment program can be backed by NAGC Pre-K-Grade 12 Gifted Programming Standards. However the school has a narrow annmach 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.

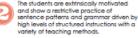
Connection to Hong Kong's context

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.

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Conclusion







The intervention has not been able to influence the students' motivation levels in their regular classrooms.

References

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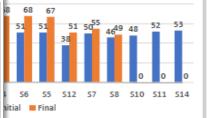
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Literature review

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, 2008).
- 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
- 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.

between initial and final assessment



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).

	Country	Antification
lesserting	important in understand the mortests of create a solid franciscion and understanding of a research case study with facigmund information on the content.	Clear and Street (1967) nations the present when halding theories from one study research who Vin (1966) and Mille and Halanman (1966).
Observation	Observe how the intervention is menturised for di sensity to get a better understanding	Case studies require observations within the modest of their emissionanti (Cohen, Maritim and Morelum, 2011, p. 240).
idonal identes	intention the English basher and the LEC staff in charge of the English Scharcement Inflation.	Interview provide important data but our he subjective depending on the point of view (Nation & Ware, 1986).
Creation of new quantificities date	To be able to collect date at Officers points to channe any English specifing perfections; progress made by the students	Collection of data in cleanes different on fables (Collec, Marrier and Morrison, 2011, p. 240).
Quantition rating/sorv eye	To the English bearing and the LEC staff in though of the English Enhancement initiation.	Collection of data to cinema different cartalites (Collec, Marrier and Morrhom, 2011, p. 240).

Data, analysis and discussion

- 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 arolous if they were not sure of the answer or topic.

Conclusion



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).



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



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.

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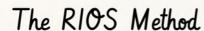
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TeachMeet presentations





A word problem solving strategy by Nathalie Dela Rosa







Read and Understand the word problem carefully.

Look for words that can help you understand.





IMAGINE O

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!



OPERATION ::

Now that you have a picture of how the word problem works, think about:

What operation do I need to use? - x ÷

What is my number equation?



Solve the problem using the operation

What strategy am I using? Show my working out.





Reflective Action in Education

2022 - 23 — Sustainable integration

- Semester 1 and Semester 2 conferences January and June
- Rolling **podcast** interviews; new themes
- Reviewing assessment to align with SunRAE
- Seeing material as reusable assets
- Developing the **journal** side editorial board
- Staff development
- Integrating other opportunities e.g. book launch
- Wider knowledge exchange
 - Continuing to work with Sunderland Creatives
 - Sharing learning journey with Sunderland Journal of Law and Criminology
 - Continuing work with Three Rivers' Conference working group on student engagement



Further details

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Please ask any questions



 Addressing the challenges of developing a community in international distance learning

 Practical ideas that can be used in any programme by focusing on maximising opportunities for engagement and learning through technology

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