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Sunderland Reflective Action in Education (SunRAE)

Dr Elizabeth Hidson

International Initial Teacher Training Team

Research & Knowledge Exchange Fellow

@DrHidson | @PGCEIDL





International Initial Teacher Training

PGCEs in Education & Early Years Teaching

One academic year – 36 weeks

International schools around the world

4 modules including assessed teaching and subject studies

Two Level 7 MA research modules: case study and action research

650+ trainees per year in two cohorts



Students graduate and take their learning with them....





CHALLENGES - #DistanceNotDistant

- 1. We are proudly and unapologetically international
- 2. We have a **multi-cohort**, **36-week** suite of programmes
- 3. Our students graduate, 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?

UNIVERSITY OF SUNDERLAND A GLOBAL FACULTY OF EDUCATION AND SOCIETY



CONFERENCE



University of Sunderland

OUR PARTNERSHIPS AROUND THE WORLD



Sunderland University
Reflective Action in Education



VICE-CHANCELLOR'S
TEACHING FELLOWSHIP AWARDS



RESEARCH CULTURE:

Teaching has been changing and the expectation is that schools adopt a culture of research.

We wanted to strengthen partnership with schools.





DISSEMINATION:

Our international presence means that we are building up a bank of knowledge about transnational educational practices that literally had no dissemination outlet.

We wanted to create a platform to showcase effective practice internationally.





PEER-LEARNING:

Students are hungry for real-world examples of educational research that has an impact in schools and regions like theirs.

We wanted to help our students to learn from their more knowledgeable peers.





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 wanted to foster a deeper sense of belonging.





TECHNOLOGY:

Given that our entire programme is reliant on technology, we have to maximise what it offers.

We wanted to harness the momentum provided by hybrid learning to dissolve the barriers to student engagement.





HOW?







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

Watch

Memory: what every language teacher should know.

presented by Steve Smith (MIL)



schools?

The Stories We Tell Ourselves About Schools

presented by Matthew Evans Leadership

Organising Ideas: thinking by hand, extending the mind presented by Oliver Caviglioli

The Data Delusion and Educational Research Design. presented by Joe Nutt

SURE

Sunderland Repository records the research produced by the University of Sunderland including practice-based research and theses.

Search SURE

Sunderland Student Law Journal Issue 1

Ali, Lyndsey, Anderson, Rhys, Christie, Laura, May, Rebecca, Pitcaim, 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.

compromise the selection.

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Image (JPEG) (Cover image) SLI Covering

Download (348kB) | Preview

PDF (Introduction and table of contents) underland Student Law Journal Cover, introducti wailable under License Creative Comm Download (194kB) | Preview





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Homework!

UNIVERSITY OF SUNDERLAND A GLOBAL FACULTY OF EDUCATION AND SOCIETY



1. PODCAST

2. CONFERENCE

3. JOURNAL



University of Sunderland

OUR PARTNERSHIPS AROUND THE WORLD

Podcast	Conference	Journal
 Training / support for me 	Website creation / curation	Call for papers
Recording technology	• Domain name!	 Training / support for me
Way to share with sound editors	Video conferencing capability	 Training / support for authors and reviewers
• Hosting	Hybrid format – live and recorded	Hosting platform
Recruitment	Range of relevant activities	 Web front end for site
 Mechanism for appointments 	 Support for presenters 	 Host conference materials
Intro and outro music	Hosting	Editorial board
Branding and artwork	Submission mechanism	 Journal workflow
Ongoing workflow	• Awards	Time for reviews
• Promotion	 Keynote speakers 	 Copy-editing processes
Integration with wider project	• Templates	 Publication processes

Structures and technologies



UNIVERSITY OF SUNDERLAND A GLOBAL FACULTY OF EDUCATION AND SOCIETY







Radio, Audio and Podcasting MA



Cross-faculty





Episode 26: Stephanie's research on digita...

SunRAE: The Sunderland Reflective Action in Education podcast • Aug 21, 2024



Ѽ

Share

24:02



Episode 26: Stephanie's research on digital annotation to support reading comprehension skills for primary school students.

Aug 21, 2024

In this episode we caught up with Stephanie, who conducted research on digital annotation to support reading comprehension skills for primary school students....

See more 24:02





Episode 25: Carol talks about her retrieval practice action research in her school in Hungary.

Aug 21, 2024

In this episode, we caught up with Carol, a teacher in Hungary, about her action research project on retrieval practice in an international school setting. Carol...

22:10





Podcasts are fun, and humbling!



UNIVERSITY OF SUNDERLAND A GLOBAL FACULTY OF EDUCATION AND SOCIETY



Conferences are versatile!



Virtual Conference Hall 2024

UK time	New York	Cairo / Zurich	Riyadh	Dubai / Jordan	Vietnam	Hong Kong/ China	Jeju / Tokyo
10:00	05:00	11:00	12:00	13:00	16:00	17:00	18:00
11:00	06:00	12:00	13:00	14:00	17:00	18:00	19:00
12:00	07:00	13:00	14:00	15:00	18:00	19:00	20:00
13:00	08:00	14:00	15:00	16:00	19:00	20:00	21:00
14:00	09:00	15:00	16:00	17:00	20:00	21:00	22:00
15:00	10:00	16:00	17:00	18:00	21:00	22:00	23:00



TEACHING FELLOWSHIP AWARDS









SUNRAE 2024 CONFERENCE



(L) 10.00 AM - 3.00 PM UK TIME



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Live **and** recorded join live on the day or watch afterwards

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Dr Elizabeth Hidson

HOST: University of Sunderland

SUNRAE INVITED SPEAKER HIGHLIGHTS



Shane Leaning

EAL specialist and organisational coach, sharing EAL and language insights in international schools. shaneleaning.com



Greg Macur

Vice Principal of Kindergarten & Elementary, sharing insights into the power of relationships for behaviour and student wellbeing.



12 NOON LIVE Mark Bignell

Business Development Director Educational Success Partners Ltd. sharing insights into ECT induction post-QTS overseas.



Dr Esther

Bettney-Heidt & Dr Samantha Olson-Wyman



Multilingual researchers, sharing insights into their research examining International School Teachers' Language Ideologies



Simon Probert

Deputy Head – Academic, Harrow Shanghai, sharing insights into the meanings of international education



Anton Zastavn

Anton Zastavniy & Anna Azarova

The British International School Ukraine, sharing insights into BISU's mission and ensuring educational continuity and innovation in Ukraine during the current challenging times.



Research and Knowledge Exchange



New for 2024:

the SunRAE Sketchnote





Submitted **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 'oull-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.

Image 1: Hong Kong Academy of Gifted Education

Image 2: Westmount Charter School, Alberta, Canada (Gifted aduration name)

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. 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.

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)

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

Methodology and methods

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

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

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

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

class teachers of the focus group.

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

Best practices and theories

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 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 siftedness 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.

nection 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.

wp.sunderland.ac.uk/sunra

Conclusion







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

References

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approach. Assemption. National Association for Office (COSI) Crowledge and skill standards to gifted education for all teachers. Assistable at I may be used to the common of the common

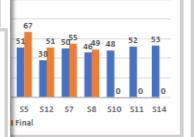
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- Design State Publications.
 Pleffle; 13. (2002) Current Perspecifies of Identification and Assessment of Office
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University of Sunderland

Literature review

- 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 ar 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.

en 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 IECTS examination (and achieve at least overall 5.5).

Method	Courtee	Authoria
learning	important in understand the mortests of made a solid hundration and understanding of a research case study with facigmund latherwises on the content.	Clear and Street (1967) nations the present when halding theories from uses study research, also Vin (1966) and follow and Malesman (1966).
Observation	Observe how the intervention is mentioned for 6 sensite to get a better understanding	Case studies require observations within the morbol of their emissencent (Colors, Marriers and Moreton, 2011, p. 260).
internal interviews	interview the English beature and the LEC staff in charge of the English Schames and Intellies.	Interview provide important data but not be subjected depending on the point of view (Nation & Ware, 1988).
Creation of new quantificities fails	To be able to collect date at d'Monet points in channe any linglish apaciting professory program made by the disolates	Collection of data in cleanes different opriodics (Colon, Marcine and Morrison, 2011, p. 240).
Qualiforning/sov ep	To the English beamfor and the LEC staff in sharps of the English Enhancement initiative.	Collection of data to cinema different so riskins (Collec, Marrier and Morrison, 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).

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.

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.

References

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Research and Knowledge Exchange

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 .

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?

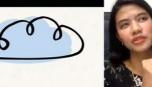


SOLUE 🚣

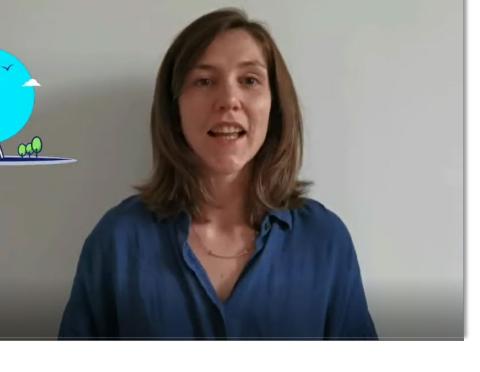
Solve the problem using the operation you chose.

What strategy am I using? Show my working out.













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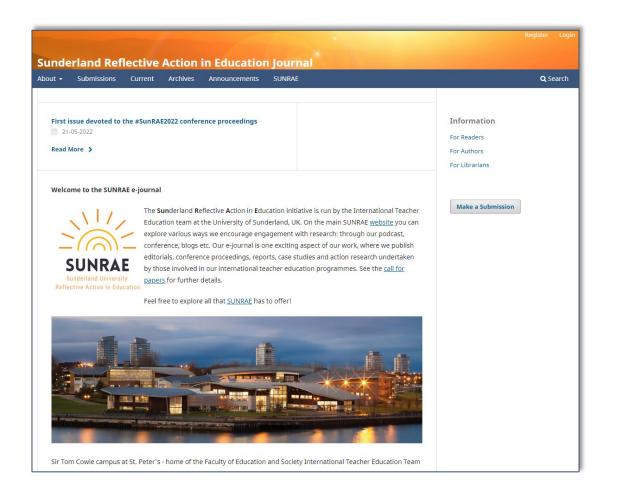


Journals are complex!





Open Access e-Journal https://ojs.sunderland.ac.uk/















What now?



Sustainable integration

- Annual conference in June
- Rolling podcast interviews; new themes
- Reviewing assessment to align with SunRAE
- Seeing material as reusable assets
- Developing the **journal** side further
- Staff development
- Integrating other opportunities
- Wider knowledge exchange





Recognising the impact of teacher educators on developing research culture with trainee teachers: the Sunderland Reflective Action in Education project (SunRAE)



SunRAE progress so far

The project began in the 21/22 academic year. We have now run two annual online conferences, in

June 2021 and June 2022, inviting guest speakers, colleagues and students to present and share their

earning; planning for the June 2023 conference is

The first volume of the journal was published at the end of 2022; the second is in production. We worked with staff and students on the MA in

Radio, Audio and Podcasting and the Sunderland Creatives Agency to develop the podcast series and

edit the episodes, strengthening cross-faculty

published, with further episodes in production Our close-to-practice, participatory and practitioner

FULL PURPOSEFUL INTEGRATION

- get out from under the radar!

SUPPORT STAFF ACADEMIC DEVELOPMENT

enhance staff and student research culture

24 episodes of the podcast have now been

research culture continues to develop...

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rnational Initial Teacher Training Team | Faculty of Education and Society | University of Sunderland, UK

Background and context

International teacher education via distance learning

is project was developed in response to the challenge oodcast integrated into the PGCE (DL) at the University

What were (are) our aims?

1 RESEARCH CUITURE

Schools' partnership links with university ITT can support their first steps into becoming a research-active school. We wanted to foster a reciprocal research culture, building on our team motto of "distance not distant"

2. DISSEMINATION

We wanted to create a platform to showcase effective practice internationally. With 600+ trainees per year there is real potential for knowledge exchange.

Students are hungry for real-world examples of educational research that has an impact in schools and regions like theirs. By promoting student research through the SUNRAE project, we wanted to help our students to learn from their more knowledgeable peers in previous cohorts.

4. STUDENT ENGAGEMENT:

Student engagement has traditionally been challenging for our off-campus students. We wanted to harness the momentum provided by hybrid learning to dissolve the barriers to student engagement. →



The challenge of 'under the radar' teacher educator innovations

Despite these academics being in a symbiotic relationship with schools, and despite them initiating, supervising, and assessing school-based research assignments on undergraduate, postgraduate taught and postgraduate research courses, this uniquely positioned group of practitioner researchers does not typically produce CtP outputs that are recognised in terms of national or international reach and significance: their innovations are 'below the radar' (Perry et al. 2017, p. 28)

project. The project won a Vice-Chancellor's Teaching Award 2021/22 and the funding was used to set up an open-access journal platform university-hosted WordPress website and develop a podrast series

The Rapid Evidence Assessment (REA) undertaken for the BERA Close-to-Practice (CtP) report of 2018 highlighted an absence of high-quality studies that 'addressed the research of academics with responsibilities for initial teacher education (ITE)' (Wyse et al, 2021, p. 1480). Put simply, no relevant studies were found that reported on CtP research done by teacher educators.

In seeking to attract recognition of initiatives that contribute to developing research culture , this poster showcases the SunRAE

SUNRAE

Contact details





CREATIVES

References and links

Perry, E. Boylan, M., Booth, J. and Coldwell, M. (2017). 'Connecting research and teacher education; quality enhancement for ITE Partnerships', Cardiff; Welsh Government SunRAE: Sunderland Reflective Action in Education - conference, e-journal and podcast project: https://wp.sunderland.ac.uk/sunrae

Wyse, D., Brown, C., Oliver, S. & Poblete, X. (2018). The BERA close-to-practice research project: Research report (London, British Educational Research Association)

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Exchanges: The Interdisciplinary Research Journal



Developing a Research Culture with Trainee Teachers on International Initial **Teacher Training Programmes**

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Editorial review: This article has been subject to an editorial review process.



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Abstract

Postgraduate initial teacher training from the UK perspective is a fastpaced 36-week full time programme. In parallel with assessed teaching and subject studies, trainees carry out classroom-based research. To do this, they draw on approaches to evidence-informed teaching that include taking the best available evidence from research and practical experience to answer context-specific research questions. This paper looks at the case of trainees who undertake their PGCE programme internationally i.e. they remain based in their international schools for the practical elements but engage in the wider programme via distance learning. One of the greatest regrets of university staff working with these trainees was that the research knowledge gained was contained only within the assessment system and that the trainees would leave, taking this wealth of knowledge with them. The fear was that these emerging practitioner researchers would see their research work as being completed solely for the purpose of certification, without recognising themselves as beginning a career-long process of reflective research in their schools.



Link to conference theme: Inclusive Learning

- Everyone can be involved in research and sharing their knowledge.
- Empowers trainee teachers to identify as research-informed practitioners.
- SunRAE cultivates an easily-accessible and vibrant community of reflective, globally-connected educators.
- An exciting opportunity to champion and cascade an inclusive research culture!

Further details

- wp.sunderland.ac.uk/sunrae
- anchor.fm/sunrae
- ojs.sunderland.ac.uk
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Questions, comments, insights, suggestions?

