Abstract for ATEE conference September 2020 Warsaw

250-350 words
1.Describe topic/aim
2.Scientific significance
3.Theoretical framework
4. Research question/s
5. Methods
6. Contribution
7.Findings
Up to 10 references

<u>Challenging Disadvantage through changing the mind-set, behaviour and actions of Educators</u>

So many new ideas are at first strange and horrible, though ultimately valuable that a very heavy responsibility rests upon those who would prevent their dissemination.
J. B. S. Haldane

1.
This work in-progress is part of a larger EU project[1] involving 6 countries seeking to identify practices that mitigate the inequality of opportunity, provision and attainment within the pre- and statutory school system and beyond. It targets policy makers, managers, funders and practitioners in the caring provision. This paper reflects some of the initial findings from the project.

2.
In an increasingly turbulent competitive world with social unrest, financial division & a need for a highly skilled workforce to maintain national prominence/prosperity (PSI tables)[2], then measures to allow optimum personal achievement for the majority of young people is a challenge faced by all. High immigration rates have resulted in a more diverse society potentially widening disadvantage[3]. This is in tandem with the more traditional (and existing) forms of disadvantage faced by lower socio-economic and marginalised communities. Finding solutions to address social exclusion through research is hugely significant (Smyth et. al. 2019)

3.
Given Inequality exists,[4] one obvious factor in developing equality is the need for change from the prevailing status quo. This change, investigations show, is necessary not only within but across agencies and their personnel.[5] Compassing all players contributing to the life experiences of populations.[6] Drawing on previous and on-going projects observing and analysing change, our present aims are six-fold. To:-

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[1] STAIRS URL from Erasmus

[2] Pisa table –latest

Smyth, E., Banks, J., O'Sullivan, J., McCoy, S., Redmond, P., and McGuinness, S. (2019) *Evaluation of the National Youthreach Programme.* Dublin: ESRI Research Series No. 82. www.esri.ie/publications/evaluation-of-the-national-youthreach-programme.

[3] Watt, P. & McGaughey, F. (Eds) (2006) 'Improving Government Service Delivery to Minority Ethnic Groups. ' Dublin: National Consultative Committee on Racism and Interculturalism

http://www.nicie.org/publications/default.asp

[4] STAIRS project – country reports and case studies

[5] Using a participatory (Bergold & Thomas, 2012), action learning science (Argyris & Schon, 1985) Kolbian (1984) (Ozols, 2016 lived experience) Revans' (1998) 'ecological formula')

1) [6] Abel, E.M., and Campbell, M. (2009) 'Student-Centred Learning in an Advanced Social Work Practice Course: Outcomes of a Mixed Methods Investigation'. In: Social Work Education, 28:1, pp.3-17
One example being A change of instructional paradigm from passive to active learning strategies
is   clearly needed. In reality it is a shift from teacher-centred teaching to student-centred learning.

1. identify needs within each context
2. analyse projects addressing these
3. draw up a template showing measures that indicate improvement
4. use this to identify the usefulness of strategies from elsewhere
5. produce a portfolio contextual measures based on research adaptable for cross-country use

4.
What are the:
- components of disadvantage and inequality
- while stimulating social mobility by providing opportunities, education also plays a role in reproducing inequalities where the already-privileged have better access to education. Could a changed arrangement not reinforce inequalities?[7] (Doris et. al 2019)
- key indicators of inequality in education – historical and present-day
- range of agencies involved

Other issues to be considered:
- can instances of effective actions be identified
- how can students experiencing social exclusion be helped to improve their social integration and educational success?
- how can these be adapted within contexts and intensified
- where does action primarily need to be taken and by whom
- the consequent implications for needed change in policy, agencies, practitioners and training

5.
A mixed methodological approach includes, desk research, questionnaire and semi-structured interviews with a range of policy makers, schools, teachers, practitioners from caring professions, observations?

6.
As part of the on-going debate about schooling, cohesion, teacher education and equality in education and fulfilment of potential as one means of reducing the increasing disparity between sections of society both internally and across nations and continents clearer cross-factor and agency data is essential. This is a topic of interest not only in teacher professional development, but also across social and political bodies. Data analysis of challenges, present practice, innovative approaches and frameworks of support are vital components. This research has implications for future practice

7. general tendencies
- countries share similar challenges
- context changes the balance of these
- strategies were initially confined to sectors
- policy backed funded schemes show most, but various degrees of effectiveness
- cross agency co-operation has been patchy but is now improving
- changing the mind-set of practitioners in all agencies has been difficult but shows positive results
- a framework of ongoing professional development, support and trust is essential to sustained improvement

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[7] Apple, M.W. (2013a), *Can Education Change Society*? Milton Park, Abingdon, Oxfordshire: Routledge. Zeichner, K., Ndimande, B. (2011) 'Contradictions and tensions in the place of teachers in educational reform: reflections on teacher preparation in the USA and Namibia', in John Furlong, Marilyn Cochran-Smith, Marie Brennan (eds). *Policy and Politics in Teacher Education: International Perspectives*, Milton Park, Abingdon, Oxfordshire: Routledge

Bourdieu, P. (1986). 'The Forms of Capital'. *Handbook of Theory and Research for the Sociology of Capital*. J. G. Richardson. New York, Greenwood Press: 241-58.

Doris, A., D. O'Neill & O Sweetman (2019) Good Schools or Good Students? The importance of Selectivity for School Rankings, Institute of Labour Economics Discussion Paper Series.