Pathways to teaching + Passion for Middle and Senior Management

Prof Sally Elton-Chalcraft
LED Research Centre Director
Daniel Dennis
Principal Lecturer

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Learning, Education and Development
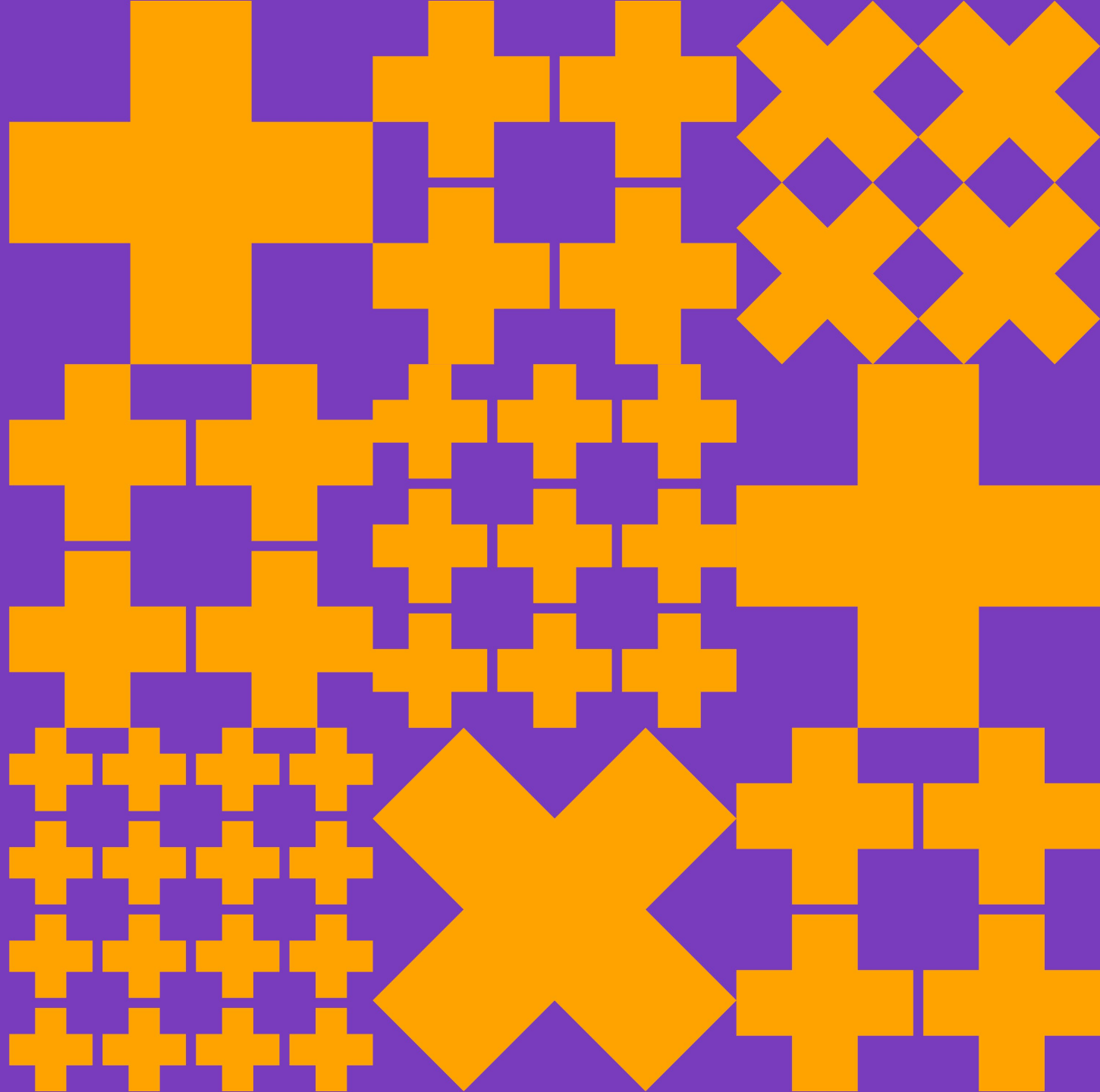
Why become a teacher?
Why become a Middle or Senior Leader?

- What is the purpose of education?

- What does successful school education look like?

- Can all children access success?

- What barriers do some children encounter and why?

- Is English Education white, patriarchal and middle class?

- How can schools provide equitable opportunities for all children?

Equality

Equity

Education – equality and equity

- What are the brown platfor
- Why are the people different sizes?
- What are the apples?
- Why reach for the apple?

Equality   Equity
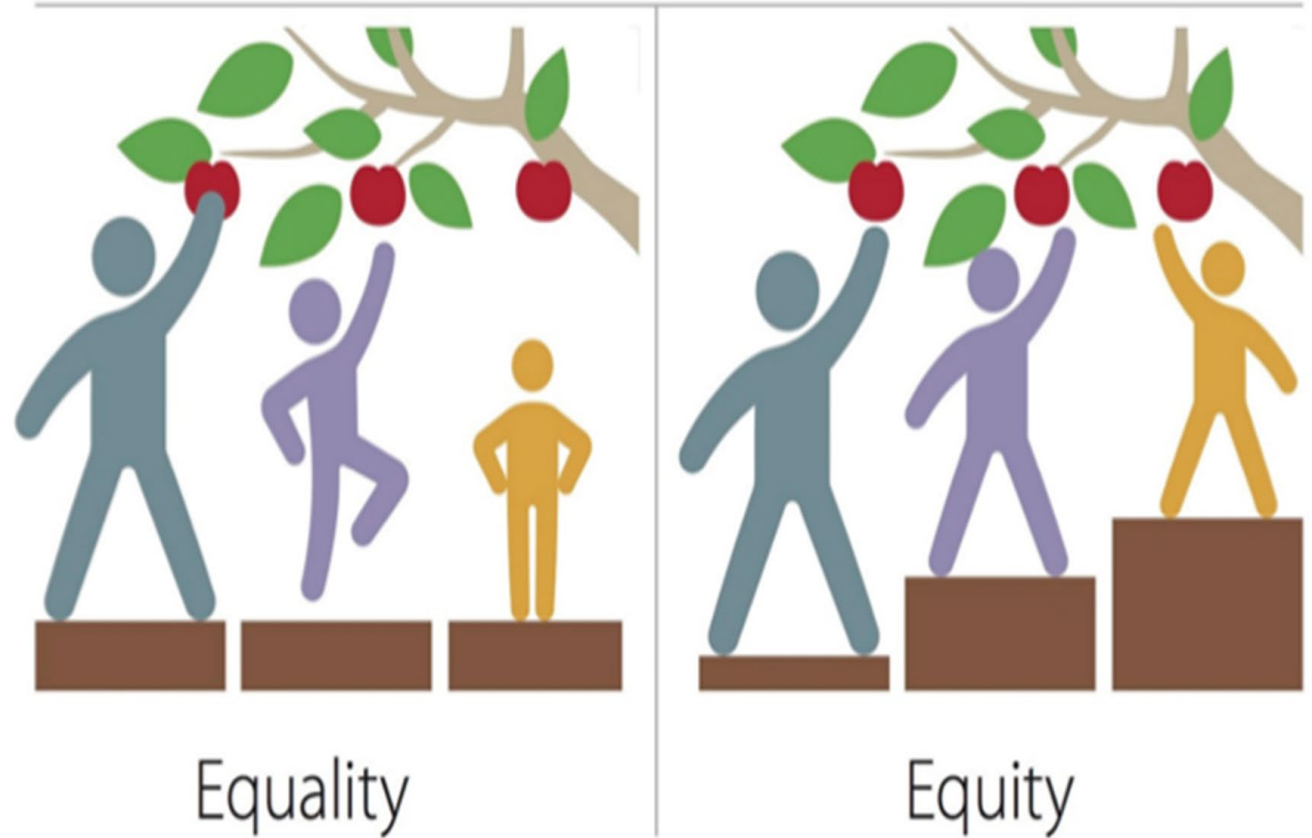
What factors impact on education and success?

- Class
- Socio economic background- wealth/poverty
- Special educational need and disability SEND
- Gender
- Ethnicity
- Place of birth
- Intelligence
- Social/ cultural expectations
- Worldview (religion/belief)
- etc

Equality

Equity
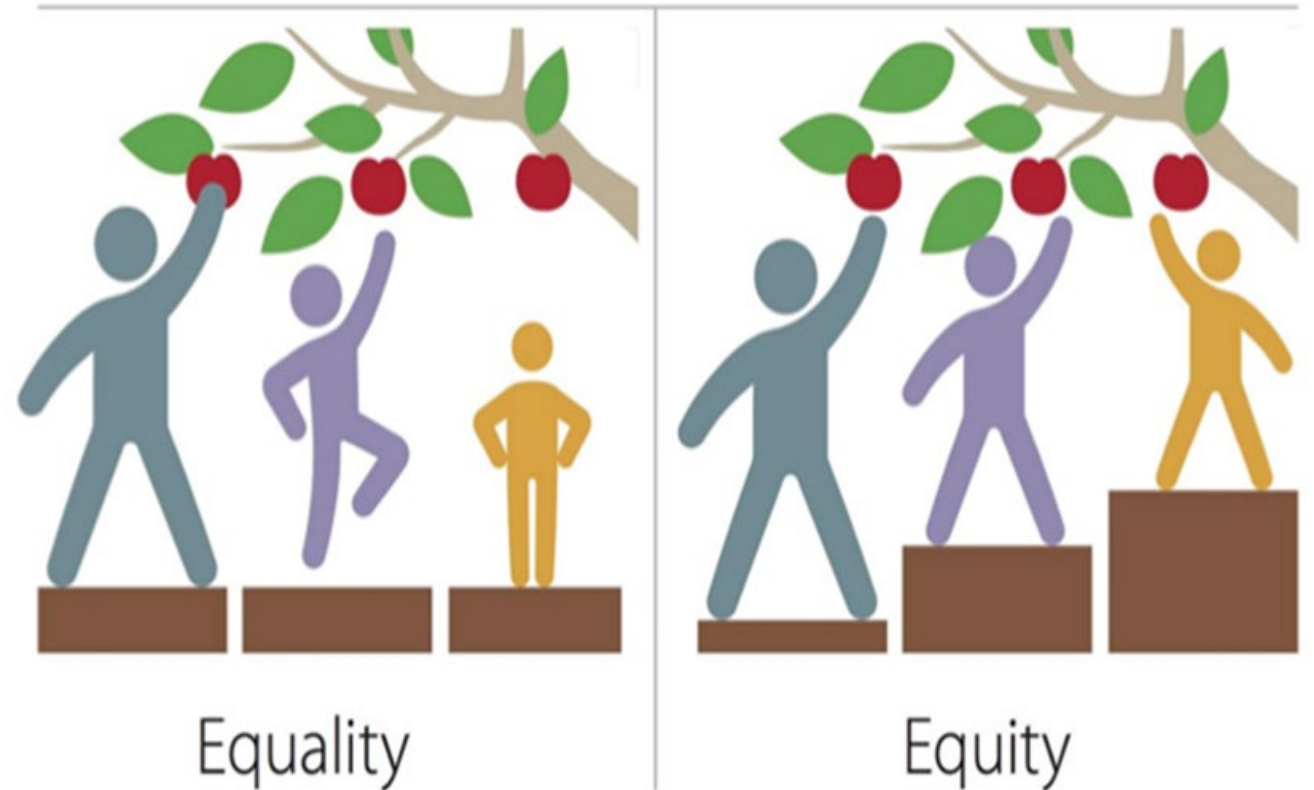
Social Justice in Education

- Evaluate the justice of any society through the perspective of the least advantaged

- John Rawl's 1971
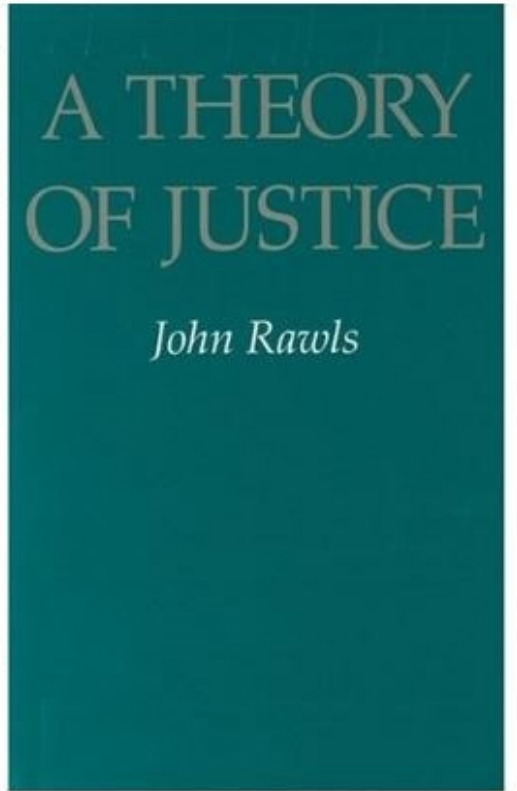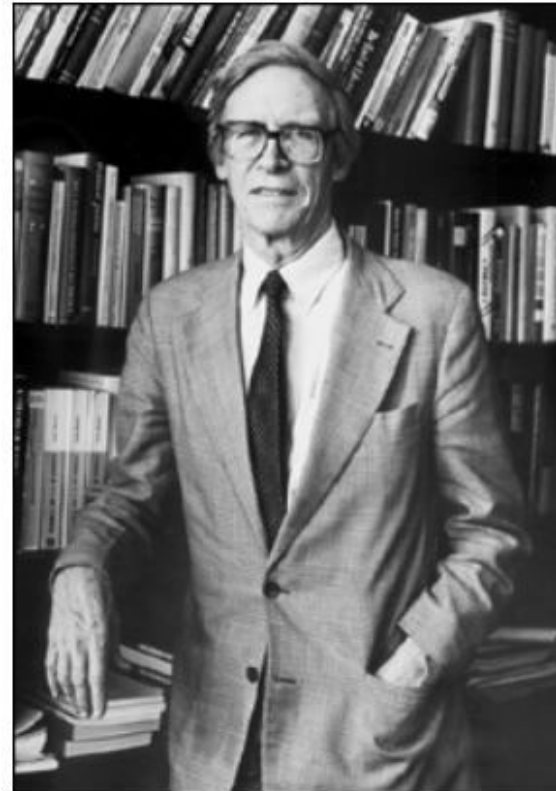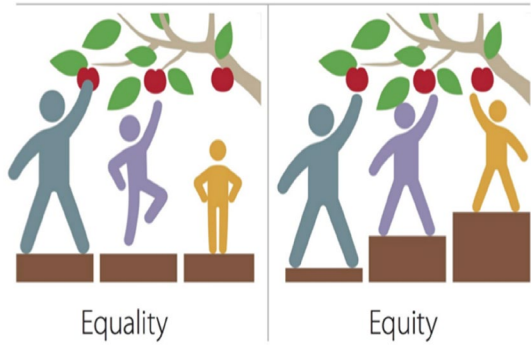
Hereditary privilege

Inherited advantage

- born rich stay rich

- born poor stay poor

- Social justice in society
  (Ornstein 2017)

RAGS to RICHES

Equality   Equity
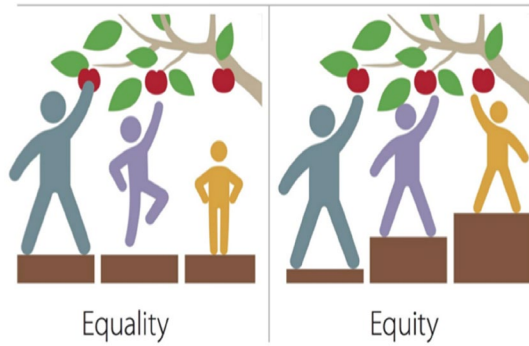
- opportunities available for mobility and changing hereditary privilege.

- although odds are stacked against slum child they can achieve more than the nobility child if they have talent/ intelligence

- Merit = intelligence + effort

Social justice in society (Ornstein 2017)

WINNER
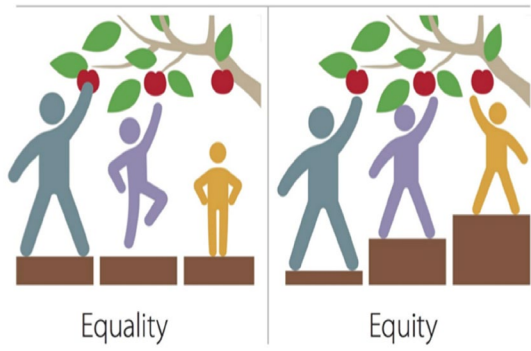
Expertise privilege

- born talented become rich

- born without talent become poor

- Social justice in society
  (Ornstein 2017)

Do the talented rich and powerful deserve their success?

- Merit = intelligence + effort

Most able become the elite

- 'Dullards' undertake manual/ unskilled work

- Do the elite deserve their wealth/ power and their children too

- Michael Young (1958) The Rise of the meritocracy 1870- 2033

Equality   Equity
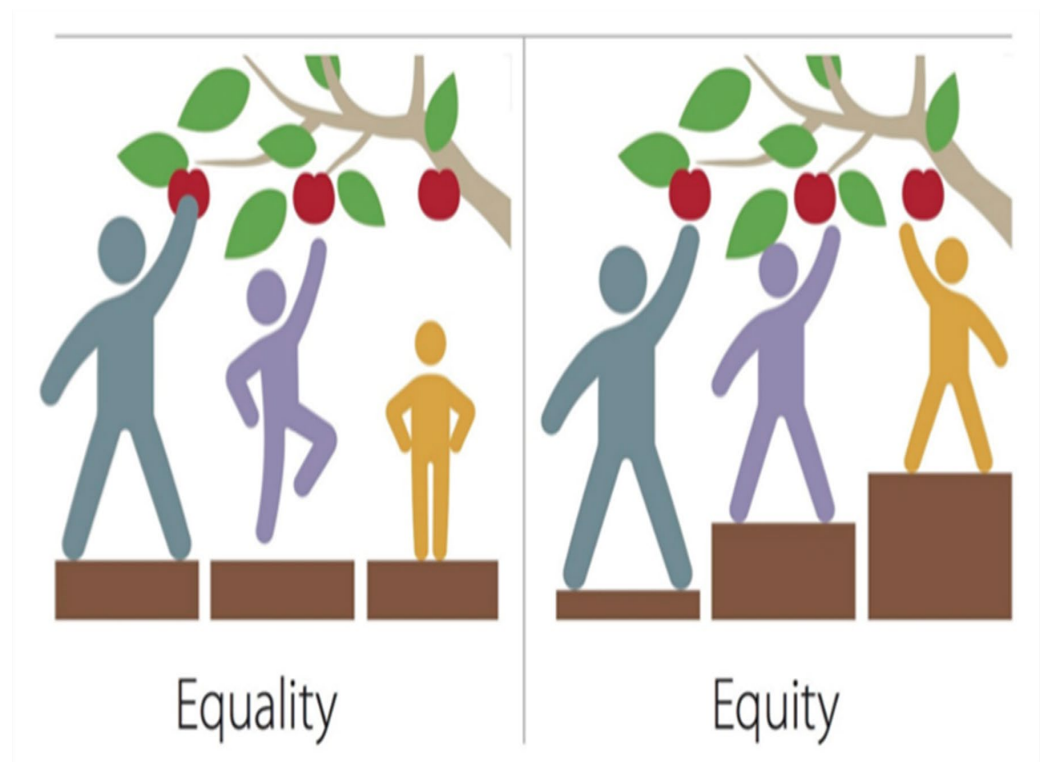
Rewarding merit? Is intelligence fixed?

Define effort-
- Should a lazy genius be rewarded?
- Why should a hardworking 'dullard' not be rewarded?
- Should children of the successful be entitled to wealth/ power?

- Are you 'born' intelligent or can you 'increase' intelligence
- Working class/Dalit/SEND learners CAN achieve
- Malleability of intelligence -Carol Dweck; Barry Hymer (2014)– **growth mindset**

- Are children able to transcend any 'barriers'
- Does school/University provide a solution – make attainment more equitable?

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Should People's labour be valued/ rewarded equally ?

If hard work brings monetary success- then black women should be the richest- They are not. Why not?

- Michael's Sandel's Justice talks
- https://www.bbc.co.uk/programmes/p04kmj63

- Can we **level** the playing field?
- Is **Meritocracy** unfair to those with less talent?
- Does the **Outcome** have to be the same for everyone?
- Are some people's talents **rewarded/ valued** in differently?

Equality   Equity
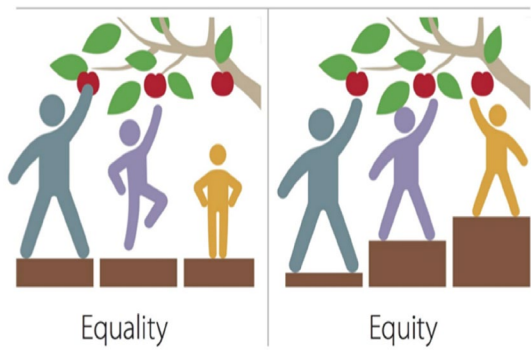
Should expertise/ talent be rewarded equitably?

- Are Footballers' talents valued/ rewarded more than hockey players?

- Most societies, nowadays, value football rather than hockey players

- Are Brain surgeons valued/ rewarded more than journalists.

- Some people are 'lucky' others aren't – moral arbitrariness of talent.

- If everyone had a truly equal start – does the winner deserve the reward?

- https://www.bing.com/discover/free-images?first=1&cw=1663&ch=939

Anadolu Agency

- What can teachers do to promote anti racism? :

1. **Thoroughly understand** the issues/ problems
2. **Openly engage** in professional development alongside others
3. **Bravely advocate** equitable learning and teaching

Case study
School leadership and Social Justice

- Aspirant head teachers and Middle leadership
- Is English Education white, western and patriarchal

- Pockets of discrimination
- Women are leaders in the home as well as at work
- (Elton-Chalcraft, Kendrick, Chapman 2018)

Because I wear a veil I feel people are judging me – but perhaps it's something I need to deal with – it may be that they are not judging me at all but I feel that they are; I am in a Church of England school – prayer is fine but faith-led assemblies are a restriction because I am of a different faith (BAME, female, aspirant middle leader)

My partner is as useful as a chocolate tea pot responsibility wise (white, aspirant head, female)

- This article explores factors inhibiting or encouraging women and men from Black and Minority ethnic (BME) and also white backgrounds to pursue leadership positions in English schools.

- Data are drawn from a commissioned evaluation of three National College of Teaching and Leadership (NCTL)-funded courses which investigated the extent to which the 33 participants felt their course successfully prepared them to take on a leadership role.

- Findings showed that although primary aspirant head teachers and most women into secondary headship gained confidence and felt more competent as their courses progressed, their desire to become leaders, in some cases, decreased.

- The opposite was the case for the BME participants, most of whom cited, along with increased confidence and perceived competence, an increased desire to become middle leaders, despite some accounts of prejudicial treatment.

- Factors cited by participants as impacting negatively on their desire to become leaders included work–life balance, accountability, faith, economic factors (size of school, travel costs) and issues concerning gender, particularly for women participants, who saw themselves as leaders both at work and in the home.

- Findings provide an insight into the continuing structural inequalities experienced by a small sample of aspirant school leaders which have implications for future leadership preparation provision.

It is not the obvious things that prevent inclusion

- **Unintended consequences of materials, references and examples used**

- **Indirect discrimination** is subtle and usually unintended but may present a learner from engaging fully with a subject (hidden curriculum/ ethos of the school) eg

- maps,

- dating systems BC/ AD or BCE /CE

https://www.mapsinternational.co.uk/large-upside-down-world-wall-map-political-paper.html?gclid=EAIaIQobChMIl9-7-OH75wIVR7DtCh06o0wrkEAQYASABEgIaHvD_BwE
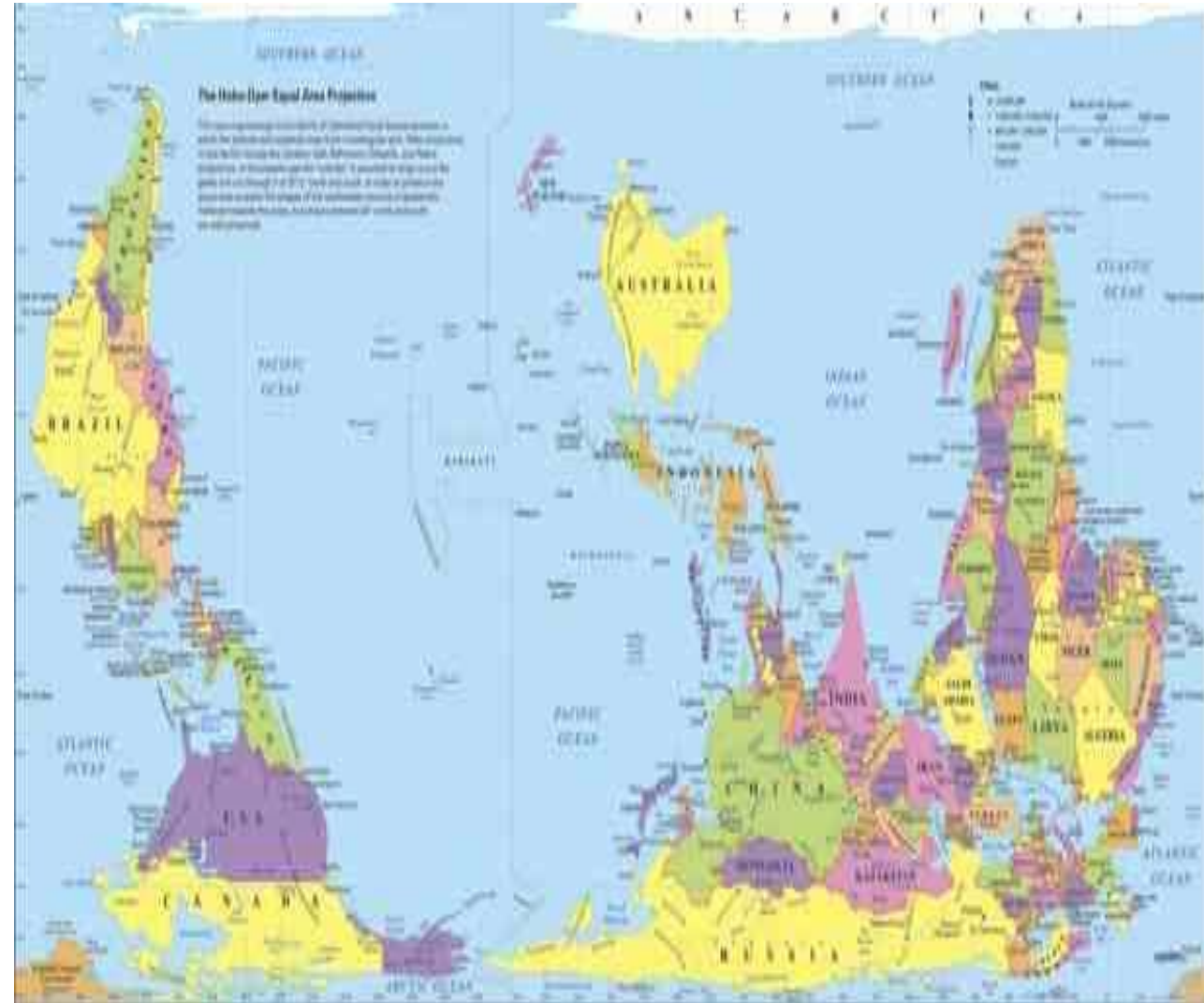
Social class (INTERSECTIONALITY)   Gender

- Diane Reay (2017) *Miseducation*

- Intelligent 'working class children' should have opportunities to succeed

- Examples from her own life as a working class female

Gender

- Inequality of Gender and class in education

Are women seen as

- Reproductive (mothers)

OR

- Productive (contributing to society through careers)

Equality   Equity
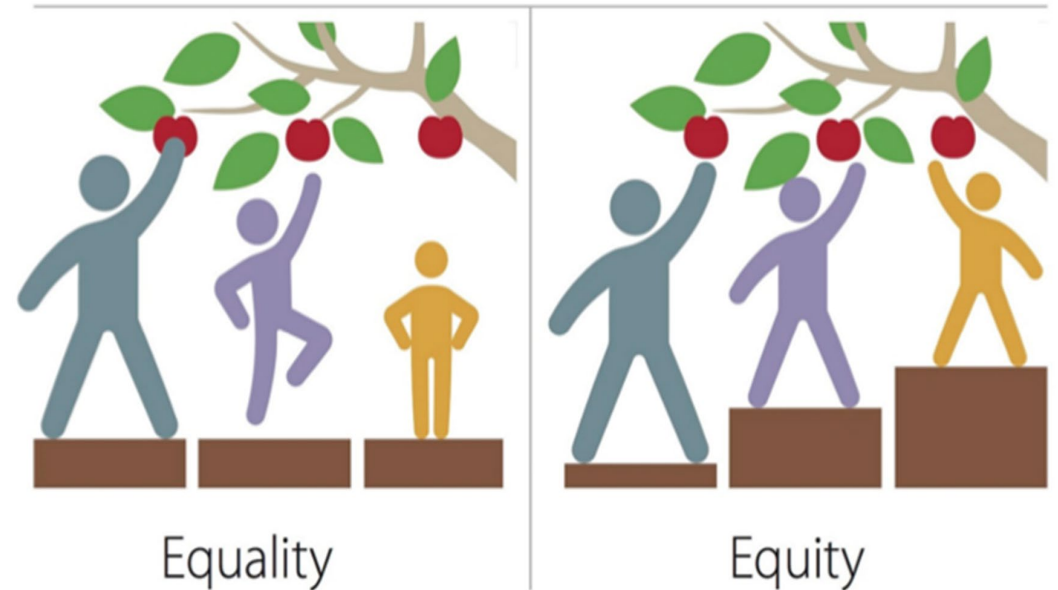
Educational solutions:

- What do platforms add/ equalise?

Lack of intelligence/ effort

Being the 'wrong' gender/ class/ ethnicity?

- Why are the people different sizes?

Interests/ aptitudes/ expectations?

- What are the apples?

Achievement in school/ university?

- Why reach for the apple?

Good job/ wealth/ happiness?

Equality   Equity
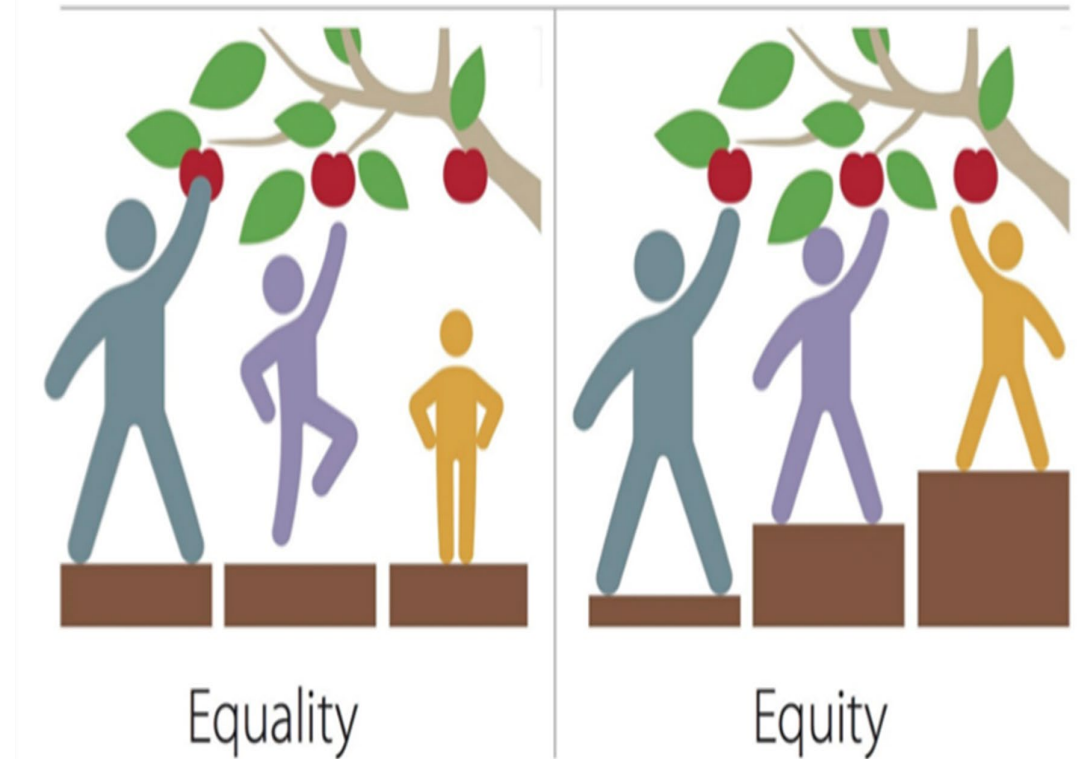
30 principles – a framework for defining social justice (Ornstein 2017:546) INCLUDING:

- Persistently fighting for social justice; knowing and doing what's right (2)
- All lives have equal value, equal opportunity and equal chances of success (6)
- Class structures are fluid (9)
- Although a dominant and subordinate group may exist these differences should not lead to institutional racism, class consciousness or economic warfare (21)
- Government laws that discriminate against specific groups are morally wrong and should be rejected by the people of that country in their courts of law (25)
  Rebecca Long-Bailey vows to scrap Prevent (Guardian 20th Feb 2020)
- Distribution of wealth – huge wealth accumulated through talent should still be redistributed to less fortunate people (28) Stormzy funds Cambridge University scholarships (Times 10th Nov 2019)
- Words can be used for waging war or for healing (30)

Pathways to Teaching   -   Daniel Dennis

Middle and Senior Leaders -   Prof Sally
                                                        Elton-Chalcraft

Split group

• What are your concerns/ barriers?

• What are your aspirations?

Pathways to teaching – Daniel Dennis

Undergraduate Degree with QTS

PGCE in Primary Education with QTS

PGCE in Mathematics Education with QTS

Pathways to teaching – Daniel Dennis

PGCEs can be:

Campus-based
School-based

At Cumbria, this looks like one day per week at University and 4 days per week at a placement school

Pathways to teaching – Daniel Dennis

You will learn:

- Pedagogy - The classroom craft
- Behaviour Management – How to be confident in the classroom
- Adaptive Teaching – How to make sure everyone can learn
- Curriculum – How to teach your subject / the variety of subjects
- Assessment – How to ensure everyone has learned

- Challenging Disadvantage – How to identify, challenge and dismantle social disadvantage through your teaching

Passion for Middle and Senior Management

Skills and strategies....what do these mean with regards to leadership responsibility and where are you now?

- Administrative
- Communication
- Interpersonal
- Personal breadth
- Personal characteristics
- Managing oneself
- Relationships
- Organisational
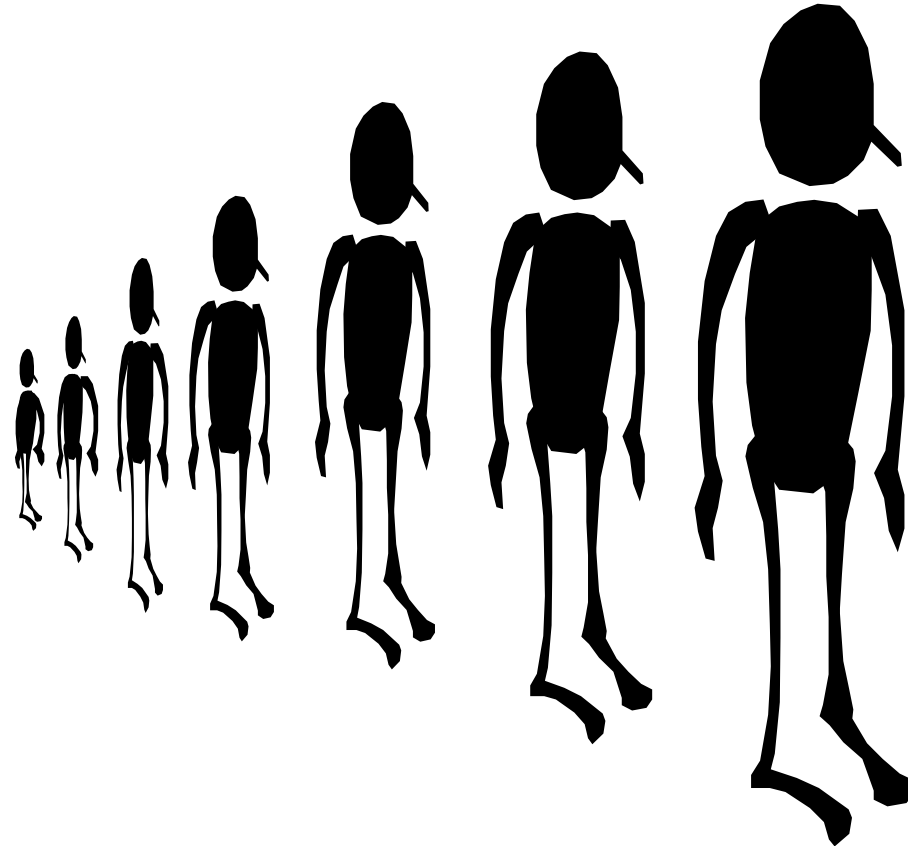
Leadership and Management

Leadership	Management
Subjects need both leadership and management	
Leadership is about enabling the subject to run somewhere.	Management is about ensuring your curriculum area runs smoothly.
Leadership is about development.	Management is about maintenance.
Leadership involves influencing colleagues to move forward together.	
The two are not exercised in equal measure.	

Leaping into action

So…

- You have expanded your subject knowledge
- You have developed a strong subject Philosophy
- You have a clear vision of where your subject should be and what constitutes ~~good~~ **high quality** practice
- You recognise that leadership is linked to 'development'

But wait…how can you prioritise your actions and use your limited time   and energy wisely? **Thoughts?**

Let's do this!

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CRUISING   MOVING

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STROLLING

SINKING   STRUGGLING

Declining ← → improving
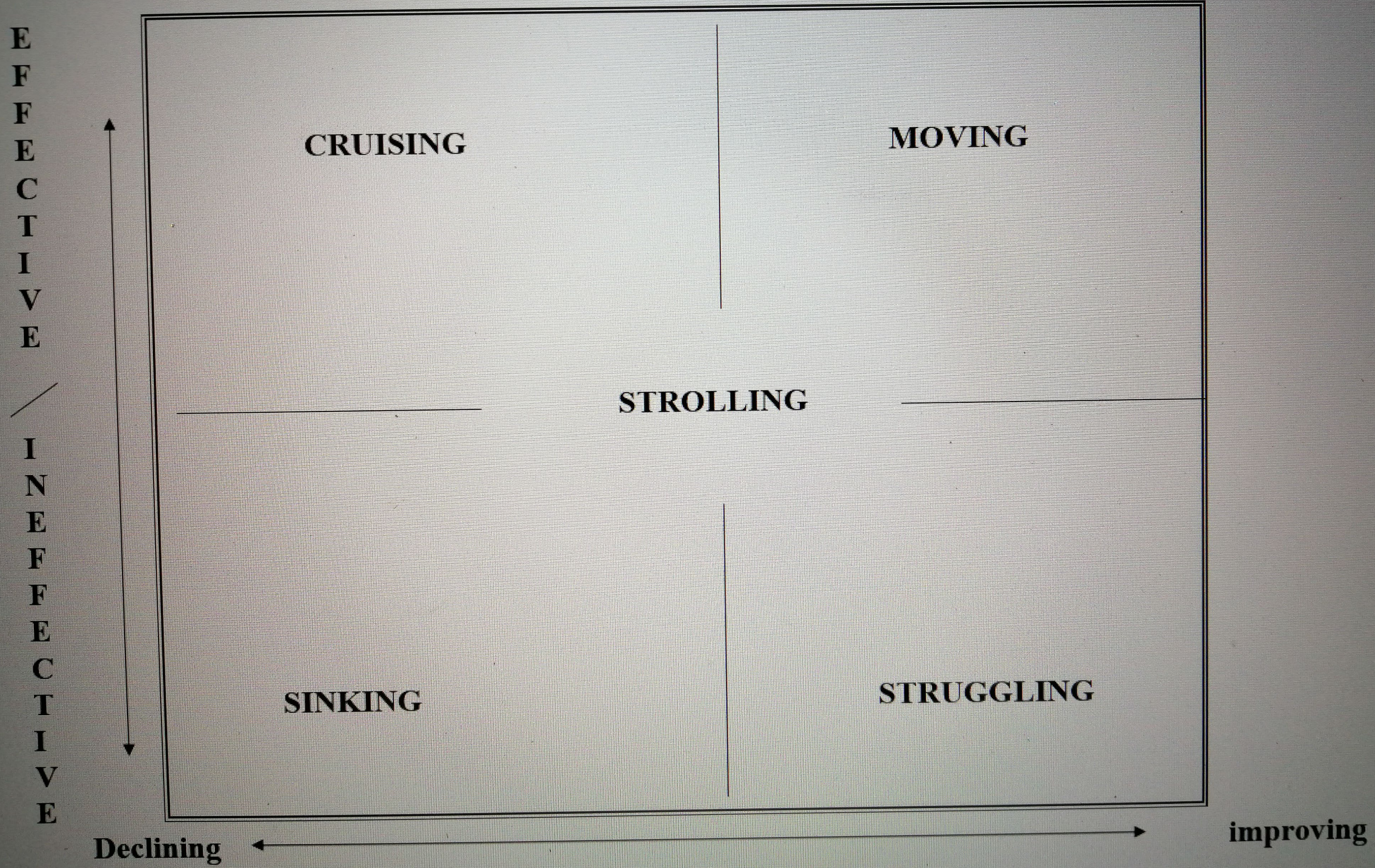
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Professional practice books

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Teaching **Religious Education Creatively**
Edited by Sally Elton-Chalcraft
LEARNING TO TEACH IN THE PRIMARY SCHOOL SERIES

'IT'S NOT JUST ABOUT BLACK AND WHITE, MISS'
children's awareness of race
Sally Elton-Chalcraft

3RD EDITION
PROFESSIONAL STUDIES IN PRIMARY EDUCATION
EDITED BY
HILARY COOPER
SALLY ELTON-CHALCRAFT

4TH EDITION
PROFESSIONAL STUDIES IN PRIMARY EDUCATION
EDITED BY HILARY COOPER & SALLY ELTON-CHALCRAFT