



Odena, O. (2020) Developing Multiculturally-Sensitive Music Student Teachers through Collaborative Enquiry during School Placements in Glasgow. ECER 2020, Glasgow, UK, 25-28 Sep 2020 [Event cancelled]. (Unpublished)

<http://eprints.gla.ac.uk/215183/>

Deposited on 1 May 2020

Enlighten – Research publications by members of the University of Glasgow
<http://eprints.gla.ac.uk>

Developing multiculturally-sensitive music student teachers through collaborative enquiry during school placements in Glasgow

Double blind-reviewed paper accepted for presentation at the European Educational Research Association Annual Conference 2020, Glasgow, UK, September 25-28

(Conference cancelled due to Covid-19)

Oscar Odena, University of Glasgow, UK

Aims and theoretical framework

This paper reports on an investigation on the use of music education activities as a tool to (a) develop multiculturally-sensitive student teachers and to (b) integrate newly arrived children in Scottish schools. The study involved 29 Bachelor's in Music Education students as co-researchers in ten state-funded Primary schools in Glasgow, who identified how such activities may assist in overcoming the linguistic and socio-cultural barriers faced by newly arrived students using English as Additional Language (EAL). The paper offers implications and practical suggestions for teacher education institutions in diverse cities across Europe and beyond.

Glasgow, the third largest UK city, had in 2015 more than 15,000 children with EAL and more than 140 languages spoken in schools (Scottish Government, 2015). The need to educate student teachers to be able to address the needs of diverse students has been outlined by policy and research in Scotland (Burn, 2014; HM Inspectorate of Education, 2009; Taylor, 2014) and across European countries (e.g. Luatti, 2013). European Union projects over the last two decades have explored teacher education initiatives aimed at addressing this need, for example *INCLUD-ED Strategies for Inclusion and Social Cohesion in Europe from Education*, 2006-2011, led by Flecha in Barcelona. Songs and music games as integration tools for children have been proven useful because music is a non-discriminatory way of engaging people with little command of the local language. There is growing evidence that using music activities as integration tools can help overcoming linguistic and socio-cultural barriers in schools. Projects reviewed from across the globe include: music festivals comprising students' performances to reduce the absenteeism of Roma children in Spain; drumming to cultivate feelings of belonging of newly arrived children in Australia; and creative music projects to re-engage disaffected students in England - for an extended literature review see Odena's (2018) chapter in *Musical Creativity Revisited: Educational Foundations, Practices and Research*. Such activities are being employed in at least three different ways: to support community cohesion, to promote intercultural education, and to facilitate inclusive learning. Most of the above studies nevertheless focus on specialist rather than mainstream schools. This is the first enquiry on this topic in Scotland to date and one of the first globally focussed on music education student teachers in mainstream schools.

Supported by The University of Glasgow Chancellor's Fund and the UK Economic and Social Research Council Impact Acceleration Account (Funder Ref ES/M500471/1) this research project had two aims:

- To investigate the use of music education activities as a tool to integrate newly arrived children in schools in Glasgow.
- To involve student teachers in the development of such activities as part of their school placements, ultimately developing the student teachers' multicultural awareness and sensitivity (Mills & Ballantyne, 2010).

In preparing this paper a re-analysis of the original data has been carried out to consider further the European and international dimensions of the investigation, making links with relevant international publications (e.g. Luatti, 2013; Marsh, 2012; Mills & Ballantyne, 2010). This re-analysis has been performed single-handedly by the Principal Investigator as all the original team members recently moved to different institutions in the UK and overseas.

Methodology

The study included a review of literature and collaborative work with 29 music student teachers in their first year of their 4-year undergraduate degree, working with a team of four university staff. Interpretive in approach (Eisner, 2017), the study involved five stages: (1) literature review and practical handout development; (2) classroom observations and data gathering by student teachers, focussing on integration strategies during placements; (3) focus groups with student teachers and interviews with mentors, to assess the learning and enquiry process; (4) data analysis; and (5) project dissemination across different audiences. During fieldwork (stage 2), student teachers observed classrooms while on placement in groups of three, based across ten Primary schools in Glasgow. Each group worked with an experienced mentor from their school. All schools had intakes of no more than one third of EAL children and a long-standing relationship with the teacher education programme. Student teachers observed music and other classes and had to reflect on EAL pupils' interactions with the classroom teacher and others in the class. Student teachers acted as 'co-researchers' (Leitch *et al.*, 2007) using a number of methods. For example, they were asked to gather data using a School Fact Sheet, a Pupil Observation Sheet, and an individual Pupil Observation Grid in which they had to reflect in writing on the interactions of one EAL student chosen by them, across subjects and over a number of weeks. After the fieldwork was completed, focus groups were carried out with student teachers grouped by school, followed by school visits by the university team and interviews with selected mentors (stage 3). Finally, thematic analysis of interview transcripts was carried out with the assistance of specialist software (Odena, 2013) and interim results were disseminated with schools, mentors, student teachers, and at a professional conference (stages 4 and 5).

Discussion

Building on Mills and Ballantyne's [Mills & Ballantyne (2010). Pre-service teachers' dispositions towards diversity: Arguing for a developmental hierarchy of change. *Teaching and Teacher Education*, 26, 447-454] argument that there are three dispositional factors that

influence students' likelihood of developing multicultural awareness and sensitivity in teacher education programs, this paper explores the relationship between such dispositions as exhibited in students' focus groups and fieldwork. In so doing, the analysis reinforces that these dispositions may be hierarchically developed, beginning from self-reflectiveness, moving towards openness and finally a commitment to future proactive action to facilitate the integration of newly arrived children.

Conclusions

The education landscape is changing in response to globalisation. One of the biggest changes in Europe and beyond has been linked to new patterns of migration. Responding to the impact of globalisation governments across the world are embedding concepts of inclusion in the curriculum, in order to prove the values of diversity and equality (e.g. HM Inspectorate of Education, 2009; Luatti, 2013). However, as well as policy, educators at all levels need appropriate tools and practical strategies to integrate children arriving with little knowledge of local languages and culture. A major outcome of this investigation is that music appeared to be ideal for integrating newly arrived children because it transcends linguistic barriers. Reported preferred activities included co-operative musical games, group composition, group performance, warm ups and signing. For instance, a student-teacher explained this as follows:

'The warm ups were quite good for integrating EAL children, because everyone could just have a chance to participate and be a bit silly with each other...the warm ups seemed to engage everybody, whether they were doing 'Heads, Shoulders, Knees and Toes' or when everyone was singing and we were all in a big circle' [the full paper includes additional illustrative quotations].

After exploring the nature of the development of multicultural awareness and sensitivity through the analysis of data from schools and student teachers, the paper concludes by discussing the implications for teacher education, including the necessity to build meaningful reflective enquiry (Day, 1999) into school placements, in order to connect educational theory with classroom practices and build a gradual change of dispositions towards diversity in all pre-service teachers. Ultimately, the student teacher inquiry activities discussed would be important in broadening access to post-secondary education, as it is more likely newly arrived EAL children will access post-secondary education if they successfully integrate during Primary/Secondary schooling.

Acknowledgements

Many thanks to the students and schools for their time and access, and to Moira Summers, Angela Jaap and Andrea Rodríguez for their contribution to the project's initial stages.

References

Burn, M. (2014). 'What measures can a teacher put in place within the classroom setting to support the development of a child coming into the class with no English?'. In Dumfries & Galloway Council (ed.), *Probationers. Action Research Projects 2014*, pages 96-106. Dumfries: D&G Council.

Day, C. (1999). 'Teachers as inquirers'. In C. Day *Developing Teachers: The Challenges of Lifelong Learning*, Chapter 2, pages 22-47. London: Falmer Press.

Eisner, E. (2017). *The Enlightened Eye: Qualitative Inquiry and the Enhancement of Educational Practice* (2nd edition). New York: Teachers' College Press.

Gauld, N., Odena, O. , Beck, A., Green, J., Huxtable, R. and Leigh, R. J. (2015) 'Education as if Research Mattered' Symposium. In *Scottish Educational Research Association (SERA) Annual Conference*, University of Aberdeen, 18-20 November 2015, pages 110-112. Available at <http://eprints.gla.ac.uk/112861/> [accessed 30/01/2020]

HM Inspectorate of Education (2009). *Count Us In – A Sense of Belonging, Meeting the Needs of Children and Young People Newly Arrived in Scotland*. Livingston: HMIE.

Leitch, R., Gardner, J., Mitchell, S., Lundy, L., Odena, O., Galanouli, D., & Clough, P. (2007). Consulting pupils in assessment for learning classrooms: the twists and turns of working with students as co-researchers. *Educational Action Research*, 15(3), 459-478.

Luatti, L. (ed.) (2013). *Observing in Order to Understand and Operate in Multicultural Classes. The Notebook of Inte(g)ra(c)tion in Italian and European schools: Portfolio of Integration: the European experience*. Arezzo: Oxfam Italia.

Marsh, K. (2012). "The beat will make you be courage": The role of a secondary school music program in supporting young refugees and newly arrived immigrants in Australia. *Research Studies in Music Education*, 34(2), 93-111.

Mills, C., & Ballantyne, J. (2010). Pre-service teachers' dispositions towards diversity: Arguing for a developmental hierarchy of change. *Teaching and Teacher Education*, 26, 447-454.

Odena, O. (2013). Using software to tell a trustworthy, convincing and useful story. *International Journal of Social Research Methodology*, 16(5), 355-372.

Odena, O. (2018). 'The power of musical creativity for cross-community integration'. In O. Odena, *Musical Creativity Revisited: Educational Foundations, Practices and Research*, Chapter 5, pages 80-104. London: Routledge.

Scottish Government (2015) *Summary Statistics for Schools in Scotland No. 5, 2014 Edition, amended February 2015*. Available at www.gov.scot/Publications/2014/12/7590/0 [accessed 30/01/2020]