



THE UNIVERSITY
of EDINBURGH



Principal's Teaching Award Scheme (PTAS) Proposal Form Regular Grants

Project team members

Principal applicant:

Full name and title: Dr Sue Chapman, Lecturer in Teacher Education and Programme Director,
PGDE Primary Education

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Co-applicants:

Full name and title:

School:

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Full name and title

School:

Email:

Full name and title:

School:

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Eligibility of Principal and team:

By submitting this proposal, you agree to the following statements.

- As Principal Applicant of this grant, I am employed at the University of Edinburgh from the proposed start date to end date described in this application form.
- As Principal Applicant, I can confirm that my team members and I are not currently named as the Principal Applicant of an existing and ongoing PTAS project

Project Summary

Project title:

Mentoring in partnership: Empowering School Based Teacher Educators to develop their practice.

Start date:

Date: August 2023

End date:

Date: July 2025

Project summary:

Mentoring is a key concept across the career phase in teaching, and is therefore crucial in developing practice in Initial Teacher Education (ITE). Understandings of mentoring vary widely and expected processes and outcomes of mentoring relationships are difficult to define and agree. Additionally, School Based Teacher Educators (SBTE) are often not empowered in their identities as Teacher Educators or viewed as partners in the ITE process. There is currently no compulsory programme of Professional Learning with which SBTE can engage to develop their skills in relation to mentoring as Teacher Educators. This project seeks to shape, design, produce and evaluate a resource for SBTE with SBTE through collaborating with PGDE Primary students and their SBTEs to further understand the nature of their mentoring experiences and associated Professional Learning requirements/opportunities.

Funding requested:

Please write here the exact grant amount requested in your budget:

£ 15184.54

Proposal

Project title:

Mentoring in partnership: Empowering School Based Teacher Educators to develop their practice.

Project aims:

The primary aim for this project is to develop, implement and evaluate a resource that can be used by School-based Teacher Educators to understand, problematise and develop their role as Mentor in the ITE process, in particular relation to the PGDE Primary Education programme at Moray House School of Education and Sport in the first instance.

The five key objectives are:

- i) To engage in interviews with student teachers, probationer teachers and SBTE to understand the nature of the current mentoring process and to establish where the learning opportunities for SBTE and University-Based Teacher Educators (UBTE).
- ii) To collaborate with student teachers, probationer teachers and SBTE to design a resource that can be used by SBTE as they work with **all** student teachers (including those from underrepresented groups).
- iii) To empower SBTE as Teacher Educators and provide opportunity for problematizing the role.
- iv) To support Professional Learning of teachers involved in our School Partnerships, particularly in the first instance in relation to working with student teachers and supporting their wellbeing.
- v) To evaluate the resource with a view to this being used more widely than the PGDE Primary programme.

Background:

Mentoring has been employed in schools and Initial Teacher Education (ITE) providers for many years as a Professional Learning (PL) tool, used to help teachers, both pre-service and in-service, develop their practice. While there are a broad range of models of mentoring, this relationship between a mentor and a mentee usually, although more and more is seen as outside of this boundary, involves an experienced teacher working with a novice or less experienced teacher to develop their practice, broadly defined. The process is usually conceived as a supportive one, where the relationship itself is crucial to the development and progress made, and where wellbeing is also a focus (Hobson, 2020).

While not confined to pre-service teachers, mentoring programmes are often to be found as part of ITE programmes, particularly in relation to School-Based learning (often called practicum or placement). Beginner or novice teachers have traditionally encountered challenges in their endeavours, in part due to the complexity, diversity, and relational and emotional intensity of the role (Labaree, 2000; Hargreaves, 1998). Mentoring programmes are designed to support pre-service and beginner in-service teachers through their ITE programme and transition into full time teaching, with one function certainly to address retention (Ewing & Smith, 2003; Ingersoll & Strong, 2011). Clear benefits have been found to include improved levels of commitment and retention in beginner teachers, more effective 'instructional practices' and greater student achievement (Ingersoll & Strong, 2011).

Mentoring relationships have often been seen as one-directional, in that expertise passes from the more experienced teacher to the less experienced teacher, and dyadic, where only two teachers are involved in any one relationship. Collaborative mentoring, however, follows a critical constructivist approach, whereby existing ideas about teaching and associated practices and assumptions are deconstructed and challenged as part of a commitment to transformative practice (Aderibigbe, Gray & Colucci-Gray, 2018; Wang & Odell).

As Kennedy and Bell (2022) have suggested, despite there being very clear agreement that mentoring is something found to be of benefit and that should happen, there isn't currently any formalised understanding of mentoring in Scottish education, nor is there any systematic

preparation for SBTE or support. Consequently students can find themselves in situations where they are under supported, or not supported at all, and this can be very difficult for students and UBTEs to overcome. Developing a deeper understanding of how best to work with a diverse cohort of students that might include racial/religious diversity, neurodivergent students, differently abled students or students who might face challenges navigating their sexual orientation or gender identity in the classroom/workplace, for example, is also part of the mentoring relationship, thus requiring access to appropriately current Professional Learning opportunities. SBTEs do not always see themselves as Teacher Educators and while working in partnership with University-Based Teacher Educators (UBTE) do not feel empowered in the process. This project seeks to address these issues.

Methodology:

This project focusing on Mentoring in ITE will be conducted primarily within the context of the PGDE Primary programme (total 100 students on a one-year basis) in Moray House School of Education and Sport. This programme is ideally placed for a project of this nature as it has three placement courses running across the academic year where student teachers work with three different mentor teachers and are required to show progress in relation to the Standards for Provisional Registration as set out by the General teaching Council for Scotland. The resource produce by this project will be significant in preparing SBTE for student placements.

A post-graduate researcher will be employed as a Research Assistant and work on:

Data gathering phase: conducting focus group/s with student teachers and probationer teachers and interviews with SBTEs focusing on the nature of the mentoring experience and relationship.

Design phase: Shaping, designing and producing the test resource. The format of this resource will depend on the nature of the findings from the first data generation phase (it may be that a webpage is the most appropriate output, but equally it may be that a Learning Module created on Articulate is more appropriate – several options have been budgeted for). Once the test resource has been produced, this will be implemented and piloted with a small cohort of SBTEs.

Evaluation phase: This will be conducted using surveys and further targeted interviews drawing on the survey data.

Project plan:

Date-date	Activity	Description of activity
July-Aug 2023	Recruit RA	Advertise and recruit a research assistant (9 months)
July to September 2023	Literature Review	Review the literature relating to School Based Teacher Education development
July-Sept 2023	Ethics	Develop a human ethics application with PTAS team. Get approved before end of September
October 2023 to December 2023	Data Generation 1	Conduct focus groups with probationer teachers and interviews with SBTE
February 2024 to April 2024	Data Generation 2	Conduct interviews with current students (to coincide with second/third placement).
November 2023 to July 2024	Prepare and design resource	Decide on the format for the resource and produce test version.
July-Aug 2024	Recruit RA	Advertise and recruit a research assistant (6 months)
September 2024	Share resource with SBTE	

May 2025 – June 2025	Evaluate resource	Conduct survey and associated interviews with SBTE and student/probationer teachers as necessary.
July 2025	Produce final resource	Make final changes as evaluation requires
July 2025 – August 2025	Communicate	Build findings document, including PowerPoint presentation, to be shared within our programme and to other ITE programmes in the School where our project findings are relevant
Ongoing	Disseminate	Possible avenues would include the University's L&T conference, presentation at a SERA conference, presentation at SCDE self-evaluation day and presentation at the Early Phase Partnership.

Project outcomes & impact:

This project will make an instant and lasting impact across the suite of ITE programmes at the Moray House School of Education and more broadly across other disciplines/fields with professional placements and other ITE providers. Not only will this project endeavour to build the skill of our partner SBTEs, the production of a sustainable digital resource that can stay in place for several years into the future, providing a theoretically robust basis for developing mentoring skill and SBTE Teacher Educator identity on a range of programmes.

Sharing your project:

We plan to share what we learn from the data generation and the final resource in a number of ways:

- i) We would aim to set up a website, blogspace or webspace to log the project through the data generation phase and into the resource building phase. Depending on the findings on the data generation, this may house the final resource as well.
- ii) Internally, we will share the resource across the suite of ITE programmes, through working with the Teacher Education Curriculum and Pedagogy Hub, as well as the Institute for Education, Teaching and Leadership more broadly, given the interest in mentoring and mentoring resources would be wider than just ITE programmes. We would also look to make links with other programmes in other Schools/Colleges with elements of professional placement, perhaps through the University's annual Learning and Teaching Conference.
- iii) We will look to share this resource at an Early Phase Partnership meeting, bringing together colleagues from other ITE providers, Local Authorities and schools.
- iv) The Scottish Council of Deans for Education hold an annual Self-Evaluation Day and we would aim to present our findings and introduce the resource at this event.
- v) We would look to disseminate this resource and the theoretical underpinning at a SERA conference or more professionally oriented events, perhaps looking at a Pedagoog event or similar.
- vi) We would also submit a paper to CollectivEd or similar professional/practitioner focused publication (TES or similar).

References

Aderibigbe, S., Gray, D. S., & Colucci-Gray, L. (2018). Understanding the nature of mentoring experiences between teachers and student teachers. *International Journal of Mentoring and Coaching in Education*, 7(1), 54-71.

Ewing, R., & Smith, D. (2003). Retaining quality beginning teachers in the profession. *English teaching: Practice and critique*, 2(1), 15-32.

Hargreaves, A. (1998). The emotional practice of teaching. *Teaching and Teacher Education*, 14(8), 835-854.

Hobson, A. J. (2020). ONSIDE mentoring: A framework for supporting professional learning, development, and well-being. *The Wiley International Handbook of Mentoring: Paradigms, Practices, Programs, and Possibilities*, 521-545.

Ingersoll, R. M., & Strong, M. (2011). The impact of induction and mentoring programs for beginning teachers: A critical review of the research. *Review of educational research*, 81(2), 201-233.

Kennedy, A., & Bell, L. (2022). School-based teacher educators: a Scottish manifesto. In *The Palgrave Handbook of Teacher Education Research* (pp. 1-26).

Labaree, D. F. (2000). On the nature of teaching and teacher education: Difficult practices that look easy. *Journal of teacher education*, 51(3), 228-233.

Wang, J., & Odell, S. J. (2007). An alternative conception of mentor–novice relationships: Learning to teach in reform-minded ways as a context. *Teaching and teacher education*, 23(4), 473-489.

Budget

Financial years: see below

Budget items:

Item	Financial Year	Description	Cost
PG RA	Role 1 23/24 9 months Role 2 24/25 6 months	Grade UEXX (spinal point XX). Estimate on X day a week over XX months (total) XX hours @ £XX (new rate March2023) p/h (+30% employment costs)	10509.00
Transcription costs (University Transcriptions)	Round 1 23/24 Round 2 24/25	8 x 50 minute focus group interviews @ £1.30 per minute £520 12 x 40 minute individual interviews @ £0.95 per minute £456 (allow 20% for increase in fees)	1171.12
Vouchers	Round 1 23/24 Round 2 24/25	20 x £15 vouchers for student participants	£300
University Graphic Design Team/ Online Course Production Team	Resource 23/24 Final Resource 24/25	Estimate on 6 days @ £350 for resource and 3 days @ £350 for final resource (estimated 3 days of OCPT approx. £3000)	3150.00
Conference fees	24/25	Dissemination at conference/equivalent practice-based event	250

Total cost:
£15380.12

Budget justification:

PG RA – this would engage a Postgraduate Researcher to work on (as directed by the PI) data generation and analysis both at the initial and evaluation stages.

Transcription costs – Use of the University service allows consistent and prompt availability of transcripts.

Vouchers – to reward students for giving up their time to engage in this important programme development activity.

Graphic Design/OCPT – it is envisaged that this project will create a resource that is used across our suite of ITE programmes at Moray House School of Education and Sport in the first instance and would be possible for use more broadly in Scotland. It will be important for this resource to be professionally created with sustainability in mind.

Conference fee – necessary for dissemination

Project Team Expertise

Dr Sue Chapman

I completed an ESRC funded qualitative PhD in Education at the Moray House School of Education and Sport in 2020. This PhD thesis focused in part on Professional Learning for in-service teachers, from a wellbeing aligned perspective and therefore this project is a natural progression. I am Programme Director for the Primary PGDE (and have been since March 2021) and have held responsibility for the placement courses of this programme since 2019. This responsibility for School-based learning, in addition to having worked across the suite of ITE programmes (MSC TLT, PGDE Secondary and MA Primary/Gaelic/PE) has given me a direct insight into some of the challenges involved in this area.

I will be joined on this project by a visiting Academic at the Institute of Education, Teaching and Leadership, but whose contract only runs until January 2025.

I will also have the support of the current Place2Be clinician at Moray House School of Education and Sport working on the Place2Be partnership. The PGDE Primary programme team will also be involved in the project, several of whom have published work in the field of mentoring. Consistent discussion and collaboration with other ITE colleagues, including the Director of Teacher Education, the Director of Partnership, Local Authority representatives, the other ITE Programme Directors and equivalent colleagues based in other ITE providers will also secure maximum potential for adaptability and more widespread usage of the final resource outside the PGDE Primary programme later.

It will be crucial to engage and work collaboratively with both students and SBTE on this project. Owing to the one-year nature of the Primary PGDE programme, I am therefore unable to name the Student Representatives here and similarly, as our school partners don't always work with us consistently across multiple years, I am also unable to name School Leaders here. It remains a key objective of the project to work with and empower SBTE in their role as Teacher Educator.

Equality Impact Statement

Project Team:

For this project, diversity will be found in the collaborations that are undertaken. The project team will include students and SBTEs as collaborators, rather than as solely participants. This will allow the project to best engage with issues of importance to, and the experiences of those from, underrepresented groups, always being mindful of the emotional labour placed on those students and teachers in a workforce and pre-service community that is well-recognised to lack diversity.

Participation and involvement:

The experiences of and relevant issues for underrepresented groups will be actively sought during the data generation phase, being mindful of the emotional labour involved here, and will be deliberately and specifically considered as the resource is constructed, in line with the aims of the project. Recognising that the teacher workforce still lacks diversity, particularly in terms of racialized minorities, it may be the case that collaborating with and recruiting teachers and students from underrepresented groups is difficult. By being aware of and monitoring this and actively seeking to engage with a broad range of students and teachers, the Principal Applicant will be able to take some steps toward ensuring that the perspective of privileged groups is more decentred.

Methods or Evaluation:

a) How equitable and inclusive is your data collection, data analysis, or evaluation strategy? The project team will take care to consider the needs of all members, collaborators and contributors. The data generation and evaluation phases of this project will involve interviews with SBTE and focus groups with students and probationers. Sensitive management of focus groups, for example, will be crucial to ensure that the views of everyone involved are heard, and to avoid those from underrepresented groups from being silenced or further marginalised. The Principal Applicant and Research Assistant will engage in further Professional Learning in this area in advance of this point in the project. The project team will take care to ensure that interviews/focus groups are held at mutually agreeable times to ensure maximum access for those who are neurodivergent, carers, parents, religious observers etc.

b) Do your methods address participants' protected characteristics, circumstances and needs? [please specifically refer to the following protected characteristics: Age, Disability, Race (including ethnicity and nationality), Religion or belief, Sex, Pregnancy and maternity, Sexual orientation, Gender reassignment],

Age – the teacher workforce and student teacher population are both diverse in terms of age and the project team will actively be seeking representation from a range of collaborators and contributors, in line with the aims of the project. Working with and mentoring mature or differently experienced students is part of the SBTE role. Views from this group will be actively sought.

(Dis)ability – Again, in line with the aims of the project, collaboration with and contribution from differently abled teachers and student teachers will be actively sought. Appropriate adaptations will be made during the data generation phase and in reference to the final resource – BSL interpreters, signed version of any video/audio parts of the resource, etc.

Race - in line with the aims of the project, collaboration with and contribution from those from racialised minorities will be actively sought. The Principal Applicant recognises the importance here of considering the involvement of and contribution from teachers and student teachers who are not British and/or for whom English is an additional language, as well as those from racialised minorities.

Religion or belief – the project team will actively seek the contributions of teachers and student teachers belonging to a religion or none. Additionally, the project team will be mindful throughout of the particular need of individuals in relation to the times/dates of data generation. No catered sessions are planned and therefore consideration of food, alcohol and handling is not necessary.

There are no restrictions at the University of Edinburgh in relation to partial or full face coverings and therefore no consideration of the impact of such a policy is needed (Advance HE, 2018).

Sex, and gender reassignment – The project team is welcoming of those of all genders and recognises that men are currently underrepresented in Primary Education in the role of classroom teachers. We will actively seek out these voices.

In line with the aims of the project, will actively seek out collaboration with and contribution from trans/non-binary teachers and students as far as possible, while understanding that these groups are underrepresented and that there is great vulnerability here at present.

Pregnancy and Maternity – the project recognises a responsibility to ensure that the voices of pregnant teachers and student teachers are heard and will actively seek out these contributions. We recognise that this might not be possible depending on the cohorts involved.

Sexual orientation – the project team understands that student teachers and teachers from the LGBTQIA+ community will have a range of challenges to navigate in the workplace/school setting. In line with the aims of the project, we will welcome collaboration with and contribution from this underrepresented group.

The project team will endeavour to provide appropriate protections to all student teachers and teachers involved in the project.

c) What additional steps will you take to be inclusive of 'seldom heard' or marginalised groups?

The project team will continue to engage in Professional learning to ensure that language choices across all groups are inclusive and that knowledge and understanding is current at the point of data generation. We also recognise that it is not possible to plan for every eventuality in relation to this aspect of research, and will endeavour to work on principles of inclusion, integrity and involvement.

d) If appropriate, how will you gather, analyse and report equality, diversity and inclusion characteristics?

While clearly an important part of awareness and monitoring, equality, diversity and inclusion characteristics themselves are not directly part of this relatively small scale project and therefore at this stage, the project team does not plan to formally gather this data. It is possible, however, that this could be done via an optional protected characteristics survey at the point of data generation. Given the intention of the project team to engage in further Professional learning to ensure current knowledge at key points in the process, it is possible that this decision may change and we are open and welcoming of changes that will improve the quality of the research process and the final resource.

Sharing your findings:

Dissemination of the resource will be through events/publications that:

- Explicitly foreground and champion underrepresented voices – we would not seek to support events where EDI principles were not obvious (panels of speakers belonging to privileged groups only for example).
- Would welcome the involvement of our collaborators and contributors, enabling joint presentation.
- Are inclusive and accessible in venue, facilities (quiet rooms, prayer spaces, space for breast-feeding parents etc) and communication practices (BSL interpreters etc).

The project team will ensure that the final resource is made available in as inclusive way as possible, depending on the final format. Where video/audio is concerned, appropriate BSL interpretation will be included for example.

Confirmation of consultations

Please tick the boxes to confirm that required consultations have taken place, and ensure the Principal Applicant signs underneath.

I confirm that all named Co-applicants have seen the final version of this proposal and are willing to be named as Co-applicants

Please tick to confirm

I confirm that I, the Principal Applicant, have consulted with all named support services or individuals named in this proposal as offering support and that those individuals have agreed to offer the support outlined in the proposal

Please tick to confirm

I confirm that I, the Principal Applicant, have consulted with my local School finance and HR professionals gaining advice and recommendations on how to recruit staff (if appropriate) and manage PTAS project budgets and funds successfully

Please tick to confirm

I confirm that the Head of School or Head of Service for the Principal Applicant has seen a final version of this proposal and supports the proposal

Please tick to confirm

Dr Sue Chapman
Name of Principal Applicant

Signature

05/03/23
Date

Please email one signed PDF copy of your entire proposal to iad.teach@ed.ac.uk