

More than a one-off lecture : Citizenship within and across PGCE and other ITE programmes

Seminar Report : 12 July 2005

Venue : London School of Economics, Rosebery Hall, London

Delegates :

Hugh Baldry
Clive Belgionne
Des Bowden
Anthony Brady
Peter Brett
Deidre Coffey
Pam Copeland
Ian Davies
Tom Harrison
Ralph Leighton
Jo Norcup
Janet Palmer
Yvonne Thomas
Jenny Wales
Linda Whitworth
Dr. M Winterbottom

Agenda :



Seminar - 12th July 2005

**More than a one-off lecture :
Citizenship within and across PGCE and
other ITE programmes**

This seminar will be of particular interest to Secondary ITE coordinators; Secondary PGCE course leaders; General Professional Studies coordinators, Citizenship PGCE tutors and any other HEI tutors with an interest in integrating Citizenship Education into ITE courses.

London School of Economics
Myddleton Conference Room
Rosebery Hall
90 Rosebery Avenue
London EC1R 4TY

Agenda

10.00-10.20 Coffee

10.20-10.40 Welcome and aims of the day

10.40-11.00 Citizenship for all beginning teachers (*Hugh Baldry TTA*)

11.00-11.30 Strategies for embedding Citizenship within and across
Secondary ITE programmes (*Peter Brett, St. Martin's College*)

Coffee

11.30-12.00 Discussion : What are the obstacles in the way of Citizenship
education
becoming a more mainstream component of secondary ITE
programmes?

12.00-12.30 Strategies for integrating global citizenship across the full range
of I.T.E.
programmes (*Clive Belgionne, Manchester Development
Education Project*)

12.30-1. 00 Discussion : What is good practice in terms of incorporating
Citizenship
education into effective General Professional Studies
programmes?

1.00-1.45 Lunch

1.45-2.30 A case study of practice (*Janet Palmer, Manchester Metropolitan
University*)

2.30-3.00 Plenary : What are the most effective ways of integrating
Citizenship
within other 'subject' programmes ?

Tea

The aims of the day were introduced by the seminar organisers Peter Brett (St. Martin's) and Janet Palmer (MMU). The purpose of the day was not about offering simple solutions to the kinds of issues outlined. But nor was it solely about problematising without attempting to proffer any positive strategies or possible ways forward. The aims of the day were fourfold :

- To establish a future research agenda for CitizED and the TTA in their work with non-specialist teachers on Citizenship education. To map the terrain and identify some of the key questions.

- To share practical strategies and good practice which is seeking to get beyond the basic consciousness raising and information giving approaches of most PGCE courses.
- To identify a variety of new stakeholders in relation to the development of Citizenship education and how CitizED might best inform and involve them
- To create time and space for colleagues to discuss and share ideas relating to key areas of practice relating to Citizenship across ITE programmes

The day was slightly affected by the transport difficulties affecting London following the terrorist attacks of 7 July but most inputs proceeded as per programme. The two afternoon discussion strands were fused into one hour of exchanged ideas. Janet Palmer's case study on experience from Manchester Metropolitan University was slightly curtailed by time constraints.

Hugh Baldry from the TTA introduced many of the central themes of the day and underlined the key role of all beginning teachers as ambassadors for Citizenship. He underlined the importance of finding ways to inform and influence teacher educator colleagues in the full range of subject areas as to the benefits of Citizenship education and its applicability and vibrancy in different subject contexts. A key area was how to integrate Citizenship less tokenistically into the subject programmes of all trainee teachers. Under the new auspices of the Training Development Agency, Hugh was looking to feed the Citizenship dimension into the agency's forthcoming Three Year Strategy and saw the seminar as an opportunity to frame an agenda for the funding of future project initiatives relating to enhancing the Citizenship entitlement of all beginning teachers.

10 Key issues which emerged from the day : summary overview and future action points

1. The place of Citizenship within ITE programmes links to that of many fundamentally important 'whole school' and General Professional Studies

issues. Further research and development work on these links might well feed into more general overview reviews of how GPS is organised across ITE programmes. GPS is one of the weakest areas of training provision in many HEI training partnerships. Some practical solutions in this area would be welcome to most training providers and would also benefit Citizenship. Related to this, can more weight be given in the revised QTS Standards and in Inspection frameworks to the 'Values, aims and purposes' statement of the National Curriculum ? It is here that the aims and purposes of Citizenship education are writ large.

2. It is important for policy makers to consider the training and subject knowledge needs of teacher educators/tutors who are not Citizenship specialists. Can CitizED in the future be resourced to prepare accessible, user-friendly preparation packs of introductory materials for these stakeholders ? They are key players – either in their role as facilitators of cross-subject seminar/training sessions or as mediating the thinking of their own trainees in relation to 'Citizenship through....' planning issues. The DEP project at Manchester concluded that they are the key to the delivery of citizenship. Time needs to be spent sharing understanding in relation to how Citizenship education approaches might more directly permeate courses and to working together on opportunities for change.

3. Central government agencies and CitizED have a pro-active role to play in helping to look to penetrate subject cultures and evangelise about how a commitment to the aims and purposes of Citizenship education can help to make for more vibrant and effective subject teaching in different contexts. Truth be told, Citizenship educators have yet to convince most subject teachers how incorporating a Citizenship focus explicitly into their teaching can make for a better lesson. This is a significant battle for hearts and minds.

4. Beginning teachers will become immersed and accustomed to cross-subject working if they experience it in positive ways through their training experiences. There are many positive examples of this (See below e.g. Focus Weeks; Holocaust education projects; themed cross-

subject work on Migration). Can some of this good practice that has been collated through OFSTED inspections be brought together in one place ? 'Modelling' good practice in this respect – including democratic participation and fostering independent learning – on PGCE courses is fundamentally important

5. Continuing work is necessary to embed a practice-oriented sense of the purposes of Citizenship education. 'Coincidence of content is not a cross-curricular link'. The production and dissemination of more resources in relation to what does effective 'Citizenship through....' teaching and learning look like in different contexts would be useful. Some of the Nuffield Foundation online materials might be adapted to this purpose. Nevertheless, information giving and resources in relation to Citizenship are not enough. What matters is how material is being absorbed into beginning teachers every day practice.

6. The timing of the Citizenship GPS input was seen as important.

The optimum time is relatively early in the course so that all trainee teachers automatically think in terms of possibly integrating Citizenship into their lessons as they develop their lesson planning. Some colleagues reported that the Citizenship input came towards the end of their courses, when it was unlikely to have any practical impact upon the school experience. Can policy messages reinforce this point ?

7. Gaining quality access to school-based professional mentors, to be able to influence trainee experiences in placement schools is crucial. Can resources be allocated to support the training needs of this key group of stakeholders ? It is likely that this group have had no Citizenship CPD and they may lack their own conceptual frameworks of Citizenship education. They are probably unaware of key sources of professional support. Yet this group may well be supervising and assessing trainee teachers investigations of Citizenship education.

8 . There needs to be some continuing research and development work in relation to the sorts of professional pedagogical competences and dispositions that all teachers require in order to support students in their learning of Citizenship. Process - developing the right sorts of teaching methods, and learning how and when to use them - is fundamental in Citizenship education. There are some distinctive forms of learning in which all teachers need to be fluent and confident, including discussion, role play , simulations and collaborative project work which can all be used effectively in Citizenship. They also need to develop the skills of designing learning activities around real situations in the community or the wider world and develop strategies to address sensitive and controversial issues.

9. Can policy-makers undertake some development work on how we structure beginning teachers thinking about Citizenship (and indeed the broad range of whole school issues) at the end of their PGCE courses as they construct their Career Entry Development Profiles ? What are useful and specific professional development targets to be establishing for an NQT year ? Some useful Citizenship-specific subject competences have been brought together for teachers undertaking the pilot DfES Citizenship CPD Certification programme and could provide some useful prompts. Can CitizED and/or the Association for Citizenship Teaching perform a training role for all Newly Qualified Teachers, as well as supporting subject specialists which is envisaged within the current project ?

10. Citizenship's central links with other key initiatives and policy agendas need clear signposting. These initiatives and agendas include 'Every Child Matters'; the National teaching and learning strategies; 14-19 Reform; education for sustainability; the global dimension in education; equal opportunities; and cultural diversity policy. In this way it may be that all future beginning teachers gain an enhanced understanding of the socio-political contexts in which they are working, specifically regarding the various rationales underpinning policy directions. How can beginning teachers develop pupils' political literacy if they lack political literacy themselves ?

There are opportunities to link some of the GPS agenda issues much more closely and explicitly so that beginning teachers see not a long list of issues but a framework for developing a whole curriculum vision.

Peter Brett's Introductory/Overview Paper

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General Professional Studies courses are generally designed around a series of lectures and follow-up workshops. The overall aim of most GPS programmes is to assist student teachers to become aware of and prepared for those aspects of a teacher's professional practice that extend beyond the immediate concerns of subject teaching. Most of the areas covered will include a keynote lecture for the whole PGCE cohort. Citizenship tends to appear on a long list of important broad professional issues and areas that may be addressed within 'core' GPS sessions including :

- * Special Educational Needs
- * Pupil language and learning including English as an Additional Language
- * Monitoring and Assessment
- * National Strategies and frameworks
- * Personal, Social and Health Education
- * Equality and Inclusion
- * Classroom Management
- * Pastoral Care and the 'Every Child Matters' agenda
- * Equal Opportunities
- * Teachers at Work e.g. the law and risk assessment.
- * The Spiritual and Moral Dimensions of the Curriculum
- * Education for sustainable development
- * The enterprise, work-related learning and vocational agenda

Within a one year PGCE course, with only twelve weeks of time in college, many fundamental areas are in danger of marginalisation and being seen as one-off lectures which dutifully tick-off another of the QTS Standards and yet most of them are at the heart of what it means to be a really good teacher with rooted values and a sense of personal educational purpose.

Obviously there are differences between HEIs in relation to the relative size of the GPS 'core' and the subject-specific training and provision. Some institutions run 'federal' style programmes with strong subject boundaries, with professional issues tightly integrated into subject application, in contrast with those institutions whose programmes have substantial common core professional studies. Subject inspection frameworks, however, with their emphasis on assessing classroom performance in relation to a single subject specialism have had the effect of pushing the majority of programmes towards the former model. Most institutions, of course, do recognise that a one-off lecture is not enough. In many, trainees follow through issues, including Citizenship, in cross subject seminars bringing together student teachers from different curriculum subject areas to explore aspects of education relevant to all. The content focus is then carried through into application and discussion in subject based training. A General Professional Studies programme also runs as a significant strand through school-based training. Thus, the theory is that trainees receive guidance on Citizenship education and other GPS areas from lectures, prepared materials and information, a programme which includes both cross-subject and subject-specialist reflective seminars, and school activities in multidisciplinary groups. The practice is usually less systematic and more messy than this. GPS courses nationally are routinely evaluated less favourably by trainees and external assessors than subject-based training. The QTS Standards (2002), whilst paying more attention to 'Professional Values' than they used to, are still primarily based upon subject teaching success in the classroom. GPS sessions are seen as having low status and priority in some trainee teachers' minds.

The reasons for this phenomenon would include (in no particular order) :

- * strong subject cultures and identities;
- * initial teacher education curriculum overload;
- * the lack of a personal link with GPS course leaders;
- * dislike of the massed lecture hall experience;
- * a lack of subject knowledge confidence on the part of some teacher educators to follow-up 'generic' inputs on areas like Citizenship;
- * messages about low status reinforced in some schools;

* a concern with immediate classroom issues rather than broader 'whole curriculum' and 'whole school' issues

All of these would probably be a part of the mix. It is possibly the case, too, that the teaching and learning methods generally associated with GPS fail to play to the strengths of many beginning teachers' preferred learning styles. In some interesting recent research from Australia Perry and Ball (2004) found that within a typical cohort of beginning teachers from different subject areas there were a wide distribution of learning styles against, for example, the Myers Briggs Type Indicator and the Multiple Intelligences checklist for adults. They identified four significant groupings. English/Humanities; Science/Maths; Health/P.E.; the Arts. There was a logic to their broad findings. The former performed best in situations that called for generation of ideas/being imaginative, collaborative; concerned about others' feelings. The Science/Maths trainees enjoyed ordering, categorising, conducting research, developing logical argument. Health/PE trainees strengths were intuitive and kinaesthetic. The arts students were divergers, team players, exploratory but disliked words and frameworks. **So there exist 'frames of mind' across trainee teachers from different subject specialisms. It is a challenge for outside concepts like citizenship education, therefore, to penetrate the inner sanctum of strong subject cultures.**

[*The discussion strand involving all participants' views relating to the question, 'What are the obstacles in the way of Citizenship education becoming a more mainstream component of Secondary ITE programmes ?' added the following elements.....*

- *Many trainees don't see enough positive examples of good and confident Citizenship practice being modelled in their placement schools for it to become something that they want to imitate*
- *From a Primary ITE perspective, Linda Whitworth pointed out that whilst there was perhaps a more positive mindset in relation to dispositions and capacity to think naturally in cross-curricular ways, and whilst many Primary teachers were happy to think in broad terms about holistic 'whole child' processes emphasising skills and*

processes, there was much less confidence in tackling 'political' topics. Experienced and beginning Primary teachers had more confidence in the PSHE component of PSHE/Citizenship than the Citizenship dimension. Both would benefit from 'moving out of the comfort zone', particularly at KS2]

- *It was pointed out that only 12 out of around 70 ITE providers have Citizenship specialists to lead in this area*
- *Linked to this, a key obstacle continued to be definitional – a lack of understanding of the overarching Crick vision of Citizenship*
- *The obstacles to change could come at many levels – from Deans of Education, through heads of programme and leaders of GPS strands, through to headteachers in schools. Moreover, the area was not generally one in which school-based professional mentors were well-briefed or which they saw as a particular priority*
- *Citizenship was not often seen as central to the issue of raising students' achievement*
- *One colleague suggested asking the question at a large lecture hall gathering – 'How many of you are Citizenship teachers?'. The answer of course is potentially all, yet it is likely that very few beginning teachers will raise their hands apart from the small number of Citizenship specialists in 12 institutions.*
- *Peter D'Sena drew the participants' attention to a recent article by Thomas Bender in Robinson and Katulushi (eds.) Values in Higher Education (2005). He writes about disciplinarity and strong boundaries and demarcation lines. True subject knowledge – and the potential for subject enhancement – comes through being prepared to constantly re-visiting the nature and defining principles of a subject. A lack of preparedness to be as self-reflexive as this represents an obstacle to areas such as Citizenship which can be seen as external threats that can safely be ignored]*

It is worrying that so few beginning teachers have fully imbibed the statement relating to the 'Values, aims and purposes' of the English National Curriculum which frames everything else that follows - and is indeed one of the QTS

Standards - and in some cases lack the space to relate this statement to their own defining teaching principles. The values and purposes statement notes that, "Education influences and reflects the values of society and the kind of society we want to be". It would be depressing if we were training a generation of technicians lacking any underpinning philosophy of social justice and of education as a route to equality of opportunity. We know increasing amounts about what makes for the effective training of specialist Citizenship teachers, not least thanks to the work of CitizED - we need to know much more about what ALL Secondary teachers (and indeed Primary teachers) think about the purposes and practices of Citizenship education by the end of their period of training. The vast majority of teachers in England are not Citizenship specialists. The training in Citizenship education for most teachers in England tends to be insubstantial and superficial. Research undertaken by the CSV in 2003 indicated that in 51% of secondary schools only one individual had received any training in relation to Citizenship education. This figure was down to 37% in 2004 but there is still clearly a steep CPD mountain to climb, for example, in relation to History, Geography, R.E., English and other subject teachers who might be asked either to teach Citizenship as a form tutor in their first year of teaching or to absorb elements of Citizenship education into their own subject teaching.

The thin research base that we do have about the views of beginning teachers in relation to Citizenship goes back to a period before the introduction of Citizenship into the National Curriculum. Chris Wilkins (1999) found a range of structural obstacles in the way in relation to many beginning teachers attitudes :

"Although the majority of students are positively inclined to fostering 'good citizenship values' in schools, there was much confusion over what it means to be 'a good citizen'. The concept of 'citizenship' was felt to be tainted with negative imagery . . . in addition to this, a small minority of students displayed social attitudes and values incompatible with a pluralist, tolerant society. The teacher education experience did not appear to have given students a clear picture of what to teach or how to teach it, and both the pressures of the National Curriculum and the changing climate of schooling, favouring a more

'traditionalist' approach, may result in a greater unwillingness to tackle challenging issues". His view was that 'any model of citizenship education must incorporate a new approach to teacher training, especially initial teacher training' . Worryingly, given that it might be newly qualified teachers who find themselves enlisted into Citizenship teaching, he also noted that:

"The most striking finding of this study is the high degree of political disengagement and cynicism amongst these students. . . .The younger students generally see little opportunity to play a part in society, seeing themselves, as one student put it, as 'little people' who are never going to be listened to. Politics are irrelevant to their daily life, and they see no prospect of political action affecting their lives."

One might wonder if what was being evidenced here was the product of an eighteen year Thatcherite hegemony promoting a culture of individualism. Might horizons have been broadened in a post New Labour spirit of communitarianism and early twenty first century glow of more optimistic internationalism ? Frankly, however, certainly in relation to formal politics as opposed to single issue or pressure group politics, it is likely that Wilkins' results would not be dissimilar today.

Interestingly, there is some more recent research on attitudes towards education for global citizenship among trainee teachers (Robbins, Francis and Elliott, 2003). They surveyed 187 beginning Primary and Secondary teachers at Bangor and noted that we do not know enough about the relationship between attitudes towards citizenship and the major field of study pursued by trainee teachers. They found "*significant differences in attitude toward education for global citizenship...between the 12 major fields of study pursued by the students*" with - again understandably - Geography and History beginning teachers coming to the area with the most enthusiasm (p.96). The beginning teachers agreed that global citizenship was important but the authors concluded that "*trainee teachers seem to lack the confidence or expertise needed to translate their positive attitude toward education for global citizenship into classroom practice*". This finding would surely be mirrored for broader citizenship education.

Following Steiner (1992) they also highlighted the key issue of selectivity in teacher's curriculum choices. Today's beginning teachers are tomorrow's curriculum leaders. Steiner (1992) found that teachers were quite selective about which aspects of the world studies curriculum were included in classroom practice - *"They were happy to incorporate teaching related to the environment - the rain forests or climate change or to other cultures, but tended to ignore more complex global issues such as the injustices inherent in the current systems of the global economy"*.

This reinforces interesting recent research from Northern Ireland. In a detailed critique of how one integrated school in Northern Ireland was approaching the teaching of Education for Mutual Understanding, Donnelly (2004) argues that *"most teachers make 'critical choices' which both reflect and reinforce a 'culture of avoidance', whereby politically or religiously contentious issues are avoided rather than explored"*. The most common way of coping with culturally and politically sensitive issues was to avoid them. Teachers prioritised the meeting of examination targets over new initiatives, however worthy, and there was a widely stated view that themes related to tolerance and diversity could not be incorporated within their subjects in the light of time constraints and were more appropriately dealt with elsewhere. This is an immediately recognisable form of subject Nimbyism ["You expect us to incorporate literacy, numeracy, ICT, enterprise and work-related learning into our much revised schemes of work - now Citizenship - 'you're having a laugh"']. She underlines the importance of what Burgess refers to as the 'para-curriculum'(1986) that encompasses the social norms and values implicitly communicated to pupils in the ways that teachers decide to construct and reconstruct the curriculum - covert pedagogy. Beginning teachers need to be aware of these kinds of issues.

There are three areas of practice that it might be useful to share from my own PGCE course at St.Martin's College in relation to the deployment of Citizenship PGCE trainees working with other groups of trainees :

1. This year - three months into their training course - Citizenship trainees led training seminars with Science, R.E. and English trainees following up the

traditional large-scale lecture. They sought to explore positive ways of teaching Citizenship 'through' these areas and created a number of collaborative and interactive small-group exercises to promote discussion and debate. There was very positive feedback from these sessions from the Science, R.E. and English trainees and the respective subject tutors. Peer teaching was a popular approach. The Citizenship trainees were carefully briefed not to 'preach' as experts but to humbly share ideas, to facilitate and to engage in dialogue. There was the additional beneficial spin-off that in articulating their Citizenship vision, the Citizenship trainees were consolidating and refining their own sense of subject in representing it to colleagues. They were taking their first steps into the potentially fraught waters of cross-subject dialogue and experiencing first-hand some of the issues likely to face them in the future as subject co-ordinators.

2. We get trainees from three subject areas working together on something specific and in-depth over a two day period - in this case around 70 History, R.E. and Citizenship trainees - on Holocaust education. The first day consists of a series of lectures and workshops and involves working with a Holocaust survivor from Auschwitz. On the second day trainees work in cross-subject groups in three different school teams led by experienced school-based professional mentors. They plan off-timetable Holocaust day for Y7, Y9 and Y11 groups. They have to consider issues of focus, resources, differentiation and progression. Invariably - and interestingly given the Citizenship trainees tend to be outnumbered by a ratio of around 8:1 - the proposed activities over a four year period have tended to foreground citizenship learning outcomes and seek to draw out contemporary parallels with more recent genocides in Rwanda, Kosovo and Iraq. It is human rights, human stories, the relationship between the individual and the state, the rights and wrongs of obeying the law in totalitarian regimes and the responsibility of the international community when confronted with the details of atrocities that beginning teachers end up being keener to explore with young people than the precise details of the Nuremberg Laws or Kristallnacht.

3. Trainees work in cross-subject teams on different curriculum development projects. This year we had Citizenship and History trainees working together and learning from each other in relation to the creation of learning materials at

the Imperial War Museum (North). They worked in themed areas of the museum on issues such as the media and propaganda; cultural diversity and the Commonwealth in the context of the Second World War; and conflict resolution in the Twentieth Century. After a day's work ideas were presented to one another and were going to be used by the Museum's Education Officer. Next year Citizenship and History trainees are going to work together on a project based around the 400th Anniversary of Guy Fawkes' unsuccessful gunpowder plot and organise and run a simulation activity with Year 8 pupils based around a public inquiry and role play tasks exploring whether Bonfire night celebrations on 5 November ought to be abolished as outdated, prejudiced and dangerous.

What then is the change agenda for HEIs in relation to GPS and Citizenship and what might be the potential role of CitizED ? We probably need to follow the training process through its distinctive components in formulating an answer.

1. It is useful to review current provision relating to both content and form of the 'lead' Citizenship input. There needs to be attention to the overarching vision. What is the balance between information giving and facilitation of reflection on different trainees' perspectives about Citizenship ? As importantly, **are there opportunities to link some of the GPS agenda issues much more closely and explicitly so that beginning teachers see not a long list of issues but a framework for developing a whole curriculum vision ?** Citizenship links fundamentally to the equal opportunities, inclusion, anti-racism, sustainability, spiritual/moral and national strategy teaching and learning agendas. Many PGCE GPS courses by accident or design seem to encourage a Balkanisation of the wider 'Professional Studies' agenda – we need to be encouraging bridge building not the establishment of multiple sub-disciplines.

Can the 'Cinderella' areas work together so that they do finally get to go to the ball ? There are plenty of other fundamental areas of education struggling for air time on PGCE courses. Critics have expressed a continuing concern, for example, about approaches to inclusion in ITE . These have been seen as

often adopting a permeation approach which 'has resulted in further dilution of SEN input into ITE courses' (Garner, 2000; Richards & Clough, 2004).

Robinson and Robinson (2001) have highlighted how, since the MacPherson Report on racism, following the Stephen Lawrence murder inquiry, it is no longer acceptable for student teachers and their mentors to refuse to address aspects of multi-culturalism. Ken Reid (2005) usefully draws the attention of teacher educators to the implications of the 'Every Child Matters' agenda. The 2004 Children Act sets out to ensure that all agencies involved in the universal framework of services that support children to reach their full potential work together in a uniform and concerted way and follow the same core principles. The government seeks to create a better society with less educational failure, higher skills, less crime and better health in order to reduce disadvantage as far as possible. To achieve this, children need to be healthy, feel safe, enjoy life and their achievements and be in a position to make positive contributions to the economy, society and adulthood.

Citizenship is writ large across the 42 indicators of success under these headings – at its heart is the defining Aristotlean question 'What makes for a good society?'

2. **We need to consider the training and subject knowledge needs of teacher educators who are not Citizenship specialists.** Can CitizED be preparing accessible, user-friendly preparation packs of introductory materials for these stakeholders? They are key players – either in their role as facilitators of cross-subject seminar/training sessions or as mediating the thinking of their own trainees in relation to 'Citizenship through....' planning issues. We need more influential subject leaders like Nick Mead, writing from an R.E. perspective, to conclude that : "*The identification of a common skills base across Religious Education and PSHE Citizenship should not be seen as a threat to the former but rather as an opportunity to enhance the quality of teaching in both areas without detracting from their distinctive contributions*". CitizED/ACT have a useful cross-curricular remit in terms of organising a range of subject-specific linking conferences and reports of these events disseminate good practice via the website. But are the outcomes from these events being

communicated and shared with the key teacher educator stakeholders ?

Probably not.

3. CitizED has a pro-active role to play in helping to look to penetrate subject cultures and evangelise about how a commitment to the aims and purposes of Citizenship education can help to make for more vibrant and effective subject teaching in different contexts. As Ian Davies has written in the context of the links between Citizenship and History, an *“outpouring of rhetoric is a poor substitute for a few good lessons on a regular basis in all our schools”* (Davies, 2001). **Truth be told, Citizenship educators have yet to convince most subject teachers how incorporating a Citizenship focus explicitly into their teaching can make for a better lesson.** Lacking this conviction, it is hardly surprising that most teachers have paid only lip-service to what might seem to be yet another cross-curricular requirement. A start can be made with beginning teachers. Perhaps it is only the discrete teaching of Citizenship within their own subject contexts that will lead to student teachers exploring their own understandings of Citizenship. The QCA have produced some ‘Citizenship through...’ leaflets and the TTA/DfES have published glossy ‘at a glance’ introductory flyers. These are useful but need to be seen in the context of the vast quantity of other information that beginning teachers receive. How can we ensure that these sources of information are engaged with rather than sitting undigested or dwelled upon on shelves in forbiddingly expanding Lever Arch files ?

It is important to acknowledge that teaching and learning subjects via cross-curricular routes is always complicated but particularly with beginning teachers it has to be worth seeking some shared understandings across different school departments as to the nature of the Citizenship National Curriculum and Citizenship education more broadly. As Christine Counsell (2002) reminds us (again in the context of History but the point has universal implications), *“cross-referencing an extra column in a workscheme cannot take the place of serious theorising and creative reflection. Mere coincidence of content is not a cross-curricular link”*. Antony Batchelor writing in Teaching Citizenship in 2003 had some constructive proposals to make in this area. He

suggested that it would be useful for Citizenship co-ordinators to issue guidelines in order that subject specialists understand the specific requirements that an education for citizenship entails. There is sometimes a chasm between the thinking of policy-makers and classroom teachers when the nature of citizenship is discussed. He suggests that these guidelines should make explicit :

- how the subject they are teaching contributes to understanding of citizenship
- how it can exemplify the operation of values and concepts important for citizenship and
- how it may help students to develop their skills of analysis, critical judgement, expressing a point of view or participating co-operatively with others

To this might be added the utility of sharing a variety of examples of what explicit Citizenship teaching in different subject contexts looks and feels like.

4. There is of course then **the question of how the thinking of beginning teachers about Citizenship education is structured during their school-based training.** Usually trainees are expected to complete one or two GPS assignments during their time in placement schools. Citizenship is likely to be a core or optional focus of study and investigation. Often the kinds of assignments or presentations that result from GPS investigations are descriptive, draw only on an observed evidence base of practice in the school, and are largely uncritical reviews lacking incisive and reflective bite. And we know from NFER and OFSTED evidence that only at best 25% of schools have really come to embrace the Crick Citizenship vision in relation to curriculum provision, developing a whole school culture of democratic participation and thinking through the implications of community involvement. **The massive training question here is how non-specialist subject mentors and professional co-ordinating tutors can guide beginning teachers in this task lacking their own conceptual frameworks of Citizenship education and probably unaware of key sources of professional support.** There is another

enormous gap in the market here for CitizED. For the first time, recently. I have been asked by an HEI cluster to work with subject mentors, professional mentors and Citizenship co-ordinators in Bury on this very question in October 2005. There is a question mark in my mind as to whether this might be a one-off from an HEI that successfully bid to the TTA for a bit of mentor development money or whether it presages a future world where this kind of joined up thinking about co-ordinating ITE and CPD can become a professional reality.

5. I think **we should be looking to achieve rather more clarity in our thinking about Citizenship education (and other whole school issues) in relation to where Initial Teacher Education ends and Early Professional Development begins.** What are reasonable expectations of all teachers in relation to Citizenship at the end of a year of training ? I have suggested that there are ways in which the bar could be set higher in ways that benefit beginning teachers rather than putting up more hurdles to surmount. Nevertheless, we need to have a degree of realism. We should perhaps be thinking in terms of how we structure beginning teachers thinking about Citizenship at the end of their PGCE courses as they construct their Career Entry Development Profiles. What are useful and specific professional development targets to be establishing for an NQT year. Some useful Citizenship-specific subject competences have been brought together for teachers undertaking the pilot DfES Citizenship CPD Certification programme and could provide some useful prompts.
- Can CitizED and/or the Association for Citizenship Teaching perform a training role for all Newly Qualified Teachers, as well as supporting subject specialists which is envisaged within the current project ?**
- Tellingly, Citizenship goes unmentioned and un-indexed in the most recent and influential guides to Induction and Early Professional Development (Bubb, 2004)

6. Finally, - and appropriately given that 2005 is the European Year of Citizenship - **we need to consider what can be learned from experience elsewhere, particularly European colleagues.** One of the challenges

identified in the recent All European Study in Education for Democratic Citizenship Policies (2004) was “*developing more effective and comprehensive teacher training at both pre- and in-service levels*” :“ *The overall pattern in the Western European region is of limited, sporadic teacher training related to EDC with the majority of it generalist in initial teacher training and optional in terms of in-service training. This does not match with the crucial role of teachers in developing effective EDC practices. It raises serious questions about the ability and effectiveness of teachers to promote the more active, participatory approaches associated with the reforms of citizenship education in many countries*”.

Some tentative but constructive and useful answers towards developing ITE in the area of Citizenship are also made in the recently published Tool on Teacher Training for Education for Democratic Citizenship and Human Rights Education (December 2004) edited by Ted Huddleston but written in collaboration with four European colleagues.

(www.coe.int/.../Documents_and_publications/). This considers the “sorts of professional competences and dispositions that teachers require in order to support students in their learning of EDC”. A key point which is underlined is that “developing the right sorts of teaching methods, and learning how and when to use them, is one of the most important areas of teacher training in EDC”. There are some distinctive forms of learning in which teachers need to be fluent and confident, including discussion, role play , simulations and collaborative project work which can all be used effectively in EDC. They also need to develop the skills of designing learning activities around real situations in the community or the wider world and develop strategies to address sensitive and controversial issues. **Most teacher educators are comfortable with encouraging their beginning teachers to deploy ‘active’ learning strategies but are probably less confident in applying these principles to Citizenship contexts.**

Overall, there would probably be a consensus among teacher educators that ITE has a key role to play in equipping all teachers with the necessary competences to contribute effectively to cross-curricular and whole school approaches which promote progress towards and action for social justice,

equal opportunities, and sustainable development from the local to the global scale alongside respect for democracy and human rights. But **without a range of more specific and focused strategies and concerted consciousness-raising amongst a range of stakeholders currently fairly oblivious to the world of Citizenship education, spelling out pious generalities is unlikely to provide the step-change in the attitudes and practice of beginning teachers that is likely to make a real difference in the classrooms of newly qualified teachers.**

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Summary of Clive Belgeonne's presentation.

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Clive presented a powerpoint presentation entitled '[Strategies for integrating global citizenship across the full range of ITE programmes](#)' (nb link here is to the presentation in pdf format). This was a case study of practice from Manchester Metropolitan University. Whilst the focus was global citizenship the principles and practice of 'change management' deployed within the project were usefully transferable to a broader citizenship context. He has had funding from DfID for a three year project to develop the global dimension of ITE courses at MMU. He drew attention to an excellent recent publication, The Global Dimension in Initial Teacher Education and Training : Supporting the Standards (World Studies Trust, 2005) which contains a wide range of engaging training ideas and strategies. One of Clive's early slides shared three excellent searching questions :

- What does it mean to be an well educated teacher in the early twenty first century ?
- What are the capabilities and dispositions that all teachers should acquire in order to adequately attend to their responsibilities as educators in a diverse but increasingly connected world, and how might they acquire them ?

- How can teacher education systems ensure that they provide a professional, moral and ethical base on which to develop their skills as teachers, particularly in relation to global issues ?

His strategies for placing global citizenship closer to the heart of the range of ITE courses at MMU included :

- Use research
- Develop a 'critical mass' of allies
- Use one-off events to get noticed
- Try to push at open doors
- Develop a programme of special events
- Develop and find resources
- Use the trainees expertise
- Network with others

On 'developing a critical mass of allies' two voluntary, open to all 'away days' had taken place to develop a shared understanding of (global) citizenship and its relationship to ITE. This had contributed to developing a vision and action plan for the project. Half of a staff training day was devoted to (global) citizenship in ITE. Staff who understand and value the project are now in key positions in the senior management of the Education Faculty.

The programme of special events had included siting 'Escape to Safety' (an experiential exhibition on refugees and asylum seekers) on the campus, with hundreds of students and staff going through; organizing two Fair Trade days promoting products and resources outside the campus canteen at Christmas and Easter; and organizing three global dimension notice boards on the campus – displays had included World AIDS day, Fair Trade fortnight, Trade Justice, Make Poverty History and Send my Friend to School.

Resources worthy deploying in training sessions with beginning teachers include :

- Editions of the DEP's 'Global Express' (www.dep.org.uk/globalexpress)

Recent issues evoted to the Tsunami, Justice for Africa and Co-operation

- Use of DfID's 'Rough Guide to a Better World and How You Can Make a Difference' (www.roughguide-betterworld.com)
- Promotion of Bulb (alternative youth magazine) to staff and trainees
www.bulbmag.org

The most impressive quality of Clive's work through the Development Education Project at MMU was the way that an accumulation of many relatively small, practical activities created a large effect in combination.

Clive concluded with five key recommendations for the effective embedding of (global) citizenship within and across ITE programmes :

- The need to develop good working relationships with ITE staff/tutors. They are the key to the delivery of (global) citizenship. Time needs to be spent sharing understanding in relation to how it can be applied to courses and to working together on opportunities for change. Also to show how citizenship can enhance teaching and learning. Tutors really are the key to help win over trainee teachers hearts and minds.
- Start from the needs of the institution (e.g. Inclusion/Cultural diversity) And build on these to link them to Citizenship. Use student experiences to feed back to tutors
- Try to gain quality access to school-based professional mentors, to be able to influence trainee experiences in placement schools, and get schools to share good practice with ITE institutions
- Provide regular time and space (for tutors, trainees and teachers too) to reflect on practice, develop shared visions and action plans, and inspire each other to continue the journey
- Partnership with an NGO outside the formal institution can help in terms of providing a 'broker', as can sharing research in a practical way

Summary of key points to emerge from the discussion strands : How to integrate Citizenship education more effectively into effective General Professional Studies Programmes and other 'subject' programmes

- Jenny Wales from the Nuffield Foundation agreed that a key thing to demonstrate what 'added value' Citizenship offered to different subject areas. She agreed that it was a case of looking for more than a 'coincidence of content' in terms of a 'match' between Citizenship and other subject areas. Science teachers for example needed to extend beyond a mindset of 'Science for Citizens' into thinking about the 'participative' dimension of Citizenship. She reminded colleagues of the work of the Nuffield Foundation in this area in relation to History, Geography, Maths, Science and Business Studies. She raised the possibility of adapting these materials for the specific context of beginning teachers.

- Pam Copeland and Des Bowden from Newman College talked about the potential of 'Focus Weeks' in providing rich, cross-subject experiences for students working outside their own subject discipline. This had occurred in the context of creating innovative ICT-based activities working with a small number of partnership schools. The same might happen for Citizenship. This would help to develop the confidence of schools as well as trainees. Also the possibility of incorporating this kind of event as extension/enrichment work for particularly able trainee teachers ?
- Tom Harrison (CSV/ACT) briefed the seminar on the work of the cross-curricular strand of the CitizED project in terms of conferences, briefing papers and future events (probably a focus on Citizenship/R.E. links)
- Peter D'Sena (Leeds Metropolitan) extolled the benefits of a high stakes, professionally organized Professional Studies Conference Day with a Citizenship focus. P.E. trainee teachers, for example, attended in suits ! This helped to raise the status of the subject and in the case of Leeds Met also enabled links to be made on the same day to other key initiatives such as the KS3 strategy; inclusion and behaviour management. The concept was almost of a CPD professional feel to an ITE course
- Linda Whitworth (Middlesex) reiterated the value of getting trainee teachers from different subject areas to work together on practical projects. The example that she cited was of Citizenship, Art and

Geography trainee teachers working together on a 'Building Communities' project.

- The timing of the Citizenship GPS input was seen as very important. The optimum time is relatively early in the course so that all trainee teachers automatically think in terms of possibly integrating Citizenship into their lessons as they develop their lesson planning. Some colleagues reported that the Citizenship input came towards the end of their courses, when it was unlikely to have any practical impact upon the school experience. Similarly, some trainees might be undertaking a Citizenship GPS assignment before any kind of training input.
- Ralph Leighton (Canterbury) spoke about a range of cross-subject Citizenship initiatives within his programme. Particularly exciting was the notion of 'themed' mentor training across a range of different subject areas. The example that he cited was that of Migration. This was a particularly 'live' issue in Kent with many traveller children and the obvious asylum seeker related issues. Cross subject work had happened involving mentors and trainees from a range of different subject areas, including History, Geography, English and Music as well as Citizenship.
- Yvonne Thomas (Roehampton) was interested in the implications for getting all teachers to think about KS2/KS3 transition issues relating to Citizenship
- Ian Davies liked the idea of linking Citizenship education into HEI tutors thinking about the shaping of trainee teachers Career Entry Development Profiles at the end of their training period. (The possibility of linking to the Citizenship CPD Certification Standards was also noted at this point). Ian also liked the notion of seeking to think more coherently about some of the 'Cinderella' GPS themes and topics.
- Deirdre Coffey (Red Cross) spoke persuasively about her work as an Education Officer and again alerted the seminar to the very real potential of NGOs to support Citizenship objectives with all beginning teachers.

13 delegates completed evaluation forms for the event – of these 9 characterised the event as ‘excellent’ and 4 ‘good’ in terms of meeting their expectations. 8 out of 13 delegates also rated the organisation of the seminar and the quality of presentations as ‘excellent’. 8 out of the 13 evaluations explicitly noted that they valued the opportunity and space to discuss key issues in depth with colleagues and to listen to and learn from the experience in other institutions. Other positive comments included : ‘good to be informed about different models of Professional Studies programmes’; ‘presentations absolutely to the point’; ‘interesting to hear about results from NGO research’; ‘An excellent blend of theory and practice with the exemplification of theoretical principles by a number of relevant case studies’. One participant felt that there were a ‘shortage of ideas for implementation’ (but also characterised several aspects of the seminar as ‘excellent’).