



SoE PGT Dissertation Research Conference

**Tuesday 6th September 2022
9:30-18:00**

**Student Common Room, level 5
St Andrews Building
11 Eldon Street
Glasgow G3 6NH**

Conference Registration

Registration is now open via Eventbrite. Please select on-campus or virtual ticket. You can also sign up to one of the pre-conference workshops.

Go to Eventbrite to register

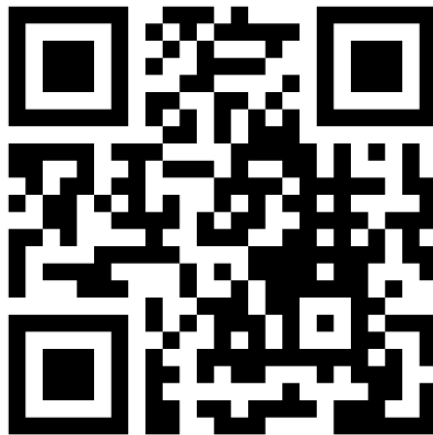
<https://www.eventbrite.co.uk/e/pgt-student-unconference-tickets-405007306757>

Most Innovative Student Paper Award

Each year at the PGT Research Conference the Most Innovative Talk Award is selected by a democratic vote of all of the conference attendees. All paper and poster submissions are eligible for the award.

Vote for the most innovative talk here

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Pre-Conference Workshops

Student Common Room, level 5, St Andrews Building

9:30-10:20

Early Career Support and
Employability (*on-campus*)

From PGT to PhD (*online*)

<https://uofglasgow.zoom.us/j/85134557231?pwd=-ZFVEcHIUNUp2UDk2NjhBOW1qSVMYUT09>

Meeting ID: 851 3455 7231

Passcode: 833396

Experience Working in the Education Sector
(*on-campus*)

10:20-10:30

Coffee break

10:30-11:00

Welcome Ceremony

Student Common Room, level 5, St Andrews Building

<https://uofglasgow.zoom.us/j/82772454197?pwd=dzk4Y3ovc0RFcDEydXFVWmVGZ2Rrdz09>

Meeting ID: 827 7245 4197

Passcode: 469849

11:00-12:30	<p style="text-align: center;">Employability Workshop with Emma Smith and Dickon Copsey</p> <p style="text-align: center;"><i>Student Common Room, level 5, St Andrews Building</i></p> <p style="text-align: center;">https://uofglasgow.zoom.us/j/86185420505?pwd=RUxJeTJuYlhJSgIKMGFERXlzL2Vldz09 Meeting ID: 861 8542 0505 Passcode: 911257</p>
12:30-13:30	Lunch and networking

Parallel sessions						
	Session 1 on-campus <i>Student Common Room, level 5, St Andrews Building</i>			Session 2 zoom https://uofglasgow.zoom.us/j/89043923831?pwd=MTJQRDM2dFg4Q3hQS0lpZ2RwN3VtQT09 Meeting ID: 890 4392 3831 Passcode: 095890		
13:30	Talk	Ma Zarina San Jose	A narrative analysis of the experiences of teachers with disabilities in the Philippines	Talk	Stephanie Beaumont	Parental experiences of a child being diagnosed with ADHD in Scotland: A follow-up study
13:45	Talk	Harry Richardson	Remote learning in Scottish secondary schools during Covid-19: A teacher's perspective	Talk	Jackielyn D. Ruiz	Experiences of Filipino SPED teachers in adapted physical education: a qualitative research
14:00	Talk	Tahmina Hoq	Exploring the impacts of the National Curriculum-2021 on science education in Bangladesh	Talk	Marisol Tarriba Martinez Lopez	A Phenomenological study of teachers' experiences on face-to-face higher education courses in Mexico City's prisons

14:15	Talk	Asif Bayezid	Embeddedness of employability in tertiary education of Bangladesh: Exploring policy and praxis	Talk	Olivia Siino	Podcasts and public pedagogies: A case study of COMMONS
14:30	Talk	Jiayu Tang	The dilemma of rural-urban inequalities and rural compulsory education in China – Exploration and potential solutions			
14:45						
15:00-16:00	Coffee break and networking					
	Parallel sessions					
	Session 3 on-campus <i>Student Common Room, level 5, St Andrews Building</i>			Session 4 zoom https://uofglasgow.zoom.us/j/81724171036?pwd=bmlqSndhSGhGVzhjYWY5dDF0amtmUT09 Meeting ID: 817 2417 1036 Passcode: 769118		
16:00						
16:15	Talk	Mc Ronald I Banderlpe	Teachers as builders: Professional development and community participation of public school teachers in Metro Manila, Philippines			
16:30	Talk	Nadia Lamprecht	The impact of a full literature syllabus component in the South African high school English First Additional Language curriculum			

16:45	Talk	Cory Richardson	English, language policies, and their roles in Russophone identity formation in Estonia			
17:00	Talk	Jennifer Macdonald	Barriers to work placements of ASN students: Employers' perceptions and schools' responses	Talk	Felicia Anne Mendoza Dominguez	"Was what we did enough?": Learning from the experiences of preschool teachers in the Philippines during the COVID-19 pandemic
17:15	Talk	Francisco "Kiko" Bautista	Participation and critical collaboration through adult education: Monitoring public works in the Philippine province of Abra	Talk	Hila Chenzbraun	Secondary school teachers' perspectives on the learning and wellbeing of migrant youth
17:30	Talk	Gabriella Warren-Smith	Emotional disclosure in chatbot-human interaction and its application to digital mental health	Talk	Rhonda Tulloch & Ioana Tonceau	Attachment and trauma in Initial Teacher Education (ITE)
17:45-18:00	<p>Closing remarks and awards</p> <p>https://uofglasgow.zoom.us/j/86751105153?pwd=SGdPRnNmaUdjejRsODExNEVnemt2QT09 Meeting ID: 867 5110 5153 Passcode: 270225</p>					

Presentation abstracts

Session 1

A narrative analysis of the experiences of teachers with disabilities in the Philippines

Ma Zarina San Jose

The purpose of this research was to give a general idea on the lives of teachers with disabilities living and teaching in the Greater Manila of the Philippines. More specifically, it intended to acquire a qualitative understanding of how they grew up, and how these experiences influenced not only their decision to become teachers, but their present personal and professional lives as well. Through a thematic analysis of narrative interviews from seven teachers, three general themes summarized these experiences: the socio-economic dimensions of disability, the influence of others, and becoming a teacher. Furthermore, using the social-relational model of disability, this study also discussed how the external events influenced the teachers internally – particularly in the way they saw themselves. These were described as manifestations of internalized oppression, fear of failure, and constantly feeling the need to prove themselves to others – to society, to their non-disabled teachers/professors, and to their peers. On the other hand, this study also showed that teachers with disabilities were and are not simply receivers of negative judgement and discrimination, but are rather active decision makers who choose to stay hopeful and motivated.

Remote Learning in Scottish Secondary Schools during Covid-19: A Teacher's Perspective

Harry Richardson

When the covid-19 pandemic hit Scotland, teachers were forced to adapt quickly to working from home not once but twice. Lessons had to be adjusted or redesigned. They were also responsible for assessing and assigning grades to pupils. The purpose of this study is to understand secondary school teacher satisfaction with remote learning. Interviews were transcribed and underwent content analysis. Semi-structured interviews lasted between 30 and 35 minutes across six different curriculum areas within one school over one day. Teacher autonomy was generally perceived as a double-edged sword. While they had the freedom to create and adapt their own lessons, they were confused about what should be included in lessons as they were unsure about the content of possible exams. There was a miscommunication of policy, locally and nationally. From being unaware of the child camera policy to the software available to teachers. Some teachers were also judgmental of their colleagues, whether it was marking exams or teacher's effort to prepare lessons- both colleagues inside and outside their school. In conclusion, there needs to be a more prescriptive framework for remote learning to be more effective. Teachers would be satisfied teaching remotely but not assigning grades to pupils.

Podcasts and Public Pedagogies: A case study of COMMONS

Olivia Siino

My qualitative master's thesis is one of (counter) stories and (counter) storytelling: ones told to strangers, ones conversed between friends, ones repeated to ourselves, and this one, told to you. It falls more precisely at the intersection of podcasts and critical public pedagogies by focusing on one Canadian podcast called COMMONS which I position as a subaltern counterpublic (Fraser, 1990) that works against Canadian hegemony. I define this as consisting of neoliberalism, white supremacy and colonialism. I analyze, through a decolonial lense, the perspectives of both creators and listeners of the podcast and, through narrative analysis, I demonstrate how this podcast interrupts or upholds Canadian hegemony for the listener and the creators(s); the ways and the extent to which podcasts allow the subaltern to speak and hear alternative narratives, the ways and the extent to which podcasts might be developed as and for critical forms of public pedagogy, and how I experience the dual role of researcher-participant as I deal with my own positionally and power in spaces that seek counter-hegemony. I conclude by understanding that the podcast is important as a form of re-archiving for resistance and allows for anti-capitalist working processes.

Exploring the impacts of the National Curriculum-2021 on science education in Bangladesh

Tahmina Hoq

Studies have mentioned that participation in science education is decreasing in Bangladesh and is lower compared to arts and commerce. In such a situation, the announcement of the new National Curriculum Framework (NCF) is of much concern. Therefore, the objectives include understanding the impacts and challenges of NCF-2021 on science education and recommending policy implications. Secondary data has been analyzed thematically using the Theory of Governance and Evidence-informed Policy and Practice. According to the theories, this research finds that the contextualization of the global agenda in NCF-2021 may have unexpected consequences for science education in Bangladesh. The result reveals challenges for implementation that can be the content gaps arising from the lack of subject-specific priority in science education. Also, a lack of quality textbooks and content-oriented coursework, a lack of practical work, a lack of clarification on pedagogical criteria, and loopholes in assessment criteria may create challenges in the implementation. Other prior concerns might arise from the need for pedagogical, technological, and content-based knowledge; the retention of expert and skilled teachers; and the lack of practice-oriented teaching resources. To address such challenges, practices from the UK, Thailand, Indonesia, and Turkey can be taken into consideration to implement NCF-2021.

Embeddedness of employability in tertiary education of Bangladesh: Exploring policy and praxis

Asif Bayezid

While undergoing a neoliberal policy shift, Bangladeshi universities struggle to meet parents' and graduates' expectations of economic outcomes. The heavily debated mass expansion of universities conflicts with the classical goals of higher education and results in increasing inflation of unemployed graduates. This qualitative research aims to better understand the gaps between the intended policy and its implementation. Hence, it is essential to investigate the practitioners' awareness and the level of the policy's enactment in reality as per Ball's framework of policy enactment in educational institutions. In this regard, I interviewed sixteen high-level academics of the country's one of the oldest public universities due to their dual involvement in policy-making and execution. The results unveil concerning truths. The university lacks a definition of employability due to the issue never being debated as it is disregarded as a classical goal by academics. Consequently, faculty members take hold of career advising in a quasi-formal modality in the absence of students' career support services. The findings give birth to more thought-provoking questions, and initial policy recommendations are made to formalise employability development and address competitive advantages. This study will be of value to those involved with higher education policy-making and employability development.

The dilemma of rural-urban inequalities and rural compulsory education in China- exploration and potential solutions?

Jiayu Tang

The rural-urban educational disparity is a widely discussed issue in China. There is an urgent need to explore the circumstances of the gap between rural and urban compulsory education and to provide potential solutions for policymakers to narrow the urban-rural gap and achieve social equity. The objective of this paper is to adopt extended literature review and policy analysis as methodologies to explain and discuss the situation of rural-urban educational disparities and to analyze the effectiveness of the Opinions on Further Promoting the Balanced Development of Compulsory Education (2012) on the equitable and quality development of rural compulsory education.

Using extended literature review as methodology, this research critically identifies the rural-urban gap in educational opportunities and resources, school quality, and educational outcomes. This study discusses the causes and effects of the education gap between rural and urban areas in China. Moreover, a structured approach to policy analysis using Fraser's (2005) three-dimensional framework of social justice is conducted to explore the balanced development of compulsory education for promoting rural education in China. The finding showed that the policy's design and content were imperfect and placed insufficient emphasis on rural-based care. Moreover, the practical and equitable policy ideology and governance framework were lacking, resulting in ineffective policy implementation. In response to these issues, we

make recommendations for future policy practice in reforming the policy paradigm and developing rural-specific policies.

Session 2

Parental Experiences of a Child Being Diagnosed with ADHD in Scotland: A Follow-Up Study

Stephanie Beaumont

ADHD is estimated to impact between 3-5% of children globally (Sayal et al., 2018), and adverse effects on academic attainment (Arnold et al., 2020), paired with poorer long-term outcomes for drug use, occupation, and social functioning (Shaw et al., 2012) highlight the importance of early diagnosis, treatment, and support in schools. A report examining parents views on service provision for ADHD children in Scotland found waiting times for diagnosis were perceived as too long (Scottish ADHD Coalition, 2018), however the subsequent COVID-19 pandemic and its lasting impact on the NHS likely mean this will not have improved. By revisiting these findings, the current study replicated the original survey with an aim to compare experiences and hypothesised there will be no significant difference in diagnosis and post-diagnostic support offered by health and education services. A mixed-methods survey was distributed on relevant ADHD support group social media pages and 47 responses of parents across Scotland were considered. Results confirmed that parents are just as unhappy with service provision as previously reported and an interpretative phenomenological analysis of qualitative data collected revealed waiting times, limited access to treatments alternative to medication, an insufficient awareness of ADHD in schools and institutions unwillingness to take responsibility for their children's support were parents main concerns. Findings present a comprehensive snapshot of ADHD service provision in Scotland post-pandemic and key implications highlight where clinical practice and education services need to improve.

Experiences of Filipino SPED teachers in adapted physical education: a qualitative research

Jackielyn D. Ruiz

Background: Adapted physical education (APE) is a strategy to provide opportunities to students with disabilities in engaging in physical activity and sports. Internationally, various factors were identified to be contributing to effective conduct of APE including teachers. However, it is uncertain how APE is being conducted in Philippine special education (SPED) schools.

Objectives: The research aimed to describe the experiences of Filipino SPED teachers in conducting APE. Perceived barriers, facilitators, and support needed by the teachers in APE were also explored.

Methods: The research employed a descriptive qualitative approach. Seven primary SPED teachers were recruited through convenience sampling. Data collection was

through online, in-depth, semi-structured interviews. Thematic analysis was conducted through NVivo software to analyse the data.

Results: Teachers were found to have varying interpretations of APE in SPED. Teachers also have varying levels of training and preparation for APE. Human resources and physical resources influence conduct of APE differently in public and private school contexts.

Conclusion: Various opportunities and challenges are present in the current conduct of APE in the Philippines. More research to explore perspectives of different stakeholders, appropriateness of teacher training and recruitment, and review of resource allocation may be warranted.

A phenomenological study of teachers' experiences on face-to-face higher education courses in Mexico city's prisons

Marisol Tarriba Martinez Lopez

This is a phenomenological research about the experiences of teachers who have worked for the Higher Education Program for Re-adaptation Facilities in Mexico City. Prison education is a research field quite unexplored, so exploratory research that accounts for how teachers act, think, and feel is vital to designing effective and dignifying prison education programs. The research questions inquired about the motivations, ideas, pedagogical practices, challenges, and alternatives undertaken to teach inside prisons. My theoretical framework stems from penal systems sociology and inclusive education and considers face-to-face prison education as a critical aspect of human rights-based education. I adopt Daroqui's conceptualization of prison education as a two-way 'crack' between the university and the prison for understanding the interactions between the different stakeholders of the educational processes. Findings revealed that some prison dynamics hamper the educational processes by creating different types of tensions. They showed that students' life situations impact significantly how teachers approach their classes. Teachers' willingness to adapt their educational practices to the prison context revealed implicit and explicit notions of inclusive education. In a similar vein, teachers' ideas on the role of education were central to their motivation and practices. The findings revealed the importance of acknowledging teachers' limitations in the face of a powerful violent context, and of having a clear leadership to look for guidance when issues that could affect their classes or their wellbeing arise.

Single National Curriculum: Mapping the politicisation of national curriculum and children's political socialisation in Pakistan

Nimra Afzal

This study explores the politicisation of the national curriculum and children's political socialisation in Pakistan. It approaches the Social Studies curriculum for grade five at a public primary school in Lahore, Pakistan under the recently enacted Single National

Curriculum 2021. Citizenship, culture and state & the government are extracted from the curriculum as themes under the focus of this study. It adopts a curriculum typology to explore the mutation of the national curriculum at three levels in one channel, namely intended curriculum, delivered curriculum and received curriculum. It makes use of methodological triangulation with research methods including policy document analysis, classroom observations and focus group discussions. Data collected from the fieldwork was thematically analysed. The study reveals five key themes that impact children's political socialisation through the curriculum including the international-national nexus, knowledge versus attitudes, nationalism, religion and the survival narrative. them.

Session 3

Attachment and Trauma in Initial Teacher Education (ITE)

Rhonda Tulloch & Ioana Tonceau

Teaching has been increasingly recognized as a profoundly complex relational activity which engages educators with children's emotional health and attachment needs (Kearns & Hart, 2017). Teachers' affective investment in the "caring" dimension of their role has a positive influence on the learning and development of all children, while contributing significantly to supporting learners impacted by experiences of adversity (Davis, 2003). Nowadays, Scottish policy and curriculum recognize the critical role of interpersonal bonds in shaping life outcomes (SAIA, 2022). In understanding the centrality of relationships in children's lives, attachment theory is of great significance, as it provides a solid foundation for explaining the intricacies underlying socio-emotional human development (Bowlby, 1969; Ainsworth, 1978). According to this framework, attachment represents a long-lasting affective bond established in early life between a child and their caregiver. A wealth of evidence suggests that designing learning environments for children in attachment and trauma-informed ways can minimize children's challenging behaviours, improve their social emotional competence and lead to enhanced learning outcomes (Furnivall, 2012; Bergin & Bergin, 2009). Applying the attachment framework to the dyadic teacher-pupil relationship could serve as an effective means of improving teaching practices and enhancing student outcomes (Riley, 2009). However, many teachers have little awareness of the influence of attachment patterns on children's behavior and thus, they may perceive a child as disruptive, controlling or attention-seeking. In reality, the child might be actually signaling their need of comfort and safety (Furnivall, 2012). Importantly, it is still unclear the extent to which teachers are familiar with attachment theory's principles early in their training. Kearns and Hart (2017), two scholars at the University of Aberdeen, argued that teacher education programmes overemphasise the role of subject-centred pedagogy and behavioural classroom management skills, while undermining the importance of relational practices. Therefore, our study aims to advance the current understanding of attachment-informed teaching as conceptualized in Initial Teacher Education programmes across Scottish universities. As there is little evidence available on the type of attachment-related courses offered within these institutions, our study seeks to interview teaching

staff regarding this topic. In doing so, we will rely on semi-structured interviews to capture the main characteristics of attachment-related courses, their perceived usefulness and focus on attachment. Overall, our investigation seeks to reveal the current understanding of attachment-informed teaching practices in Scottish universities, while outlining the nationwide similarities and discrepancies in conceptualizing attachment in Initial Teacher Education programmes.

Teachers as Builders: Professional Development and Community Participation of Public School Teachers in Metro Manila, Philippines

Mc Ronald I Banderlipe

This research revealed interesting and meaningful insights on how teacher professionalism and community participation are considered sites of dialogue, learning and transformation. This study attempted to provide a more visible representation of the dynamic and inspiring roles of teachers – encompassing classrooms to communities and to the larger society in general. In doing this research, it contributed to building evidence that professionalism as a concept is not only confined in one's paid work. A qualitative study using interpretive and thematic analysis, this study involved 16 public school teachers from Manila, Philippines. Virtual interviews were conducted where participants shared their experiences of attending professional development courses and their participation in the communities.

The results of the study reveal that teachers' professional identities are extended in the communities through their voluntary participation. Vygotsky argued, that teachers, as well as other professionals, develop further because they learn from the different interactions within, and significantly, outside their workplaces. Adult education as a field of study is also an enabler for nurturing actively engaged citizens. Amidst the backdrop of global uncertainty and vulnerability, this research suggested that all professionals could meaningfully contribute to addressing widespread inequality and broadening access to opportunities through a dialogical engagement with communities. In doing so, one's exercise of professionalism becomes more meaningful.

The impact of a full literature syllabus component in the South African high school English First Additional Language curriculum.

Nadia Lamprecht

Research has found that South African (SA) high school English First Additional Language (EFAL) students are far below the grade-specific reading average. Research further indicates that this impacts on their overall academic performance, not only in EFAL, but across all subjects. It also has a negative implication on their performance at universities and technical colleges, in terms of comprehension of and being able to respond to literature and questions. The study aims to collect the views of SA teachers on 1. The inclusion of literature studies in the syllabus and 2. The possible omission of literature studies and addition of comprehension-based lessons and texts.

So far results seem to indicate that teachers are of the opinion that too much time is spent on a very full literature syllabus at the expense of language and writing skills. The results also seem to show that teachers would want the Department of Education to lesson the number of set-works to allow some time for language and writing skills, but not omit it entirely. Another result seems to suggest that the primary school syllabus needs urgent attention in terms of teaching reading. The study hopes to find the most positive outcome for students' futures.

English, language policies, and their roles in russophone identity formation in Estonia

Cory Richardson

Globalisation has a profound and not yet fully understood impact on the creation of identity in adolescents. This is most notable in areas with high levels of language contact and multilingualism, such as in the Russophone population in Estonia. The aims of this research are to understand the impact of languages on the identity formation of Russophone youth in Estonia. This will allow further analysis on the connection between the languages and the state actors that may impact identity-formation for these students, and the success of the current language policies. This research is based on interviews with 8 secondary school Estonian Russophone students. The primary conclusion of this research is that each language is tied to one of the state actors that interacts with the process of identity formation for the Russophone students. The impacts of this conclusion are twofold. Firstly, it shows the success of the language policies in Estonia in establishing the value of the language in connection with its citizenship processes and education system. Secondly, it shows the role that English plays in Estonian society is not one that distinctly threatens Estonian, but rather compliments the local language as a promotion of European possibility.

Emotional Disclosure in Chatbot-Human Interaction and its Application to Digital Mental Health

Gabriella Warren-Smith

Chatbots are emerging as a self-management tool for mental health, appearing across commercial and healthcare settings. Whilst chatbots are valued for their perceived lack of judgement, they lack the emotional intelligence and empathy to build trust and rapport with users. A resulting debate questions whether chatbots facilitate or hinder emotional disclosure.

This study presents a within-subjects experimental design investigating the new parameters of self-disclosure in chatbot-human interaction. Participants engaged in a survey in response to two online interviews: one with the knowledge they were conversing with a chatbot (chatbot treatment); and one with the false belief they were conversing with a human (human treatment).

A significant difference was found between both treatments, with higher objective and subjective disclosure and increased feelings of comfort in the human treatment. No effect was found in terms of the influence of participant's attitudes towards chatbots, the sentimentality of participants' disclosures, and rates of embodiment between both

treatments. The study pilots the first reversed Wizard-of-Oz experimental design, with recommended revisions to enhance the application of chatbot-human interaction to mental health services. Overall, the finding that chatbots with cues to human origins may facilitate self-disclosure, could advance the provision and effectiveness of digital mental health care.

Participation and critical collaboration through adult education: Monitoring public works in the Philippine province of Abra

Francisco "Kiko" Bautista

This study explored how the concepts of participatory democracy and decentralised governance are contested and legitimised by an anti-corruption NGO in Northern Philippines through its capacity-building activities. Guided by the Gramscian theory, I argue that the prevailing liberal model that promotes the balancing role of civil society in a constitutional state underestimates the micropolitics of social movements and the tensions between national and local clientelistic relationships. In this study, where I employed stakeholders' network mapping and interview analysis, I will try to show how democratisation efforts of local reform groups are shaped by hegemonic arrangements that serve to resolve threats from political elites and pressures from below by ensuring civil society's firm anchor to the neoliberal state. Lastly, brief notes were included to make sense of my findings in light of the repudiation of liberal institutions by the populist regime of Rodrigo Duterte. This project is expected to contribute to the ongoing dialogue about the prospects for social change through adult education. A lot of researches look into the role of volunteer groups for democratisation, but one also needs to evaluate necessary condition in which they could thrive.

Barriers to work placements of ASN students: employers' perspective and schools' responses

Jennifer Macdonald

Scottish Policy aims to improve employment outcomes for all young people and literature highlights a vital link between work experience with positive post-school destinations. Despite the good intentions of this policy however, ASN schools often struggle to get pupils with additional support needs (ASN) into work placements. This piece of research explores employers' perceived barriers or concerns of offering work placements to learners with ASN and sought recommendations as to how schools could respond to the issues.

Method: Thirty business owners and employers took part in a mixed methods study using an online survey advertised on social media platforms.

Results: The majority of employers (n=23) were willing to offer work placements to pupils with ASN but required detailed information on student ability so that they could plan work accordingly. Time, costs and societal responses were not considered to be issues as long as there were suitable work tasks. Twenty-three employers agreed

that specific training at school for work-specific tasks would be more likely to incur offers of work placements.

Conclusion: Results highlight the need for schools to be proactive in seeking and maintaining close partnerships with businesses and providing detailed information on skills and abilities of pupils.

Session 4

“Was what we did enough?”: Learning from the experience of preschool teachers in the Philippines during the Covid-19 pandemic

Felicia Anne Mendoza Dominguez

The Philippines is one of the countries in the world to impose the most extended and strictest lockdowns during the COVID-19 pandemic, with no in-person classes for students for two years. Given the sudden shift to online learning, this study analyzed the experiences of preschool teachers during the COVID-19 pandemic by adopting the qualitative approach and interviewing seven preschool teachers teaching in private schools in Metro Manila, Philippines, through Zoom, a video-conferencing application. As a result, the study met its objectives to identify the factors that affected preschool teachers' experiences, to determine the barriers and facilitators to online learning, and to compare and contrast the strengths and weaknesses of using these approaches. Through reflexive thematic analysis, the themes explored were teaching pedagogy and the complexity of teaching, student engagement, and home-school collaboration. In addition, the study found barriers and facilitators to their teaching experience through further analysis. The facilitators included professional training for teachers, availability of various online learning resources and tools, a combination of synchronous and asynchronous activities, the role of parents and guardians, and teacher attitudes. However, the barriers included a lack of support for teachers, limited opportunities for social interaction for students, feature limitations on online platforms, and parents accomplishing the activities for the child rather than guiding them. The study's limitations relate to the methods, sample size, and time allotted. The paper concludes with implications for policy and practice and recommendations for future study.

Investigating Scottish Primary Teachers' Attitudes and Knowledge of Playful Pedagogy

Abbey McNeil

The rise of inclusion following the Salamanca Statement (1994), marked the beginning of an era where there is a considerable effort for all students to be educated in the common, mainstream classroom based on a human rights approach. However, teachers struggle to cope with the growing diversity and heterogeneity of their classrooms. This is especially the case for students whose behaviour is not considered acceptable and sometimes they are even labelled as having social-emotional-behavioural difficulties (SEBD). For this reason, this study's rationale is to explore how

the inclusion of students with SEBD inside mainstream classrooms could be facilitated. To do this, a systematic literature review was conducted, in order to examine if the recommended in the literature practices to support students with SEBD inside mainstream primary classrooms are aligned to principles of inclusive pedagogy. Following the inductive thematic analysis of the primary empirical research, the results indicate that there is a degree of ambiguity in the literature. On the one hand, there is a positive trend towards inclusion by focusing on proactively empowering all students social-emotional development. On the other hand, a deficit approach trying to “fix” students’ behaviour, strictly focusing on controlling behaviour and imposing discipline, is still evident.

Secondary school teachers’ perspectives on the learning and wellbeing of migrant youth

Hila Chenzbraun

Although migrants form a heterogenous group, migrant youth are at risk of developing mental health problems and educational issues (Spaas et al., 2022). Teachers are positioned to give valuable insight into understanding migrant pupils’ experience in UK education, and with most research only focusing on pupils with English as an Additional Language (Demie, 2018), It is imperative to explore what the biggest barriers are to migrants’ learning and wellbeing more broadly, what helps minimise those barriers, and the impact that remote learning has had on this group. Semi-structured interviews were conducted with 10 secondary school teachers from the UK, on their perceptions of the challenges encountered by migrants and English as an Additional Language students, and the impacts of the pandemic. Via thematic analysis, three key themes were identified: The importance of quality pupil-teacher relationships, delays and inefficiency in information gathering, pandemic related setbacks and technology as an asset. In an increasingly globalised world, these findings offer insights into what challenges migrants currently experience in UK schools, and it is hoped that results from this study will benefit the strategic direction of future research which works with this group directly.

