

Creating Professional Space in Initial Teacher Education: Sharing Practitioner Enquiries on Socio-Economic Disadvantage

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1. Project Abstract

The University of Glasgow project explored what benefits can be derived from student teachers sharing and discussing practitioner enquiries focused on literacy, numeracy and health and wellbeing outcomes for the socio-economically disadvantaged. Findings included that ITE students were able to identify a range of specific pedagogical measures derived from practitioner enquiries which might work to assist pupils from disadvantaged backgrounds (though contextual variation was identified as a crucial factor and the act of 'translation' or 'transformation' across contexts was thus critical). Further, participants noted a sense of preparedness to be independent in decision-making through practitioner enquiry (at a level appropriate to an early career teacher). The importance of moments of reflection (and shared reflection) was emphasised by participant student teachers, including the significant value of being part of a community of enquiry in respect to socio-economic disadvantage in education. Student teachers also derived insights from a range of enquiries with differing research methodologies. Importantly, student teachers expressed a deepened sense of enquiry as a pedagogical stance (Cochran-Smith and Lytle, 1999), with this being of significant value in supporting outcomes for the educationally underprivileged. Thus, taken overall, findings are expressive of the considerable utility of ITE students sharing and discussing practitioner enquiries to address aspects of the educational disadvantage.

2. Theory, Policy, Experience – Creating Professional Space

Practitioner Enquiry and Social Justice

The primary aim of the project was to promote knowledge exchange based around students' practitioner enquiries focused on socio-economic educational disadvantage. As Cochran-Smith and Lytle articulate (2021, p103) 'with enquiry...as a stance on teaching, it is assumed that teacher education and professional development are inextricably connected to...equity and justice' and thus of vital importance in assisting socio-economically disadvantaged learners. Practitioner enquiry involves 'systematic, intentional, and self-critical inquiry about one's work in...formal educational settings', particularly in terms of a constructively-critical posture towards contemporary approaches to schooling (Mills et al. 2019); this includes 'the ways knowledge is constructed, evaluated and used and teachers' individual and collective roles in bringing about change' (Cochran-Smith and Lytle, 1999, p289) for disadvantaged learners. The notion of what constitutes 'effective' pedagogy is of relevance here (Gale et al; 2017; Lingard et al. 2004) and includes how practitioner enquiry can assist with a better understanding of current practices and how these might evolve in the future for underprivileged learners (Wyse et al., 2018; Cochran et al., 2012; Schön, 1983).

Practitioner enquiry is also essential to a social justice-informed educational approach in terms of its potential to cultivate a responsive and sensitive awareness of context. Thus, it may be possible to use practitioner enquiry in ITE to foster the ability to factor contextual conditions into professional decisions, particularly those relating to socio-economic disadvantage (Wisely et al., 2020; Gale, 2018; Kintrea, 2018; Warren, 2017), meaning that practitioner enquiry is understood as supple and situated (Mills et al. 2019; Christie and Menter, 2009). Important here is Bernstein's (2000) notion of 'recontextualisation', which, as Boland and Doherty (2020, p14-15) delineate, is 'the process whereby knowledge is selected from its site of origin then transferred' arguing further that 'knowledge produced across a chain of pedagogic recontextualisations is never the same as the original knowledge'. Thus, an interest of this paper is whether student teachers perceive a degree of transferability across context and also the extent to which there is (or is not) 'a degree of freedom for the actor to filter and shape the recontextualised knowledge' (Boland and Doherty, 2020, p15). Cochran-Smith and Lytle (2021) have sought to articulate the value of practitioner enquiry in this regard, emphasising 'how teachers [can] work together...informed not only by thoughtful consideration of the immediate situation and the particular students they teach and have taught but also by the multiple contexts within which they work' (p102).

A Community of Enquiry

One specific aspect of enquiry is particularly significant to the present paper, namely, the importance of a *community* of enquiry. This is integral to the overall notion of practitioner enquiry, having been articulated by Cochran-Smith & Lytle (1999, p18) as ‘teacher research...[as]...ways of knowing in communities’ (p18). This does not by necessity mean a group of teachers working on a single and specific research project, but rather a community which shares and discusses enquiry and thus, as So (2013, p189-190) notes, ‘through dialogue and collaborative interpretation...teachers construct relationships among specific cases and more general issues and concepts... critically review related data, documents, and literature...and interpret and analyze the theories and research of others to identify their own experiences and assumptions’. The benefits associated with a community of enquiry have been noted in numerous studies (Cochran-Smith and Lytle, 2021; Hindin et al. 2007; Cobb et al., 2003, Farr-Darling, 2001; Day, 1999; Engeström, 1994).

There are, however, potential complications. Some of these may be ultimately positive in nature, such as constructive conflict, as So (2013, p195) describes: ‘teachers experience conflicts and find meaning in an enquiry community’. Thus understood, it might be seen that a divergence of views could be generative in nature, though it can be acknowledged simultaneously that such disagreement might be less productive in nature. Other possible issues that may arise could include ‘the inclination of teachers to adhere to the technical-instrumental perspective...that questions have right answers’ (So, 2013, p195). From this perspective, it might be conjectured that teacher-participants could seek to coalesce around the “right answer” and that this same “answer” is technocratic nature (identifying the correct “tip” or “trick” for a given problem and thus minimising the complexity of a given issue). Likewise, related to the issue of technocracy, Cochran-Smith and Lytle (2021) argue that the practitioner enquiry must be positioned or understood in relation to what Stevenson (2017, p537) has described as the ‘the datafication of teaching’. In this sense, it is important to be conscious of the extent to which practitioner enquiry might be shaped or subordinated to the needs of performative data and how this might affect teacher research. Further, a hierarchical or power relations element may also prove pertinent: if ‘teachers had difficulty freely expressing their thoughts in front of the teacher educator and other, more experienced teachers’ (So, 2013, p195). Whilst So’s (2013) findings relate to a group of teachers with differing years’ service/experience, this might still be relevant for a study which looks at the value of a community of enquiry solely in ITE (due to the facilitating presence of a teacher educator, or more subtle differences in perceived status amongst a group of ITE students).

Practitioner Enquiry and Initial Teacher Education

In specific regard to ITE, various studies have identified the benefits of individual practitioner enquiries for beginning teachers (Kowalczyk-Walędziak et al., 2019; Van Katwijk et al. 2019; Eklund, 2018; Cochran-Smith and Lytle, 2009). Van Katwijk et al. (2021, p1) identify five important areas for development for student teachers in respect to enquiry: '(a) basic research knowledge (e.g., methodology); (b) knowledge about current research in the discipline...(c) development of (basic) research skills...(d) ability to apply findings from previous research to practice...and (e) development of inquiry habit of mind', with similar elements to effective practitioner enquiry in ITE being identified by related studies (Baan et al., 2020; Aspfors & Eklund, 2017; Jacobs et al., 2015; Munthe & Rogne, 2015). Therefore, the extent to which these factors could influence the present study is of relevance and interest (for example, if basic methodological awareness or knowledge of a given field might impact upon the nature of participants' engagement). In particular respect to fostering a community of enquiry within ITE, an important acknowledgement is that of a precursor to the present report conducted by Boland and Doherty (2020, p47) at the same institution, which concludes: 'the outcomes of this project would support a trial of making previous students' practitioner enquiries available to subsequent cohorts...to read, think about, and discuss...to raise possibilities and questions to be considered with due reference to the particular context of practice'. Thus, the present study seeks to conduct such a trial.

Summary

This section of the report has firstly sought to delineate the nature of practitioner enquiry and its relevance to questions of social justice. Particularly, this has included the notion of enquiry as stance and the importance of context in practitioner enquiry. Second, the idea of a community of enquiry has been articulated, in terms of its purpose, value and some potential complications. Lastly, the significance of practitioner enquiry in ITE specifically has been explored, including the characteristics that might be cultivated amongst student teachers. Thus, the study seeks to explore how a community of practitioner enquiry in ITE might serve the needs of the socio-economically disadvantaged.

3. Method

Participant Selection

A trial group of ITE students were selected who were less susceptible to the ongoing impact of Covid-19: students in the 5th year of an 'Integrated Masters' ITE programme providing a route into Primary education. In this degree programme, students qualify as teachers at the end of the fourth year and their fifth year is dedicated to full Masters level professional enquiry, prior to entry into the probation year. As these students have already achieved qualification as teachers, they are therefore not subject to the impact of Covid-19 associated with undertaking school placements. However, Covid-19 offered interesting opportunities to consider in greater depth aspects which have been magnified by the pandemic, but which are also of interest in more normal circumstances. Chiefly, this was in terms of "desk-based studies" such as "rapid-evidence reviews". Similarly, the intellectually demanding nature of the degree should be noted: students complete a full Masters level dissertation and as such represent a particularly interesting cohort in respect to practitioner enquiry.

Researcher Reflexivity

Acknowledgement of researcher reflexivity is important, as the research team included university staff with oversight of teacher education programmes. It is essential researchers are aware of 'habitus' (Bourdieu, 1986). In this case, it would include a consciousness of academics' position in the 'field' and an awareness of a shared 'doxa' (Bourdieu, 1973), or set of rules, that researchers and participants understand and share (as lecturers and university staff). Similarly, related ethical considerations warrant detail. Any names of people, places or organisations are replaced with pseudonyms. To ensure no compulsion to participate, and no advantage or disadvantage for those who participated, participants were only recruited in such a way that participation was entirely voluntary, and had no impact on either grades or on their relationship with the university. Participants were also free to withdraw from the project at any stage without giving a reason. Full institutional ethical clearance was obtained for the project.

Focus Group Organisation

As noted, participation entailed volunteer student teachers reflecting on their own and other practitioner enquiries related to improving literacy, numeracy or health and wellbeing for pupils

from backgrounds of poverty. Students were interviewed via focus group online. 3 such focus groups were held, with 5 participants on each occasion. A main discussion piece was offered on each occasion, taken from a previous cohort, varying on each occasion by theme and methodological approach. Focus groups were semi-structured in nature, with freedom of discussion encouraged, but the prompts below were also employed to aid discussion as needed:

Are the interventions/strategies described transferable/useful to your own practice as teacher?

Does this practitioner enquiry identify problems/challenges/barriers for learners from more disadvantaged backgrounds?

Does this practitioner enquiry identify effective solutions for learners from more disadvantaged backgrounds?

Does the work assist you in your own understanding of how to conduct a professional enquiry? In what ways?

Is it beneficial to share practitioner enquiries? If so, are there ways in which this can be best facilitated?

Inductive/Deductive Hybrid Thematic Analysis

Focus groups were recorded and transcribed for thematic analysis. This approach to thematic analysis consisted in the use of a hybrid thematic analysis (Fereday and Muir-Cochrane (2006), whereby both deductive and inductive approaches are employed. The analysis was deductive in the sense of the application of two elements of existing theorisation to the data (namely 'enquiry as stance' (Cochran-Smith and Lytle, 1999) and Bernstein's (2000) notion of 'recontextualisation', both discussed in the previous section). In this sense, the analysis sought to determine the presence and significance of these concepts within the data and was thus deductive. However, the study also sought to generate themes inductively from the data, hence hybrid in nature. To assist inductive theme generation, Braun and Clarke's (2006) six stage approach to inductive thematic analysis was used, entailing (1) data familiarisation, (2) generation of initial codes; (3) searching for themes; (4) reviewing themes; (5) defining themes; (6) final analysis). Nowell et al.'s (2017) trustworthiness criteria were also considered important, including dependability, where data collection is documented with transparency (hence the detail above, for example, in respect to focus group

prompts). Nowell et al. (2017) similarly emphasise peer debriefing to externally check inductively generated themes, in this case through an academic colleague as critical friend.

This hybrid approach resulted in five themes, as detailed below (the latter three being inductively generated):

- Enquiry as Stance
- Recontextualisation
- Varied Research Methodologies
- Criticality
- Sharing Enquiry Effectively

4. Findings

Enquiry As Stance

For this deductive theme, student teachers expressed a clear and deepened sense of enquiry as a pedagogical stance. This manifested itself in a number of ways, the first of which being an appreciation that enquiry was an appropriate stance when confronting intricate and challenging educational issues related to the effects of poverty on learning:

So that we've got that deeper understanding of what impact it's having on the child. (Jude)

This was in contrast with the idea of “quick wins” or “easy solutions”, and was based instead on the idea that teachers should embrace complexity and uncertainty through a stance of enquiry.

Such a stance was not simply a question of *strategy*, however, but also *identity*. In other words, this theme was also generated as ‘the teacher as enquirer’, with this being seen as a sustaining and motivating identity:

Picking work apart is helpful for us as teachers but also as practitioner researchers. (Robin)

It helps you find your own academic voice and your own academic journey. (Rowan)

Participants articulated this sense of identity within the context of how they might be empowered and autonomous in addressing the needs of the disadvantaged, suggesting that the self-direction and professional decision-making inherent to enquiry as stance would be of clear benefit to such learners.

However, this notion of enquiry as stance was not solely in respect of individuals, but rather expressive of a community of enquiry:

It's just a way of supporting a community of teachers who base their practice on research and evidence. (Sam)

The importance of such a community of practice around enquiry was not simply a case of having a sense of fellow professionals doing similar things, but rather the opportunity to actively discuss and

debate aspects of enquiry related to the impact of poverty on learning and this will be explored further in relation to other themes.

Recontextualisation

This theme explores the extent to which participants perceived that specific pedagogical strategies could be 'recontextualised' from the context of one practitioner enquiry to other contexts. It is worth noting at the outset that students did identify some specific interventions which were directly transferable to their own practice with disadvantaged learners:

I'm thinking about how applicable it is to children in my class, and I think it is very applicable.

(Rowan)

However, participants were also keen to stress that such transferability was to a significant extent mediated by context, with an emphasis more on strategies that were translatable (transferable once adapted), rather than an easy or instant transferability:

I feel that they're very translatable... it's maybe up to the teachers at that point, reading the dissertation can find the transferability to their own practice. (Alex)

The comment in the latter part of the quotation is perhaps particularly relevant in that it expresses how the individual teacher can act as the interpreter of the findings of others in a creative and active sense.

The policy level, school environment and the needs of individual pupils were all noted to influence both the transferability of specific practices and also the participants' broader positionality as teacher researchers. At one level, participants noted the extent to which the national policy context can be an influence:

One of the barriers to it being applicable across contexts is whether it would be adopted at like policy level...things at national level, for example, like standardised testing and all the government pressures can quite often impact what a school can do. (Rowan)

In this sense, participants were keen to note that the national policy framework can shape (and potentially inhibit) the manner in which practitioner enquiry can be conducted and the extent to which strategies or interventions can be translatable across school and classroom contexts.

On the specific note of school context, this was also deemed to be a significant factor influencing both enquiry in general and the transferability of specific strategies. Interestingly, participants felt that a key element of this for disadvantaged learners related to the dynamic between a given school and home environments:

So I think the applicability kind of depends on whether schools tend to bridge home/school links... trying to bridge those two worlds that the child kind of inhabits and that can help the applicability.
(Sam)

However, this same participant was also keen to stress that the most important level was that of the individual learner, rather than blanket school approaches:

I think we should take into account the individual lived experiences of each child rather than necessarily making any assumptions about them because of their socio-economic background and so just take into account the needs of each child and a range of strategies to support that child. (Sam)

This quotation emphasises the centrality of the disadvantaged learner as an individual with specific and complex needs and underlines the importance of enquiry which recognises lived experiences, distinctive characteristics and strategies which are appropriately personalised.

Varied Research Methods

This theme related to the extent to which student teachers derived insights from a range of enquiries with differing research methods. This theme was generated by comments expressive of ITE students' capacity to engage with and appreciate diverse modes of enquiry and perceive the benefit of these for disadvantaged children and were not solely preoccupied with their own approach:

You can see in a different way of working, using actual numerical data, and you know very quantitative stuff. (Robin)

I quite liked the participant observation method, because I've not really done anything like that, before. (Rowan)

This was not solely in respect to ITE students' ability to derive benefit from seeing the individual approaches of others, but also in terms of being able to juxtapose or contrast differing methods:

It was good to see the differences within this [empirical study] and a rapid evidence review, just for our own understanding. (Alex)

This engagement with different approaches also seemed to facilitate the first theme of 'Enquiry as Stance', because it engendered a sense of provisionality or continuity to the idea of enquiry. In other words, that ITE students can perceive enquiry to be agile or malleable, being multiple in stage or approach, contingent on need.

On this theme, as a point specifically related to lessons learnt from the experience of the pandemic, it is worth noting the extent to which students perceived desk-based study as a legitimate mode of enquiry for the beginning teacher-researcher.

I think it is beneficial, the rapid evidence review looking at the literature in that detail. It shows the level of criticality of analysis towards the articles needed to do it in a rigorous way. (Jude)

As many ITE students were unable to undertake empirical work due to Covid-19, a desk-based option was pursued. This meant that ITE students were able to engage with this method in such an effective way as to suggest that desk-based work represents an appropriate mode of enquiry going forwards and can have parity with more empirical approaches for practitioner-researchers.

Criticality

This theme related to how peer engagement with practitioner enquiries proved robust and rigorous. It might have been hypothesised that students would tend to agree or reflect one another's views, particularly in relation to such a well-intentioned topic as practitioner enquiries focused on assisting disadvantaged learners. It was therefore a positive finding to observe student teachers exhibiting a sense of criticality in engagement with peers' enquiries:

The findings were contradicting one another I think. (Jude)

Not enough in-depth consideration of the working group and the control group. (Rowan)

I can't quite see where the P numbers came from in the quantitative part. (Robin)

Such discussions also extended to include aspects of ontological and epistemological thinking:

I think just talking about the ways in which interpretivist and positivist paradigms can be complementary to each other in a mixed methods research studies, as they're mostly thought of as dichotomous and not compatible with each other... (Sam)

This latter quote perhaps underlines both the rigour with which ITE students are capable of examining their peers' practitioner enquiries and also the extent to which ITE providers can be intellectually ambitious for their students in this regard.

Sharing Enquiry Effectively

A final and important thematic area relates to how practitioner enquiries related to aspects of educational disadvantage might best be shared effectively. This was expressed by participants as the importance of discussion and debate in a shared professional space, not solely 'access':

It's that discussion we have that is the beneficial part and that's the part that we can take away from it. (Rowan)

To generalise discussion about practitioner enquiries and the different types of methodologies and paradigms was interesting and needed. (Sam)

In other words, participants emphasised that space for discussion was key, rather than, for example, a repository or database of such enquiries that teachers could access in isolation. Participants also emphasised a need for balance in such opportunities for professional debate, between some autonomy of discussion, but also a sense of supportive structure from the ITE provider:

Where we're given like a set of questions that we could look at while discussing a particular research project. (Rowan)

You want them to give you almost an executive summary. (Alex)

The dissemination strategies section was quite interesting as well. (Jude)

These latter two quotations also relate to how assessment design might facilitate such sharing, in the sense that rubrics might be configured which make requirements around elements of an overall enquiry's structure which might better support reader engagement. However, these particular facilitators having been noted, it is important to reiterate that the core of this theme was the notion of a community of discussion and debate (and the professional space needed for this).

5. Discussion

This study sought to engage ITE students with practitioner enquiries focused upon literacy, numeracy and health and wellbeing outcomes for the socio-economically disadvantaged, and, crucially, to consider what benefits can be derived from student teachers sharing and discussing such practitioner enquiries collectively. The particular focus was on the latter ‘sharing’ element – what happens when student teachers share and debate practitioner enquiries with one another.

Student participants emphasised the value of sharing and discussing both pedagogical and methodological approaches with their peers. The importance of moments of reflection (and shared reflection) was emphasised and this is integral to the idea of practitioner enquiry (and sharing practitioner enquiries). Thus, studies which articulate the importance of a community of enquiry are echoed by the present work (Cochran-Smith and Lytle, 2021; So, 2013; Hindin et al. 2007; Cobb et al., 2003, Farr-Darling, L., 2001; Day, 1999; Engeström, 1994), but distinctively, this paper also identifies the value of a community of enquiry for ITE students and particularly when focused upon questions of socio-economic disadvantage. Studies which identify potential issues related to hierarchy within communities of enquiry (So, 2013) were less evident in the present work, but the tendency for a community of enquiry to be shaped or stifled by technocratic policy was noted by some participants (Cochran-Smith and Lytle, 2021; So, 2013).

Findings indicate that facilitating the sharing of such practitioner enquiries represents a powerful tool for teacher educators, with students identifying a range of specific pedagogical measures which might work to assist students from disadvantaged backgrounds across the areas of literacy, numeracy and health and wellbeing, thus aligning with work which suggests the value of practitioner enquiry in this regard (Wisely et al., 2020; Gale, 2018; Kintrea, 2018; Warren, 2017). However, the important of context in this respect was very clear and as such there is resonance with studies which have emphasised flexibility and situatedness (Mills et al. 2019; Kintrea, 2018; Christie and Menter, 2009). Similarly, Bernstein’s notion of re-contextualisation is important here (Boland and Doherty, 2020; Bernstein, 2000) and thus when considering the extent to which pedagogies or enquiries are transferable across different educational contexts, the caveat must always apply that variation matters and the complexities of the individual classroom are always significant. Therefore, when considering the idea of transferability, notions of ‘translation’ or ‘transformation’ are perhaps more helpful than a simple ‘transfer’, mindful of Boland and Doherty’s (2020, p15) remark that ‘knowledge produced across a chain of pedagogic recontextualisations is never the same as the

original knowledge'. The role of the individual teacher can be seen as critical to this 'translation' or 'transformation'.

In terms of the specific preparatory element for beginning teachers, the emphasis placed on the value of practitioner enquiry within ITE by numerous studies would accord with the present work (Kowalczyk-Walędziak et al., 2019; Van Katwijk et al. 2019; Eklund, 2018; Cochran-Smith and Lytle, 2009). Students were motivated by having ownership and autonomy over individual practitioner enquiries and felt prepared to be independent in decision-making through practitioner enquiry (though at the level appropriate to an early career teacher). The characteristics associated with the development of effective practitioner enquiry within ITE (such as the importance of methodological awareness or the complexities around the application of findings to practice) noted by various studies (Van Katwijk et al., 2021; Baan et al., 2020; Aspfors & Eklund, 2017; Jacobs et al., 2015; Munthe & Rogne, 2015) appear similarly relevant to the present work and seem to be actively supported by fostering a community of enquiry. Likewise, Boland and Doherty's (2020) supposition that a facilitated community of enquiry would be of value for ITE students is supported by the present findings. The value of "desk-based studies" for ITE students was also identified, whilst not in any way diminishing more empirical approaches (and students derived insights from a range of enquiries with differing methodologies, not solely those used in their own practitioner enquiry).

Enquiry as a pedagogical stance (Cochran-Smith and Lytle, 2021; 1999) appears to be of considerable relevance in terms of serving the needs of socio-economically disadvantaged pupils, through developing a constructively-critical posture (Mills et al. 2019) which is cognisant of how pedagogical knowledge is generated, appraised and employed with those from underprivileged backgrounds (Gale et al; 2017; Lingard et al. 2004). By extension, and as has been noted by other work (such as Wyse et al., 2018; Cochran et al., 2012; Schön, 1983), practitioner enquiry can thus be seen as an important catalyst for the critique of present approaches and for engendering future improvements.

6. Limitations and Directions for Future Research

Two interesting areas of development are identified going forwards. The first relates to the circumstances of the research pertaining to Covid-19. The student cohort in question were undertaking desk-based research, such as rapid evidence reviews, and did not have the option to undertake direct empirical work in the practicum due to the pandemic. While examples of previous direct empirical work were shared (conducted by the preceding two academic cohorts, prior to the pandemic) and whilst students derived insights from a range of such enquiries with differing methodologies (not solely those approaches used in their own practitioner enquiries), this nonetheless points to a potential area of future work. Namely, that further research would be beneficial involving sharing practitioner enquiries amongst students involved in live empirical work. However, there is a converse aspect to this. The students derived very clear benefit from desk-based work and thus it should be emphasised that this is not a 'poor relation' of classroom-based practitioner enquiry, but an equally viable and productive method for teachers and researchers. Thus, another future direction is that desk-based enquiry might be promoted more emphatically in ITE and evaluated by further research.

The second area of future development relates to the expansion of this approach to other cohorts. Glasgow selected a trial group of ITE students less susceptible to the impact of Covid-19. As noted, participants were undertaking a five year 'Integrated Masters' ITE route into Primary education. Thus, a future direction is to trial similar interventions with students in differing degree programmes. This presents interesting challenges, as ITE programmes differ significantly in structure (even within the same institution), contingent on pathway chosen. For example, a postgraduate diploma represents a route whereby in many cases students are entirely new to educational research and thus the dynamic would differ from Integrated Masters ITE students in their fifth year (with the time and space that this implies, relative to an intensive one year route). Equally, introducing a similar intervention with undergraduate ITE students on shorter pathways might also require adjustments around the extent and ambition of such an approach. However, findings indicate strongly that such an intervention as trialled with the study cohort would be highly beneficial for other cohorts on different degree configurations (though calibrated to the specific pathway) and that the basic principle of ITE students sharing and discussing practitioner enquiries related to socio-economic disadvantage is essentially sound and productive.

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