

Theories of knowledge & attainment-raising interventions

Thursday 14 November 2019

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Success in education

In the UK, a small number of schools dominate access to Oxford and Cambridge (often referred to collectively as Oxbridge), with just 8 top schools and colleges in the UK sending as many pupils to Oxbridge as 2,900 others put together

Elitist Britain

Sutton Trust 2019



*Resource differences
and collective efforts and investments made
or not within families become translated into
individual 'ability'.....
(Ball 2010, p.162).*

Why does 'knowledge' matter for WP?

How we understand knowledge influences our curriculum choices:

HEIs: are in control of their curriculum and many transformation projects underway exploring areas such as:

- social justice, inclusivity and diversity
- knowledge needed for the future
- balance between practical skill and theory
- links to employment

Schools: bound by examinations like GCSE and A Level

- Government sets direction through DfE
- University admissions influence e.g. Russell Group facilitating subjects
- Attainment-raising 'Outreach' interventions defined by school curriculum

The NERUPI Framework

SOCIAL AND ACADEMIC CAPITAL		HABITUS	SKILLS CAPITAL	INTELLECTUAL & SUBJECT CAPITAL
PROGRESSION CURRICULUM		STUDENT IDENTITIES	SKILLS CURRICULUM	KNOWLEDGE CURRICULUM
KNOW	CHOOSE	BECOME	PRACTISE	UNDERSTAND
Develop students' knowledge and awareness of the benefits of higher education	Develop students' capacity to navigate Higher Education sector and make informed choices	Develop students' confidence and resilience to negotiate the challenges of university life	Develop students' study skills and capacity for academic attainment	Develop students' understanding by contextualising subject knowledge



Bourdieu's Theories

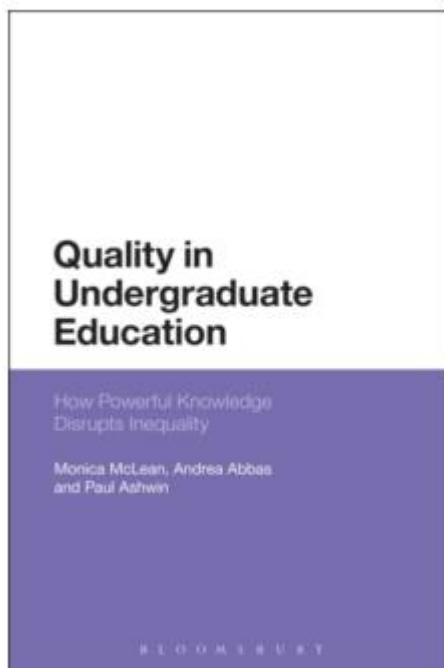
Bourdieu – Field, Capitals and Habitus

- Cultural model of Widening Participation that locates interventions within a context or **field** of engagement
- **Capitals:** economic, cultural or social which impact on opportunities to engage with education, careers etc.
- **Habitus:** cultural identity & dispositions related to family & community

Theoretical basis for a great deal of academic research into widening participation e.g Professor Diane Reay,

Key theoretical influences

epistemic
justice



Bourdieu: Intellectual Capital

Archer: Science capital

Young and Maton's ideas of knowledge

Critical pedagogies

Bourdieu: Capitals, habitus and field

Freire's notion of 'praxis'

Nancy Fraser social justice

Sen and Walker's concepts of capability

Yosso cultural wealths

Identities and future selves



Professor MFD Young



The Russell Group of elite universities has ditched its list of preferred A-level subjects in a blow to the government's EBacc curriculum reforms.

The organisation, which represents 24 institutions across the country, plans to no longer use a list of so-called “facilitating subjects”, which included the EBacc subjects of maths, English, the sciences, languages, history and geography. It follows **criticism that top universities don't place enough weight on arts or technical subjects.**

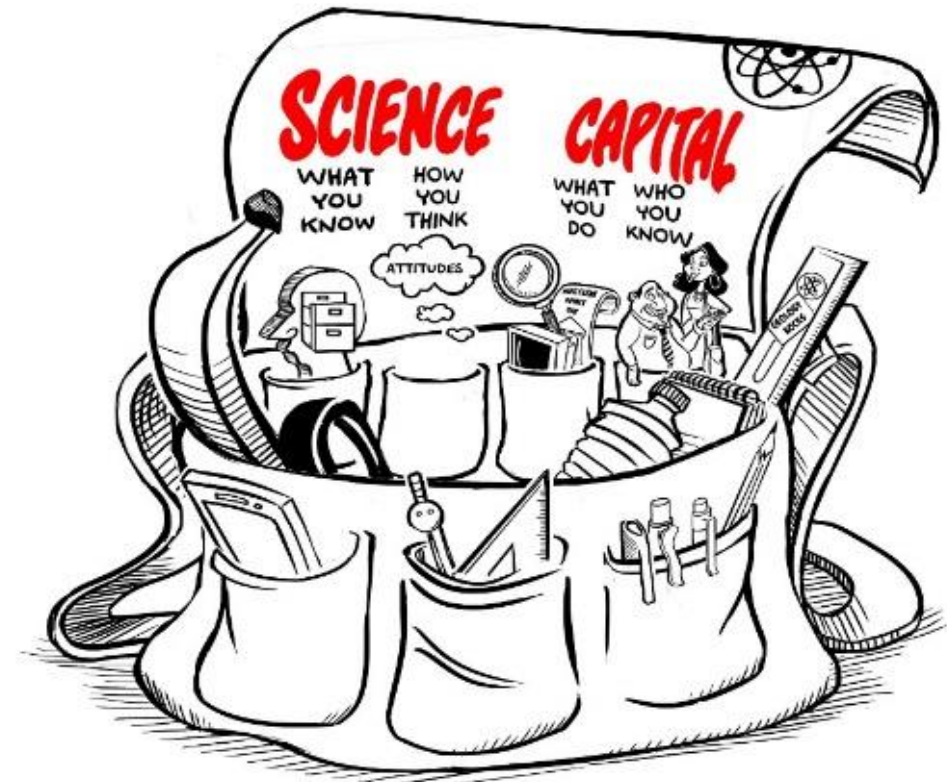


Deborah Annetts, founder of the Bacc for the Future campaign against the EBacc, said that the facilitating subjects had had

“a devastating effect on the uptake of creative subjects at A level”.

Adi Bloom
23 May 2019

1. Science literacy (“what you know”)
2. Science-related attitudes and values (“how you think”)
3. Out of school science behaviours (“What you do”)
4. Science at home (“who you know”)

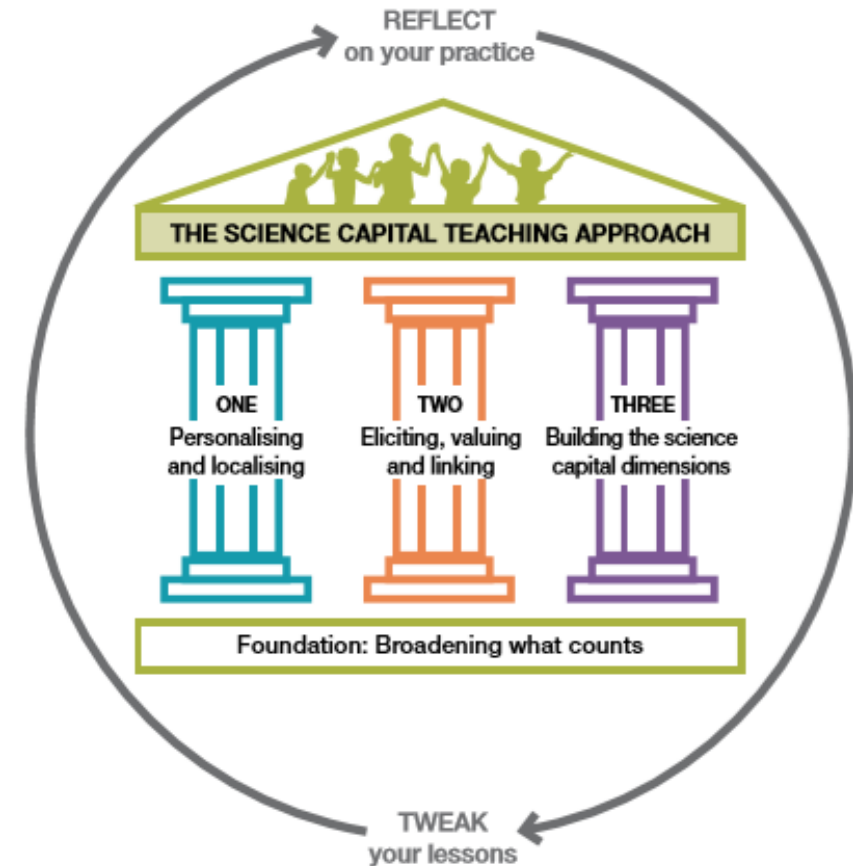


<https://www.ucl.ac.uk/ioe/departments-and-centres/departments/education-practice-and-society/aspires-2>

Science Capital: Teaching approach



Broadening what counts involves creating spaces where all students feel able to offer contributions from their own experiences, interests and identities, knowing that they will be valued



- Increased interest and enjoyment of lessons
- Improved engagement:

“So [Y10 bottom set] are a very challenging group of students [...] Through the year what I’ve noticed is when [I use the approach] I can see it their eyes ... they kind of ... like a meerkat, they pop up and you can see the engagement and you can see that they talk about it a bit more”.
- Improved understanding: “Yeah, I feel like we get a better understanding because we can relate to what she's teaching us” (Alfie)
- Improved behaviour
- More inclusive classroom participation
- **Attainment: “Its been better than the target I’m really surprised” (Teacher)**
- ‘Happier’ teachers and shared practice

Regulatory advice 6

How to prepare your access and participation plan

120. The three stages of the whole student lifecycle are access, success and progression.... Activities, and therefore outcomes of those activities, often span some or all of these stages, which are briefly described below:

- **Access** – relates to outreach with schools, **prior attainment activities**, work with employers, other education providers and regional skills associations. Strategic relationships and collaboration are important considerations for this lifecycle stage
- **Success** – relates to addressing the barriers that prevent underrepresented students from continuing and therefore succeeding in higher education. It is concerned with supporting students to continue their studies and **eliminating gaps in attainment between different groups of students**

Strategic relationships with schools and raising attainment

Example one

- One provider partnered with a school seeking improvement by working with the head teacher to identify where they could work together to support improved learner outcomes.
- By developing a theory of change, the provider developed an approach to key stage 4 attainment which sought to raise performance against the national average.
- Embedding this in both the school's improvement plan and the provider's access and participation plan provided strong buy-in at a strategic level from both organisations and the opportunity for regulatory recognition.

Example two

- One specialist provider worked with pupils in a state school in London to improve their GCSE dance grades.
- The school is in a disadvantaged area and has a high proportion of Bangladeshi pupils. The provider already worked with the school and was therefore able to undertake more targeted interventions.
- Evaluation highlighted an increase in pupils' technical knowledge and skills, as observed through teacher observation and assessment.

Attainment-raising 'outreach' interventions

1. Supplementing school provision: facilities, shortage subject teaching
2. Enhancing the school curriculum and building subject capital
 - contextualising school knowledge
 - linking to other subjects
 - active learning approaches, group work, projects
 - links to higher & further education and employment
3. Working in partnership with schools & colleges in the classroom
4. Supporting a whole-school initiative e.g. raising-attainment in maths

HEI interventions and transformations

1. Additional provision for specific groups

- students with disabilities
- students on specific entry schemes
- mature students in 'young' universities
- Students from minority ethnic groups? Or socio-economic groups?

2. Transforming mainstream curriculum & pedagogies

- contextualising subject knowledge
- linking to other subjects – interdisciplinary work
- active learning approaches, group work, projects
- links to employment

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Aim 5 Level 3: Objective & learning outcome

Aim 5	Develop students' understanding by contextualising subject knowledge and supporting attainment raising	
Level 3 (age 14–16)	Top-level objective	Situate existing knowledge within wider fields of knowledge and apply to other contexts <i>Level 3:</i>
	Objectives or learning outcomes	Extend awareness of the wider applications of knowledge
		Locate existing knowledge within wider fields of knowledge and other contexts
		Enhance understanding through collaborative projects, which extend knowledge and challenge assumptions

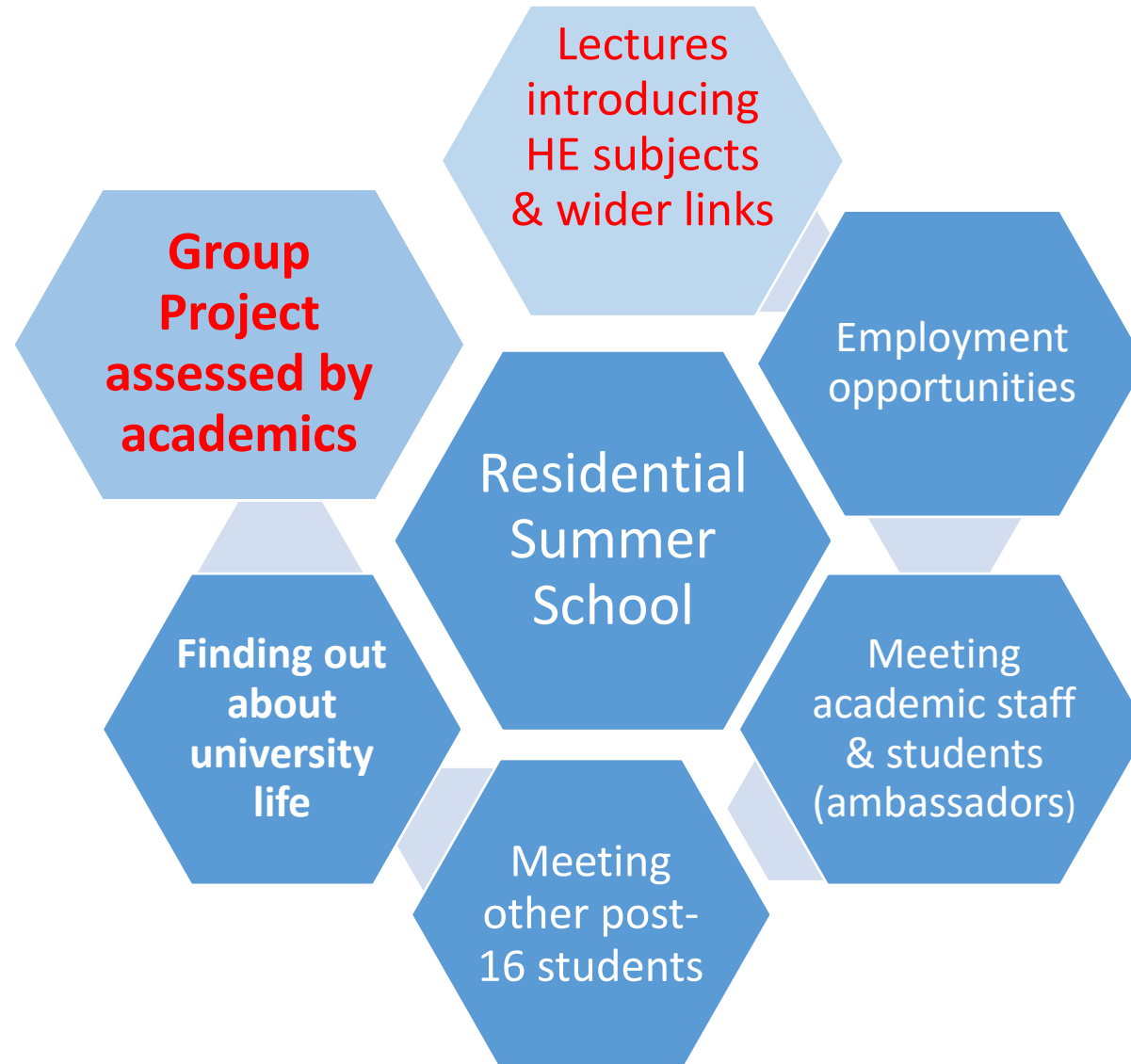
Aim 5 Level 3: Objective & learning outcome

Aim 5	Develop students' understanding by contextualising subject knowledge and supporting attainment raising	
Level 3 (age 16–18)	Top-level objective	Situate existing knowledge & interests within the context of university degree programmes and academic disciplines
	Objectives or learning outcomes	Relate existing knowledge and interests to university subject areas and degree programmes
		Locate existing knowledge within wider fields of knowledge and other contexts
		Extend their capacity for critical thinking, perspective taking and creative engagement with their subject area
	Top-level objective	Access and experience appropriate attainment-raising interventions

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Residential Summer School: attainment-raising



NERUPI *network*

Evaluating & Researching University
Participation Interventions

Aim 5 Level 5: Objectives

Develop students' knowledge and awareness of the benefits of higher education and graduate employment	Access information about postgraduate study and employment opportunities that align with their personal interests and career aspirations
Develop students' capacity to navigate higher education and graduate employment sectors and make informed choices	Receive comprehensive information about personal development and progression opportunities for graduates in their subject area
Develop students' confidence and resilience to negotiate the challenge of university life and graduate progression	Maximise the benefits of university life and successfully progress to graduate employment
Develop students' study skills and capacity for academic attainment and successful graduate progression	Consolidate study skills and capacity for academic and graduate success
Develop students' understanding by contextualising subject knowledge	Situate existing knowledge within wider fields of knowledge and apply to other contexts Situate existing knowledge and interests within the context of post-graduate study and employment