

PSYCHOLOGY OF EDUCATION SECTION ANNUAL CONFERENCE 2021

8 - 9 SEPTEMBER 2021, VIRTUAL CONFERENCE



Conference Abstract Booklet

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Acknowledgements

Our thanks to all of the Psychology of Education section committee members and Psychology of Education Section Champions who have helped behind the scenes in the promotion and organisation of the conference.

Psychology of Education Review

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All the best, Dave

Workshop Abstract – Wednesday 8th September 2021

Challenging the notion of students as 'consumers' and supporting students as learners: A practical guide

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Background: Several countries have monetised higher education, making universities service providers and turning students into customers. However, research shows that students who identify more strongly as consumers have lower quality motivation for learning, use less effective approaches to learning, and have lower academic attainment. In this 1 hour workshop, the aim is to provide you with a practical teaching session (see www.brookes.ac.uk/SIIP) that you can use in your institution that supports students' identities as learners and challenges their identities as consumers.

Key points: The workshop will provide you with a step-by-step guide to running the session with your students and explain how to manage it with small and large groups, both face-to-face and online. In the first part of the workshop, we will explore the quiz that enables students to measure the extent to which they identify as learners and consumers. Second, we will consider how to present the research findings to students, and finally, we will examine the discussion questions for students and explore how to increase their identities as learners. Preliminary evaluation of the teaching session with 69 first-year UG students found that 51% of students reported that their learner identities increased and 45% reported that their consumer identities decreased.

Conclusions: The teaching session that will be explored in this workshop provides a practical and effective way for educators to challenge the problematic notion that students are 'consumers' of their education, and support their identities as learners.



Oral Presentation Abstracts – Wednesday 8th September 2021

Listed Alphabetically by surname of presenting author

Self-report scales for measuring children's emotional well-being during primary-secondary transitions: An international scoping review

Dr Charlotte Bagnall¹, Prof Divya Jindal-Snape

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Purpose: The aim of the scoping review was to examine child self-report measures used in international primary-secondary transitions literature to measure the impact of transitions on children's emotional well-being. Specifically this scoping review examined: what measures have been used (e.g. original, adapted or created measure), whether measures used have changed over time and their methodological rigour.

Background: Primary-secondary school transition is a critical period for children, where they experience multiple concurrent transitions. For most children these are positive and they flourish; but for some they can have a negative impact on their well-being. However, we have a limited understanding of how primary-secondary school transition impacts children's emotional well-being, and which aspects of emotional well-being are most affected, as to date, we do not have a sensitive and accessible standardized quantitative measure to specifically assess children's emotional well-being. As a result, it is unclear how to identify children who are struggling with the transition, what additional emotional-centred support children need and how this may change over time.

Methods: Evidence for Policy and Practice Information and Co-ordinating Centre's (2010) approach was used to undertake the scoping review. In total, 4,844 records, which published transition research between 01/08 and 03/21, were retrieved for screening from five databases and relevant journals. Following rigorous screening 60 papers met the inclusion criteria and were included in the review.

Results: Findings from the synthesis will be presented and will include: the conceptualisation of transition and emotional well-being, types of measures, their strengths and limitations.



Invisible but Exposed: The Lived Experience of Disabled Academics

Dr Gayle Brewer¹

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Objectives: Neoliberal Higher Education privileges productivity and performance. Academics are expected to work long hours and the 'ideal academic' is framed as being able to dedicate themselves to their career, free from caring responsibilities or other issues. In this environment, disabled academics may be marginalized and often experience discrimination. Few studies have, however, addressed the experience of academics with disabilities or long-term health conditions. The present study addresses this gap in our knowledge.

Design and Methods: Individual online interviews were conducted with ten female academics, all with long-term energy limiting conditions or those that impact on cognitive function. These conditions are particularly inconsistent with the neoliberal ideology that privileges long working hours and performativity, are not easily addressed by institutional policy or accommodations, and (as these conditions are typically 'invisible') the academic must often decide whether to disclose or conceal their condition.

Results: Academics discussed the impact of their condition, disclosure experience, coping strategies, and the consequences of COVID-19. Interpretative Phenomenological Analysis revealed six themes: Identity and the Concept of Disability; Dependence and Vulnerability; Legitimacy, Convention, and Conformity; Workload, Intensification, and Marketisation; Insecurity, Competition, and Comparison; and Perceptions, Othering, and Isolation.

Conclusions: Academics with conditions that are energy limiting or that impact on cognitive function are often poorly accommodated and supported. A number of recommendations are made directed at individuals, institutions, and policy makers in order to reduce stigma and address academic ableism.



Teachers' strategies for helping shy students: Results from a national survey in Norway

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Objectives: Shy children tend to be wary, fearful and self-conscious in social situations, which can have adverse consequences for learning and adjustment at school. A few studies have previously examined teachers' strategies for helping shy children at school but there has been little systematic investigation of the range of strategies that teachers use across contexts and circumstances. In the current study, we first identified common effective strategies from a group of 19 experienced teachers. Next, we investigated the use of these strategies within a nationally representative sample of elementary-school teachers in Norway.

Design: Questionnaires were completed online. Each respondent was asked to focus on one particular shy child.

Methods: Participants were 305 teachers (245 female) from 302 schools. Students represented grades 1 through 7. Teachers were asked to describe strategies for helping shy children in four domains: encouraging oral participation in class; promoting social relationships; reducing anxiety; and whole-class strategies.

Results: The paper presents detailed results on the most and least used strategies in the four areas and teachers' ratings of the usefulness of strategies. Across the four domains, themes included teachers' sensitivity to individual students, reduction of stress associated with novel situations, involvement of peers, focus on social skills, and their building trusting relationships with the shy student.

Conclusions: Understanding how teachers effectively support shy children contributes to the development of "best practice" for teachers to ameliorate the school experiences and outcomes of shy students.



Primary-secondary school transition under Covid-19: Exploring the perceptions and experiences of children, parents/guardians, and teachers

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Objectives: The transition from primary to secondary school is a major life event for eleven-year-old children in the UK, where they face simultaneous academic and social changes. Following the outbreak of Covid-19, transfer children face additional uncertainty on top of this. Given the rapidity of changes associated with Covid-19, there are empirical and practical gaps in our knowledge on how best to support children as they negotiate school transition during Covid-19. To date, there is no published research which has explored the experiences of transfer children, and that of their parents/guardians and teachers during this time. The present research aimed to narrow this research gap.

Methods: This research used a UK wide survey to gather data from 101 Year 7 children, 88 Year 7 parents/guardians, 26 primary school teachers and 40 secondary school teachers, using a mix of open and closed questions.

Results: All three stakeholders reported negative impacts of Covid-19 on the transition, for example, in terms of missed opportunities. There were also many comments about the emotional impact of Covid-19 on children, parents, and teachers. Numerous strategies were reported that were used to meet children's need pre and post-transition, highlighting areas of good practice, along with practical suggestions for how to approach transition in the future.

Conclusions: These findings will help to identify ways that transition can be managed more effectively, having short term implications in providing an evidence base to support transfer children this year, in addition to long-term implications for future transition years.



Collaboration, we're better together? Trainee teachers' understanding of teacher collaboration prior to teaching practice.

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Teacher collaboration is defined as professional interaction with a view to refining and improving classroom instruction, curriculum, and supports for learners. How one defines collaboration indicates their beliefs about the process and how to engage in it effectively. In the midst of a stressful job, teacher collaboration can offer new strategies, expansion of professional competencies and functioning, and a social support system. Broaden-and-Build Theory (2002) points to the social, emotional and intellectual supports, proposing collaboration has the potential to introduce energy, creativity, optimism and hope to teachers work. **Objective:** The current study investigated trainee teachers understanding of teacher collaboration prior to teaching practice (TP). How do they perceive collaboration in advance of TP? What barriers and opportunities for collaboration do they perceive? **Design:** A case study was employed over two phases. This paper reports on phase one, which entailed completion of a questionnaire. A purposive sample, targeting trainee teachers in one Initial Teacher Education (ITE) institution, in the Republic of Ireland was used. 119 trainee teachers participated. Questionnaires were analysed using descriptive and inferential analyses for closed data and thematic analysis for open data. **Results & Conclusions:** This paper reports on the themes aligned to defining teacher collaboration; teachers working together, sharing, trainee teacher and co-operating teacher only, and a school-wide activity. The array of perceived barriers and opportunities for collaboration are expanded. Discussion on the implications for trainee teachers, their programme of study as well as TP policy and practice are presented.



Experiences of disabled students in higher education: a social psychological perspective on educational inclusion

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¹*University Of Keele, Keele, United Kingdom*

Objectives: Disabled students in higher education (HE) are disadvantaged regarding university engagement, attainment, and success. Using a social model of disability, we aimed to explore disabled students' lived experience through social psychological theoretical lenses, focusing on systemic barriers to access.

Design: We adopted two qualitative methodologies: firstly, we conducted a survey using open questions; and secondly, we hosted an innovative World Café using Discord for asynchronous online discussions. These methods were accessible for disabled students while enabling us to collect rich data for analysis.

Methods: First, we asked 67 self-selected UK HE students with chronic illnesses (n=67) questions about navigating university whilst managing chronic illness (e.g. myalgic encephalomyelitis). Subsequently, we conducted the Discord World Café semi-structured discussions for students with chronic illness, dyslexia, and depression (three separate groups, n = 12-15 per group, each comprising UK HE students with the same condition), asking how they manage their social identity at university.

Results: Applying a social representations perspective, thematic analysis of data from survey study demonstrated that the invisibility of some chronic illnesses influenced students' disabled identity formation and staff perceptions of students' support needs. To analyse the World Café data, we will employ inductive and deductive thematic analysis to construct themes informed by social identity management theory.

Conclusions: Understanding invisible disability from social representations and social identity perspectives can inform inclusive policy and practice within HE institutions. In particular, the current practice of requiring students to self-declare a 'disabled' identity is a barrier to accessing support.



“We need to raise children who are anti-racist”: Parental Views on Stories about Societal Diversity

Sian Jones¹, Elena Cardle¹, Stephany Guedes¹
¹*Queen Margaret University,*

Objectives: We investigated parents' perspectives of talking to their child about cultural and racial diversity, and how they would navigate such discussions.

Design: Two studies are reported here. The first study had a 3 (Festival Stories: Chinese New Year by Diwali by The Day of the Dead) repeated measures design. The second study had a 2 (Diversity Story Ideology: Multicultural vs. Colour-Blind) independent measures design.

Methods: A total of 76 parents (n = 51, Study 1, n = 25, Study 2) were recruited. Participants completed an online survey. Their willingness, confidence and openness to in engaging in societal diversity conversations with their child were measured. After reading the story(ies) participants were asked open-ended questions about the nature of the discussion they would have with their child.

Results: Across both studies, there were no differences in responses according to the stories that were read. Nonetheless, parental willingness to engage in discussion was predicted by openness to other cultures, and by parents' confidence in engaging in discussion. Parents additionally felt that resources would build their confidence yet were not aware of available resources. Thematic analysis indicated themes of 'finding commonalities' and 'using resources/ prompts' (Study 1) and 'white privilege' and 'self-acceptance' (Study 2).

Conclusion: This research bolsters previous studies showing that parents have a role in forming their child's views of societal diversity. Further, it shows that many participants here were aware of privilege, were open to discussion, and would value resources to assist them in conversations with their child.



'They've Planted the Seed': First Year Students' Reflections on Social Justice in Education

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Objectives: As education is seen as an avenue for addressing social inequalities, increasing research focus is placed on how to embed social justice within Education degree programmes. This paper reports qualitative findings from the first two phases of a cohort study which aims to track Scottish Education students' reflections on their experiences and understandings of social justice.

Design: This research comprises a repeated measures survey design, and three focus groups.

Methods: We used surveys and focus groups to examine what students understand about social justice, where they see social justice in their programmes and how they begin to engage with ideas relating to social justice during their community and school placements. We analyse students' (n = 45) definitions of social justice at the beginning and end of their course, and responses from focus groups (n = 14) linked to students' experiences of social justice.

Results: Using Bronfenbrenner's (1994) child-centred framework, we found that themes around prejudice, culture, policy, and emerging professional identity captured participants' experiences and reflections as both student and as practitioner. There were fewer reflections on social justice linked to global than to local contexts, and fewer linked to modules in Education than to other subjects.

Conclusions: We highlight a juxtaposition of reflections on social justice, crossing students' personal experiences and emerging professional identities. We recommend ways in which learning about social justice may be complemented by teaching in Psychology and Sociology, such that awareness of social justice concerns is raised in both immediate and in global contexts.



Test Anxiety, Ability-Related Beliefs and Ability Groupings in English GCSE Pupils: A mixed methods study

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In 2019, over half a million 16-year old school students took GCSE examinations to complete their compulsory schooling. Estimates show approximately one sixth of these students will have experienced test anxiety severe enough to impair their performance (Putwain, Daly, Chamberlain, & Sadreddini, 2016) and that this effect may be compounded by other influences, psychological and contextual.

This ongoing doctoral mixed methods study investigates individual and contextual variables affecting test anxiety to aid the process of enabling achievement for all students through understanding how individual self-beliefs interact with school-based ability grouping practices alongside wider socioeconomic influences. The participants are secondary school students taking compulsory high-stakes examinations in the core subject of GCSE English Literature. It includes the psychological factors of mindset (Dweck, 2012) and academic self-efficacy beliefs (Bandura, 1977) alongside contextual factors of ability grouping and socioeconomic status.

Complimentary to the statistical analysis, the inclusion of students' experiences create a richer body of data and provide opportunity for perspectives to emerge that cannot be captured by quantitative measures such as whether the individual experience is qualitatively different from students assigned as having different prior and expected levels of attainment through the use of ability groupings.

The research will show whether or not ability grouping practices strengthen or weaken the already established effect of mindset and/or academic self-efficacy on academic achievement. It will uniquely show if there is a significant relationship between mindsets and test anxiety.



Recalling bullying at school: what can we learn from adult accounts of their experiences?

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Objective: The paper reports on a study about adults' recollections of bullying at school to identify core features of retrospective accounts and how people make sense of what happened to them.

Design: Bullying is an experience that people remember, and we should do justice to these recollections – valuing both their individuality and shared features. Therefore, a qualitative design was used to gather personal accounts of school-based bullying experiences.

Methods: Participants (n=247, 77% female, all over 18) were recruited via convenience sampling and completed an anonymous online questionnaire. They responded to a series of open-ended questions which prompted them to recall their bullying experiences and guide them through a detailed account of a particular bullying incident.

Results: In the presentation, the initial findings identified through the first stage of analysis will be discussed. Data is being analysed quantitatively (using content analysis) and qualitatively (using thematic analysis) to identify the kinds of bullying incidents adults remember from school, and what characteristics and contextual factors stand out in these narratives.

Conclusions: The research reveals in-depth insight into the circumstances underpinning recounted bullying incidents, and the elements that stand out in people's memories. Previous experiences of bullying, and how these are interpreted and reflected upon, can shape current views and attitudes. This has implications for individuals in a parental or teacher role.



Family stories in schools and settings: investigating emotional labour and risk holding of teachers and head teachers, when working with families with complex needs

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Our project, Family Stories in Schools and Settings, builds on previous work which explored lived experiences of families with complex health and social care needs. Given reports made by those families that their relationships with schools were often negative, we developed this study to investigate the perspective of schools themselves. This presentation reports on those perspectives, which indicate emotional labour, whole family working, and risk holding by schools. We take a thematic analysis approach involving immersion in the data from semi structured interviews and focus groups with 25 participants in schools across England. Our findings indicate a high proportion of time spent engaged in social concerns, especially by those in leadership positions. Analysis reveals a strategic approach to building trust with families, and orchestrated ways of referring to specialist agencies, with designated safeguarding leads matching thresholds through language, and meticulous evidence gathering over time. We note an anticipation of aggression from some families based on actual experiences on the school site, and some tensions between beliefs and values of schools and some families, with headteachers reporting they want "better" for children. We conclude a certain precariousness, with headteachers revealing a lack of training in some aspects, and the absence of organised peer supervision to support them. Our findings are due to be presented to groups of schools in order to co-produce recommendations and inform policy and practice. We set our findings in context of diversity, inclusion, and social complexity, before during and after and Covid-19.



Co-designing reading interventions with teachers: An implementation science approach

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Purpose: The purpose of this paper is to detail a collaborative project between researchers, teachers, children, and national literacy and education experts, to co-design an intervention to motivate and engage children to read. This approach aims to narrow the gap between research and educational practice.

Background: Research-informed reading interventions often fail to transfer successfully into real world education contexts, typically due to issues regarding acceptability, feasibility, training needs, or other implementation issues. Implementation science focuses on the optimal way to introduce, deliver and embed research-informed educational interventions in school and classroom contexts. By involving teachers and other non-academic partners in the design of reading interventions, implementation issues can be identified and resolved from the outset.

Method: Qualitative insights from children (n = 60, focus groups) will be combined with existing theoretical and empirical reading motivation and engagement research, and this will be shared with an intervention design team. Through a series of online meetings, the intervention design team will bring together researchers (n = 4), teachers (n = 8) and experts from national literacy and education organisations (n=3), to draw upon children’s insights, theory and research, to co-design an intervention to motivate and engage child readers. This intervention will then be evaluated across six UK schools (n = ~250 children) in a mixed methods feasibility study.

Conclusions: Collaboration to co-design literacy interventions offers a viable way to synthesise theoretical and empirical research insights with teachers’ professional and pedagogical knowledge, experience and expertise, maximising the likelihood of uptake and successful implementation.



“It feels like sending your children into the lions’ den” – A qualitative investigation into parental attitudes towards ASD inclusion, and the impact of mainstream education on their child

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Objectives: Increasing numbers of children with ASD are being educated in mainstream schools. Evidence suggests that successful inclusion is dependent upon the implementors. As such, research has tended to focus on the role of the educator, however, parents are as equally important. The current study aimed to understand parental attitudes towards mainstream education for children with ASD and the impact of this upon their child.

Design: The study used a qualitative design making use of semi-structured interviews as the data collecting method.

Methods: The study recruited 14 parents of a child with ASD who answered questions about their experience of their child’s inclusion. The interview tapped into parental attitudes, perceived stigma, inclusion and the effects, and barriers to inclusion. Data was analysed using Braun & Clarke’s (2006) Thematic Analysis process.

Results: Four themes were identified: Feeling Unheard, Implementation of Inclusive Strategies, Social Exclusion, and Mental Health and Wellbeing Impact. Results suggested limitations of inclusive practice in mainstream schools. Parents reported feeling dismissed by staff members which led to issues in the support provided to their child. This, in turn, negatively impacted upon their child socially, emotionally and mentally.

Conclusions: The results allow for possible training and understanding needed to enhance inclusion within mainstream education. The implications for educational practice will be discussed.



From psychological theory to therapeutic practice: A systematic review of interventions to reduce challenging behaviour in the primary school

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Purpose: Building upon earlier systematic reviews, this paper explores the evidence-base and methodological quality for interventions to reduce externalising behaviour in the primary school over the past 20 years.

Background: Over the past two decades there has been a rise in the prevalence of mental health disorders in the UK (NHS, 2018). The World Health Organisation (WHO, 2020) urge governments to address the mental health of children and adolescents, noting that non-pharmacological interventions should be prioritised in line with the UNCRRC.

Methods: A comprehensive database search was conducted; all studies between 2000-2020 were included which focused on reducing externalising behaviour. Interventions were only included if they took place in a school and led by school staff. Studies were graded for methodological quality using the What Works Clearinghouse (WWC, 2020) initial screening guidance. Further analysis included an examination of the psychological theory underpinning each intervention.

Conclusions: A total of 106 studies were identified; studies varied across psychological framework with behaviourist approaches (n=25), cognitive-behavioural (n=46), systemic (n=15), humanistic (n=14) and psychodynamic (n=6). The growing trend of cognitive-behavioural interventions in schools is understood to be due to both the efficacy and cost-effectiveness of these approaches. Of the studies identified just over two thirds (n=72) met the initial screening criteria of the WWC (2020) standards. Studies were most commonly excluded due to high rates of attrition and lack of substantive control groups, barriers many researchers note were beyond their control due to change in school leadership or local constraints.



Telepractice Delivery of ABRACADABRA Literacy Instruction for Children with Down Syndrome: A Preliminary Study

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Objectives: This study aims to extend the knowledge base on effective reading interventions for children with Down syndrome (DS). This pilot study explores the effects of online delivery of ABRACADABRA literacy instruction for children with DS alongside supplementary parent-led shared-book-reading (SBR). We hypothesized that children would make gains in reading accuracy and reading comprehension following instruction.

Design: Within-participants design with participants acting as their own controls. Outcome variables were measured at three timepoints: baseline, pre-instruction (following 6-week no-intervention control phase), and post-instruction (following 6-week instruction phase).

Methods: Six children aged 8 to 12 years with a diagnosis of DS met inclusion criteria. A battery of standardised assessments was administered to measure outcomes. During the instruction phase, children participated in three 60-minute ABRACADABRA sessions each week with an online facilitator (total 16-18 hours of instruction) and two 15-minute SBR sessions weekly with their parents. Data was analysed using repeated measures ANOVA.

Results: Participants made statistically significant gains with large effect sizes in their word-level ($\eta p^2 = .694$) and passage-level ($\eta p^2 = .687$) reading accuracy and functional reading comprehension skills ($\eta p^2 = .702$) following instruction. Participants did not make significant gains in passage-level reading comprehension skills.

Conclusions: This study is the first to explore ABRACADABRA for children with DS and one of the first to investigate telepractice ABRACADABRA delivery. Results indicate that children with DS can make gains in their reading skills when provided with comprehensive literacy instruction. The short timeframe of instruction and small sample size are limitations of this study.



Understanding and Resolving Children's Experiences of School Bullying: From Research to Practice

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The purpose of this paper is to examine the evidence-based interventions I developed to resolve children's experiences of bullying and how this was disseminated to the key stakeholders who influence educational practice. My research challenged traditional positivistic approaches to school bullying by using a Foucauldian approach to investigate how power imbalances and systemic inequalities can contribute to bullying relationships between pupils. The anti-bullying interventions aimed to provide a practical guide for educational and psychological practitioners to address the complex nature of bullying. Observations, focus groups and interviews were used to investigate children's experiences of bullying, and develop anti-bullying strategies. These interventions are published in my book 'The Teacher's Guide to Resolving School Bullying' and include a new pupil-led approach which harnessed the voices of pupils and a mentoring programme. Interventions have significantly reduced reports of bullying as children have improved their skills in resolving conflict and formed more respectful relationships with their peers. In order to inform practice in education locally and nationally, these interventions were disseminated

widely to key stakeholders such as school practitioners, local authorities and the government. These interventions have also featured in the national media and generated interest from the public. The impact of my evidence-based interventions will be discussed at a local, national and international level. How these interventions can provide a suitable alternative to traditional punitive methods often used to deal with unacceptable behaviour in secondary schools will be explained.



How do Teacher Messages About Failure Relate to Students' Subsequent Engagement and Achievement?

Laura Nicholson¹, Prof David Putwain, Dr Gulsah Kutuk
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Objectives: Prior to high-stakes examinations, teachers may warn students of the negative consequences of failure in an effort to increase engagement and ultimately achievement. These types of messages, namely fear appeals, have been shown to indirectly relate to engagement and achievement in different ways depending on how they are evaluated by the student. When fear appeals are evaluated as a challenge, they are positively related to engagement and achievement. When evaluated as a threat, fear appeals are negatively related to engagement and achievement. In the present study, we offer a robust test of these relations. Importantly, we assess how fear appeals relate to subsequent engagement and achievement, mediated by message evaluation.

Design: This study used a two-wave longitudinal design and a multilevel structural equation model that controlled for autoregressive and concurrent relations in the domain of mathematics.

Methods: Self-reported data were collected from 1,530 participants, aged 14-16 years, at two time points over the final two years of secondary education. These data were linked to prior and subsequent achievement.

Results: Students who attended more to teacher fear appeals showed greater subsequent engagement, if fear appeals were evaluated as a challenge, and lower subsequent achievement, if evaluated as a threat.

Conclusions: Fear appeals may be an effective strategy to improve students' outcomes, such as engagement and achievement, but only if students evaluate the message as a challenge. Given the difficulties associated with teachers judging students' motivation and emotion as private experiences, fear appeals should be used with caution.



Children's conceptualization of prosociality in primary school classroom settings

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Objectives: Although there is much research on prosocial behaviour, very little aims to understand children's perspectives on prosociality and the influence of school context. This study sought to explore and understand the ways in which children conceptualize and display prosociality in classroom settings.

Design: Activity-based paired semi-structured interviews were used to collect data. A paired interview approach was adopted to counter response bias and power inequality inherent in semi-structured interviews. Moreover, a participatory design was used to promote reflexivity in children and combat a loss of interest.

Methods: A sample of 15 Year 5 students were recruited for the study, the age range of the sample was 9 - 10 years ($m = 9.28$ years). Interviews were divided into two parts; in the first half children were asked questions about their experiences. The second half was structured around a storytelling activity and participants were provided verbal and visual cues to help with the task. Interview transcripts were analysed using thematic analysis.

Results: The analysis yielded three main themes; Conceptualization of prosociality (the essence of helping and kindness), Prosocial encounters in the classroom (helping, sharing and comforting in action) and Personal, social and relational structures influencing prosocial responding in classrooms (the role of teachers in promoting prosociality).

Conclusion: This study highlights children's understanding of prosociality in a structured environment and the impact classroom settings have on prosocial displays in children. The classroom ethos, as well as teacher's classroom strategies, are imperative in promoting positive interactions and prosociality in children.

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Test Anxiety, Anxiety Disorders, and School-Related Wellbeing: Manifestations of the Same or Different Constructs?

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Previous studies have shown that highly test anxious persons report frequent symptoms of anxiety disorders and can meet criteria for an anxiety disorder. However, it is unclear whether test anxiety should be treated as distinct to, or a manifestation of, anxiety disorders. Furthermore, the Dual Factor Model of Mental Health proposes that high subjective wellbeing cannot be solely inferred from the absence of psychopathology. No studies, thus far, have examined the Dual Factor Model in relation to test anxiety (TA). In the present study, we examined how TA, generalized anxiety (GAD) disorder, panic disorder (PD), and subjective wellbeing in the school domain (SW) were related in a sample of 918 adolescents (mean age = 15.77 years) using network analysis and latent profile analysis. Results from the network analysis showed that TA, GAD, PD, and SW were represented as distinct constructs. Bridge nodes were identified that linked TA with GAD, PD and SW. The latent profile analysis identified three of the four profiles predicted by the Dual Factor Model comprising of 'troubled' (low SW, high TA, GAD, and PD), 'complete mental health' (high SW, low TA, GAD, and PD), and 'symptomatic but content' (average SW, TA, GAD, and PD). We concluded that TA was distinct to, rather than a manifestation of, GAD and PD. We found support for Dual Factor Model, albeit not unequivocal, using TA as an additional indicator of psychopathology, to that of GAD and PD.

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Expert teaching: what matters to expert teachers? A cultural-historical perspective on relational teaching

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Teacher expertise is commonly regarded as fast and fluent pedagogical decision-making. Research in this area has predominantly applied deliberate practice or a novice – expert continuum models of expertise to the practice of teachers. Drawing on cultural-historical theory, this study considers teachers' own understandings of expert teaching, and how their motives relate to their teaching processes. The present study consists of 9 secondary school teachers in one secondary school in England to discern how they work with pupils and the curriculum in their work. The Vygotskyian perspective taken by this study entailed an inquiry into the teachers' intentional actions in everyday teaching. Each teacher was interviewed at the outset and the end of the school-based fieldwork for their beliefs on expert teaching and what matters to them about their own teaching. In between these interviews each of them was observed in 3 lessons and undertook up to 5 structured reflections. The data was analysed deploying concepts from cultural-historical theory, particularly two sets of concepts developed within the approach. One is an adaption of the analytical concepts developed by Edwards (2010) into her work of the relational expertise of multi-agency professionals. The other is from the research of Hedegaard (2005) into development and learning 'the double move'. The findings indicate that teachers work relationally with pupils and the subject-matter of the curriculum. Two motives surfaced: subject and future agency, which were mediated by a teaching process as a form of teacher talk: metacommentary.

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COVID-19 Meets Control-Value Theory: Emotional Reactions to Cancelled High-Stakes Examinations

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Objectives: Schools in England and Wales were closed in March 2020, and high-stakes examinations scheduled for summer 2020 were cancelled as part of a package of measures to curb the spread of the COVID-19 pandemic. The emotional reaction of students to having important examinations cancelled is not known.

Design: Based on Control-Value Theory, we examined how four retrospective emotions about cancelled examinations (relief, gratitude, disappointment, and anger) and one major prospective emotion (test anxiety) were related to control-value appraisals. We included two forms of control appraisals (expectancy of success and causal attribution) and distinguished between positive (importance and usefulness) and negative (effort cost) dimensions of the perceived value of the cancelled exams.

Methods: A sample of 474 participants in their first year of upper secondary, or undergraduate, education completed self-report measures of appraisals and emotions.

Results: Applying a robust latent modelling approach, we found that relief and gratitude were related to the interactive combination of low expectancy and high value, and anger to the interactive combination of high expectancy and high value. Disappointment was related to expectancy only. High test anxiety was related to the additive combination of high expectancy and high positive/negative value.

Conclusions: These findings offer broad support for the propositions of CVT that emotions arise from control-value appraisals and show how the underpinning appraisals of achievement emotions can differ when the emotion referent is cancelled examinations rather than success or failure.



Longitudinal Associations between Adolescent Psychosocial Factors and Education and Employment Status Among Individuals with Common Mental Health Problems: New Evidence from the Next Steps (LSYPE) Cohort Study

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Objectives: Young adults that are not in education, employment or training (NEET) represent an international problem. Poor mental health is recognized as a strong predictor of being NEET and there is increasing concern that psychosocial aspects in adolescence may influence life chances. We examined associations between adolescent psychosocial factors and subsequent NEET status among those with common mental health problems.

Design and method: We used data from the Next Steps Cohort Study. Adolescent mental health and psychosocial factors were measured at Wave 2 when participants were aged 15-16 while still in compulsory education. Those with poor mental health were identified using the General Health Questionnaire which comprised the sample for this study. Outcome was NEET status from Wave 8 at age 25-26. Associations were investigated using logistic regression models adjusted for sex, ethnicity, socioeconomic status and caring responsibilities.

Results: 12% (n = 276) of the young adults (n = 2,224) were NEET at age 25-26. Logistic regression model showed that self-esteem, locus of control, bullying, physical activity, job aspirations, and attitudes to school during adolescence predicted NEET status after adjusting for socioeconomic status, sex, ethnicity, and caring responsibilities (ORs ranged from 0.96 to 1.83). Educational aspirations, substance use and behavioral problems were not significant.

Conclusion: Psychosocial factors during adolescence influence education and employment outcomes in young adulthood. Investment in psychosocial wellbeing of young people is necessary. Identification of those at-risk for becoming NEET needs screening for psychosocial conditions. Targeted support at school, community and clinical settings could prevent undesired outcomes.



Exploring the relationships between fear and efficacy appraisal, student engagement and teacher-student relationships prior to high-stakes exams

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Purpose: This study explores how student appraisal of fear and efficacy appeals interact and impact on student engagement. Additionally, the impact of teacher-student relationships upon student appraisal of fear and efficacy communications is explored.

Background: Teachers use a variety of techniques to prepare students for their GCSEs. A body of literature has explored the impact of 'fear appeal' communications, which highlight to students the negative consequences of their failure of exams. However, to date, research into the impact of fear appeals in the educational setting has largely ignored the potential impact of 'efficacy' appeals, which considers how to avoid failure through communicating test-taking practices and preparation skills. Following the development of a measure to assess how students appraise efficacy communications from their teacher, this research aims to explore the relationship between fear and efficacy appraisal within the classroom context and how the combined appraisal of these messages impacts upon student engagement and is affected by student-teacher relationships.

Methods: 1062 Year 11 students across 7 schools completed a battery of questionnaires, assessing students appraisal of efficacy appeals and fear appeals, student engagement and students' views of their relationship with their teacher. Data will be subjected to a variety of analysis techniques (including: structural equation modelling; multi-level modelling; mediated moderation analysis; cluster analysis) in order to explore relationships between the variables.

Conclusions: Analysis will be conducted in July and findings will be presented at the conference.



A qualitative investigation of teachers' knowledge and beliefs towards inclusive education for children with ADHD

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Objectives: Limited research attention has been given to understanding teachers' knowledge of Attention Deficit/Hyperactivity Disorder (ADHD) and their beliefs towards the inclusion of children with ADHD in mainstream education. To address this, the current study examined teachers' ADHD knowledge, attitudes towards inclusion and their use of inclusive practices for children with ADHD.

Design: The study used a qualitative design in order to tap into teachers' knowledge, experiences, beliefs and inclusive behaviours for children with ADHD. Semi-structured interviews were conducted with teachers (n=10) employed in Scottish schools. Thematic analysis was used to analysis the data.

Results: Four themes were identified: ADHD Existence and Importance; Girls Go Under the Radar; The Impact of Limited Training; Working Inclusively. Teachers' perceptions may impact upon ADHD diagnosis and successful inclusion. The findings highlight the importance of training to educate teachers about the causes of ADHD and the role of gender in symptoms. Further, school leaders must support classroom teachers to use effective inclusive practices.

Conclusions: The study brings us closer to recommendations for teacher education and professional development surrounding ADHD. The use of how such empirical findings can be used by practitioners will be discussed.



Oral Presentation Abstracts – Thursday 9th September 2021

Listed Alphabetically by surname of presenting author

Starting School - contrasting perspectives from teachers and mothers in the UAE

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Objectives: A positive first transition to school leads to greater academic and social success. Ecological perspectives argue that the child, school and family are all stakeholders, involved in and affected by transitions. Therefore, understanding the viewpoints of stakeholders about the first days in school is essential. This study aimed to examine the experiences of teachers and mothers about children's first days in school.

Design: Semi-structured individual interviews were conducted with teachers and mothers of children starting school in the private school system in the United Arab Emirates (UAE).

Methods: 10 foundation stage teachers, 10 UK expat mothers living in the UAE and 10 UAE mothers were interviewed. All were teachers or parents at the British curriculum private schools in Al Ain in the UAE. Participants were asked to reflect on their child's first days in school, or the first days with a new class. Responses were transcribed and analysed using thematic analysis.

Results: Two themes emerged for teachers: 'A New Order' and 'Talking not Crying', the focus of the first few days at school was on establishing routines and order, which would indicate successful transition. Crying is seen as a barrier to a successful transition. For mothers, the main themes were: 'Positive Experiences' and 'Adapting to Change', with no differences relating to nationality.

Conclusions: The findings suggest key stakeholders - teachers and parents - have different expectations around the first few days in school and what indicates a successful transition. Implications for transition policies and practices are discussed.



Rethinking Engagement with Learning for Neurodiverse Students

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Purpose: Neurobiological differences, such as those associated with autism, are increasingly conceptualised within a neurodiversity framework rather than disorder or deficit. This paper explores the implications of neurodiversity frameworks for the conceptualisation and measurement of engagement with learning to support improvements to inclusive learning activities and environments.

Background: Findings from autism research in education, psychology and neuroscience indicate differences across multiple domains that impact a student's experience of their learning in ways that are expected to vary between learning activities and contexts. However, engagement with learning is often conceptualised as a trait of the individual rather than a quality of a specific learning experience for the student.

Methods: A broad literature relating to differences associated with autism across all domains was reviewed for the relevance to, and implications for, students' experience of learning and the associated barriers to inclusion for autistic students. The existing learning engagement models and instruments were reviewed for their relevance and appropriateness for autistic students. An alternative contextualised multicomponent model of learning engagement was developed that reflects a broad range of social, cognitive, emotional, and behavioural domains anticipated to impact autistic students experience of learning.

Conclusions: This adapted model of learning engagement is contextualised and sensitive to difference, more fully supporting the exploration of the experience of learning for neurodiverse student populations. Further work is needed to develop this model into instruments that allow for group differences and contextual factors impacting engagement to be better understood and support more inclusive learning environments.



Adult Students' Perceptions of Constructivist Learning, Control-Value Appraisals, and Achievement Emotions in Further Education Mathematics

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The current study aimed to explore the links between students' perceptions of cognitive constructivist principles in learning and their achievement emotions in mathematics. A quantitative, questionnaire-based approach was used to investigate the relationships between perceptions of four constructivist-informed classroom practices, students' appraisals of control and value, enjoyment, and anxiety using a sample of adult students (N =103) of level 2 mathematics in Further Education. Multiple regression analyses revealed that perceptions of investigation learning related positively with control appraisals, value appraisals, and enjoyment, and negatively with anxiety. Perceived involvement in learning was negatively, and cooperative learning positively, related to anxiety. Appraisals of control and value positively related to enjoyment, with intrinsic value yielding the strongest relationship. Control appraisals negatively related to anxiety. Our result therefore indicate that implementing investigation learning may be a promising route through which teachers can create more positive learning experiences in mathematics for adult students in Further Education.



Gender and socio-economic achievement gaps at A Level: Are these explained by expectancy and value?

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Aims: The aim of the present study was to investigate how gender and socio-economic status (SES) relate to A-level achievement mediated by expectancies, values and their interaction. This has not been previously examined but expectations and values are known to relate to educational performance and are influenced by gender and social class.

Method: The sample consisted of 396 students in their final year of studying A-levels, including 193 female and 203 male students from 11 schools. Adapted from the self-and-task perception questionnaire (Eccles & Wigfield, 1995) an 11 item questionnaire was used to investigate students' expectations and values about A-level achievement.

Results: Both expectations of success and subjective task value were predicted by gender and level of parental education but number of household possessions related only to expectations. A-level achievement was predicted by parental education but there was no relationship with gender, or household possessions. Achievement was predicted by expectations, values and their interaction, over and above the variance accounted for by gender and measures of SES.

Indirect relations with achievement, mediated by expectancy of success, were shown for gender, parental education, and number of household possessions. Males, students with a higher level of parental education, and students from households with a higher number of possessions, all performed better in their examination due to higher expectancy of success; higher subjective task value amplified these relations.

Conclusion: Findings from this study aim to further understanding of factors that affect A-level performance and has implications for those interested in narrowing educational gaps.



Self-efficacy in education: A triadic model of learning challenges, verbal persuasion, and perseverance

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Objectives: This study aimed to confirm the benefit of self-efficacy in education. In particular, this study aimed to develop a triadic model including learning challenges, verbal persuasion, and perseverance. This helped in exploring that learning challenges and verbal persuasion would improve a student's perseverance to achieve their academic goals. This is in the light of Bandura's Self-Efficacy theory.

Design: This mixed-methods research included two sequential phases; a qualitative investigation followed by a quantitative study.

Methods: Semi-structured interviews were conducted on undergraduates. Three themes emerging from the qualitative data analyses (i.e. learning challenges, verbal persuasion, and perseverance) informed the development of the questionnaire, which was administered on a random, survey, sample of 2174 undergraduates. The questionnaire's structural validity and Cronbach's α were investigated.

Results: To test the conceptual model, a measurement model (by using confirmatory factor analysis) and then a structural model (by using structural equation modelling) were investigated. The final model fit the data well (χ^2 [df] = 424.286 [60]; $p < .001$; CFI = .928; TLI = .906; RMSEA [90% confidence interval] = .060 [.055-.066]; SRMR = .044). All the latent variables were associated significantly and positively with each other.

Conclusions: Bandura's Self-Efficacy theory were initially developed in psychology, but it is applicable to students' learning, especially in challenging times or when they are under pressure. It is worthwhile to develop the current model by adding other elements of self-efficacy such as performance accomplishment and emotional arousal.



Interleaving as a learning strategy: Facts or skills?

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Interleaving is a learning technique which involves contrasting examples or tasks rather than presenting items of the same type in a block. It leads to improved retention and transfer (Brunmair & Richter, 2019; Firth, Rivers & Boyle, 2021), and as such may be seen as 'evidence-based'. However, given that the bulk of the supporting evidence is lab-based, it was important to establish this benefit in the field and with authentic stimuli. In addition, previous studies have typically focused on factual knowledge, whereas educators may perceive the learning of cognitive skills such as analysis to be a higher priority. To address these issues, I conducted a field experiment which focused on critical thinking skills in the psychology classroom. Over a single lesson, 99 pupils across two secondary schools engaged with a set of examples based on a school social psychology topic, and experienced these in either a blocked or interleaved order. Some examples modelled analysis or evaluation, and others modelled the 'lower' skills of description and explanation. In addition, some learners engaged in self-explanation, and others did not. Participants were then tested in their ability to categorise novel examples. Despite the brief nature of the intervention, findings showed a significant benefit of interleaving over blocking, while the trend in favour of self-explanation did not reach significance. This demonstration suggests a possible classroom use for interleaving in developing critical thinking skills in science or social science classrooms, and I will discuss possible next steps in this research area.



The Sun, the Workload and the Relationships: a comparative study between the UK and UAE primary teachers' workplace wellbeing

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Objectives: This comparative study examines factors that affect primary teacher workplace wellbeing (PTWW), for teachers who live in the United Kingdom and expatriate UK teachers living in the United Arab Emirates.

Design: A mixed-methods approach was utilised to attain a holistic picture of PTWW. An online survey measuring workplace wellbeing, resilience and teachers' sense of efficacy explored factors that contribute to workplace wellbeing. 16 teachers were interviewed for their views on workplace wellbeing.

Methods: The online survey sample was made up of 353 participants from the UAE (n=162) and UK (n=191). Psychosocial factors and demographic information including location were included as predictors in a regression analysis of workplace wellbeing. A sample of 16 participants (8 UAE & 8 UK) was interviewed online about their work in school, their environment and wellbeing. Thematic Analysis was used to analyse the transcripts.

Results: The results show that factors from teacher personal resources can protect PTWW, whereas factors from teacher home-life, workplace environment, and the Covid-19 Pandemic can either boost or lower PTWW. This study identified that the factors of resilience, self-efficacy, and accomplishments differ according to location, but many factors were salient in both location samples.

Conclusions: Findings show that the core factors that affect primary teachers' wellbeing are universal across the UAE and UK samples, and are nested in an ecological system of personal resources, homelife experiences, workplace environment, and world events. Future research could further investigate factors contributing to Teacher Psychological Capital and their intersection with environmental factors in influencing PTWW.



A self-determination theory perspective on social and emotional learning

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Purpose: This paper presentation explores how self-determination theory (SDT), a theory of human motivation, can be used to support social and emotional learning (SEL) in schools.

Background: SEL is focused on helping students develop five core competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. SEL has gained popularity in the last decades because of its positive impact on students' wellbeing, prosocial behaviors, and academic outcomes. Numerous SEL programs are now available for implementation in schools. SDT informs us that the way these programs are implemented can greatly influence their impact. Specifically, SDT can help schools create a caring and positive social climate that will support students' autonomous motivation towards learning SEL by bringing attention to the motivational mechanisms that underlie human behavior and the role of the schools' social context.

Position: SDT complements the principles and informs the implementation of SEL programs by providing a framework to better understand how the basic psychological needs (autonomy, competence, and relatedness), goals, and motivation of both students and staff influence the teaching and sustainable learning of social and emotional competencies. SDT research also identifies the ways school staff can facilitate the development and maintenance of social and emotional competencies through the provision of autonomy support, structure, and involvement in high-quality relationships with students.

Conclusions: Schools can use SDT concepts, findings, and practices to inform the implementation of SEL programs and support student social and emotional competence development to ensure long-term benefits for both students and staff.



Music in Secondary Education: A Study of Predictors and Implications of Music Subject Choices at Age 16

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Objectives: This paper aims to extend our understanding of the pupil profile of those who choose music subjects at Key Stage 4 (KS4), and how this relates to pupils' overall academic performance at the KS4 final assessments, usually at age 16. The driving research question addresses the relationship between music subject engagement and the KS4 academic performance over and above other contributing factors.

Design: This paper reports a secondary data analysis using administrative data made available through partnership with a local government in England.

Methods: The secondary data included 2257 pupils from ten mainstream schools, one pupil referral unit, and one special school. The independent variables were demographic (gender, ethnicity, language, special educational needs, age), academic (standardised test results at age 11, total number of KS4 subjects chosen), and socio-economic (pupil postcode, free school meals). Two regression analyses with clustered errors modelled KS4 music subject choice and KS4 academic achievement in English, Mathematics, and other English Baccalaureate subjects.

Results: Choice of music as a subject at KS4 was positively and significantly predicted by strong academic and socio-economic background ($R^2 = .23$). Furthermore, this choice of music at KS4 was associated with greater academic performance, even when controlling for other significant predictors ($R^2 = .88$; $b = 2.26$, $p = .04$, $f^2 = .09$).

Conclusions: More affluent pupils with a stronger academic profile are more likely to choose music subjects and perform well at KS4. The role of music in predicting positive academic performance has important educational policy and practice implications.



Enhancing the Competency Levels of ELSA Practitioners

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Purpose: Across schools in England and Wales, pupils with emotional needs have been receiving support via the Emotional Literacy Support Assistant (ELSA) programme. The signs for ELSA referral are behavioural problems which are varied in nature. For example, some pupils may have suspected special educational needs, mental health or emotional needs. The pupils being undiagnosed in one of those categories can undergo the ELSA intervention. This leads to the following question: Is the aim to change the behaviour or address the emotional needs of the pupil? Our paper calls for addressing the gaps in delivering a safe practice of the emotional literacy programme.

Background: Over the past few years we have seen a surge in mental health problems affecting children and adolescents. Research shows one in six children between the age of 5 and 16 years have probable mental health disorder. In mainstream schools, 25% of pupils with mental health problems display behavioural and emotional problems.

Methods: Our paper examines the current practice of the ELSA programme. We also propose a new framework of changes in the training model in order to enhance the competence level of ELSAs.

Conclusions: Currently, it requires only 5-day training for any Teaching Assistant to be qualified as an ELSA practitioner. We investigate whether this approach is adequate to prepare the TAs as ELSAs with the right skillset to support the pupils, encountering a wide variety of psychological issues of children and adolescents including the vulnerable ones.



Effects of family socioeconomic dynamics on children's socioemotional, behavioural and language development

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Objective: The current study aims to disentangle complex longitudinal associations between dynamics of family SES and developmental outcomes from early childhood to mid- adolescence.

Design and Methods: Data were taken from the Millennium Cohort Study (MCS) when children were aged 9 months to 14 years. The MCS is a longitudinal national cohort study that follows the lives of children born between 2001 and 2002, and the families that raise them. The sample consists of 19243 eligible families.

Key measures include family SES (income, occupation, and level of education), internalizing and externalizing behaviours, and language development. We also controlled for child level (e.g., birth weight) and family level (e.g., household composition) confounders. Data were analysed using regression and latent class growth analysis.

Results: In our first study, we found unique independent time varying effects of family income, parental occupation, and parental education on children's internalizing, externalizing and language developmental outcomes. As children age, their current SES circumstances (e.g., during late childhood) have similar effects as previous SES (e.g., early childhood) on their developmental outcomes. In our second study, we identified different trajectories of family income, occupation, and parental education. These trajectories had unique associations with children's developmental outcomes with longer exposure to low SES leading to poorer outcomes.

Conclusions: Findings suggest that we can improve children's outcomes by reducing their exposure to persistent socioeconomic disadvantage. While most interventions target early childhood, improvements in family SES at middle and late childhood are equally important for developmental outcomes.



Application of the tools of Positive Psychology within the university setting

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Purpose: The aim of the paper is to disseminate the benefits of application of positive psychology in an educational setting on the case study of the second-year elective module 'Applying the Tools of Positive Psychology for Personal and Professional Development' at the University of Westminster.

Background: The identification and assessment of strengths is explored (Linley, 2010), as well as an alignment of strengths with personal goals and their attainment. This is complemented by an investigation into the importance of positive well-being (Diener, 2009), supported by relevant theoretical models, such as PERMA (Seligman, 2011) or Broaden and Build Theory of Positive Emotions (Frederickson, 2009). Theoretical perspectives on 'flow' (Csikszentmihalyi, 1992) are also examined, while techniques of coaching psychology, such as GROW model (Whitmore, 2002) for enhancing positivity, are practiced. The module is ideal for developing strategies of resilience (Bhamra et al., 2011), necessary for achieving personal and professional development.

Methods: With a view of accompanying theoretical concepts from positive psychology that provide a useful knowledge base, many self-reflective and co-coaching activities are used to help students with acquiring relevant transferable skills that are perceived crucial for personal empowerment and enhancement of their future employability. They are also offered 2 psychometric tools: 'Strengths Profile', which identifies and assesses their individual strengths, and 'RQi' – Resilience tool, which measures their resilience levels.

Conclusions: This presentation emphasises the importance of theoretical underpinnings stemming from positive psychology that are effectively applied to aid students' learning process and raise their self-confidence to enhance personal and professional growth.



'Project Real': Co-creating an intervention to help young people recognise fake news

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Objectives: Fake news spreads six times faster than the truth (Science, 2018) and is believed around 75% of the time (Silveman & Singer-Vine, 2016). It is therefore vital to equip young people with the skills to recognise fake news. While fake news interventions exist, they are often aimed at adults and designed by adults.

Design: This project used co-creation between young people, social media influencers, academics and teachers to design an engaging intervention to give young people the skills to recognise fake news and tested its' efficacy. **Methods:** The project was co-created online by N=18, pupils aged 13, N=6 social media influencers, N=3 teachers, N=4 academics. They developed five hour-long sessions which make up 'Project Real'. These sessions were then delivered by teachers to young people aged 11-13 (N= approx. 300). To test the project's efficacy, participants completed a questionnaire before, after and six weeks following the programme. Measures included ability and confidence in identifying fake news. Teacher and pupil interviews will also be conducted to qualitatively understand the impact of the project and improve it for the future.

Results: The co-creators enjoyed the co-creation and felt that working with influencers had enhanced the project. The quantitative data from the post-tests are currently being collected. However, it is expected that participating in 'Project Real' will enhance participants' confidence and ability in recognising fake news.

Conclusions: The project provides evidence of the efficacy of co-created interventions and how they can be used to enhance young people's ability to recognise fake news.



Evaluating an initiative to introduce non-experts to the neuroscience of child development

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The Brain Story provides a knowledge platform, including a certification course, to articulate key scientific research about how experiences change the way brains are built, and the associated mechanisms that drive the intergenerational cycle of adversity. This understanding is fundamental to improving long term mental and physical health outcomes. The Brain Story provides an accessible, shared language and a series of metaphors to illustrate concepts such as executive function, resilience and stress. Through implementation for professionals across the fields of education, social care, health, criminal justice, charities and the wider community, the Brain Story aims to promote mutual understanding and communication.

This mixed-methods research explores and evaluates how the Brain Story is being delivered to understand its reach and impact. Introductory seminars are being presented to the professional communities, with pre- and post-seminar questionnaires employed to establish their efficacy. Questionnaire data is also collected prior to and on completion of the full certification course. To gain a deeper insight into professionals' perspectives on how the Brain Story has impacted their knowledge and practice, semi-structured interviews are being carried out on a subset of participants. Statistical within-groups and between-groups analysis is employed for the quantitative questionnaire data; a thematic approach is used to analyse the qualitative interview data.

Initial results (N>100) suggest professionals are gaining knowledge from attending a Brain Story presentation and embracing the associated resources. It is too early to draw any conclusions regarding changes in practice and impact; this will be established as more data is gathered.



Family socioeconomic status and educational achievement: Examining the mediating role of school absenteeism

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Objectives: The current study aims to contribute to our understanding of the socioeconomic status (SES)-achievement gap by examining the extent to which this association is mediated by school absenteeism.

Design and Methods: Data were drawn from the Scottish Longitudinal Study (SLS), a large-scale, semi-random anonymized linkage study capturing 5.3% of the Scottish population. The SLS links household information from the 2001 Census to administrative school data. Our sample consists of two SLS cohorts (n=4,419).

Measures include family SES (at individual and neighbourhood level), absenteeism (overall and specific forms such as sickness, truancy etc) and achievement at the end of compulsory secondary schooling. A rich set of child and family level confounders were also included. We adopted a stepwise approach to test our hypotheses using both OLS regressions and path analysis.

Results: In study 1, we found associations between dimensions of SES (individual and neighbourhood) and forms of school absenteeism (overall and specific forms). Study 2 partially confirmed our hypothesis that both overall and specific forms of absenteeism are negatively associated with educational achievement. However, contrary to our expectations, the association between absenteeism and achievement was stronger among higher compared to lower SES groups. Analyses of study 3 examining whether forms of absenteeism mediate the association between SES and achievement is ongoing.

Conclusions: Findings suggest several pathways from SES to school absenteeism and achievement. It also suggests a need to consider different dimensions of SES and reasons for school absence to unearth key theoretical nuances in the SES, absenteeism, and achievement relationship.



Support strategy from high school teachers for students' job application in Japan

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Purpose: The time for support of high school students who seek employment is short in Japan; effective support is a challenge but the actual support required has not been elucidated. This study proposes a theory to explain and predict the job-application support process by teachers, to assist inexperienced teachers.

Design: We adopted the modified grounded theory approach (M-GTA) to clarify the analysis procedure, to build a theory that can explain and predict the process of interpersonal interaction.

Method: Participants: We included seven high school teachers from the Tohoku region of Japan with experience in employment guidance.

Procedure: Having set the analytical theme and the analytical focus persons, semi-structured interviews were conducted and created interview transcripts. The continuous comparative analysis was performed using analytical worksheets, a concept list, result diagrams and theoretical memo-note.

Result: In our rudimentary result diagram, three interaction stages emerged. The teacher's 'supervisor' identity leads to a 'formal relationship' stage and the strategies include 'routine interviews', 'minimum corrections', and 'coercion of teacher's view'. 'Friend identity' leads to 'collaborative relationships' stage and the strategies here include 'approval of employment desired' and 'intimate communication'. A 'parental' identity leads 'accompanied relationship' stage and includes strategies such as 'technical and psychological support'. The consequences of 'collaborative' and 'formal' relationships are student not staying in the job, while the consequence of 'accompanied' relationships is the continuation of work.

Conclusion: The results diagram enables teachers to identify status and goals of their own developmental stages and student support strategies, and thus provide effective support.



Critical Thinking in Higher Education: How can technology-enhanced intervention support the development of critical thinking skills?

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Objectives: This study evaluated a technology-enhanced intervention which aimed to improve critical thinking among university students based on the behavioural approach of Precision Teaching (PT) and the pedagogical approach of structured problem-based training.

Design: The intervention introduced four common informal logical fallacies in two 'bite-sized' learning episodes. We compared the learning performance of three experimental groups: a PT intervention group (A), a PT plus problem-based training intervention group (B), and a self-directed learning control group (C).

Methods: A total of 57 participants were tested at pre- and post-intervention on their ability to identify the four target fallacies, as well as on a standardised logical fallacy-identification test. Participants completed two 20-minute bite-size learning episodes during the intervention, each including: 1) a pre- and a post-episode assessment; 2) a learning video; 3) a practice phase specific to each group. The two intervention groups (A and B) received frequency-building practice aimed at increasing the rate of fallacy identification, with the addition of problem-based training in the PT plus group (B). The control group (C) was exposed to the same instructional materials without the requirement of high-rate in fallacy identification.

Results: Participants improved their performance in the fallacy identification tasks post-intervention, regardless of groups. The intervention groups (A and B) scored significantly better than the control on the standardised fallacy-identification test (C).

Conclusions: Our findings suggest that the bite-sized video-based intervention improved critical-thinking skills among students. Frequency-building procedures also fostered generalisation of learning into novel contexts.



Poster Presentation Abstracts

Listed Alphabetically by surname of presenting author

Posters will be available to view for the duration of the conference with a Q&A session on Friday – please view the programme for more details.

The role of family structures and interpersonal relationships in predicting bullying victimisation at school and online for British children.

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Objectives: Despite increased awareness, face-to-face bullying and cyberbullying remain prominent issues for young people. Little is known about how family structures and relationships at home and school may contribute to victimisation; the present research endeavoured to address this.

Design: Secondary British data was obtained from the HBSC 2013-14 survey. This large-scale cross-sectional dataset offered an insight into the health, wellbeing, and social lives of young people, allowing for the exploration of different factors on cyberbullying victimisation.

Methods: The dataset involved 16,421 children aged 11-, 13-, and 15-years completing a detailed questionnaire: this study focussed on questions surrounding bullying, family descriptions, and perceived relationships. A series of logistic regressions were conducted.

Results: Three family structures predicted victimisation at school and online. Living with both biological parents was protective (School, $p = .002$; Online, $p < .001$). Living with a stepmother increased the risk of victimisation (School, $p < .001$; Online, $p < .001$); as did living in foster care (School, $p = .001$; Online, $p < .001$). Children in these family circumstances were more likely to perceive their relationships with their families, teachers, and classmates as negative.

Conclusions: Findings highlight the role of families and schools in bullying victimisation, and some at-risk groups. Nonetheless, longitudinal research is necessary for understanding how these relationships may change over time.



The enduring link between poverty and mathematics attainment in Scottish primary schools.

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The research investigates the link between relative deprivation and poorer attainment in mathematics in one Scottish local authority's primary schools to help identify evidence-based interventions most likely to improve outcomes in mathematics for children from relatively deprived backgrounds. Reading and mathematics attainment at age 7 and 11 are predictive of socioeconomic status in later life. The first stage of the research is complete, involving analysis of secondary data which is attainment data from the 2017 cohort of Primary 7 children in one Scottish local authority ($n=1,080$) in order to determine whether there is a relationship between relative deprivation and lower attainment in mathematics. The attainment data for this population are standardised general mathematics, reading, mental arithmetic and developed ability scores ($X=100$, $SD=15$). The scores are obtained using an adaptive computer-based assessment administered annually. Statistical analysis by hierarchical logistic regression was carried out with Free Meal Entitlement (a proxy measure for poverty) as the outcome variable and mental arithmetic, reading and developed ability scores entered as predictor variables in Block 1 and general mathematics scores added at Block 2. The addition of general mathematics at block 2 significantly improved the fit of the model ($\chi^2 = 21.992$, $2df$, $p < .001$). These results confirm general mathematics scores as strongly predictive of free meal status and as an appropriate outcome measure for interventions to tackle the poverty-related attainment gap. The next stage of the research is to determine interventions likely to improve outcomes in mathematics for more deprived children.



How do secondary school teachers conceptualise and address children's involvement in gang-related crime?

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There is clearly significant harm, both physical and psychological, afflicting children involved in gang-related crime. Less clear is how schools can address this issue in a safeguarding capacity, and the role teachers play in addressing gang-related crime in their day-to-day work. According to the Home Office, schools are in a prime location to contribute to action and policy in this area due to their centrality in children's lives, underpinning the aim of the current study: to investigate how secondary teachers conceptualise children's involvement in gang-related crime, and how educational practice is informed by this. This is investigated using two research questions: (1) how is children's involvement in gang-related crime addressed in the context of the secondary school, and (2) what more could be done to equip schools for working with at-risk children? Thusfar, 6 semi-structured interviews with secondary teachers in London and the Home Counties have been completed, though the ideal sample size by completion is 12. Once transcribed, all interviews are to be coded and analysed using thematic analysis. Speculative themes are discussed in the poster and relate to: signs of involvement, early exposure to trauma, building nurturing relationships, barriers to parental engagement, and multiagency work. It is hoped that this study will contribute to policy change in the area, specifically statutory guidance on a national strategy for County Lines, which does not yet exist. Moreover, findings can inform teacher training curricula and behavioural policies within educational establishments, having 'on the ground' implications.



Nurturing children's wellbeing with Book of Beasties: The Mental Wellness Card Game

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Objectives: Book of Beasties (BoB) is a manualised, school-based, socio-emotional intervention designed for primary-aged children (age 6+). It aims to destigmatise mental health, raise pupils' emotional literacy and enhance wellbeing. BoB uses a play-based, guided learning approach and offers a flexible resource for practitioners, including educational psychologists, with responsibilities for supporting children's wellbeing. The current study aimed to determine the merit and feasibility of conducting a full-scale evaluation.

Design: An exploratory case study of a single London primary school was undertaken to investigate perceptions and experiences of programme recipients, staff delivery agents and parents/carers.

Methods: Selected by purposive sampling, participants comprised Year 4 children (n = 4; two boys, two girls; age 8- 9 years) who completed the five-week BoB programme, staff delivery agents (n = 2), and parents/carers (n = 4). Data were collected from a focus group with children and semi-structured interviews with adults, and thematically analysed.

Findings: The integrated data generated four thematic categories: Making sense of BoB; Fantasy world component vs real world component; Knowledge and application of socio-emotional literacy, and Assessment and development of BoB. Preliminary evidence suggested that BoB benefitted children by enhancing socio-emotional skills (e.g., prosocial behaviour and empathy) and increasing subjective wellbeing. Specific programme components were elicited (e.g., fantastical elements and sensory-focused activities) which may have influenced positive child outcomes.

Conclusions: BoB was identified as a promising resource for primary schools which can be delivered by staff including paraprofessionals. Justification for a full-scale evaluation to examine effectiveness and process issues was established.



Musical and physical activities and their relationships with school engagement, social and academic self-concepts and theory of intelligence

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Objectives: Engagement in musical and physical activities has been shown to be positively associated with academic performance. Less is known about the interaction of these activities with school engagement or other psychological constructs in adolescents. This study aims to investigate the relationships between participation in musical (MAC) and physical (PAC) activities with students' school engagement (SEM). Additionally, it is asked whether these relationships are influenced by students' academic (SCA) and social (SCS) self-concepts, and theory of intelligence (TOI).

Design: A cross-sectional design is employed with the aim to support findings with further longitudinal analyses.

Methods: The sample consists of 3903 students (59.3% female, 1.7% others, age: M=12.5, SD=2.0, 5th to 11th grade) from German and UK secondary schools. The data comprise of MAC and PAC, SCA and SCS measures, a subscale to assess incremental TOI, and one overall factor for SEM. Analyses include Pearson correlations and mediation analysis models.

Results: The correlations between MAC and PAC with the mediators SCA, SCS, and TOI are very small ($r=.05$ to $.18$, $M=.12$); the correlations between the mediators and SEM are much higher ($r=.10$ to $.54$, $M=.33$). The mediation analyses show that the relationships between MAC and PAC with SEM were partly mediated by SCA, SCS, and TOI. The significant standardized indirect effects were between $.01$ and $.10$.

Conclusions: This study indicates that associations between MAC and PAC with SEM may be mediated by self-concepts and theory of intelligence. Longitudinal data need to be analysed to differentiate and compare these preliminary results.



Adaptation of foreign children to the local educational system: Education, migration and xenophobia in Switzerland and Russia

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Both Switzerland and Russia are comprised of linguistically distinct regions and have an impressive subpopulation of foreign residents including children. Both countries have a long history of peaceful co-existence of people of different cultural and religious background. Yet, their understanding and means of integration of foreigners into the local society differ significantly.

In Russia, schools do not usually provide language lessons for foreign children, so it remains the responsibility of parents to arrange and pay for language tuition. Switzerland, on the other hand, integrates children both linguistically and culturally from day one of attending school. Due to the heritage of Soviet Union, the newcomers often have a fair command of Russian, whereas Swiss foreign population is more likely to require language training. Probably because of this fact xenophobia in Russian schools is a rather rare case, whereas in Switzerland, it happens more and more often during the last years which are also marked with a significant increase in migration from both EU and non-EU countries.

Xenophobia in Russian regions mostly affects adult population. On the contrary, in Moscow and Saint Petersburg segregation has increased significantly during the last three decades which also impacted educational realities.

All across Switzerland instances of ethnic and linguistic segregation is a worrying and persistent trend. Swiss school curriculum includes lessons on the topics of multiculturalism, religion and culture, which, however, cannot stop this tendency on its own.

Possible solutions include social programmes on the federal, community and regional levels apart from school-based measures.



Using artificial intelligence in education: integrating psychological and pedagogical tools

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The ongoing digitalization of education came at a cost of making educational processes more efficient yet less personal. Students' motivation, however, significantly decreased due to reduced sense of belonging and mutual encouragement.

Every student is different, and learning can and should become more individual, which becomes possible with help of artificial intelligence, deep learning and big data methods. Depending on the concrete student's cognitive skills, emotional reactivity and intelligence as well as knowledgeability and personal interests, course materials can be presented in an individual sequence, differ in depth and content and train particular skills.

Using gamification in education can significantly boost motivation and improve attention. Young people demonstrate better concentration and attention when learning is less monotonous and has interactive, playful, variable, engaging and creative elements.

Artificial intelligence (AI) tutors may help where human tutors are inefficient, i.e. finding quick answers by performing a search with help of big data and machine learning algorithms. In the future, AI learning systems with integrated psychological services will be developed where students will be having meaningful conversations with AI tutors, and their emotions, attention level and personality will be taken into account when suggesting them one or another educational activity. Furthermore, students with mental health issues will be able to access digital tools which would help them improve their mood, memory or attention while attending educational sessions with their AI companions.

In this presentation, we assess future perspectives of AI in educational settings and pinpoint ethical and psychological particularities of AI-based tutoring.



The competencies of effective teacher mentors: Obtaining expert consensus using the Delphi technique

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Objectives: This study has been designed to use the expertise of a carefully selected panel to inform the construction of a new and novel scale to measure teacher mentor self-efficacy beliefs.

Design: To create the scale, the competencies a teacher mentor needs to be effective were identified using the Delphi technique; a well-tested method for establishing group consensus.

Methods: Participants were 26 experienced professionals in teacher mentoring from the UK (83% female; M = 51 years). Data was collected using a Delphi, comprising three rounds of questionnaire and was distributed using Qualtrics. Round one (R1) responses were analysed using thematic analysis, producing a set of teacher mentor competencies which were rated for importance by participants in round 2 (R2). Analyses from R2 were shared with participants for final comment in round three (R3).

Results: Following initial coding, 205 items were identified from R1. Items were grouped into 48 categories, under 4 themes. For each category a teacher mentor competency was constructed. In R2, 38 of the 48 competencies met the a priori consensus criteria. Participants re-rated any competencies that did not reach consensus in R3.

Conclusions: The Delphi was successfully used to determine an initial list of mentor competencies needed for effective teacher mentoring. These competencies will be used to create a scale to measure teacher mentor self-efficacy beliefs. As the Early Career Framework sees a renewed focus on the importance of teacher mentoring, this research provides a timely contribution to informing mentoring practices and shaping the teacher workforce.