

Exploring Accessibility: How Organisational Structure, Tensions and Location Determine the Professional Learning Context for Newly Qualified Teachers in a Rural/Remote Scotland

Tuesday 3 August 2021 - Parallel Session 2 - 12.45pm to 1.45pm (GMT+1)

MURRAY - Preparing Teachers for Rural Schools

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This presentation will seek to examine the role national, local authority and school location of where a newly qualified teacher is placed influences their professional development, and the impact that this may have in the design and delivery of curriculum that needs to be both nationally and locally relevant and situated. Using qualitative methodologies, namely constructivist grounded theory and action research, two research projects were carried out over an 18 month period that sought to explore the level of importance that is given to the relationship of place and the cultural context within the pedagogical construct. Additionally, this presentation will seek to address how utilising a constructivist grounded theory approach can be used to explicate the experiences of newly qualified teachers and the expectations and prescriptions on them at many levels, along with the contradictions therein. Lastly, the above research will be situated in relation to the OECD's (2019) report that examines the differences in learning outcomes and education expectations between rural and urban students. This document is one of the most recent and provides ideas for policy and country experiences that governments may consider to ensure high quality learning for students in rural contexts. The presentation will seek to bring together the national and local influences in the topic and briefly reflect and evaluate the wider influences in the organisational field and the opportunity for learning, development, and reconciliations.