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Clark and

Personal	Aims	Practice	External	Change environment
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D. Clarke, H. Hollingsworth / Teaching and Teacher Education 18 (2002) 947–967

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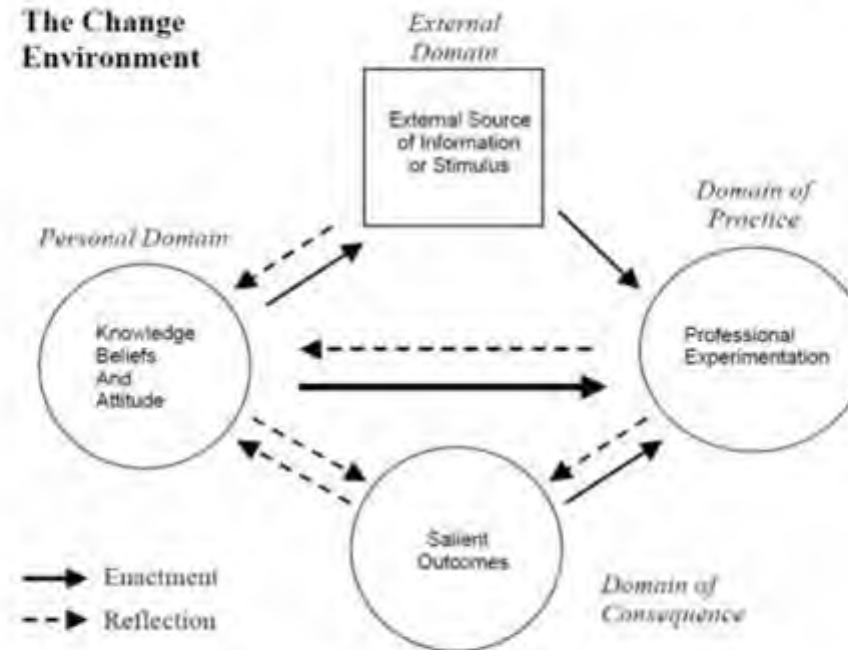


Fig. 3. The interconnected model of professional growth.

however, much of the professional experimentation- "acting", on the grounds that acting occurs in the

What is my own relationship to empire?	How does this determine my aims?	How well are my aims reflected in my teaching?	What resources do I draw on?	How do I account for student perspectives?
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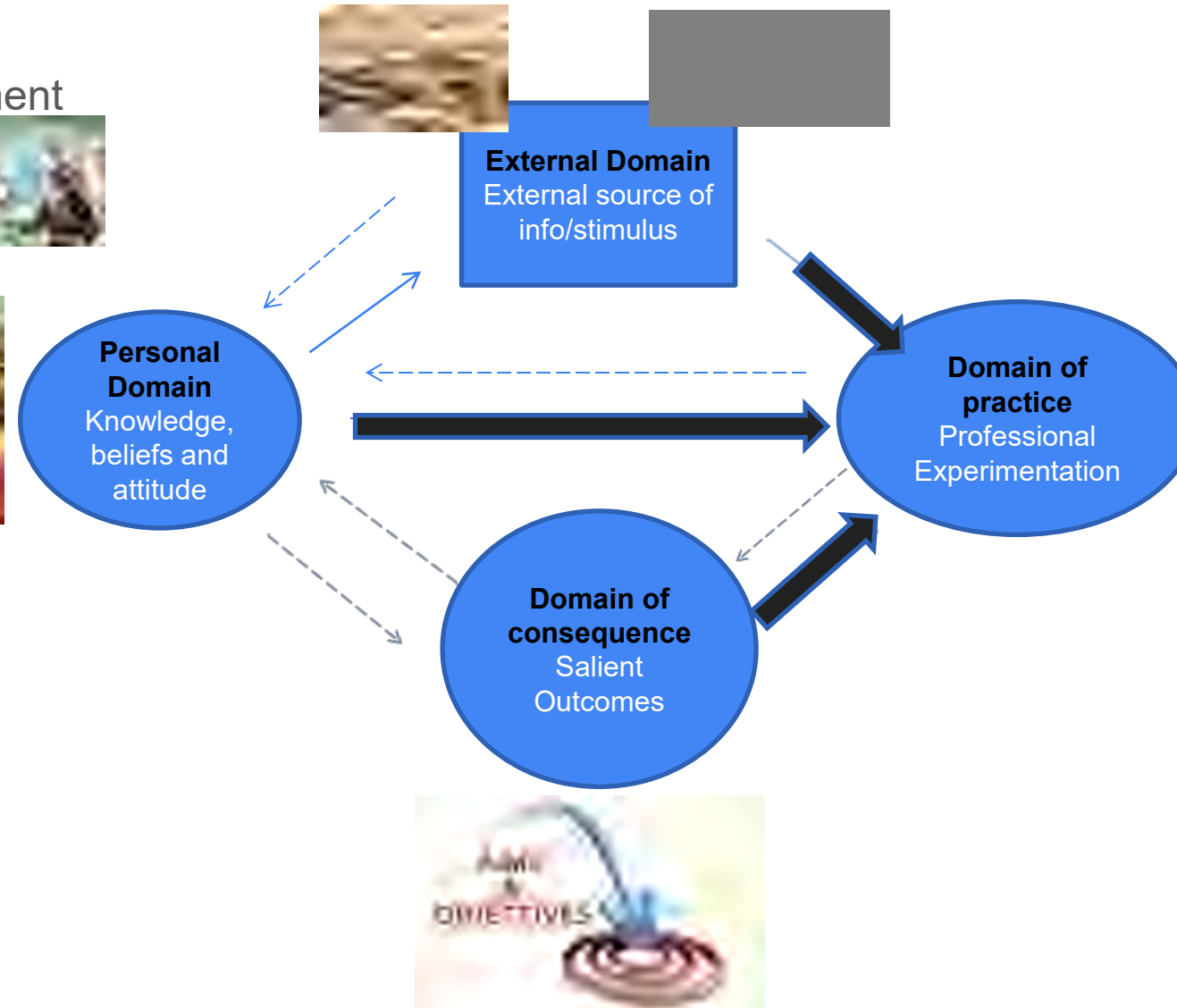
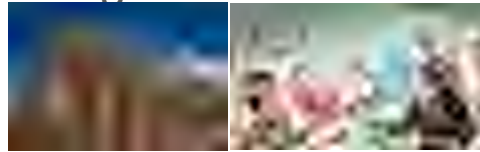
What is TRACTION?



Teacher Learning

Clark and Hollingsworth, (2002)Elaborating a model of teacher professional growth, Teaching and Teacher education 18

- Change Environment





External Domain
External source of
info/stimulus

Weekly reading packs
+
Discussions with TIDE historians, teacher-
facilitators and other fellows

Personal Domain
Knowledge,
beliefs
and
attitude

Domain of practice
Professional
Experimentation

One dimensional
narratives
prevalent

Domain of consequence
Salient
Outcomes

*"Currently, we only touch on India during a unit on the consequences of the British Empire for those who lived within it. **The current depiction is pretty one dimensional and negative.** It would be great to build in some of what we've been discussing during this fellowship about the wealth and power that existed there. **We don't really touch on the indigenous population in our America unit, except to say that many indigenous people were treated badly/died because of European diseases.** As with everyone else, it'd be great if we were able to show the students a **more complex picture existed that included agency on both sides (even if those sides weren't equal).**"* Week 9 Online Forum

*"The first historical document also reminded me of a conversation we were having with [TIDE historian] about an early encounter between a British ambassador and the Mughal Empire ... if we teach this history at all, it's often the antagonistic interactions, wars etc, rather than the diplomatic (or romantic) ones...**I feel like Islamic history outside of the Crusades is rarely taught in schools...So often it seems like it's linked to war (Crusades, Fall of Constantinople, terrorism etc). It seems very reductive and potentially very alienating for our Muslim students?**"*

Week 6 Online Forum

The TRACTION Project

Remit: Pioneering digital platform of continuing professional development training, resources, and community network. Focusing in this iteration on the English and History.

Designed for 3rd party takeover at the end of 12 month ERC-funded phase.

Core platform to remain free at point of access, with 3rd party commercialisation opportunities around it.





community

The TRACTION project contains a forum to build a teaching and learning community.

[Read More](#)



toolkit

The TRACTION Toolkit consists of 4 specialist, interdisciplinary modules covering pedagogical issues, and subject-specific training from the sixteenth century to the present day.

[Read More](#)



experts exchange

Coming soon! The Expert Exchange is a tool for connecting specialists and teachers, giving users the opportunity to exchange knowledge and expertise.

[Coming Soon](#)

Toolkit

Pre course Appraisal

Preparing to think, learn, teach

Subject Module

Context Mapping

Review and Renew

2nd Subject Module

Reflection Document



Pedagogy: Prepare to think, learn, teach

Film

- Principle 1 Reflexivity
- Principle 2 Prepare for and welcome difficulty
- Principle 3 Meet Students Where They Are
- Principle 4 Engage Affective and Embodied Dimensions of Learning
- Principle 5 Collaboration
- Principle 6 Having Clarity about Language

Reflection

- Do you currently apply these principles to your teaching practice?
- If these principles are of value: How could you implement these principles in your classroom?
- What action do you need to take?

Pedagogy Module

Pre course Appraisal

Preparing to think, learn, teach

Subject Module

Context Mapping

Review and Renew

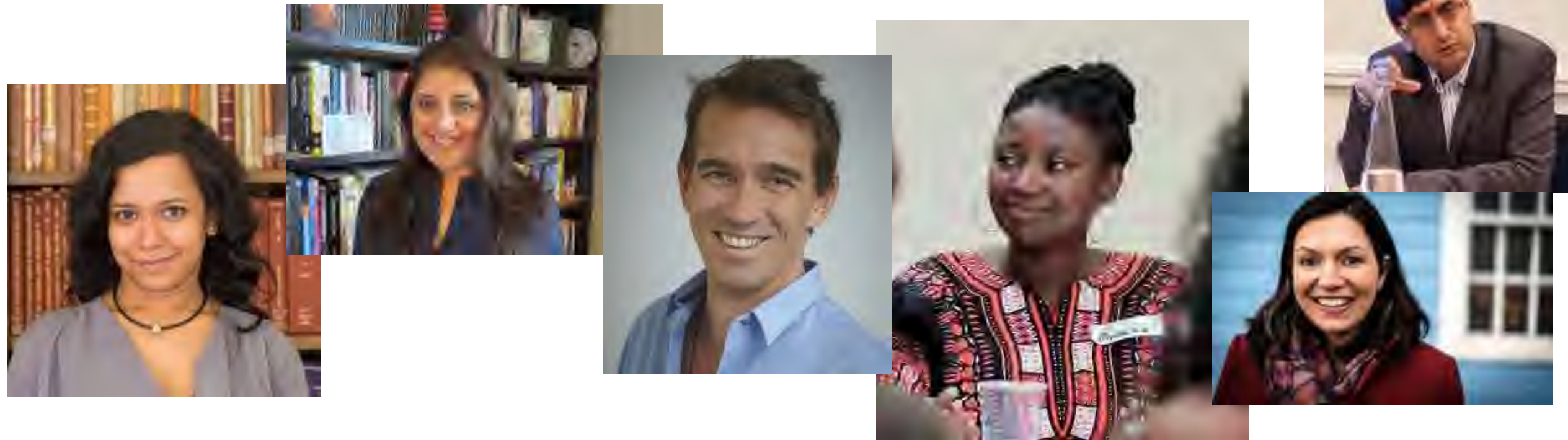
2nd Subject Module

Reflection Document



Subject Modules

16-17 th Century	18-19 th Century	20 th -21 st Century
Nation and the World Matters of belonging Race and Difference Empire	Encounter to empire Extraction and exploitation Race and Orientalism Writing Back	Conflict and encounter Britishness and Belonging Resistance End of Empire



Example from 16th-17th Module

Lesson: Matters of Belonging



CONTEXTUAL
INTRODUCTIONS



HISTORICAL
DOCUMENTS



LITERACY
EXTRACTS



CREATIVE
CONNECTIONS



BIBLIOGRAPHY
AND RESOURCES



What are some of the ways in which early modern society responded to migration — through law, literature, and popular culture? What were the main fears, anxieties, and frustrations that writers expressed?

How did these anxieties intersect with other ongoing challenges within Tudor and Stuart England? For instance, how does poverty and social status inflect perceptions of who belongs and who doesn't — such as the London apprentices' notorious xenophobia, and their own insecure social and financial conditions; or the anxiety about 'Gypsies' and 'vagabonds'?

What are the conditions of belonging? Who gets deemed as a 'good' immigrant? Who is left out of the conversation, and where might we look for these voices and perspectives?

How do the literary texts represent and respond to migration?

In what way might the teaching of Tudor and Stuart histories, literature and culture be enhanced by expanding the sources and voices used to understand the national story?

Pedagogy Module



2nd Subject Module

Reflection Document



Pedagogy: Context Mapping

- Film
- 1. The context of your students and your school
- 2. Your own personal context
- 3. The context if your curriculum
 - Exemplars
 - 'Reflection 3: Context Mapping' of the Reflection Document.

Pedagogy: Review and Renew

- **Step One:** Consider sharing your study as part of a department meeting.
 - **Step Two:** With colleagues in your department, consider the context of your curriculum. Together, ascertain what existing units of work are being taught now or in the forthcoming term and how you can develop these units based on your TRACTION learning.
 - **Step Three:** With your colleagues decide how this can link to the wider aims of your school.
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- You should now complete Reflection 4: Review & Renew to create your action plan.
 - Films
 - Headteacher –why this matters
 - Intelligent interdisciplinarity- how we approach this

Reflection Document

It hugely helped me review and look at where we needed to develop these in line with the NC. It hugely helped me form a **bigger picture of interlinking factors** that I would never have thought of.

The department has undergone significant curriculum development so there is definitely still space for this to happen- I feel it will also **help streamline the rationale** to be clearer in what our aims are.

I feel we can develop case studies and these themes within our curriculum it just needs thought and a clear place- **I feel excited by the changes we can make.**

I've never thought about race in reference to myself **whiteness** I recognise that this is problematic default position.

It has really clarified by thinking about the development of **imperial mindsets** between the early and later British Empire – it **challenged my assumption** of the inevitability of Empire, and helped me understand the **insecurity of imperialism more generally, and how that fed into the need for reassuring narratives** and brutal repression of resistance. It also gave me a more a complicated understandings of the different mindsets of and ways of resistance.

I feel more able now to **ask historically relevant and open questions** about Empire. Before I was concerned about teaching a more politically desirable, but still didactic story (in place of a balance sheet 'was the Empire good or bad' approach); but the questions asked in the course and the frames sources were presented has given me better ideas for historically relevant debates into which I can induct my students

Teacher Fellows Nascent plans

17th and 18th centuries **orientalism**. I have taught **Mary Shelley and romantics** for years but I have never really thought about my own position or how I was being positioned as a reader the background information on Sir William Lawrence really challenged my thinking about the depiction of the monster

I want to rethink how I teach some aspects of **Keats's poetry the gothic** at a level this will involve dealing sensitively with student viewpoints and arguments.

Auditing my key stage 3 curriculum to think about what kinds of **narratives are told about race** to explore in what ways our curriculum contributes to the formation of stereotypes do we tell a single story in relation to race migration belonging and empire.

Enormous changes! I think we need to restructure how we teach Key Stage 3.

I have found the reading utterly fascinating, illuminating, deeply troubling and shocking but absolutely vital in moving me forward into a place where I can start to see a path towards the work that needs to be done in my teaching and in my department.





LIVE!

TRACTION

Online Toolkit & Training

- Online training for teachers on issues of race, belonging, migration and empire.
- Three specialist, interdisciplinary modules covering the historical timeline to the present day, along with an additional module on educational theory and pedagogy.
- Created by researchers at the University of Oxford. Aimed at teachers of English and History primarily, but not limited to, the KS3 level.

Commitments to action: what participants will take back to their schools/contexts?



Our mailing list



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Termly Newsletter

Event Notifications

Research involvement



Welcome To Our Spring Newsletter

In our Spring edition, we bring you new events, new research digests, improvements to our site, and more...



New Event:

Exploring Generative AI in Education

Friday 15 March 2024, 9am-4:30pm GMT



Release the Power of AI for teaching. Join our team of generative AI specialists to explore possibilities that this new technology offers teachers and learning, whilst ensuring it is used ethically and productively.



Opportunity to participate in research

Supporting EAL in the classroom



I am a primary school teacher working in the UK, working at various levels from EYF to KS2 and have a range of experience. I am participating in a small questionnaire survey (around 5-10 minutes). My aim is to better understand how teachers are approaching the challenge of supporting English as additional language (EAL) learners in their classrooms: what their perspective on education and Second Language Acquisition (SLA) research is, and how they would support for teaching EAL learners within their own classroom. I am also interested in your views on school in-service training via CPD. It is my hope we can get a clearer idea of what the immediate needs of teachers are, and how research can be aligned to support these needs. I am also interested in many participants' feedback to participate in follow-up interviews, and I am able to CPD sessions supporting EAL learners. The first round of interviews is scheduled for the end of the survey when participants can add an email address if they would like to be invited to participate in a follow-up interview. The survey will be live until the 27th June 2024. Please feel free to email me at jack@education.ox.ac.uk if you have any questions.

Stay in touch



education.ox.ac.uk



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