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Educating Scotland's future together? Inter/professional preparation for schools and children's services

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ABSTRACT

This paper analyses children's sector policy and the 2010 *Teaching Scotland's Future: Report of a review of teacher education in Scotland* report with the aim of distinguishing their coherence and extent of disconnect. Overarching children's services policies which stress inter/professional collaboration are reviewed and the findings of the report summarised. Modes of knowledge and capitals theory are defined and applied as a conceptual frame to examine the ways in which co-working is constituted in the report, with the conclusion that co-working is conceptualised in a limited way, not connecting with wider policies. Issues in danger of being marginalised are then considered, and a number of suggestions made concerning how to (re)connect policy rhetoric relating to co-work with action to prepare practitioners across the sector with the knowledge and skills needed to work together. The method is document review.

INTRODUCTION

In contributing to this themed edition of the Scottish Educational Review, we are commenting upon what appears to be something of a contradiction between the approach to teacher education reported in the findings of a current review, *Teaching Scotland's Future: Report of a review of teacher education in Scotland* (Scottish Government, 2011a), hereafter *Teaching Scotland's Future*, and wider Scottish policies for children's services. It seems that the school-focused approach outlined in *Teaching Scotland's Future* is somewhat disconnected from wider policies which are concerned with co-professional working as a means of delivering effective services to children and their families. We fear that, following the review, teacher education policy in Scotland is becoming mobilised around the notion of mono-professional education; if so, research-informed policy proposals are needed that (re)connect teachers' knowledge, skills and identities with those of other children's sector practitioners, and with the underpinning inclusive values of Scottish schooling.

In this paper accordingly we first review relevant overarching children's services policies, which stress inter/professional collaboration, and summarise the findings of *Teaching Scotland's Future* (Scottish Government, 2011a). We then introduce and define modes of knowledge and capitals theory as a conceptual frame, and apply this analytic framework in an examination of the (limited) ways in which co-working is constituted in that report. The paper then considers relevant theorisations

of key conceptual terms, and the issues in danger of being marginalised. We conclude by putting forward a number of suggestions to (re)connect policy rhetoric relating to co-work, with action to prepare practitioners across the sector with the knowledge and skills needed to work together. The method is document review in which we draw on a Bourdieusian conception of 'policy as an attempt by one field [policy] to affect another [practice and preparation for practice], and a conception of implementation as learning across fields, which foregrounds the social aspects of [practitioner] learning' (Hardy and Lingard 2008:64, parentheses added; Coburn and Stein 2006).

GLOBAL AND SCOTTISH POLICY NECESSITATING NEW FORMS OF PRACTITIONER PREPARATION

Since the institution of a *New Community Schools* programme (Scottish Office, 1998), and more recently via the 'watershed' policy entitled *Getting it Right for Every Child* (hereafter *GiRFEC*) (Scottish Executive, 2005), Scottish policies have centred on a professional collaboration agenda. *GiRFEC* applies to all child services and aims for enhanced co-professional working, which: 'builds from universal health and education services and drives the developments that will improve outcomes for children and young people by changing the way adults think and act to help all children and young people grow, develop and reach their full potential. It requires a *positive shift in culture, systems and practices* across services for children, young people and adults' (Scottish Government 2008:6, italics added).

There are seven well-being indicators set out in the *Getting it Right For Every Child: Proposals for action (GiRFEC)* (Scottish Executive, 2005) which charge Scotland's children's sector institutions and practitioners to move towards forms of professional co-practice which ensure that all Scotland's children are *safe*, *nurtured*, *healthy*, *achieving*, *active*, *respected and responsible*, and *included*.

At the same time, a new Scottish school curriculum, the *Curriculum for Excellence* (CfE) (Scottish Executive Education Department, 2004), is currently being implemented, encompassing pre-school and school practice. CfE necessitates moves towards forms of teaching and 'upbringing' capable of promoting wider achievement in schools and communities, and of enabling all children and young people (regardless of dis/ability, gender, ethnicity or social class) to achieve their full potential as *successful learners, confident individuals, responsible citizens and effective contributors* (ibid).

GiRFEC and the *Curriculum for Excellence*, and the concomitant children's workforce reformation such policy trajectories require, are not therefore in competition; indeed, the characteristics of 'extended' professionalism sought of children's sector practitioners by *GiRFEC* and the wider national inclusion and social justice agendas in Scotland may be considered to represent a coherent schema for children's services. Inter/professional collaboration and service integration has also been called for in further Scottish policies, e.g. *Count us in: Achieving Inclusion in Scottish Schools* (HMIE, 2002) and *Educating for Excellence, Choice and Opportunity* (Scottish Executive, 2003). In parallel, policy enjoinders in the Scottish National Health Service concerning partnership with education stress the need for co-working, and for integrating practices for children and families

(cf. Scottish Government, 2010a; and see the related *Partnership Working Literature Review*, Scottish Government, 2010b).

Curriculum change therefore has important messages for teacher preparation and for the production of teachers equipped with the necessary values, knowledge, skills, and dispositions to effectively 'deliver' all of the demands of the new curriculum, including its innovative ways of working with children and young people. But it also signals that similar messages are necessary for all practitioners across the children's public sector involved in the 'upbringing' (Kilbrandon, 2003:8 [1964]) or 'social education' (Cree, 2008) of children and young people.

This policy trajectory in Scotland mirrors moves globally to support each child, and for professionals to work together towards this end. In the United States, responsiveness to intervention (RTI) approaches involve co-professional working (Ehren, *et al.,* 2011), and see Hillier, *et al.* (2010) for a systematic review of health and education professionals working together in school settings in developed countries. Health professions are heavily involved in co-working, with the World Health Organization (WHO) (2010:12) recognising interprofessional collaboration as one of the most promising system-transforming solutions for achieving an appropriately skilled (health) workforce, and that:

> interprofessional education is essential to the development of a "collaborative practice-ready" health workforce (World Health Organization, 2010:13).

Scottish education/children's agencies' and international policy is therefore increasingly cross-cutting, linked at levels of policy and practice in networks that include practitioners, leaders, and managers from all relevant children's agencies. In the current policy-practice moment, teaching Scotland's future would seem to call for practitioners who readily identify with practices that demand both individual knowledge, skills and qualifications acquisition (inter/professional human capital); and cooperative and collaborative problem-solving abilities.

THE ONGOING REVIEW OF TEACHER EDUCATION

Convened in November 2009 (Scottish Government, 2009a), a review group chaired by Graham Donaldson, former senior chief inspector of Her Majesty's Inspectorate of Education, was charged by the Scottish Government to review the future of teacher education in Scotland. Professor Ian Menter and University of Glasgow colleagues undertook a related literature review: *Literature Review on Teacher Education in the 21st Century* (Scottish Government Social Research, 2010). The findings of the Donaldson Review Group were reported in: *Teaching Scotland's Future: Report of a review of teacher education in Scotland* (Scottish Government, 2011a, here *Teaching Scotland's Future*).

The report found that sustaining the status quo in teacher education would no longer suffice and overturned the view that current Scottish teacher education structures and networks did not need reform, thereby mandating change. A further stage of consultation has been instigated under the aegis of a National Partnership Group (NPG) which will bring together representatives from 'universities, local authorities, schools, individual professionals and national organisations' to 'discuss

how the recommendations in Teaching Scotland's Future can be implemented' (Scottish Government, 2011c, unpaginated). The NPG has three 'Co-Chairs' (ibid.:unpaginated) drawn from the Scottish Teacher Education Committee (STEC) (a committee of the Deans of Faculty and Heads of School of the higher education institutions in Scotland offering courses of initial teacher education), the Association of Directors of Education Scotland (ADES), and the Scottish Government Learning Directorate. The NPG will oversee the work of three sub-groups, each examining a specific aspect of teacher education and each chaired by a representative of a teacher/government agency in the NPG. There will be an early career sub group; a career-long Continuing Professional Development sub-group; and a leadership sub-group. The NPG will convene from June 2011 until at least autumn 2012, with additional individuals with specific expertise from, for example, academic subject organisations or research associations drawn into the consultation process. The NPG recognised from the outset the complexity of this task and the ways in which it would be cut across by other issues, in particular a review of teacher employment chaired by Professor Gerry McCormac, University of Stirling, published September 2011, hereafter *The McCormac Review* (Scottish Government, 2011b). Its recommendations on teachers' employment frameworks are currently under consideration, and see discussion of Chartered Teacher status below. The NPG recognised that sustained effort that would therefore be necessary for changes to be effected within the proposed timescale.

Scotland is therefore engaged in a once-in-a-generation opportunity to view education with other services together and 'in the round' in a review that recognises the need to be outward facing and concerned with practice in relation to the numerous issues and concerns that now impact upon children's sector services.

The *Literature Review on Teacher Education in the 21st Century* recognised in its findings the necessity in the current global context of 'wraparound schooling', 'full service schools' and 'learning communities' (Scottish Government Social Research, 2010:18-19, par. 3.9), and the benefits to be derived from learning from the experience and practices of other professions. It explicitly recommended in its conclusions that an important avenue for development would be to consider 'what might be learned from looking at other professions' (ibid.:54-55, par. 7.3). It identified two documents in the recent Scottish policy context as 'particularly significant' (ibid.:9, par. 2.1) in influencing future teacher education: *A Teaching Profession for the 21st Century* (TP21: Scottish Executive Education Department, 2001) and the aforementioned *Curriculum for Excellence* (CfE, Scottish Executive Education Department, 2004). However, the literature on teacher/practitioner professionalism underlying *GiRFEC* was not reviewed, and *GiRFEC* itself was not cited.

Teaching Scotland's Future (Scottish Government 2011a) notes that modern teachers require to: 'work in a range of partnerships to support the learning and development of each young person' (p.12) and that developing that role will require continued professional development (p.9). However, the only mechanism mentioned for ensuring that graduate teachers will be equipped for partnership practices is that: 'students need to experience the role of the teacher in working with partners from other children's services whilst on school placement' (p.46).

The review also identifies benefits for pre-service teachers in studying jointly with students of cognate professions, such as social work (p.6) and others 'with the

closest links to education' (p.41). However, this is in a context of extending student teachers' scholarship and in-depth academic study within concurrent university degrees, and perhaps allowing them to transfer to other professions (p.41), rather than that of learning to work together. Where 'partnership' is advocated, it relates to partnerships amongst schools, education authorities and universities who educate teachers, rather than teachers working with other professionals. These key documents therefore do not focus on teachers' development of the co-professional skills required of them in the modern children's workforce.

Similar acceptance of the need for good co-working, but with little consideration of how to achieve it, appears within teachers' regulatory standards. Earlier research e.g. that of the UK Universities' Council for the Education of Teachers (UCET) (Graham, 1997) in England noted that the then quality standards for teacher education disregarded multiprofessional collaboration and interprofessional development. Current teacher registration policy in Scotland does recognise the need for practitioner co-working. The *Standard for Full Registration* (GTCS, 2006a:10) states that 'registered teachers work co-operatively with other professionals, staff and parents' and 'create and sustain working relationships with... visiting professionals... and other professionals engaged in protecting children'. However, this discourse of non-teachers as 'other' and as 'visiting' remains somewhat at odds with children's policy discourses of good close collaboration putting the child 'at the heart of children's services' (*GiRFEC*, Scottish Executive, 2005:Foreword) and the requisite '*positive shift in culture'* noted above.

In Scotland, experienced practising teachers can currently study at post-graduate level to become certified as Chartered Teachers. *The McCormac Review* sections 5.15 - 5.23 (Scottish Government, 2011b) details the aims and development of this scheme. *The McCormac Review* (sections 5.26 –5 28) however departs from *Teaching Scotland's Future* (Scottish Government 2011a) in recommending that the Chartered Teacher grade and entry scheme be discontinued, although seeking to replace it with other forms of recognition of enhanced performance.

Current standards for Chartered Teacher status (Scottish Government, 2009b) note that enhanced professional knowledge and understanding of community and environmental development (Standard 2.4) could be illustrated by a teacher who:

> understands the significance of and engenders positive relationships and partnerships within the community – with professional colleagues, *with other professions, with parents, with other agencies* (italics added).

In their current form therefore, Chartered Teacher standards resemble those for full initial registration in under-specifying co-professional working. Allan (2011:144), reviewing what is said about inter/professionalism in the *Standard for Full Registration* (GTCS, 2006a) and *Standard for Chartered Teachers* (2006 version, 2006b) documentation, notes that:

> ... low expectations in relation to inter/professional practice, together with the scarce mention of other professionals , and even then only as generalized others, will inevitably leave the beginning teacher surmising that a lack of importance is given to this work.

Little attention has been given to the values, knowledge, skills and dispositions needed to engage with other professions. Research into the concept of 'extended professionalism' conducted in England and Wales (see, e.g., Teacher Training Agency (TTA), 1999; I-CAN, 2001) has so far failed to contribute conceptually to current debates in Scotland surrounding schools and children's services workforce reconfiguration and remodelling, and in any case, this literature risks an overly 'technicist' approach to competence and skills (Menter, 2009), i.e. unreasonably encouraging measurable and repeatable patterns of teacher behaviour with assumed predictable outcomes for child learning.

In summary, a lack of detailed consideration of teachers' co-working skills or how they are to be developed pertains in current and proposed teacher education practices in Scotland. To consider the implications of this for emerging teachers, we next look to capital theories to analyse the model envisaged by *Teaching Scotland's Future*.

INTER/PROFESSIONAL (INTRA-AGENCY OR INTER-AGENCY) PRACTICE: A SOCIAL CAPITAL ANALYTIC

Multiple capitals theory (outlined below) (Bourdieu, 1986; Lin, 2001) has been previously utilised within the Schools and Social Capital Network of the Applied Educational Research Scheme (AERS) (AERS, a Scottish Executive/Scottish Funding Council initiative to build educational research capacity in Scotland to the benefit of school education ran from 2005-08, led by a consortium of three Scottish universities: Edinburgh, Stirling and Strathclyde). The Schools and Social Capital Network (SSCN) of AERS used social capital approaches to examine the necessary knowledges and skills for teaching and to uncover the necessary types and forms of practitioner and leadership relationships that support effective teaching and learning (see e.g. Ozga, Hulme and McGonigal, 2008) (Forbes 2006, 2009a,b; Forbes and McCartney, 2010; Forbes and McCartney, 2011). Multiple capitals theory allows a frame of intersecting capitals – social capital (Bourdieu 1977; Bourdieu and Wacquant, 1992) and human capital (Coleman 1988; Halpern 2005) to be developed. Thus, capitals theory offers an analytical frame with potentially broader future purchase to investigate both the areas of knowledge needed for teaching and the work relations which might best enable teachers to acquire and capitalise on these knowledge and skills domains. Capitals theory offers the promise of taking account of both the human capital resources (knowledge, skills and qualifications) and the most fruitful (re)configurations of practitioner relations which professionals need to deploy and so must acquire in their professional preparation (Forbes, 2008).

Human capital theory and modes of knowledge

Halpern (2005: 4) characterizes human capital thus: the 'stock of expertise accumulated by a worker – knowing how to do something; for example, a professional training'. Used together with the frames of knowledge offered by Gibbons and colleagues (1994) and Nowotny, *et al.* (2003) what constitutes *transdisciplinary* stocks of knowledge, skills and expertise may be investigated. In so doing, the range of theoretical perspectives and practical methodologies to solve problems

together which will be needed by teachers/other practitioners in future schools and services may be better identified.

Social capital theory

Social capital theory offers a suitable analytical framework to examine inter/professional *relations*, the different levels and dimensions of *bonding*, *bridging* and *linking, networks*, *norms*, and *trust/sanctions* that are constituted in policy and in governance; in practice and in the practitioner knowledge bases, skills, values and identifications that are needed in response.

Ozga and Catts (2004:2) give definitions:

> *bonding* – social capital characterized by strong bonds among ... members: this variety...can help people to 'get by' but may also be limiting;
> *bridging* - is less strong but builds relationships with a wider, more varied set of people, for example workplace or business associates, friends from different ethnic groups: good for 'getting on';
> *linking* - connects people who occupy different power positions, so works across differences in status.

And Halpern (2005:10) identifies three basic *components* of social capital as comprising a *network*; a cluster of *norms, values and expectancies*...shared by group members; and *sanctions* - punishments and rewards - that help to maintain the norms and network.

An analytical frame from capitals and knowledge theory

Taking the view that a range of transdisciplinary knowledges, skills and expertise must now inform the education of teacher practitioners, as others, to properly form them for (co-) practice in schools and children's services, two key questions focus this analysis of *Teaching Scotland's Future*:

- *In what ways* (bonding, bridging, linking) *are the* networks, norms and trust relations *in inter/professional relationships characterised at the macro* (policy and governance), *meso* (schools and services) *and micro* (practitioner knowledge, skills and dispositions) *levels in the Teaching Scotland's Future report?*
- *In what ways* (bonding, bridging, linking) *are the acquisition and application of the necessary inter/professional knowledge and skills in the conceptualisation of professionalism that underlies the GiRFEC policy agenda characterised at the macro, meso- and micro-levels?*

TEACHING SCOTLAND'S FUTURE: INTER/PROFESSIONAL SOCIAL AND HUMAN CAPITAL

Analysing *Teaching Scotland's Future* (Scottish Government 2011a) using these frameworks suggests the following bonding, bridging and linking relationships will pertain:

Bonding. *Teaching Scotland's Future* in social capital terms depicts inward-facing education agencies, communicating well amongst themselves but perhaps less well with other public sector services, and less on 'outward' and 'cross-sector' social

capital – and human capital – knowledge and skills. This is exemplified by the fact that the review's reference group were all educationalists (p 114), as are the three co-chairs of the NPG as reported above. Thus, the post- *Teaching Scotland's Future* era risks that teachers' initial professional education and formation, professional practice and knowledge-exchange networks continue to be (almost) exclusively bonding in nature – bonding within/around a single profession and subject discipline to the exclusion of other practitioner groups.

Bridging. *Teaching Scotland's Future* does not present evidence from across the professions regarding recent large-scale policy and practice moves towards inter/ professional working, nor detail the implications of such change for the formation of future teachers and other children's sector practitioner groups as appropriately 'networked professionals'. This may be related to the fact that the *GiRFEC* principles are not considered in the review.

Linking. The omissions suggested above do not appear to being identified and rectified by e.g. the inclusion of other children's public-sector agencies and their leaders and managers in the current year-long NPG consultation, where again co-chairs' and members' affiliations and professions comprise 'universities, local authorities, schools, individual professionals and national organisations', and whose members (listed at http://scotland.gov.uk/About/NationalPartnershipGroup/ Membership, as updated Wednesday, June 8, 2011) all hold posts and represent organizations across the education sector.

The *Teaching Scotland's Future* report (Scottish Government, 2011a) does not report evidence from other professions as recommended by the *Literature Review on Teacher Education in the 21st Century* (Scottish Government Social Research, 2010). In this omission, we would suggest, the report may have missed an important opportunity – which may continue to be missed in the current NPG consultation – to examine the already changed practice and preparation for practice needs of teachers, specifically in relation to current policy demands on them to work in partnership and collaboration with other professionals and professional groups.

INTER/PROFESSIONAL PARTNERSHIP AND COLLABORATION

This overall co-working policy context however means that strong inter/professional work will be needed. This adds weight to the view of Allan (2011:147) that 'The lack of knowledge about what inter/professional practice entails is a serious omission which must be addressed with urgency' and further that 'consideration needs to be given to identifying the most appropriate way to undertake the research that will obtain this knowledge' (ibid.:147). In the next section we therefore review concepts relevant to inter/professional practice, to consider what issues ought to be re-visited in order to better prepare teachers for future classrooms, schools and children's services.

A number of relevant themes emerged from debates and analyses in a series of Economic and Social Research Council (ESRC) funded seminars during 2006-2009 led by the University of Aberdeen, into the complexities of inter/professional working (reported in Forbes and Watson, 2009; 2011). Themes that cut across practitioner education and preparation included: the need to further research professional identities and to theorise practitioners' social and institutional

identities; the need to examine the concept of inter-professionalism where (teacher) practitioners work with others in their own or other professional groups; the need to explore subject-disciplinary and practice-specific knowledges and learning for inter/ professional practice; and the need to examine the specific work (co-) practices of individual practitioners and the knowledge/s and skills needed to carry out those roles and tasks. In summary: the seminars explored the interfaces and interstices of professional knowledges, skills and values and what these demand in the formation of practitioners for effective practice in schools and children's services. The current authors participated in those examinations – and in earlier University of Aberdeen sponsored seminar series (*Values and Vision: Working Together in Integrated Community Schools,* 2003-2004; and *Service Integration in Scottish Schools: Values, Vision and Vital Voices*, 2005-2006) and draw here on ideas in those debates, analyses and related publications.

The term 'partnership' is used in *Teaching Scotland's Future*, with examples of within-education sector working, but is also widely used to describe cross-professional practice. It is important to recognise that in theory and the literature 'partnership' remains a rather inexact and ambiguous term. Citing the research of Percy-Smith (2005) and Sloper (2004), a Scottish Executive literature and policy review: *Exploring the evidence base for Integrated Children's Services* (Scottish Executive, 2006:6) notes that 'terms such as partnership working, joint-working, joined-up working, inter-agency working, multi-agency working, multi-professional working, inter-agency communication, intra and inter-organisational collaboration and collaborative working are often used interchangeably when discussing integrated working'. The Scottish Executive review concludes that it is difficult to distinguish what specifically constitutes 'partnership' and that amongst partnership and the many other terms used to describe co-working 'overlap is likely to be inevitable' (Scottish Executive, 2006:6). This lack of clarity can make it difficult to characterise practice. However, echoing Donald Rumsfield, former US Secretary of Defense (sic), Allan (2011:148) counsels that there is 'some merit in the collective recognition of the many unknowns which surround inter/professional practice'.

Given this complexity, we now examine theoretical frames in that literature and in transprofessional learning theory which might inform inter/professional policy direction for education as it joins other agencies in the children's sector in initiating and sustaining reciprocal networks of knowledge exchange and learning about practice. The conceptual frame of professionalism (and its related terms) has been utilized over time by educational sociologists and other research traditions in their examinations of teachers' work (Hoyle and John, 1995; Perkin, 1999; Sachs, 2003; Vidovich, 2007). Emerging from the wider sociological literature on classical attributes of professionalism (Bergen, 1988) and attending specifically to teachers' work, Ozga and others (Ozga, 1988; Lawn and Ozga, 1988) have examined the work task of teachers. Taking a labour theory approach these analyses explore the ways in which the concepts of 'profession', 'professional', and 'professionalism' have changed over time but have always been symbolic and ideological, invoking implicit assumptions around values, ethics and practices deployed in particular ways to manage and control the teaching task and teachers.

Drawing together ideas of professionalism and partnership, Nixon and colleagues (1997:16) propose a conceptualization of networked professionalism characterized by (here teacher) professionals: 'accommodating difference and developing integrative modes of agreement making' in which:

> the professionalism of the teachers focuses upon the complex practices of agreement making, such that collegiality, negotiation, co-ordination and partnership may be seen as emergent values informing the various fields of teacher professionalism. (ibid.:16).

Such theorizations of professional values that now need to characterize practitioners' identities, and so be taught in pre-registration learning contexts, appear to offer pertinent analytical purchase in current debate and analyses surrounding partnership, collaboration and inter/professional practice in and amongst schools and children's services. Early analyses into the necessary knowledge for practice in 'New Community Schools or 'extended schools' (see e.g., Nixon, *et al.*, 2001; Nixon and Baron, 2002; Whitty and Campbell, 2004) signal the need to identify the necessary disciplinary knowledge and skills for co-work, but also the need to carefully consider the right form/s of work relations and networks to best deploy the available overall (cross-) professional knowledge and skills resource.

A key tool emerging from this strand of research is the conceptual frame of modes of knowledge provided by Gibbons and colleagues (Gibbons, *et al.*, 1994; Nowotny, *et al.,* 2003). Gibbons and colleagues recognise the need for both initial subject disciplinary knowledge *and work context specific practical problem solving knowledge/s* (Nowotny, *et al.,* 2003). A key dimension of this we would argue is the necessary *collaborative*-context-specific knowledge. These conceptualisations provide a suitable analytical framework to survey practitioner (including teacher) work to identify (borrowing their terms) Mode 1 subject disciplinary knowledge and Mode 2 practical, problem solving knowledge i.e. the wider knowledge and skills beyond the mono-disciplinary and mono-professional that practitioner preparation now demands to work collaboratively in and across the sector (Forbes, 2008).

The theoretical and practical implications of a complementary subject disciplinary and contextual knowledge based approach to inter-practitioner education and training needs have been examined in a wide number of studies in our own field of inter/professional collaboration between teachers/education and speech and language therapists/allied health professions. Examples include: Daines, Fleming and Miller, 1996; McCartney, 2000; Law, *et al.*, 2000; Forbes and McCartney, 2011). As noted above, better 'joined-up' or integrative practices - and related knowledge and skills - are now sought across all professions and agencies involved in children's services. Thus, an important strand in current research seeks to identify the inter/professional knowledge and skills needed to underpin the 'joined-up' working agendas surrounding the *GiRFEC* programme in Scotland, the similar *Every Child Matters* agenda in England and Wales (Pugh, 2009; and Brown, 2009) and comparable initiatives globally (Forbes, 2011; Butt and Gunter, 2009).

TEACHING SCOTLAND'S FUTURE: A PARTNERSHIP FUTURE?

An aim of the next stage of the teacher education consultation process should be to delineate teacher professionalism and the form/s of future professionalism

needed. We would argue that consultation must now be widened to include other professions across the children's sector to take full account of the characteristics of professionalism for partnership 'co-practice' envisaged in current national policy agendas for practice change. Indeed, to ensure future cross-profession consultation, evaluation and research more widely we would suggest that the institution of a transdisciplinary national research centre into children's sector public services is necessary – indeed is overdue given the assumption of effective sector wide collaboration and integration in *GiRFEC* and related policy and governance.

In 'the *Teaching Scotland's Future* moment' an opportunity should be taken to more radically re-think initial professional preparation. As Kerr (2011:119) argues, there is a need for 'cross-disciplinary bridging and joint building of new conceptual models without which we will continue to operate in professional "bunkers" – in effect ignoring what each other is doing, undermining our effectiveness'. Accordingly, integrative models of the socially constituted self now need to be 'democratized' (ibid.), 'translated into the public domain'(ibid.), including the present authors would argue the domain of initial practitioner education. We too recommend that social constructions of human formation are taught routinely 'during initial professional pre-registration training, to a whole range of professionals from psychiatry and nursing through to social work and other statutory services such as the judicial system or education' (ibid.:119). Such proposals for reorganization of systems and institutions in the children's sector field towards inter-disciplinary (and subsequently inter/professional working), derived from the close knowledge of experienced practitioners concerned with the gaps in preparation of those who will replace them, may offer part of an approach to current dilemmas and debates regarding the range of knowledge and skills needed by future practitioners in the sector.

Regarding the questions around practitioner initial preparation for wider 'partnership' working that *Teaching Scotland's Future* (Scottish Government 2011a) (and indeed the *Literature Review on Teacher Education in the 21st Century,* (Scottish Government Social Research 2010) do not tackle, the issues for those preparing professionals for work to support pupils with difficulties and disorders are to identify the values, knowledge, skills and dispositions a teacher/health professional/social worker/police official needs in the context of co-working. In the light of the *GIRFEC* agenda this is a big issue. In addition to subject-disciplinary knowledge needed to work effectively together, perhaps including adopting a bio-psycho-social model of disability and knowing about childhood and child development including child language development, context-specific knowledge for co-practice is needed. Values and dispositions in cross-sector issues e.g. concerning social justice and transprofessional, transdisciplinary research, require (co-) education.

There has, so far, been little practitioner preparation for such tasks – or for the many other areas of co-practice for children and young people now realized in policy across the children's sector. But the question to be asked now is how, if at all, integrated working may take place without shared learning?

CONCLUSIONS AND SUGGESTIONS

Our analysis of the *Teaching Scotland's Future report* (Scottish Government, 2011a), and the disconnect we have suggested with the *GiRFEC* policy agenda

trajectory, might lead us to think – if not accept – that education has missed a major opportunity to develop inter-professional links, at least pre-service. Part of the justification and rationale for the tight educational focus in *Teaching Scotland's Future,* and for potentially retaining mono-professional teacher preparation, may be economic. To move in the direction of re-making teachers and other children's sector practitioners as professionally outward facing, committed to social justice and inclusion, and open to harnessing the knowledge and skills of other practitioners to deliver a personalised learning experience for every child and young person is fraught with complexity (Watson and Forbes, 2011). Such a transformation in practitioner education would take time and be costly; not an easy choice in the current climate of deep and on-going public sector restraint pertaining across the UK, where an economic agenda may be deemed to have 'colonized' the social and educational field (Stronach and Clarke, 2011).

Nonetheless, the above analysis would suggest that in the current moment of ever increasing forces and demands of globalisation, flux and complexity (Forbes and Watson 2009; 2011) bearing on the future of a small nation such as Scotland, what is needed for/of Scotland's future teachers and other practitioners is the potential for the formation of practitioner identities as engaged, reflexive and ethical co-workers for the benefit of children and young people (see e.g. Roe, 2008, on the role of the Danish pedagogue model, which develops practitioners with the knowledge, values and skills to work collaboratively and holistically to meet children's needs, in breaking down professional disciplinary barriers).

For this, the project of practitioner education should turn towards a new and vigorous, carefully considered, and (inter-)professionally agreed, intellectual agenda. *Teaching Scotland's Future* does in fact stress a new agenda, suggesting a wider subject disciplinary education than that currently offered to undergraduate pre-service teachers in order to adequately equip them for career-long and career-wide knowledge acquisition, building and exchange. However, specific consideration requires also to be given to working with other children's sector practitioners and practitioner groups, a professional skill that unlikely to be encountered in undergraduate subject studies concurrent to education.

In particular, there is a need for emergent teachers to enter a context which recognises that:

- *Regarding research and policy study education* - Continuing renewal of education and the children's sector needs to draw on and build new thinking to re-configure practice transformation in better alignment with policy aspirations and needs to draw more consistently and imaginatively on the conceptually rich and analytically powerful theory previously built in the field.
- *Regarding research education for practitioner reflexivity* - Inter/professional working, reflexion, research and learning must be valued by practitioner educators – and government – as essential and timely in response to *GiRFEC* and related children's public policy and legislative changes.
- *Regarding transprofessional research into the knowledge and skills needed in/for good inter/professional practice*

For effective inter/professional working, cross disciplinary education and research is now needed.

We would argue that inter/professional formation is needed now, that is inculcation from earliest professional education of the ethical values and moral purposes of social and educational inclusion of all children and young people, and of the subject-disciplinary and practical knowledges and skills to work towards these aims. Further, we argue that inter/professional education should be accepted as *the norm* in initial teacher education. Beginner teacher learning/thinking about effective working relations should not be 'light touch' or erased, or only for 'specialist' support teachers in later CPD; rather, inter-practitioner preparation to improve future co-work relations for children is now needed.

Knowledge acquisition, transfer and exchange for 'teaching Scotland's future' is neither one-size-fits all or once-and-for-all; rather, as argued above it is professional life-long and life-wide, with particular knowledge acquisition and enhancement experiences needed at key professional transition points including initial professional education; professional induction; taking up an 'extended' role such as additional needs practitioner or a positional leadership role. Envisioning teaching as 'the doing and imparting of good knowledge practices' requires a major conceptualization of the professional preparation and continued development of teacher and other practitioners. In this, the German concept of *Bildung*, encompassing as it does the conceptual nodes of learning, socialization and development (see Smith, 2011), may be analytically fruitful in re-envisioning the ways in which hitherto discrete professional upbringing and socialisation might now be reconfigured in more suitable inter/professional forms.

None of this is likely to be easy for practitioners, would-be practitioners, leaders and managers, or teaching and children's sector trainers. Neither will it be without resource implications. However, for the future of Scotland's teachers and children's sector - and most importantly the future generations of its learners and young people - hard questions, clear, informed thinking, and action are needed in response to the *Teaching Scotland's Future* report. Imaginative conceptual and analytical framing of teacher practitioner preparation and development policy; what should – and must – now constitute the necessary knowledge and skills for learning and teaching is needed, involving not only working groups, but all those with fresh research-based thinking and proposals for what to do to secure teaching Scotland's future 'in the round' and in all its relationships.

We suggest that, for the *GiRFEC* and wider children's services agenda to succeed as envisaged in policy and governance initiatives, it is now important that the work of the post-review NPG and its steering group and sub-groups, currently being instituted, prompt careful informed debate into the difficult questions about what must now be done to re-form teacher education within a programme of 'joined-up' initial professional preparation for the wider children's sector workforce, and that complex and far reaching decisions concerning initial professional formation and longer term teaching workforce remodelling are securely informed by good evidence.

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