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Researchers in Schools: A New Model for Post-Doctoral Initial Teacher Education

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Abstract

Researchers in Schools (RIS) is a new teacher training programme in the United Kingdom that is the world's first to recruit post-doctoral researchers exclusively. The programme places researchers in schools that serve disadvantaged communities. The members of the programme train to teach for secondary level (QTS) whilst maintaining an academic profile at King's College London (KCL). The programme looks to increase higher education access for low participation groups through researchers designing and delivering customised widening participation interventions.

This panel comprises three English teachers who were selected in the first RIS cohort. The panel provides an introduction to the programme's aims and ethos, with each paper focusing upon a specific area for reflection: the programme's efficacy in raising higher education aspirations; boundaries between secondary and tertiary education in the subject of English; and mutual challenges and benefits for post-doctoral researchers and English teachers. The panel addresses key ongoing debates concerning widening higher education access and the development of new models for teacher education.