## Abstract Template

**TITLE:** <u>Addressing Social Context in Teacher Education</u>

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We know from previous research that student achievement is influenced by student socio-economic background (Helme & Teese, 2012; Teese, 2011; Teese & Polesel, 2003), prior academic record, and even the school a student attends (Elmore, 2002). To young people in disadvantaged communities, what matters most in making school a satisfying experience is to have access to good teachers. Both high achievers and lower achievers strongly emphasize the key role of teachers. But how well-adapted are teacher education courses to the complex environments represented by disadvantaged schools? How much can be done to prepare new teachers for the social demands made in these environments?

This paper investigates the patterns, processes and practices that lead to success for students in different school contexts and how this is best addressed in teacher education programs and professional development for teachers. It presents initial findings from research on how to improve the quality of experience of teachers and learners in setting where there is a concentration of tensions and where relationships between teachers and learns are most fragile.

<u>References</u>

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