

**10th TEAN CONFERENCE**

**Celebrating the inspiration of the professional teacher educator**

**In association with**

[](http://criticalpublishing.com/)

**Helping students, lecturers and practitioners in education become the best professionals they can be**

**CONFERENCE ASTON, BIRMINGHAM**

**THURSDAY, MAY 9TH AND FRIDAY, MAY 10TH 2019**

**CONFERENCE BOOKLET**

**Table of Contents**

|  |
| --- |
| **Room capacities** |
| **Conference programme – notes** |
| **Conference programme** |
| **Your conference planner** |
| **Accessible emergency procedures at Aston** |
| **Aston conference centre floor plan** |
| **Conference schedule** |
| **Keynote – Eline Vanassche** |
| **Keynote – Linda Clarke** |
| **Explanation of Sessions** |
| **Session 1 May 9th** |
| **Session 2 May 9th** |
| **Session 3 May 9th** |
| **Session 4 May 10th** |
| **Session 5 May 10th** |
| **Session 6 May 101h** |

**Aston Conference Room Capacity**

***If a room you go to is obviously full, please choose a different session***

**Conference 1A = 54 cabaret**

**Conference 1B/C = 54 cabaret**

**Conference Room 3 = 27 cabaret**

**Meeting Room 122 = 18 cabaret**

**Conference Room 123 = 36 cabaret**

**Meeting Room 127 = 30 cabaret**

**Meeting Room 139 = 18 cabaret**

**Meeting Room 144 = 18 cabaret**

**Conference Room 145 = 54 cabaret**

**Conference Programme - notes**

The aim of this two day conference is to offer you an extensive range of input, to be thought-provoking and to open up myriad avenues for you to explore further. Besides the keynotes, there are sessions throughout both days with a range of Presentations, Round Tables and Workshops. TEAN is grateful to all presenters for the time and effort which they have put into their submissions and it is hoped that delegates visit as many of the sessions as possible to allow everyone to have an audience.

***Presentation sessions:***

Please note that we have had a wide range of presentation submissions. Where possible, presentations have been put together in themes. However, if this has not been possible, individual papers have been placed together in the same slot. You may attend the whole hour session, or be selective as you see fit; presenters understand that timings are strict so that this is possible and will expect possible movement.

***Withdrawn papers:***

Any papers which were withdrawn during the construction of the Abstract Book are notified in the programme. Any papers which have been withdrawn since the completion of the Abstract Book will be signalled to you at the conference.

**Becoming a Teacher Educator workshops** are a set of three workshops over the two days and last up to one hour. If these workshops interest you, please note that it is advised that you attend all three sessions.

Coffee breaks and lunch are at specific times, according to the programme.

***Critical Publishing***

TEAN is pleased to be working in association with Critical Publishing again this year. Critical Publishing produce books and learning materials for education and social work students and professionals. They offer a more critical approach (in all the best senses) that helps their readers think and encourages them to analyse, evaluate, question and challenge. Please visit their stand in the ABS lounge and look out for leaflets in your packs.

Any exhibitors’ stands for you to visit will be in the ABS lounge.

Lunch will be available in the ABS restaurant between 12.30 and 13.30 only.

All other refreshments will be available in the ABS lounge.

**Wi-fi** is available at Conference Aston free of charge.

*The conference programme showing timings is overleaf:*

**Conference programme**

**THURSDAY, MAY 9TH 2019**

|  |  |
| --- | --- |
| 9.00 – 10.00 | Registration (refreshments available) |
| 10.00 – 10.10 | Welcome – Alison Jackson – TEAN |
| 10.10 – 11.00 | Keynote address with question time |
| 11.00 - 11.30 | Refreshments |
| 11.30 – 12.00  12.00 – 12.30  11.30 – 12.00  11.30 - 12.30 | Session 1 Presentations Part 1    Session 1 Presentations Part 2  Workshops and Round Tables  *Becoming a Teacher Educator Workshop* |
| 12.30 – 13.30 | Lunch |
| 13.30 – 14.00  14.00 – 14.30  13.30 – 14.30 | Session 2 Presentations Part 1    Session 2 Presentations Part 2  Session 2 Round Tables and 3 in hour presentations |
| 14.30 – 15.00 | Break |
| 15.00 – 15.30  15.30 – 16.00  15.00 – 15.45/16.00  15.00 – 16.00 | Session 3 Presentations Part 1  Session 3 Presentations Part 2  Workshops and Round Tables  *Becoming a Teacher Educator Workshop* |
| 19.00 | Informal conference dinner |

**Conference programme**

**FRIDAY, MAY 10TH 2019**

|  |  |
| --- | --- |
| 9.00 – 10.00 | Registration for those arriving on May 11th only  (refreshments available) |
| 10.00 – 10.10 | Welcome – Alison Jackson – TEAN |
| 10.10 – 11.00 | Keynote address with question time |
| 11.00 - 11.30 | Refreshments |
| 11.30 -12.00  12.00 – 12.30  11.30 – 12.30 | Session 4 Presentations Part 1  Session 4 Presentations Part 2  Session 4 Workshops and Round Tables |
| 12.30 – 13.30 | Lunch |
| 13.30 – 14.00  14.00 – 14.30  13.30 – 14.30 | Session 5 Presentations Part 1    Session 5 Presentations Part 2  Workshops and Round Tables and 3 in an hour presentations |
| 14.30 – 14.45 | Break (NOTE TIMING DIFFERENT TO DAY 1) |
| 14.45 – 15.15  15.15 – 15.45  14.45 – 15.25/45  14.45 – 15.45 | Session 6 Presentations Part 1    Session 6 Presentations Part 2  Workshops and Round tables  *Becoming a Teacher Educator Workshop* |
| 15.45 | Close of conference |

**Emergency procedures**

For any emergencies such as Fire, Accidents or Incidents, please dial **2222** from your conference room phone immediately. A member of our security team is dispatched immediately to deal with your emergency. All our security staff are First Aid trained and have direct communication with our control room to ensure – where necessary – emergency services can be alerted and directed immediately.

**Fire**

THE CONTINUOUS RINGING OF A BELL (Fire Bell) SIGNIFIES FULL EVACUATION. IF THIS HAPPENS YOU MUST:

* Evacuate the room, floor and building using the first available exit. **DO NOT use the public lift.**
* **Please familiarise yourself with where the nearest fire exits are – see the plan on the back of each meeting room and bedroom door for information. All visitors and personnel are required to congregate at the fire assembly point, Car park 3, behind the blue Student Guild Building. Our fire marshals are on hand to direct you and your group.**

General Evacuation Plans (GEP) for guests with mobility or sight impairments and for guests who are deaf or hearing impaired are detailed below.

Please make the Events Team or Reception aware of any delegates with mobility, hearing or sight difficulties so that security can be fully informed of their location and appropriate planning for emergencies can be allowed.

**GEP for Guests with Mobility or Sight Impairments**

In the event of an emergency we ask those guests with a disability preventing them from evacuating the building safely, to

1. If on the ground floor - make themselves known to a staff member who will be able to assist them in their evacuation.

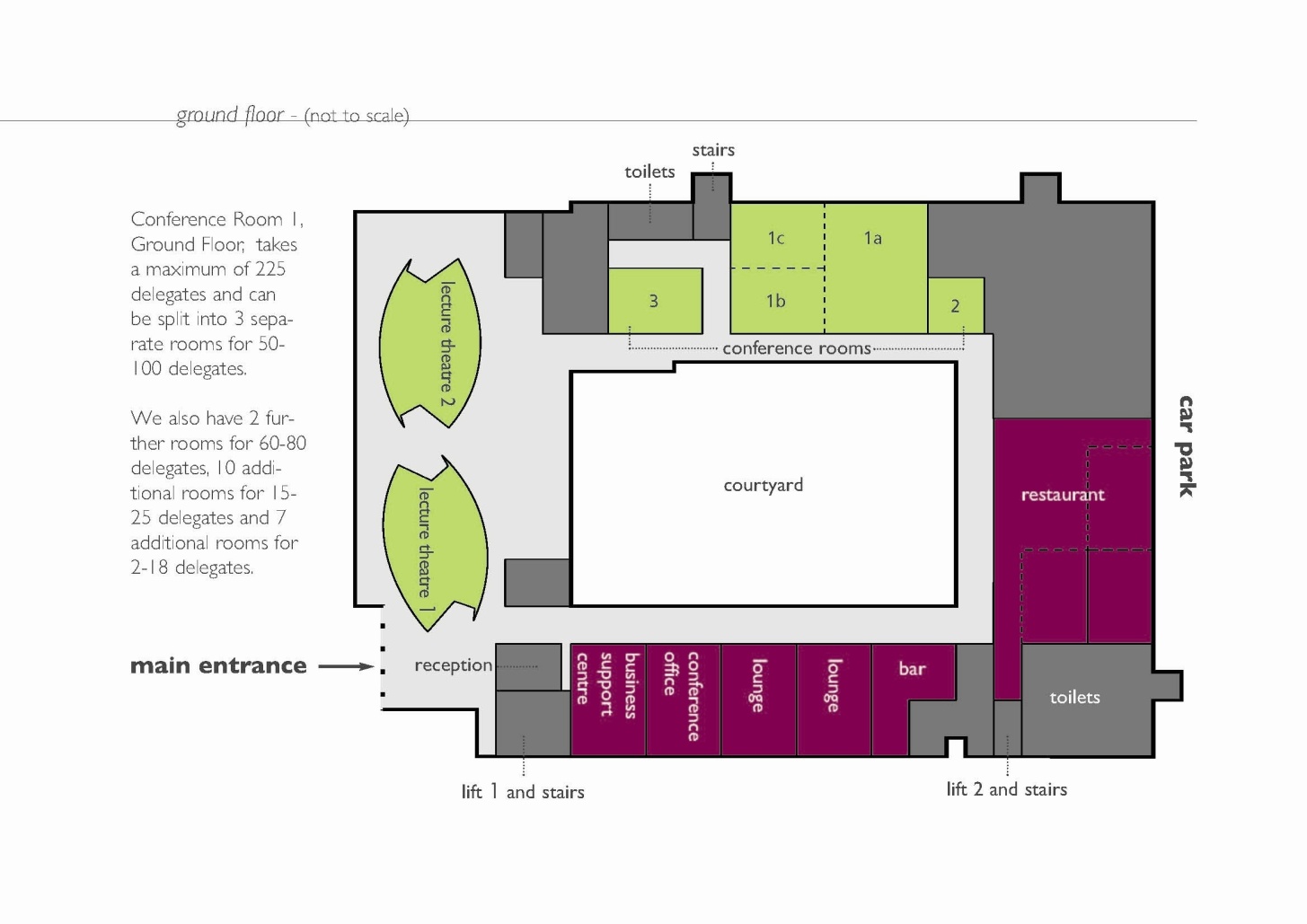
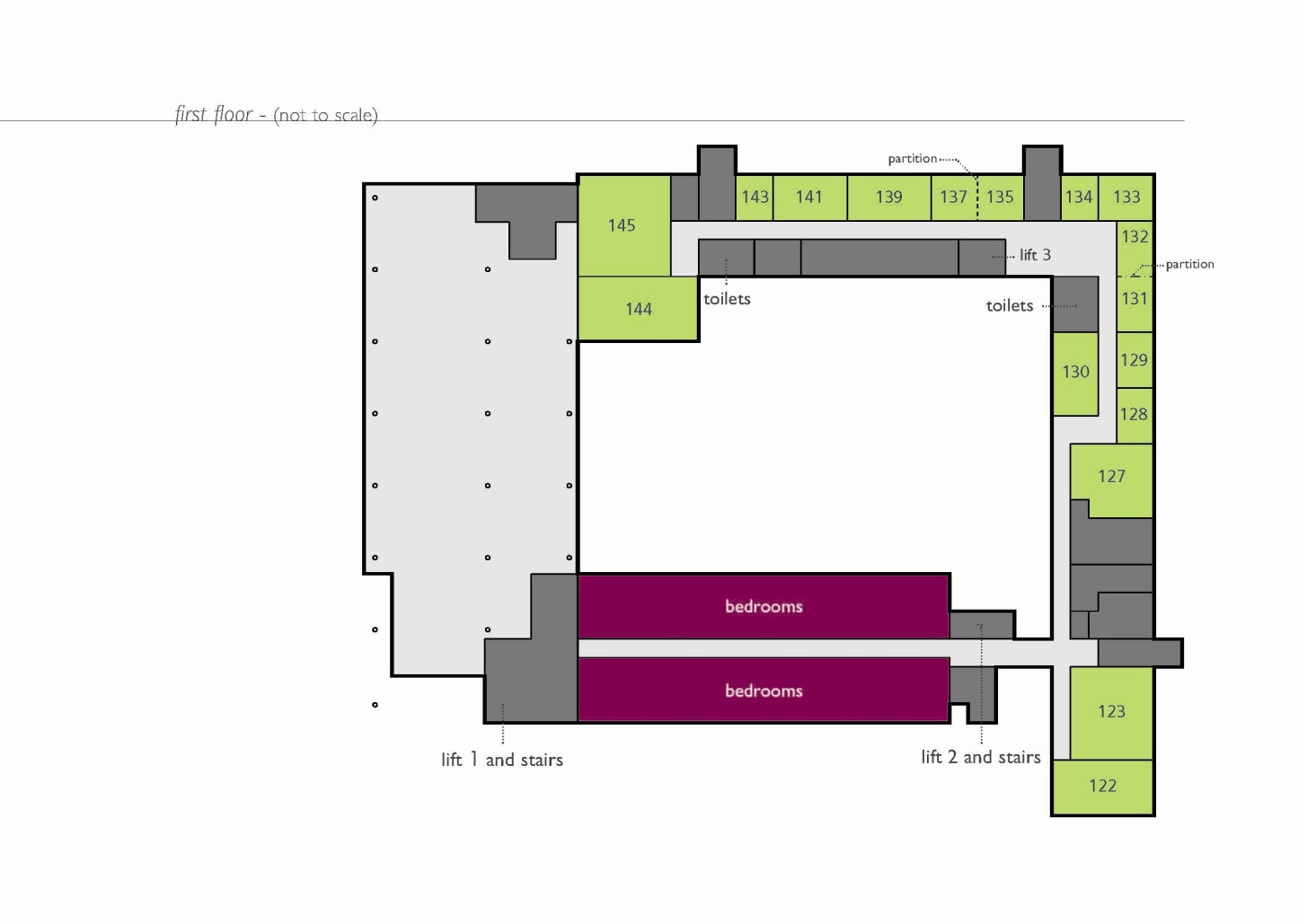
2. If on the 1st – 5th floor – make their way to the nearest refuge point if safe to do so. Active the call button at the refuge point and indicate clearly your name, your original room number and the refuge point you are at. Assistance will be sent to evacuate you from the refuge point. Please do not move from this point as long as safe to do so, as our Fire Marshals or the fire brigade will be on their way to you.

3. If unable to get to a refuge point safely, call ‘222’ from their bedroom and alert security of their location. Assistance will be sent to evacuate you from the refuge point. Please do not move from this point as long as safe to do so, as our Fire Marshals or the fire brigade will be on their way to you.

**GEP for Guests who are Deaf or Hearing Impaired**

In the event of an emergency we ask those guests with a disability preventing them from evacuating the building safely, to

1. Vibrating (mobile) alarms are available on reception which can be issued to guests with hearing impairment upon arrival. These are linked to the fire alarm system and start vibrating as soon as the alarm is raised.
2. Should you wish to receive assistance as per the above GEP from our staff, please make our reception staff aware of this at the earliest opportunity; otherwise we presume that you will make your own evacuation to the fire assembly point.

****

**TEAN Conference schedule**

**Thursday 9th May 2019 – Conference Aston, Birmingham**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 9:00 | **Registration** (on route to ABS Lounge) & **Refreshments** (ABS Lounge) | | | |
| 10:00 | **Welcome – Alison Jackson, TEAN** | | | |
|  | **Keynote Presentation with question time – Eline Vanassche, University of East London** (Conference room 1) | | | |
| 11:00 | **Refreshments** (ABS Lounge) | | | |
| 11.30 – 12.30 | **Presentations and workshops Session 1** | | | |
|  | **Conference Room 1a**  **11.30 1A1 A Framework to consider the six dimensions of inclusive education: supporting practitioners to reduce school exclusion** **Lead Presenter:** Lynda Kay - University of Gloucestershire  **12.00 1A2 Inspiring beginning teachers to engage with and research into some of the complexities of working with children from a migrant background Lead Presenter:** Chris Keelan - Liverpool Hope University | **Conference Room 1b/c**  **11.30 1B3 The redesign of a secondary Postgraduate Diploma in Education: aspirations and experiences in its first year, with reference to its core module**  **Lead Presenter:** Gillian Peiser – Liverpool John Moores University  **12.00 1B4 A Collegiate Approach To Delivering Inspirational Teacher Education Across Three Contrasting HEIs Lead Presenter:** Megan Stephenson -Leeds Trinity University | **Conference Room 3**  **11.30 1C5 Working with ITE students to develop exploratory talk and writing for the classroom using LEGO® SERIOUS PLAY® method and materials**  **Lead Presenter:** Angela Gill - Durham University | **Meeting Room 122**  **11.30 1D6 Making Space for Science within ITE. A rationale and evaluation of an accredited Degree Enhancement Programme in Primary Science**  **Lead Presenter:** John McCullagh - Stranmillis University College  **12.00 1D7 Children as Engineers: A Paired Peer, Multidisciplinary Model of Learning**  **Lead Presenter:** Fay Lewis - University of the West of England |
| **Meeting Room 123**  **11.30 1E8 Emotional aspects of becoming a teacher: making a start Lead Presenter:** Eamonn Pugh - University of Cumbria | **Meeting Room 127**  **11.30 1F10 Catalysts of Inspiration?**  **Lead Presenter:** Paul Sheehan - University of Worcester  **12.00 1F11 Expert teaching: what matters to expert teachers**  **Lead Presenter:** Lorna Shires - Oxford Brookes University | **Meeting Room 139**  **11.30 1G12 Which models of professionalism and professionality are most appropriate for teacher educators in ITE?**  **Lead Presenter:** Tony Eaude - Independent researcher and author, attached to the University of Oxford Independent researcher and author, attached to the University of Oxford | **Meeting Room 144**  **11.30 1H13 Developing the Behaviour Management Skills of Pre-service Teachers: Trainee Perspectives Lead Presenter:** Steve McNichol - Bishop Grosseteste University  **12.00 1H14 North West Coast and Beach School Network: The Development of a Framework of key aims and principles for Beach Schools – a collaborative research project between the LoTC Interest Group at Edge Hill University and local schools and other organisations**  **Lead Presenter:** Louise Hawxwell - Edge Hill University |
| **Meeting Room 145**  **11.30 1I15 Becoming a Teacher Educator:**  **Workshop 1 (of 3)** |  |  |  |
| 12:30-13:30 | **Lunch** (ABS Restaurant) **Exhibition Stands** (ABS Lounge) | | | |
| 13:30-14:30 | **Presentations and workshops Session 2** | | | |
|  | **Conference Room 1a**  **13.30 2J16 Student teachers with specific needs: a changing landscape. The view from Northern Ireland**  **Lead Presenter:** Deirdre Cree - St Mary's University College, Belfast  **14.00 2J17 Mental Health: Looking after those who do the looking after** **Lead Presenter:** Elizabeth Malone - Liverpool John Moores University | **Conference Room 1b/c**  **13.30 2K18 Ready to teach, but not ready for 'that': a study of the perceptions of PGCE trainees about being ready to support children's mental health in the Primary classroom Lead Presenter:** Lynsey Hunter - Sheffield Hallam University  **14.00 2K19 Investigating the use of a targeted taught programme - Special Me Time, in supporting Quiet, Shy and Anxious children in the Foundation Phase classroom**  **Lead Presenter:** Susan Davis - School of Education and Social Policy, Cardiff Metropolitan University | **Conference Room 3**  **13.30 2L20 Investigating the voice of the autistic teacher**  **Lead Presenter:** Clare Lawrence - Bishop Grosseteste University | **Meeting Room 122**  **13.30 2M21 Using ‘reappraisal’: the role of affective practice in mentor meetings**  **Lead Presenter:** Rachel Roberts -University of Reading  **14.00 2M22 Working with Mentors to inspire learning and impact on change in the classrooms**  **Lead Presenter:** Jo Tregenza - University of Sussex |
| **Meeting Room 123**  **13.30 -14.30 2N23 Inspiring trainee teachers to engage with, and use, feedback**  **Lead Presenter:** Ruth Sutcliffe - Leeds Beckett University  **2N24 Being constructive with criticism in teacher education: observing and feeding back effectively to trainee teachers**  **Lead Presenter:** Alison Ewen - Plymouth Marjon University  **2N25 Lessons from a developmental evaluation: perceptions of teaching practice feedback from further education initial teacher education**  **Lead Presenter:** Shona Dunn - Newcastle College | **Meeting Room 127**  **13.30 2O26 Professional Pathways for Teacher Educators**  **Lead Presenter:** Sue Webster - University of Plymouth | **Meeting Room 139** | **Meeting Room 144**  **13.30 2Q29 The creative use of ICT to improve problem solving skills in student teachers**  **Lead Presenter:** Geraldine Parks - St. Mary's University College Belfast  **14.00 2Q30 How student teachers build pedagogical knowledge and agency in literacy classroom**  **Lead Presenter:** Louise Wheatcroft - Birmingham City University |
| **13.30 Meeting Room 145**  **2R31 Is teaching of early reading through Phonics (SSP) enough to develop reading comprehension in children with English as an Additional Language?**  **Lead Presenter:** Kulwinder Maude - Kingston University |  |  |  |
| 14:30 – 15.00 | **Break** | | | |
| 15.00 -16.00 | **Presentations and workshops Session 3** | | | |
|  | **Conference Room 1a**  **15.00 3S32 The use of lesson study to develop trainee and mentors pedagogical content knowledge**  **Lead Presenter:** Irene Dallaway Gonzalez - University of Sussex  **15.30 3S33 Can reflective journals enhance learning in primary ITE? Addressing epistemological tensions between university-based learning and teaching placements Lead Presenter:** Jen Crossley - University of Huddersfield | **Conference Room 1b/c**  **15.00 3T34 The PGCE journey - wellbeing and workload**  **Lead Presenter:** Hannah Wells - Bishop Grosseteste University  **15.30 3T35 Empowering pre-service teachers to develop their professional resilience**  **Lead Presenter:** Holly Heshmati - University of Warwick | **Conference Room 3**  **15.00 3U36 What should we do about neuroscience in ITE? A way forwards**  **Lead Presenter:** Kendra McMahon - Bath Spa University | **Meeting Room 122**  **15.00 3V37 The expectations of NQTs in subject leadership roles and how well university prepares them**  **Lead Presenter:** Helen Price - York St John University  **15.30 3V38 Learning Leaders: the role of the General Teaching Council for Northern Ireland in developing leadership competence Lead Presenter:** Gerry Devlin - General Teaching Council for Northern Ireland |
| **Meeting Room 123**  **15.00 3W39 Preparing primary trainee teachers to teach children from black, Asian and other minority ethnic (BAME) backgrounds or groups: participation, experiences and perceptions of trainee teachers.**  **Lead Presenter:** Sarah Brownsword - University of East Anglia  **15.30 3W40 The value of an academic network: inspiration in professional practice with TEESNet (Teacher Education for Equity and Sustainability Network)**  **Lead Presenter:** Elena Lengthorn - University of Worcester | **Meeting Room 127**  **15.00 3X41 Enhancing Early Years pathways in Primary initial teacher education Lead Presenter:** Lorna Williams - University of Worcester | **Meeting Room 139**  **15.00 3Y42 Improving partnership development in (initial) teacher development Lead Presenter:** Seán Doyle - UCL Institute of Education | **Meeting Room 144**  **15.00 3Z43 Supporting student teachers' professional development and teacher identity through role play**  **Lead Presenter:** Alison Glentworth - Sheffield Hallam University  **15.30 3Z44 Learning Professionalism Together: A Cross-Departmental Educational Initiative Lead Presenter:** Julie Taylor - University of Warwick |
| **Meeting Room 145**  **15.00 3ZZ45 Becoming a Teacher Educator 2** |  |  |  |
| 16:00 | **Close of day one** | | | |
| 19:00 | **Informal conference dinner** | | | |

**TEAN Conference schedule**

**Friday 10th May 2019 – Conference Aston, Birmingham**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 9:00 | **Registration** (on route to ABS Lounge) & **Refreshments** (ABS Lounge) | | | |
| 10:00 | **Welcome – Alison Jackson, TEAN** | | | |
| 10:10 | **Keynote Presentation with question time – Linda Clarke, University of Ulster** (Conference room 1) | | | |
| 11:00 | **Refreshments** (ABS Lounge) | | | |
| 11:30 - 12:30 | **Presentations and workshops Session 4** | | | |
|  | **Conference Room 1a**  **11.30 4A46 Inspired to change? The rhetoric of reform in continuing professional learning for teachers Lead Presenter:** Sarah Steadman - King's College London  **12.00 4A47 The importance of contextual continuity for Early Career Teachers Lead Presenter:** Jacqui Percival - University of Cumbria | **Conference Room 1b/c**  **11.30 4B48 Supporting assessment literacy in the profession: examples of collaborative working from the Teacher Assessment in Primary Science (TAPS) project**  **Lead Presenter:** Sarah Earle - Bath Spa University  **12.00 4B49 ITE student perspectives of Threshold Concepts in A-level sciences**  **Lead Presenter:** Matthew Dunn - Bishop Grosseteste University | **Conference Room 3**  **11.30 4C50 Compulsory PSHE and RSE - what does this mean for your ITE? Lead Presenter:** Victoria Pugh - University of Worcester | **Meeting Room 122**  **11.30 4D51 ‘There’s more to life than a fronted adverbial!’: Exploring the influence of creative thinking on the pedagogy of children’s writing.**  **Lead Presenter:** Adrian Copping - University of Cumbria  **12.00 4D52 Should the Teacher's Standards be asking teachers to promote the 'correct use of standard English' (DfE, 2013)?**  **Lead Presenter:** Mary Bennett-Hartley - Birmingham City University |
| **Meeting Room 123**  **11.30 4E53 Scale and the professional identity of teacher educators** **Lead Presenter:** Clare Brooks - UCL Institute of Education  **12.00 4E54 Problematising, troubling and transforming values: the inspiration of the teacher educator in an era of compliance** **Lead Presenter:** Nick Mead - Oxford Brookes University | **Meeting Room 127**  **11.30 4F55 PebblePad - Love it or Loathe it? Student and Staff Perceptions regarding the effectiveness of PebblePad as an effective system of professional record keeping**  **Lead Presenters:** Ros Clark and Jo Baines - University of Derby | **Meeting Room 139**  **11.30 4G56 Supporting Mature Students in Initial Teacher Education Lead Presenter:** Francis Lemon - University of East Anglia | **Meeting Room 144**  **11.30 4H57 Conscious competence as a New Teacher Educator? Lead Presenter:** David Woodward - University of Worcester  **12.00 4H58 Who am I and who are you? Lead Presenter:** James Archer - Leeds Beckett University |
| **Meeting Room 145**  **11.30 4I59 Preparing beginning teachers to recognize and address the intersection of social with educational (dis)advantage Lead Presenter:** Louise Gazeley - University of Sussex |  |  |  |
| 12:30-13:30 | **Lunch** (ABS Restaurant) **Exhibition Stands** (ABS Lounge) | | | |
| 13:30-14:30 | **Presentations and workshops Session 5** | | | |
|  | **Conference Room 1a**  **13.30 5J60 Developing innovative practice in ITE through strong partnerships based on mutual respect, effective communication and trust** **Lead Presenter:** Fiona Leonard - Sheffield Hallam University  **14.00 5J61 Partnering with Professionals, Students and Academics: Developing experiences for all Lead Presenter:** Esther Cummins - Leeds Beckett University | **Conference Room 1b/c**  **13.30 5K62 Individual professional learning: false trails, puzzling problems, and sudden epiphanies Lead Presenter:** Susan Chapman - Aberystwyth University  **14.00 5K63 The anticipation, expectation and reality of belonging to the teaching profession. Listening to Sixth Formers, Trainees teachers and Recently Qualified Teachers**  **Lead Presenters:** Emma Heron and Sue O’Brien - Sheffield Hallam University | **Conference Room 3**  **13.30 5L64 It's not fair!" Primary ITE undergraduates' perceptions of fairness in marking academic assignments**  **Lead Presenter:** Rebecca Austin - Canterbury Christ Church University | **Meeting Room 122**  **13.30 5M65 The journey from the reflective practitioner to research informed practice: an evaluation of the contribution of MA practitioner research**  **Lead Presenter:** Rick Tynan – Liverpool John Moores University  **14.00 5M66 The PhD and me**  **Lead Presenter:** Paula Stone - Canterbury Christ Church University |
| **Meeting Room 123**  **13.30 – 14.30 5N67 Teaching for Creativity, Teaching Creatively and Teaching How to Teach Creativity: A case study of the preparation of early years teachers at the University of Sussex**  **Lead Presenter:** Jacqueline Young - University of Sussex  **5N68 Using relational pedagogy to support retention, completion and the performance of Early Years Initial Teacher Trainees: A Sheffield Institute of Education project** **Lead Presenter:** Sally Pearse - Sheffield Hallam University  **5N69 Continuing with the exploration of using the Coaching Model GROW to support Practitioner Research in an EY/Key Stage 1 context**  **Lead Presenter:** Stephanie Evans - University of Cumbria | **Meeting Room 127**  **13.30 5O70 Developing Inspiring Teachers in Challenging Times: The Case of Science Lead Presenter:** Joan Williams - University of Sussex | **Meeting Room 139**  **13.30 5P71 Teaching Assistants Training to Teach**  **Lead Presenter:** Becky Geeson - Bishop Grosseteste University, Lincoln  **14.00 5PX A study of MFL Student Teachers' awareness and development of pronunciation skills during the PGCE course**  **Lead Presenter:** Craig Ellis Howard - Cardiff Metropolitan University | **Meeting Room 144**  **13.30 5Q72 An Exploratory Study of International Students' Experience in Initial Teacher Training Courses in England**  **Lead Presenter:** Arthur Galamba - King's College London |
| **Meeting Room 145**  **13.30 5R74 Outdoor Learning in Initial Teacher Training - supporting student teachers across the ITT curriculum**  **Lead Presenter:** Louise Hawxwell - Edge Hill University |  |  |  |
| 14.30 – 14.45 | **Break** | | | |
| 14.45 – 15.45 | **Presentations, round table and workshop Session 6** | | | |
|  | **Conference Room 1a**  **14.45 6S75 Social media for professional development**  **Lead Presenter:** Mike Toyn – University of Cumbria  **15.15 6S76 A 'Learning Community' – what does it mean to our teacher trainees?**  **Lead Presenter:** Aimee Quickfall - Bishop Grosseteste University | **Conference Room 1b/c**  **14.45 6T77 Subject knowledge for teachers in training: How do teacher educators help develop what their aspiring teachers need to know?** **Lead Presenter:** Rick Tynan – Liverpool John Moores University  **15.15 6T78 Subject knowledge or practice pedagogy, which has the greatest impact on trainee teacher's development? From the trainee's perspective**  **Lead Presenter:** Kate Aspin - University of Huddersfield | **Conference Room 3**  **14.45 6U79 Teaching with Passion, Purpose and Empowerment: Finding Inspiration in a Contested Space**  **Lead Presenter:** Poppy Gibson - University of Greenwich | **Meeting Room 122**  **14.45 6V80 Listening to parents' stories**  **Lead Presenter:** Jan Machalski - Bishop Grosseteste University  **15.15 6V81 Could a focus on ethics of caring within teacher education have the potential to reduce the exclusion of autistic learners?** **Lead Presenter:** Lisa Fernandes - Newcastle College University Centre |
| **Meeting room 123**  **14.45 6W82 Transforming the 'Cinderella' Role of Mentoring**  **Lead Presenter:** Lisa Murtagh - University of Manchester  **15.15 6W83 Developing relational pedagogies and relational mentoring in a large and diverse Teacher Education partnership: models, strategies and challenges**  **Lead Presenter:** Heather Wain - Sheffield Hallam University | **Meeting Room 127**  **14.45 6X84 Supporting trainee teachers with dyslexia: Exploring the perceptions held by primary teacher trainees regarding the value of intervention**  **Lead Presenter:** Sharon Lannie - University of Worcester  **15.15 6X85 What does it mean to be a SENDCO?**  **Lead Presenter:** Sheila Sharpe - Sheffield Hallam University | **Meeting Room 139**  **14.45 6Y86 Student teachers working with 14 to 19 year olds: Teaching subjects/ nurturing citizens/ meeting employer needs- Implications for Teacher Educators**  **Lead Presenter:** Sally Elton-Chalcraft - University of Cumbria | **Meeting Room 145**  **14.45 6Z87 Becoming a teacher educator 3** |
| 15.45 | **Close of conference** | | | |

**Keynote: Thursday, May 9th 10.00**

**Eline Vanassche University of Leuven, Belgium**

**Title of presentation: Ways of seeing (and not seeing) teacher educator professionalism**

***Abstract:***

Teacher educators are no longer the under-researched group they once were. Research on this occupational group is proliferating, as are the initiatives to support their induction and ongoing professional development. While this interest in teacher educators’ professionalism is encouraging, the specific language which researchers and policy-makers alike use to talk about that professionalism is also disturbing. Increasingly, professional standards in different national locations are becoming the language of teacher educator professionalism, following the model of teacher standards. This presentation will explore how standards ‘see’ (and don’t see) the professionalism of teacher educators. This dominant ‘way of seeing’ will be contested by uncovering some of its blind spots and, in response to this investigation, a different way to think and talk about teacher educator professionalism will be proposed. I will argue that this alternative way of seeing not only provides a better fit to the complex, relational and situated nature of teacher education practice, but also holds promise for (future research on) the professional development of teacher educators.

*Until 1st December 2018 Eline Vanassche was a Marie Skłodowska-Curie fellow at the University of East London.  She is a former Assistant Professor at Maastricht University and Postdoctoral Researcher at the University of Leuven where she was awarded her PhD in Education.  Her research focusses on the nature of teacher educators’ professionalism and its development throughout their careers.  She has a particular interest in understanding the complex interactions between teacher educators and the socio-institutional contexts of their work.  Dr. Vanassche was amongst the first researchers in Europe to raise and address the need for research focusing directly on teacher educators in a scholarly way.  Her decision proved defining, and research in this field has proliferated over the past decade.  She is a founding member of the International Forum for Teacher Educator Development (InFo-TED,*[*https://info-ted.eu*](https://info-ted.eu/)*) and has authored a significant number of publications in academic journals and books.*

*Dr Vanassche accepted a prestigious Professorship at the University of Leuven in Belgium and began her new role on 1st December 2018*

**Keynote: Friday, May 10th 10.00**

**Linda Clarke – Ulster University**

**Title of presentation: The Professional Place of Teacher Educators**

***Abstract:***

Bourdieu’s argument that the term ‘professional’ should not even be used (he saw it as a *folk concept*, *smuggled into scientific language*) flew in the face of a reality in which professionals persisted and proliferated in (mostly) ingenuous defiance one of the most eminent French public intellectuals of the age. It may be too late to save a chameleon term which is widely used in contexts of ambition and admiration but is also viewed as inherently slippery, imbued with ambitions for high status and exclusivity, credentialism and over-regulation, and as a product of self-serving elitism. Teacher educators have not been immune to these critiques; described by a Secretary of State as The *Enemies of Promise*. The Place Model will be used to reimagine this important borderland between the world as it is and the world as it should be, by speculatively redeploying Doreen Massey’s notion of *Geographical Imagination* to reimagine to the place of teacher educators.

*Linda Clarke was born in Brooklyn, New York, moving to Northern Ireland in early childhood.  She served as a Geography teacher and head of department for 15 years. Her Masters degree is in Education Technology and her PhD examines the use of Elearning in Initial Teacher Education. She was appointed as a lecturer in Education at Ulster University and served as Head of the School of Education at Ulster from 2009 to 2013. Linda was the northern chair of the cross-border body for teacher education – the Standing Conference for Teacher Education, North and South (SCoTENS 2013-2016). She is Co-convener of the BERA SIG for Teacher Education and Development.  Linda is Chair of the Universities Council for the Education of Teachers in Northern Ireland. She is a member of the Editorial Board of Technology, Pedagogy and Education and a reviewer for several key education journals. Linda has recently worked to develop an innovative, interdisciplinary Model, the Place Model which uses two senses of place (status and learning journey) to conceptualise the dystopias and ideals of professionals –It featured as a Guest Blog on The Good Project's website - you can access the article (with a preface from Howard Gardner) here:*

<http://thegoodproject.org/the-place-model-are-inclusive-professionals-an-ideal-or-oxymoron/>

**Explanation of Sessions**

There are three different types of sessions on offer in this year’s TEAN conference. All sessions are carefully timed so that you can move in and out of them as you wish.

Here is the explanation for what each type involves:

**Presentations**

Presentation sessions are loosely themed wherever possible or individual. There are two varieties of presentation session:

* Two distinct halves (i.e. 20 minutes presentation, then 10 minutes discussion immediately before the next presentation starts) – this means that you can attend the first half of one presentation session and then the second half of another if you wish.
* Three presentations of 15 minutes each to start the hour and then 15 minutes panel discussion of the three papers. You can attend the whole hour or part of it as you wish.Where there are three papers in an hour, this is clearly marked on the abstract page.

**Workshops**

Workshop sessions involve significant participation from the audience. They last between 45 minutes and one hour.

**‘Becoming a Teacher Educator’ workshops**are a set of three workshops over the two days and last up to one hour. You will have registered specifically to attend these when you filled in the registration form. Please note that it is advised that you attend all three.

**Round Tables**

These sessions are discussions, themed around a topic of interest to teacher educators. They are led by one or more people who have a particular interest in some aspect of teacher training and would like to share their experiences with those of others. It is expected that the outcomes of the discussion will be mutually beneficial and perhaps lead to productive networking. A Round Table discussion lasts between 40 minutes and one hour.

**SESSION 1**

**Session 1 - Presentation (11.30 – 12.00) Thursday May 9th**

**1A1 Session lead: Lynda Kay**

**Room: Conference Room 1a**

**Title: A Framework to consider the six dimensions of inclusive education: supporting practitioners to reduce school exclusion**

**Lead Presenter:** Lynda Kay - University of Gloucestershire

**Co-presenter:** Tristan Middleton - University of Gloucestershire

**Aim:** To support teachers, practitioners and teacher educators to understand and implement inclusive practice to reduce school exclusion.

**Content:** Exclusion is a sanction which may be used by schools within their toolbox of behaviour management strategies. Statutory guidance (DfE, 2017a, p.6) advocates that permanent exclusion is a sanction to be utilised in circumstances in which significant issues around health and safety issues and behaviour have been identified. Permanent exclusion is at the most severe end of the range of strategies under the exclusion spectrum; a spectrum which includes temporary exclusion and less formal measures, such as internal exclusion. Whichever format exclusion is employed within, it may be argued that this conveys that for children with special educational needs (SEN) their needs have not been met. Additionally, it is of huge concern that recent data from the Department for Education (DfE) identifies that exclusion for pupils with SEN “had the highest permanent exclusion rate and were almost 7 times more likely to receive a permanent exclusion than pupils with no SEN” (DfE, 2017b, p.6). This is a concern for teacher educators who are supporting trainee and current practitioners to navigate the complexities of meeting diverse needs in their classrooms.  
  
This paper presents a conceptualisation of inclusive education through six dimensions. This conceptualisation has been developed through the researchers’ exploration of how an inclusive approach may reduce school exclusion.  
The six dimensions will be presented and explored in the context of school exclusion: learning and difference, social justice and human rights, empowerment, creativity, humanism and praxis.  
  
A framework which incorporated these six dimensions has been developed to support school staff to navigate the challenges of implementing inclusive practice in the current context. The framework will be presented as a tool to help practitioners understand the school setting in the context of an inclusive approach. It could be used by teacher educators to support the development of reflective practice.

**Celebrating the inspiration of the professional teacher educator:** This paper aims to support educators to deepen their understanding of inclusion and offer flexible pedagogical approaches to meet the diverse needs of their learners. This celebrates the teacher educators’ influence upon, and facilitation of, empowered practitioners who can develop their professional understanding to make creative pedagogical choices.

**The country to which the Presentation relates and any possible cross-reference to other UK countries (or international work if appropriate):** UK

**Session 1 - Presentation (12.00 – 12.30) Thursday May 9th**

**1A2 Session lead: Lynda Kay**

**Room: Conference Room 1a**

**Title: Inspiring beginning teachers to engage with and research into some of the complexities of working with children from a migrant background**

**Lead Presenter:** Chris Keelan - Liverpool Hope University

**Co-presenter:** Jacqueline Neve - Liverpool Hope University

**Aim:** To share findings from a comparative study of approaches to the refugee crisis undertaken by trainee teachers on an undergraduate primary programme. This involves a consideration of both implications for trainee teaching practices and broader issues including induction and successful integration of refugee children into local communities.

**Content:** The presentation outlines an international project between Liverpool Hope University and the University of Cologne teacher education departments. The project involved teachers, student teachers and teacher educators in observing and researching practices in refugee education in the two countries. The project was a two-phase international study of best practices in teaching and working with refugee children in Liverpool (phase one) and Cologne (phase two) as part of the Liverpool Hope University Wider Perspectives programme. In reflecting upon practices in refugee education in the two countries, a fundamental aim of the Liverpool Hope University programme was to inspire student teachers to make connections between course content and their experiences beyond the university. The aim was to engage the student teachers in reflection on their role as beginning teachers in UK schools, as interested observers in German schools and as active agents in shaping societal change in modern Britain.  
The presentation will outline the impact of the project on trainee confidence and their ability and motivation to teach. It will consider the value of international experience in inspiring trainee teachers to engage with global education issues. We will reflect upon ways in which the issues raised by the project may be carried forward and pursued in subsequent iterations of this work.

**Celebrating the inspiration of the professional teacher educator:** The presentation shares the work of teacher educators wanting to inspire students through a learning experience, involving exposure to issues of social injustice, which would have a lasting impact. It celebrates the growth in students who aimed to become ambitious in their practices when working with refugee children and families.

**The country to which the Presentation relates and any possible cross-reference to other UK countries (or international work if appropriate):** Germany

**Session 1 - Presentation (11.30 – 12.00) Thursday May 9th**

**1B3 Session lead: Gillian Peiser**

**Room: Conference Room 1b/c**

**Title: The redesign of a secondary Postgraduate Diploma in Education: aspirations and experiences in its first year, with reference to its core module**

**Lead Presenter:** Gillian Peiser – Liverpool John Moores University

**Co-presenters:** Matt McLain and Andrea Pratt – Liverpool John Moores University

**Aim:** This paper aims to discuss an investigation into tutor and student views about the core 40 credit module on a newly validated Postgraduate Diploma in Education (PGDE) secondary programme. It compares the findings with the aims of the new module and programme design, and considers implications for future curriculum development.

**Content:** The prospect of the need for revalidation of a secondary PGDE programme at Liverpool John Moores University presented the opportunity for a new and exciting programme design. The university had been running a PGDE programme with 120 master’s credits for ITE students since 2014, comprising of six x 20 credit modules. Whilst the organisation and assessment of 6 modules presented some organisational and assessment challenges, students and staff expressed strong support for the PGDE. They not only valued the theory-practice dynamic in professional learning, but also the solid basis it provided for completion of a full Masters degree following initial teacher education.

The revalidated programme sought new ways to:  
• credit the articulation of professional learning that occurred on placement experience (McNamara et al., 2014);   
• streamline assessment, remaining cognisant of (student) teacher workload (DfE, 2018);   
• avoid division of professional learning into module ‘silos’ (Darling-Hammond, 2006);   
• create an appropriate balance between tutor led and constructivist learning (Korthagen et al., 2006).  
Focussing on the programme’s ‘core’ module, combining generic elements of learning to teach with subject specialisms, our study sought staff and student views about the extent to which these aims have been met, and some of the challenges experienced. Data were collected using online surveys to establish broad trends. Key findings from the surveys were further investigated vis-à-vis semi-structured interviews with self-selecting participants from the surveys.  
  
References  
Darling-Hammond, L. (2006). Constructing 21st-Century Teacher Education. Journal of Teacher Education, 57(3), 300–314.   
DfE (2018). Reducing Teacher Workload. Policy Paper. Crown copyright: London.  
Korthagen, F., Loughran, J., & Russell, T. (2006). Developing fundamental principles for teacher education programs and practices. Teaching and Teacher Education, 22, 1020–1041.  
McNamara, O., Murray, J. and Jones, M. (Eds) (2014). Workplace Learning in Teacher Education: International Practice and Policy, Vol. 10, Springer Science and Business Media: Dordrecht.

**Celebrating the inspiration of the professional teacher educator:** One of the key drivers for the new programme design was linked to a desire for achieving optimal professional learning, aiming to reconcile workplace and theoretical learning. It was inspired by us, as university teacher educators, based on in-depth experience in the field of ITE.

**The country to which the Presentation relates and any possible cross-reference to other UK countries (or international work if appropriate):** England

**Session 1 - Presentation (12.00 – 12.30) Thursday May 9th**

**1B4 Session lead: Gillian Peiser**

**Room: Conference Room 1b/c**

**Title: A Collegiate Approach To Delivering Inspirational Teacher Education Across Three Contrasting HEIs**

**Lead Presenter:** Megan Stephenson -Leeds Trinity University

**Co-presenters:** Kulwinder Maude - Kingston University and David Waugh - Durham University

**Aim:** This paper explores how the authors have established and developed excellent professional relationships across three contrasting HEIs. Over the last three years adopting collaborative working practices, each presenter has delivered inspirational course content to corresponding PGCE and undergraduate cohorts for the other institutions. The impact of using this collegiate approach on student engagement and attainment are identified. The authors conclude with personal reflections on how establishing such relationships has supported their scholarly activity and provided confidence as Early Career Researchers.

**Content:** The content of this paper begins with a reflection on how a brief encounter at TEAN in 2016 led to the establishment of professional dialogues between three senior lecturers all operating similar programmes across three contrasting geographical regions in England. It continues with an explanation of how the authors compared course content and teaching styles and agreed to deliver sessions over the coming academic year for the corresponding HEIs. A brief overview of the content will be reviewed and how such was received by the students. The practice was reviewed as a result of student feedback and amended for the subsequent year. Now in its third cycle other lecturers have joined the forum and reflect on their experience and the impact on student feedback in all three institutions. The practice focuses on Introducing, Developing and Enhancing the core curriculum, using dynamic, inspirational and interactive methodology. It explores all aspects of teaching and learning and the impact on student outcomes and feedback. Traditional theories and principles remain at the foundation of all institutions and are also woven into the fabric of a creative pedagogical approach. Clear subject links are identified and articulated and an emphasis on reflective practice is highlighted in the study. The comparative material content provides reassurance for those delivering that programmes are aligned, but through alternative teaching strategies the students receive ‘a different and contrasting experience’. The work references all professional standards for teachers in England and in particular TS3, which states: Demonstrate good subject and curriculum knowledge have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings (DfE, 2011, p.11). This paper describes key findings from the research and the impact these will have on future programme development in line with student outcomes and feedback. It also provides insight into how such networking and alliances provide opportunities for celebrating inspirational practice and lead to other scholarly activities.

**Celebrating the inspiration of the professional teacher educator:** Thinking and reflecting about how the delivering of programme content can be used to share and collaborate amongst institutions and celebrate the joint inspiration of the professional teacher educator. Success grows from embedding excellent practice and delivering this to others using a ‘cross pollination’ approach, sharing best practice and encouraging debate around how we can improve the student experience whilst collectively embedding Quality First Teaching.

**The country to which the Presentation relates and any possible cross-reference to other UK countries (or international work if appropriate):** This is set in the context of English schools and teacher training policy but the focus of developing ITT provision has international resonance and is applicable more widely.

**Session 1 – Workshop (11.30 – 12.15/30) Thursday May 9th**

**1C5 Session lead: Angela Gill**

**Room: Conference Room 3**

**Title:** **Working with ITE students to develop exploratory talk and writing for the classroom using LEGO® SERIOUS PLAY® method and materials**

**Lead Presenter:** Angela Gill - Durham University

**Co-presenter:** Ben Mizen, Director, Ideas Alchemy Consulting Ltd.

**Aim:** Developing talk and writing for the classroom through play, based on a case study of work with UG and PG ITE students at Durham University, reflecting on the research of Mercer, Grugeon and Hubbard into 'exploratory talk'. A 'hands-on bricks' introduction to the rules and etiquette of LEGO® SERIOUS PLAY® and an application of this method to teaching.

**Content:** A collaboration between the School of Education, Durham University and Ideas Alchemy Consulting Limited was initiated over a shared interest in the use of play to develop talk for pupils. As part of this workshop we will reflect upon our shared experiences of working with UG and PG ITE students in developing their confidence and creativity in fostering exploratory talk. There is a wide body of research that covers the theme of exploratory talk and how this can stimulate or lead to high quality, focused writing. Teacher education should provide student teachers with research-informed solutions to the challenges they will face in the classroom.   
  
We consider that the LEGO® SERIOUS PLAY® method has the processes, etiquette and rules to inspire students to develop creativity in talk through this structured 'play-based' format. During the workshop we will look at the basics of the LEGO® SERIOUS PLAY® method, consider its pedagogic roots, its applications in the classroom and demonstrate how this can inspire inventive educators.  
  
Lastly, the workshop will provide delegates with a practical opportunity to experience the basic LEGO® SERIOUS PLAY® framework. This will be a reflective opportunity, using this structured play format, to explore what inspires them as professional teacher educators.

**Workshop structure:**

\*Introduction - case study reflecting on work with UG and PG ITE students at Durham University  
\*LEGO® SERIOUS PLAY® etiquette and method, and applying that to the classroom  
\*Hand-on bricks - a practical element exploring the inspirations of the professional teacher educator

**Celebrating the inspiration of the professional teacher educator:**

Three levels of inspiration:  
1. Inspiring UG and PG students to be creative in developing their confidence in teaching talk and writing  
2. Passing this inspiration forward to children in the classroom - encouraging creativity and exploratory talk and writing using structured play.  
3. As teacher educators, reflecting on the inspirations that impact our practice.

**The country to which the Workshop relates and any possible cross-reference to other UK countries (or international work if appropriate):** Similar sessions have been carried out in international schools, with ITE students, in Switzerland and China

**Session 1 – Presentation (11.30 – 12.00) Thursday May 9th**

**1D6 Session lead: John McCullagh**

**Room: Meeting Room 122**

**Title: Making Space for Science within ITE. A rationale and evaluation of an accredited Degree Enhancement Programme in Primary Science**

**Lead Presenter:** John McCullagh - Stranmillis University College

**Co-presenter:** Andrea Doherty - Stranmillis University College

**Aim:** The presentation will share with colleagues from other ITE institutions how providing pre-service teachers with the opportunity to engage with primary science outside of the formally assessed ITE programme can enhance the quality of their practice and also benefit the teachers and pupils in the local community. A context and theory-informed rationale will be provided alongside a description and evaluation of the programme.

**Content:** As is often the case in the primary school curriculum, science can seem squeezed within an already crowded initial teacher education programme. Insufficient time and resources for developing pre-service teachers’ confidence and competence in teaching primary science may significantly compromise the quality of science provision in our schools. This situation could be even graver if pre-service teachers have limited opportunities to teach or even observe science lessons during placement. This presentation will provide a rationale and a description of a degree enhancement accreditation scheme for primary science. Based on the Primary Science Teaching Trust’s (https://pstt.org.uk/) ‘Teachers’ College’ model the accreditation requires student teachers to evidence their competence in teaching, disseminating and engaging with the policy and theory which underpin their practice. The students are provided with opportunities to fulfil the criteria by engaging in science through a number of curriculum development projects with partner schools, dissemination seminars and an annual student conference. The skills and experiences gained through the course of the accreditation are designed to develop student teachers’ sense of efficacy and agency and provide opportunities for them to network with schools in their community. As well as going some way to enhancing the current quality of current science education, the scheme aims to nurture the potential science leaders of the future. Whilst the context is primary science the principles outlined relate to any other area of the curriculum, particularly subject areas which often have a lower profile than core areas

**Celebrating the inspiration of the professional teacher educator:** The presentation highlights the importance of providing pre-service teachers with the opportunity to aspire towards excellence in classroom teaching and to develop their agency and professionalism for the benefit of themselves and the whole community.

**The country to which the Presentation relates and any possible cross-reference to other UK countries (or international work if appropriate):** The presentation is set within Northern Ireland but relates to ITE in any country.

**Session 1 - Presentation (12.00 – 12.30) Thursday May 9th**

**1D7 Session lead: John McCullagh**

**Room: Meeting Room 122**

**Title: Children as Engineers: A Paired Peer, Multidisciplinary Model of Learning**

**Lead Presenter:** Fay Lewis - University of the West of England

**Co-presenters:** Juliet Edmonds and Laura Fogg-Rogers - University of the West of England

**Aim:** Many UK primary school teachers lack confidence in their STEM subject knowledge and ability to teach STEM subjects. Outreach can enhance learning and engagement within these subjects but provision is often ad hoc. This study united Science Communication and Education researchers to design a multidisciplinary toolkit to this address these issues.

**Content:** During this work training was provided introducing UG pre-service teachers to engineering, and UG engineering students to effective working with children - learning theories, understanding learning, safeguarding etc. The students were then paired together to work within a knowledge exchange programme resulting in them jointly delivering engineering challenges within primary schools. Pre and post longitudinal multimethod, evaluative research was employed to measure changes in attitudes, alongside qualitatively exploring possible reasons for change.  
  
Participation helped the pre-service teachers develop more positive views of STEM teaching. Increases in engineering subject knowledge confidence (SKC) and teaching self-efficacy (TSE) to high significance were observed. Interestingly, participation also appeared to also bring about highly significant increases in science SKC and TSE, despite varied previous experiences of teaching science. The engineer participants reported increases in how well equipped they felt to participate in public outreach, and the likelihood of future public engagement. The paired peer, model was described as the most influential aspect contributing to these changes.   
  
A toolkit of materials, resources and models of working has been developed and embedded into UG provision within both Education and Engineering degrees as a result of this work. This toolkit is now ready to be disseminated to other HEIs. This has enabled us to develop a model of interlinking ITE with wider teaching and learning from across university provision which could be adapted for any subject discipline within ITE.

**Celebrating the inspiration of the professional teacher educator:** The work described in this presentation has recently won two awards.   
1) Awarded ‘Highly Commended’ status in the STEM Inspiration awards within the Inspirational STEM Engagement Project category.   
2) National winner of the TEAN Commendation for Effective Practice in Teacher Education award 2018 (Children as Engineers work) it is hoped that the interdisciplinary model being discussed will inspire other ITE educators to enhance student learning by adopting a similar model within their own institutions.

**The country to which the Presentation relates and any possible cross-reference to other UK countries (or international work if appropriate):** UK

**Session 1 – Presentation (11.30 – 12.00) Thursday May 9th**

**1E8 Session lead: Eamonn Pugh**

**Room: Meeting Room 123**

**Title: Emotional aspects of becoming a teacher: making a start**

**Lead Presenter:** Eamonn Pugh - University of Cumbria

**Co-presenter:** Ed Tyson - University of Cumbria

**Aim:** This presentation aims to raise awareness of emotional aspects of teaching amongst school-based and university-based teacher educators. It also offers a possible starting point for including student teacher emotional knowledge within their programmes.

**Content:** Whether emotions are seen as ‘an elephant in the room’ or unseen as ‘the hidden part of an iceberg’, more research and theorisation is needed to develop understandings of how emotions influence teaching. After a theoretical framework for ‘emotional knowledge’ was testing on school placements with student teachers and their mentors, it was revised to comprise ‘emotional experiences’, ‘emotional knowledge’ and ‘teacher knowledge’. The resulting doctoral thesis reports that teacher educators should explicitly prepare student teachers to recognise emotions and to use emotional knowledge. Through small-scale practitioner research by two teacher educators, this systematic inquiry was opened to scrutiny by postgraduate primary student teachers on our university-based and School Direct programmes. Within a normal teaching structure of mainly dialogic activities, we taught a two-hour seminar to groups of 18, 19 and 8 student teachers. They created group posters to apply recognition of emotions and the theoretical framework for emotional knowledge to situations from their recent school placement. The seminar concluded with each student teacher completing a sticky note that self-reported what, if anything, they had learned about teaching and emotions.

Using a thematic analysis approach, this naturally-occurring data from posters and sticky notes was repeatedly coded and triangulated. We found, first, that the student teachers increased their vocabulary of emotions and applied the framework for emotional knowledge by reflecting on it within their school placements. Second, emerging themes were identification of emotions (their own and pupils), the complexity of classifying emotions as positive or negative, recognising their own emotional appearance as an influence on pupils and seeing ‘emotional labour’ and ‘faking’ of teacher emotions as a reality. We particularly welcome discussion of how the ‘emotional knowledge’ framework might be targeted in school placement situations, used as a practical tool to support professional conversations or developed through further research.

**Celebrating the inspiration of the professional teacher educator:** Inspirational teacher educators are role models for their student teachers, modelling that includes emotional aspects of teaching and reflective practice. Both are celebrated within this presentation.

**The country to which the Presentation relates and any possible cross-reference to other UK countries (or international work if appropriate):** The reported inquiry was set within a primary PGCE programme with school placements in England, Northern Ireland and Scotland. However, the emotional knowledge framework is informed by world-wide research that challenges the cognition/emotion dichotomy. This includes the holistic Eastern perspective that rejects this dualism and the increasing legitimacy given in western countries to connections between teacher emotions and cognitive learn

**Session 1 – Presentation (11.30 – 12.00) Thursday May 9th**

**1F10 - Session lead: Paul Sheehan**

**Room: Meeting Room 127**

**Title: Catalysts of Inspiration?**

**Lead Presenter:** Paul Sheehan - University of Worcester

**Co-presenter:** Tracey France - University of Worcester

**Aim:** We aim to:

• To share effectiveness of Facilitated peer led learning groups   
• To celebrate the Facilitator ole in seeding and creating sustainable inspiration

**Content:** Our Presentation will draw on the longitudinal work that University of Worcester has been engaged with in Stoke LA (Local Authority) schools. The process brought together groups of schools- predominately primary schools and also a group of specials schools. The keystone element were the facilitators (professional teacher educators) that explored themes around trust, leadership and collaboration looking at both educational and wider examples to challenge thinking , while being mindful of the local context that the leaders were navigating. The rationale for this work is drawn from the National Standards of Excellence for Headteachers DFE (Jan 2015) predominantly focusing on – Domain 4 - Excellent head teachers: the self-improving school system.   
  
HEI neutrality and objectivity combined with the fact that the facilitators that supported the project were predominantly from a distant part of the UK combined to create a low threat, high reward learning and development context. The facilitators were carefully chosen and trained in the facilitation skills, they were also experienced leaders in schools and were instrumental in a local focus that had positive impact at all levels – personal, pupils, organisation and wider community.   
  
Impact on practice: The opportunity for schools, staff teams and leaders to move from high stakes ‘prove ‘mind-set to a ‘improve and develop’ mind-set with the support of local like-minded colleagues. This has been evident both qualitatively and qualitatively - September 2018 KS assessments shown an 11% increase overall. – ‘University of Worcester has been a real catalyst’ CEO of MAT (chief executive officer of a multi-academy trust.

**Celebrating the inspiration of the professional teacher educator:** The presentation celebrates in two ways, firstly the role of the facilitators in creating effective and dynamic groups. Secondly, it celebrates the leaders ‘can-do’ confidence which they in turn shared with wider teams of colleagues to ultimately improve the all-round offer to the children of Stoke.

**The country to which the Presentation relates and any possible cross-reference to other UK countries (or international work if appropriate):** England

**Session 1 - Presentation (12.00 – 12.30) Thursday May 9th**

**1F11 - Session lead: Paul Sheehan**

**Room: Meeting Room 127**

**Title: Expert teaching: what matters to expert teachers**

**Lead Presenter:** Lorna Shires - Oxford Brookes University

**Aim:** The paper aims to examine the nature of teacher expertise as understood by expert teachers. It uses the concept of relational expertise and relational agency to understand teacher pedagogy as a form of decision making.

**Content:** This study examines the professional knowledge and practice of expert teachers through the sense-making of their own teaching. Since the mid 1980s, high-quality teaching has been defined by others, rather than teachers, and away from classrooms. The research approach of this study has been to understand the ways in which expert teachers enable pupils to engage with tasks in a lesson. This process is named numerously as pedagogy, phronesis, craft knowledge, responsive teaching or formative assessment, but the view of this study is that this is the same process in practice. The research involved working with expert teachers who completed a series of structured reflections of their teaching to identify the actions in activities in their classroom practice followed by semi-structured interviews to examine the decisions they made. This research is important because it enables us to understand the expertise of the very best teachers through their understanding of what they know, can do and what matters to them as they teach in their classrooms. It will offer a framework to be used as an adaptive professional learning process by teachers and teacher educators upon which they can frame a practice problem; review their practice and extend their practice repertoire. It aims to enhance the profession’s own ability to generate knowledge about best teaching.

**Celebrating the inspiration of the professional teacher educator:** This presentation celebrates the work of teacher educators because it considers the nature of the relational expertise of teacher educators as a means to develop the expertise of teachers.

**The country to which the Presentation relates and any possible cross-reference to other UK countries (or international work if appropriate):** UK

**Session 1 – Round Table (11.30 – 12.10/12.30) Thursday May 9th**

**1G12 Session lead: Tony Eaude**

**Room: Meeting Room 139**

**Title: Which models of professionalism and professionality are most appropriate for teacher educators in ITE?**

**Lead Presenter:** Tony Eaude - Independent researcher and author, attached to the University of Oxford Independent researcher and author, attached to the University of Oxford

**Aim:** This roundtable aims to stimulate interactive discussion on different models of professionalism (notably covenantal and contractual) and the extent to which these operate and are possible currently in initial teacher education; and to what extent the idea of restricted and extended professionality is valuable in developing teacher educators.

**Content:** Drawing on my recent book on the development of teacher expertise and professionalism, I plan to introduce to introduce briefly (10 minutes) two key ideas from the research (e.g. Shulman) on what it means to be, and to act as, a professional in various professions. I suggest, with Evans (2008), that a meaningful conception of professionalism must reflect the reality of daily practices. The first idea is the distinction between a covenantal and contractual model of professionalism, the former based on trust and autonomy, the latter more on compliance with externally imposed expectations. The second, drawing on Hoyle’s work, is between restricted and extended professionality providing a way of understanding what professionality involves and a description of features to be developed. This introduction is intended both to problematize professionalism and to set the context for a discussion of the applicability of these ideas to those working in ITE.  
  
I am planning to invite discussion (for the rest of the session apart from the last 5 minutes) of:  
• key features of acting as a professional in ITE;   
• whether the primary/secondary/special phases differ especially in relation to the types of knowledge which teacher educators should seek to help pre-service teachers to learn and which they themselves require (arguing that there are and seeking to identify these);  
• what the impact on practice in teacher education has been of a contractual model of professionalism and what the impact would be of adopting a more covenantal approach; and  
• other relevant issues raised by participants, if there is time.

During the last 5 minutes, I intend to ask participants to summarise and share key points from the discussion; and especially possible implications for practice in the current climate.

**Celebrating the inspiration of the professional teacher educator:** This roundtable will explore what it means to act as a professional teacher educator in the current education climate and might mean in ones less based on the standards agenda and competencies; and highlight and celebrate what inspires teacher educators and enables them to inspire those preparing to become teachers.

**The country to which the Round Table Discussion relates and any possible cross-reference to other UK countries (or international work if appropriate):** This discussion will be relevant to teacher educators in all systems and the introductory material will highlight international research. Contributions from those working in different systems will be particularly welcome.

**Session 1 - Presentation (11.30 – 12.00) Thursday May 9th**

**1H13 Session lead: Steve McNichol**

**Room: Meeting Room 144**

**Title: Developing the Behaviour Management Skills of Pre-service Teachers: Trainee Perspectives**

**Lead Presenter:** Steve McNichol - Bishop Grosseteste University

**Aim:** At the 2018 conference, I presented the initial findings of this research undertaken with undergraduate trainees. The project has now involved postgraduate trainees, both primary and secondary, undertaking initial teacher training. This presentation aims to disseminate the views of trainee teachers who have successfully developed behaviour management skills, identifying the factors that they feel most supported them to develop these skills. It will also highlight the similarities and differences between trainees undertaking different routes into teaching and those training in different age phases.

**Content:** After brief coverage of existing literature and methods, this presentation will analyse in detail the views of trainee teachers who have successfully developed behaviour management skills during their training, with a particular focus on highlighting the factors that they feel most supported them to develop these skills. The presentation will explore the different perspectives that trainees hold, in particular comparing the views of trainees undertaking different routes into teaching (undergraduate and postgraduate) and in different age phases (primary and secondary). The presentation will also highlight the difference between the perspectives of trainees who are considered as 'outstanding' at the end of their training and those who are considered as 'good', based on the nationally-recognised Assessment Toolkit produced by the National Association of School-Based Teacher Trainers (NASBTT). This presentation has the potential to impact upon the practice of others who support trainee teachers to develop behaviour management skills by exploring the perceived ‘usefulness’ of a variety of activities and approaches as expressed by successful trainees undertaking different routes into teaching and within different age phases.

**Celebrating the inspiration of the professional teacher educator:** The findings of this research often highlight the importance of inspirational teacher educators, particularly those within schools who support trainees to develop behaviour management skills through mentoring and providing developmental feedback in this area.

**The country to which the Presentation relates and any possible cross-reference to other UK countries (or international work if appropriate):** This research is based in England. However, the development of behaviour management skills during teacher training has been highlighted as an area for development in other UK countries and internationally, as below: England – Chaplain, 2008; Haggarty & Postlethwaite, 2009. Scotland – McNally et al, 2005; Hamilton, 2015. Australia - Giallo & Little, 2003; O’Neill & Stevenson, 2012; Woodcott & Ruepert, 2013. Germany – Lugrin et al, 2016. Hong Kong – Cooper & Yan, 2014. New Zealand – Johansen, Little & Atkin-Little, 2011. USA – Martin, 2004; Ritter & Hancock, 2007.

**Session 1 - Presentation (12.00 – 12.30) Thursday May 9th**

**1H14 Session lead: Steve McNichol**

**Room: Meeting Room 144**

**Title: North West Coast and Beach School Network: The Development of a Framework of key aims and principles for Beach Schools – a collaborative research project between the LOtC Interest Group at Edge Hill University and local schools and other organisations**

**Lead Presenter:** Louise Hawxwell - Edge Hill University

**Co-presenters:** Bethan Garrett and Cait Talbot-Landers - Edge Hill University

**Aim:** The aim of our presentation is to share our initial findings of a research study carried out in collaboration with the Department of Children, Education and Communities LOtC Interest Group at Edge Hill University, local schools and the Sefton Coast landowners in which we sought to explore an understanding of ‘beach school’ pedagogy and practitioners’ perceptions and practices of this.

**Content:** In October 2017 the North West Coast and Beach School Network was established by members of the DCEC LOtC Interest Group and teachers from North West schools with the aim to develop an external network to support schools and educational settings in developing their use of the local coast and understanding of the newly emerging Beach School pedagogy.   
  
A collaborative research project has developed from this network focusing on establishing understanding and practices of Beach School pedagogy as experienced and perceived by participants across the North West network group at this important time in the development of the network itself (Merriam, 2002), and how the principles of Beach School may be enacted by different individuals in their own contexts and settings. The project also seeks to involve all participants in the development and refinement of key aims and principles for Beach School pedagogy that supports effective ecological practices, specifically when working in ecologically sensitive areas, such as on the Sefton coast which is recognised as a Site of Special Scientific Interest (SSSI). Our presentation will present the background to our research, including how we as teacher educators established this network with teachers and schools across our partnership. We will also present the initial findings of the research project itself. We will also discuss the value of collaborative research projects between teacher educators, ITT departments, school-based colleagues and other organisations. We will offer suggestions and practical advice for other ITT settings and teacher educator colleagues who are interested in carrying out this type of research and setting up these networks.

**Celebrating the inspiration of the professional teacher educator:** Our presentation celebrates the role of teacher educators in supporting teachers in recognising and using their skills across different contexts and settings, especially within outdoor environments. It also celebrates the role of ITT in providing outdoor learning experiences to a wider audience which can foster enthusiasm in teachers towards the outdoors. This can have a long-lasting and positive impact on future teaching practices.

**The country to which the Presentation relates and any possible cross-reference to other UK countries (or international work if appropriate):** This presentation relates to ITT practice within our own faculty based in England. However, suggestions for practice can also be applied to other countries within and beyond the UK.

**Session – Workshop (11.30 – 12.30) Thursday May 9th**

**1II5 –Session lead: Pete Boyd**

**Room: Meeting Room 145**

**Becoming a Teacher Educator: Workshop 1 (of 3):**

**Becoming a Teacher Educator – the pedagogy of initial teacher education**

**Team of Presenters:** Pete Boyd - University of Cumbria

Jean Murray - University of East London

Liz White - University of Hertfordshire

The first workshop focuses on the pedagogy of initial teacher education. The session will critically evaluate the clinical practice model of teacher education and the central ambition of teachers developing ‘inquiry as stance’ as part of their professional identity and everyday work. The use of modelling by teacher educators will be considered – meaning the strategy of demonstrating and explicitly reflecting on values and strategies that are congruent with those we expect student teachers to develop within their own classroom practice. The session will highlight the development of teacher identity by your student teachers and consider your own development of teacher educator identity.

The ‘Becoming a Teacher Education’ workshops have provided a national level academic induction for more than 400 recently appointed teacher educators over the last ten years. The challenging workshops will support you in refining your identity as a teacher educator, in questioning your pedagogy for teacher education and development, and in drafting a professional development action plan that focuses on scholarship and research activity. The three separate workshops are integrated into the conference programme and designed to form a coherent experience.

**SESSION 2**

**Session 2 - Presentation (13.30 – 14.00) Thursday May 9th**

**2J16 Session lead: Elizabeth Malone**

**Room: Conference Room 1a**

**Title: Student teachers with specific needs: a changing landscape. The view from Northern Ireland**

**Lead Presenter:** Deirdre Cree - St Mary's University College, Belfast

**Co-presenter:** Claire Connolly - St Mary's University College, Belfast

**Aim:** Drawing on statistics from a specialist Teacher Education College in Northern Ireland, this paper aims to contribute to informed debate regarding the changing landscape of student teachers’ specific needs by exploring the evolving nature of those needs over the last 5 years.

**Content:** The student population in Higher Education in Northern Ireland has become increasingly diverse in recent years. The changing requirements of the student body has necessitated that appropriate support is available and has resulted in HE institutions designating resources, and staff to this essential area. In the academic year 2017-2018, Student Support staff in a small, specialist institution of teacher education reported that the landscape had shifted further in terms of the issues presenting and the volume of students entitled to support. As a result, an analysis of available data was undertaken to identify trends in terms of the nature of the presenting needs and the numbers of individuals presenting. This presentation will disseminate the findings of that analysis.   
  
The presentation will begin by setting the context for a small, specialist institution in NI and a summary of the demographic of the student population will be presented in general terms.   
The presentation will go on to outline the methodology that was used to underpin this study. The trends that were identified through the analysis of available data will be presented to highlight the nature of the specific needs of today’s student teachers in Northern Ireland aiming to provide some insight into the range of issues emerging which may have an impact on how the individual needs can be best met by Teacher Educators while ensuring relevant competence frameworks are achieved by students. The conclusion to the presentation will identify the key issues emerging and consider the implications of these for the professional learning and practice of student teachers and the teaching profession in general.

**Celebrating the inspiration of the professional teacher educator:** The professional Teacher Educator ensures that all student teachers are enabled to achieve their potential. Providing appropriate support to those with specific needs is key to this.

**The country to which the Presentation relates and any possible cross-reference to other UK countries (or international work if appropriate):** The presentation relates to a study conducted in NI. Student support needs in NI are relevant to other UK countries.

**Session 2 - Presentation (14.00 – 14.30) Thursday May 9th**

**2J17 Session lead: Elizabeth Malone**

**Room: Conference Room 1a**

**Title: Mental Health: Looking after those who do the looking after**

**Lead Presenter:** Elizabeth Malone - Liverpool John Moores University

**Co-presenter:** Elizabeth Astbury - Liverpool John Moores University

**Aim:** To prompt other ITE lecturers to reflect on if their programmes cater for teachers’ mental health as well as pupils.

**Content:** Media attention is increasingly focussed on mental health, and more specifically on that of children and learners in school. However, teachers and moreover trainee teachers’ mental health is often overlooked. With increasing numbers of teachers experiencing ‘burnout’ and leaving the profession we feel trainee teachers’ mental health should be an integral part of ITE courses. As such, our presentation outlines the issues and impact that poor mental health can have on trainee teachers and how this in turn affects the pupils who they teach.

Next, the presentation illuminates the steps we have built into our PGCE/PGDE programmes to cater for trainee teachers’ mental health. Culminating each year with a mental health conference which brings together a large number of national and local stakeholders from policy makers, to health professionals to pupils themselves. This mix of presenters and forms of information is truly trailblazing as we are not aware of such a conference happening anywhere else in the country.   
We know that our students cannot graduate with ‘medical degree knowledge’ about all conditions and experiences, however what we can do is inspire them to know they can make a change and sign post where they can go for support in the future. By providing a space for the conference contributors to mix in during lunch each year the cross- pollination of ideas has occurred leading to collaborations as the presenters have also been inspired. And finally staff from across the School of Education participate in the day, and also become upskilled and inspired to make a change in their own programmes. We have found that by speaking openly, from Day 1, about the importance, not only of pupil’s mental health for learning but also trainee teachers’ we have quite a large number of students feeling comfortable to disclose any additional needs they may have, allowing us to cater for them personally. The intended audience for this presentation is sector wide as the messages are suitable for all ages. The impact on practice will be that the ITE educators will reflect on their own courses/practice in this area.

**Celebrating the inspiration of the professional teacher educator:** This presentation will inspire teacher educators at other institutions as well as presenting how we have inspired our conference presenters, own Liverpool John Moores University staff and trainee teachers in the area of mental health.

**The country to which the Presentation relates and any possible cross-reference to other UK countries (or international work if appropriate):** This presentation relates to all people and all countries – which sounds like a ‘cop – out’ but mental health and looking after the next generation of teachers is of paramount importance if we want them to be healthy, happy teachers who teach well.

**Session 2 - Presentation (13.30 – 14.00) Thursday May 9th**

**2K18 Session lead: Lesley Hunter**

**Room: Conference Room 1b/c**

**Title: Ready to teach, but not ready for 'that': a study of the perceptions of PGCE trainees about being ready to support children's mental health in the Primary classroom**

**Lead Presenter:** Lynsey Hunter - Sheffield Hallam University

**Aim:** The aim of the presentation is to share the findings of my Master's research into the perceptions of PGCE trainees about how effectively their initial teacher training has prepared them to support children's mental health in the Primary classroom and the implications that this may have for initial teacher educators.

**Content:** The role of the Primary teacher in supporting children’s mental health in the classroom is well-documented in literature, but much less research exists about Children's Mental Health within Initial Teacher Training, particularly in Primary Education. Although much has been done to address behaviour, safeguarding and SEND (Special Educational Needs and Disabilities) as National Priorities in Initial Teacher Training, very little specific mention of Children’s Mental Health is made in the Teacher Standards, the 2016 Framework for ITT or in the recent Green Paper for Transforming Children and Young People’s Mental Health Provision.

This study investigates the lived experiences of PGCE trainees in schools have been and their readiness to support children's mental health in the classroom. The presentation will share the findings from the Focus groups conducted with participants from both Core and School Direct PGCE routes and identify the themes that arose in the analysis. It will consider the disparity between the principles and attitude they have developed during training and the practical skills and capacity that they feel they still lack. Areas for further research are identified and recommendations are made for the ITE sector as a whole. Links to recruitment and retention are made and education is problematised as both a cause of and solution to the mental health crisis facing the country.

**Celebrating the inspiration of the professional teacher educator:** This paper celebrates the successes of teacher educators in inspiring our trainees and novice teachers to embrace children holistically with their well-being at the heart of education, and considers the importance of the profession in affecting and inspiring pivotal change in one of the biggest societal crises in recent years.

**The country to which the Presentation relates and any possible cross-reference to other UK countries (or international work if appropriate):** England

**Session 2 - Presentation (14.00 – 14.30) Thursday May 9th**

**2K19 Session lead: Lesley Hunter**

**Room: Conference Room 1b/c**

**Investigating the use of a targeted taught programme - Special Me Time, in supporting Quiet, Shy and Anxious children in the Foundation Phase classroom**

**Lead Presenter:** Susan Davis - School of Education and Social Policy, Cardiff Metropolitan University

**Co-presenters:** Student teachers

**Aim:** This presentation sets out research undertaken in Foundation Phase classrooms on how to support quiet, shy and anxious children (QSA), using a targeted programme entitled- Special Me Time. Implications for practice are explored, along with suitable pedagogical strategies, to support QSA children in achieving their educational potential.

**Content:** Quiet shy and anxious children (QSA) are found in every classroom, in every school. Statistics on the proportion of QSA children in early years classrooms are unfortunately, more difficult to define. By their very nature, QSA children often fly ‘under the radar’. However, it is apparent, that there are significant numbers of quiet children in our schools. (Brophy, 1996; Crozier, 1995). For some children, shyness can be severe and may affect their access to learning, or have a detrimental effect on that learning, along with associated self-esteem issues. An awareness of a holistic dynamic to everyday pedagogy is essential for all teachers. This presentation will highlight and reflect upon the use of a targeted intervention undertaken to support quiet, shy and anxious learners in the Foundation Phase classroom and to explore this issue. The programme employed a specific six-week taught series of activities with a child- focused, social and emotional emphasis, was entitled ‘Special Me Time’ (SMT). This structured programme was delivered in a variety of early years classrooms as weekly sessions, designed to support and nurture QSA children, in relation to: vocalising their feelings; supporting them in accessing classroom opportunities; helping them to engage with everyday communication and in developing and maintaining friendships. The research was carried out in a number of early years classrooms, in both South Wales and England, and by a range of school staff and PGCE primary student teachers, over a two-year period. This presentation will report on the findings and recommendations gained from the study. Research data were gained from an evaluation of the SMT programme using: baseline assessments undertaken at the start and on cessation of the programme; semi-structured interviews with staff and PGCE students and also lesson evaluations and observation material. Implications for future ITT pedagogy will also be shared.

Reference: Brophy, J. (1996) Working with shy or withdrawn students. Urbana, IL: ERIC clearing house on Elementary and Early Childhood Education. Crozier, W. R. (1995). Shyness and self-esteem in middle childhood. British Journal of Educational Psychology, 65, pp. 85–95.

**Celebrating the inspiration of the professional teacher educator:** This presentation will stress the importance for the professional teacher educator of developing student awareness in ITT programmes on the significance of supporting quiet, shy or anxious children in the school setting. Holistic aspects and the fact that education and care are closely aligned should also be robustly set out. Implications for practice are explored, along with suitable pedagogical strategies, to support QSA children in achieving their educational potential.

**The country to which the Presentation relates and any possible cross-reference to other UK countries (or international work if appropriate):** Wales (Foundation Phase) UK Foundation Stage / Early Years education and internationally.

**Session 2 – Round Table (13.30 - 14.10/30) Thursday May 9th**

**2L20 Session lead: Clare Lawrence**

**Room: Conference Room 3**

**Investigating the voice of the autistic teacher**

**Lead Presenter:** Clare Lawrence - Bishop Grosseteste University

**Co-presenter:** Steven McNichol - Bishop Grosseteste University

**Aim:** The aim of this round table is to guide participants to re-think the ‘challenge’ of autism in the classroom through considering the perspective of the autistic teacher. What strengths might autism bring to teachers? What challenges might it present? How can we better support autistic teacher trainees to be successful?

**Content:** The round table will consider a number of comments and opinions expressed by an autistic trainee teacher involved in a research project last academic year. This study involved the co-creation of data between the researcher and the autistic trainee and this will be discussed, and issues raised by it interrogated, in order for those taking part to consider their own professional practice. Specifically practice regarding the support of trainee teachers who are autistic will be considered. However, additionally, the positioning of autism as ‘merely present’ in the classroom (in teacher, pupils or support staff), and as such the challenge to the more usual position of autism as being ‘other’, will mean that the discussion invites participants to reconsider their core attitudes to autism, and more widely to so-called ‘special’ educational needs. Within ITE, Special Educational Need or Disability (SEND) requires that trainee teachers be encouraged to explore ways to differentiate for the learning needs of pupils and to ensure that they do not face a barrier to their learning. This, although valid, positions some pupils as different; it is - for example - assumed that the majority of the class, including the teacher, will not be autistic. This discussion from the perspective of the autistic teacher seeks to change the dynamics of this. The discussion will consider the change to perspective when the trainee teacher’s ownership of his own autism means not being autistic is no longer the default position in his lessons.

**Celebrating the inspiration of the professional teacher educator:** New perspectives on, and heightened awareness of, the nuances of SEND in ITE are certainly vital components of the professionalism of the teacher educator. I would argue that they are also inspirational; sometimes looking at something in a new way can provoke most welcome excitement and enthusiasm.

**The country to which the Round Table Discussion relates and any possible cross-reference to other UK countries (or international work if appropriate):** Autism crosses all national and international borders, so that the discussion is relevant to all countries.

**Session 2 – Presentation (13.30 – 14.00) Thursday May 9th**

**2M21 Session lead: Rachel Roberts**

**Room: Meeting room 122**

**Title: Using ‘reappraisal’: the role of affective practice in mentor meetings**

**Lead Presenter:** Rachel Roberts -University of Reading

**Aim:** To share findings from my EdD thesis on the use of evaluative language, focusing on the practice of ‘reappraisal’, whereby mentors re-frame some of their trainees’ negative experiences.

**Content:** Conversations between mentors and their trainees are a vital part of the learning process for beginning teachers, as part of a reflective cycle (Gibbs, 1988), and these conversations are a typical weekly feature of in-school training. This paper will consider an aspect of these conversations – reappraisal - based on findings drawn from fifteen mentoring conversations and thirty interviews recorded over the course of a one-year PGCE. ‘Reappraisal’ is the process of ‘modifying one’s appraisal of a situation… to alter its emotional impact’ (Gross, 2015, p. 9). The findings suggest that mentors deliberately avoided certain kinds of evaluative language at specific points in their conversations, which enabled them to reframe trainees’ negative experiences. An under-researched aspect of mentorship, reappraisal can be seen as a kind of affective practice (Wetherell, 2012) enacted by mentors. Engaging with emotion regulation can be of benefit to teachers (Lee et al, 2016) and mentors who use this method to enable their trainees to reflect fully on their experiences. This paper will argue that explicit training for mentors in this practice would be of benefit to all those involved in ITE.

**Celebrating the inspiration of the professional teacher educator:** This research is drawn from my EdD thesis: Critical Conversations: The Role of Evaluative Language in Mentor Meetings in Initial Teacher Training. As the research is based in professional practice, I hope that it demonstrates some of the research potential of the Professional Teacher Educator.

**The country to which the Presentation relates and any possible cross-reference to other UK countries (or international work if appropriate):** England specifically, but links to all training programmes in which mentoring conversations take place.

**Session 2 - Presentation (14.00 – 14.30) Thursday May 9th**

**2M22 Session lead: Rachel Roberts**

**Room: Meeting Room 122**

**Title: Working with Mentors to inspire learning and impact on change in the classrooms**

**Lead Presenter:** Jo Tregenza - University of Sussex

**Co-presenters:** Claire Watts, Clare Stenning, Kevin Holland, Sue Pinnick, Sally Dudley - University of Sussex

**Aim:** OFSTED (2014) suggested we work with mentors to develop consistency in feedback. We went beyond this to work with mentors to develop a shared philosophy of learning that would give teachers the tools to stand up for change and fight for what we believe is the best quality education.

**Content:** The presentation will focus on 6 different approaches that we have taken to work alongside mentors.

1. We introduced a whole day joint mentor training session for trainees and mentors where we introduced some new ideas in terms of pedagogy and enabled the mentors and trainees to work together to consider the implications for practice. (Claire Watts)  
   IMPACT: Attainment data for the primary trainees remains some of the best outcomes across the country. Retention at 98%. Evidence of change of teaching over the first three years in maths mastery, attainment groupings and the use of drama.
2. We introduced an additional mentor training session in November for all secondary mentors. This was timed for the point when we felt there were the most issues in consistency of feedback and also when we historically had the largest number of withdrawals.  (Clare Stenning)  
   IMPACT Permanent withdrawals reduced from 9 to 1 at this point in the year.
3. Involvement of the Mentor in the APK assessment process. Trainees develop a scheme of work and evaluate it as part of the assessment process. We have involved mentors in the selection and support of the focus. Kevin Holland   
   IMPACT: Assessment results increased by over 20%
4. Engaging mentors with research and seeing trainees as researchers. We re-designed our annual conference to have our trainees presenting their small scale research projects to the school mentors. Jo Tregenza  
   IMPACT: more substantial offers for placements. Schools asking trainees to present to other schools and governors.
5. Responding to a changing market : keeping mentors inside Sally Dudley
6. Finally we present the beginnings of a masters study looking at the following questions: What is the role of the mentor in developing English trainees’ knowledge, understanding and practice? How can mentors be supported to develop their own knowledge, understanding and practice of mentoring? Sue Pinnick.

**Celebrating the inspiration of the professional teacher educator:** The core focus of our work has been to consider how we can use our own expertise as well as the experiences and research of our trainees to inspire mentors to change practice in schools to make a difference.

**The country to which the Presentation relates and any possible cross-reference to other UK countries (or international work if appropriate):** UK

**Session 2 – Presentations 3 in an hour (13.30 – 14.30) Thursday May 9th**

**2N23 Session lead: Ruth Sutcliffe**

**Room: Meeting Room 123**

**Title: Inspiring trainee teachers to engage with, and use, feedback**

**Lead Presenter:** Ruth Sutcliffe - Leeds Beckett University

**Co-presenters:** Rachel Linfield, Gaynor Riley and Debbie Nabb - Leeds Beckett University

**Aim:** To present findings from an on-going research project that considers student perceptions of useful feedback and their ability to act upon it. Through the presentation we hope to provoke discussion and thinking, about what inspires students to use feedback and how in turn, their development inspires their tutors.

**Content:** The National Student Survey frequently highlights students’ dissatisfaction with feedback. Data collected over the past 5 years by Tutors working on the BA (Hons) Primary Education 5-11 programme, leading to QTS, at Leeds Beckett University, shows increasing satisfaction as students engage with, and use feedback. It is believed that significant contributory factors in this upturn is three-fold. Firstly, an on-going commitment by the School of Education to grant an additional allocation of time to academic personal tutorials for students on teacher training programmes, compared to that allocated for most other degree programmes in the university. Secondly, for a proportion of those meetings to require explicit focus on discussion and development of students’ understanding of the feedback they receive and thirdly, that the specific focus centres on students collating, in a formal Academic Action Plan, both positive feedback on their academic work as well as identified areas for development.  
  
Many students found electronic feedback via Turnitin helpful, particularly when engaging with frequent and sometimes detailed, in-text comments, rather than simply the summative commentary at the end. Equally, Personal Tutors could access all Turnitin assignments in 1:1 meetings and so could not only clarify feedback relating to specific moments in the students’ work but more revealingly for Personal Tutors, to realise the extent to which, a ‘translation’ of academic meta-language of feedback was required. Hence, in conversation with Personal Tutors, the Academic Action Plan requires both students and Tutors to exact what they think feedback comments mean and then formalise ways to either build on, or address, issues raised.

**Celebrating the inspiration of the professional teacher educator:** “It’s like something has clicked which I just wasn't getting before.” (Student email following 1:1 Personal Tutor meeting.) Positive student responses to feedback inspires Tutors to continue to develop effective practices that impact on student learning.

**The country to which the Presentation relates and any possible cross-reference to other UK countries (or international work if appropriate):** UK

**Session 2 – Presentations 3 in an hour (13.30 - 14.30) Thursday May 9th**

**2N24 - Session lead: Ruth Sutcliffe**

**Room: Meeting Room 123**

**Title:** **Being constructive with criticism in teacher education: observing and feeding back effectively to trainee teachers**

**Lead Presenter:** Alison Ewen - Plymouth Marjon University

**Aim:** To share findings from a study that evaluated a range of feedback strategies used by teacher educators/mentors after observing trainee teachers in practice. Providing constructive criticism to trainees about their practice can be challenging for teacher educators, even when handled sensitively trainees may feel demoralised by the review.

**Content:** In 2016 I undertook a study to investigate the relationship between different strategies for providing observational feedback to trainees and their professional development responses. Hagger and McIntyre (2006) reported that the most commonly voiced complaint by trainees was that mentors were over-critical of the teaching they observed. They also, however, said that mentors who gave limited feedback after observing a lesson were also perceived as unhelpful by trainees. My research corroborated these findings.   
  
Using a mixed method approach I surveyed 65 trainee teachers, 14 University Teacher Educators and 4 school-based mentors and conducted semi-structured interviews with the school mentors in a South West teacher education partnership. The conclusions of my study highlight the importance of considering the students’ self-esteem when providing constructive criticism (feedback) after observations of teaching practice. Constructive criticism is valued by trainees and they appreciated it is necessary in helping them develop their practice. University teacher educators believed that being honest is just as import for trainee development as being supportive. Trainees agreed: ‘If someone is more friendly than they are honest or realistic then I wouldn’t be able to progress as far’  
  
Trainee development is enhanced when they are encouraged to self-evaluate their own strengths and areas for development. Mentors/teacher educators need to be realistic and set achievable targets, rather than identifying too many areas for improvement. They should also be aware of current practice and use this in their feedback.  
Recommendations from the research include a set of directions from mentors for trainee teachers:  
• Avoid ‘Self Critical Perfectionism’ (Dunkley et al. 2003).   
• Acknowledge that teaching is ‘learnable rather than confined to a few naturals’ (Jones, 2009:15).  
• Don’t take constructive criticism personally (Black and Wiliam, 1998).   
• Make sure you understand how to make progress.  
• Stay positive and recognise that hard work and persistence are required (Dweck, 2008).

**Celebrating the inspiration of the professional teacher educator:** By sharing the research findings it is hoped that the process of giving and receiving constructive criticism can be improved; such that the self-esteem and well-being of trainees is maintained and enhanced. Teacher educators can inspire trainees through considered and informed feedback, which this presentation will help them to develop.

**The country to which the Presentation relates and any possible cross-reference to other UK countries (or international work if appropriate):** England, but transferable to any setting/country where trainee teachers are observed in practice.

**Session 2 – Presentations 3 in an hour (13.30 – 14.30) Thursday May 9th**

**2N25 - Session lead: Ruth Sutcliffe**

**Room: Meeting Room 123**

**Title**: **Lessons from a developmental evaluation: perceptions of teaching practice feedback from further education initial teacher education**

**Lead Presenter:** Shona Dunn - Newcastle College

**Aim:** This presentation shares the process and results of a developmental evaluation of perceptions of written and verbal feedback on teaching observations on initial teacher education (ITE) programmes for the post-compulsory sector conducted as part of my PhD studies. This insider-research foregrounded a less discussed aspect of ITE by promoting dialogue and experience sharing

**Content:** After situating the study by outlining contextual factors, I will argue that adopting a developmental approach to evaluation aligns strongly with the aims of teacher education. Utilising focus group data, feedback was examined from the perspectives of student teachers training to teach in further education, their teaching mentors and teacher educators. Findings both map to and enhance existing literature. Although participants share a vision of ITE observation feedback as developmental, their depictions of development through feedback range from more dialogic to more didactic: one model of teaching observation feedback does not fit all. A rich picture of knowledge development through feedback emerges, but so do considerations for future development. The dialogic aspects of written and verbal feedback are viewed as central to teacher development, as are relationships with observers. However, the familiar nature of student teacher and mentor relationships can lead to mentor feedback being undervalued. Encouraging a more triadic relationship between student teachers, mentors and teacher educators and valuing informal mentor feedback may be practical ways for its value to be recognised in the future. The process use of this evaluation, to foreground this less discussed aspect of ITE by sharing practices, was embraced by participants, who put forward practical strategies for future programme development: undertaking collaborative observations, using video and audio capture tools and encouraging paired student teacher placements.

**Celebrating the inspiration of the professional teacher educator:** The presentation shares the process and results of a developmental evaluation which has enhanced our departmental community of practice by opening up a dialogue and promoting practice sharing, discussion and generating ideas for enhancing observation feedback. Undertaking this practice-based project has also helped grow a departmental research culture.

**The country to which the Presentation relates and any possible cross-reference to other UK countries (or international work if appropriate):** England, but the evaluative model applied to teaching practice feedback could be used in a range of teacher education setting.

**Session 2 – Round Table (13.30 – 14.10/30) Thursday May 9th**

**2O26 - Session lead: Sue Webster**

**Room: Meeting Room 127**

**Title: Professional Pathways for Teacher Educators**

**Lead Presenter:** Sue Webster - University of Plymouth

**Aim:** The aim of the round table is to consider the experiences of prospective, new or existent Teacher Educators, and to discuss the possible impact of a framework for professional learning as offered by the lead presenter. The framework of the Professional Pathway for Teacher Educators formed part of a recent doctoral study.

**Content:** The Round Table will be offered as an opportunity to discuss the elements of a framework for Professional Learning for Teacher Educators in FE&S - with a view to also relating it to the experiences of Teacher Educators in all sectors. The framework, or Professional Pathway, has been designed in help develop recognition of the professional Identity of Teacher Educators and to contribute to the discussion and research around this role. The Round Table discussion with focus on the potential for developing recognition of the role in changing times, and in Celebrating the Inspiration of the Professional Teacher Educator through participation in a professional dialogue about practice. The Professional Pathway has been designed to enable a creative approach to professional learning through use of a framework rather than a focus on specific content, and to encourage celebration of practices. It uses the figurative notion of journeying and of the participant as a traveller: ‘This professional pathway is a purposeful and intended engagement in a process of learning as creative praxis: of reflective, innovative thinking that has an impact on the world (Allen, 2012; Crouch, 2007). Whether prospective, new or experienced as a teacher educator, the aim is to arrive at journey’s end with a travelogue and having created an itinerarium [… based on a four-fold model …] Together, the areas of the four-fold model, places of interest and characteristics and qualities form the common core that is the basis for each traveller’s experience of the process.’ (Webster, 2018).

**Celebrating the inspiration of the professional teacher educator:** The Round Table discussion with focus on the potential for developing recognition of the role in changing times, and in Celebrating the Inspiration of the Professional Teacher Educator through participation in a professional dialogue about our practices.

**The country to which the Round Table Discussion relates and any possible cross-reference to other UK countries (or international work if appropriate):** There is a strong tradition of research into teacher education and recognition for teacher educators in the Netherlands, and this has been a significant area of interest in relation to the design of the framework being considered.

**Session 2 – Presentation (13.30 – 14.00) Thursday May 9th**

**2Q29 - Session lead: Geraldine Parks**

**Room: Meeting Room 144**

**Title: The creative use of ICT to improve problem solving skills in student teachers**

**Lead Presenter:** Geraldine Parks - St. Mary's University College Belfast

**Co-presenter:** Clare Halligan - St. Mary's University College Belfast

**Aim:** This paper aims to explore the impact of the improved use of ICT in Numeracy with undergraduate teachers with an emphasis in using programmable devices as a cross curricular resource.

**Content:** The creative use of ICT in teaching is becoming more and more debated as the nature of classrooms and the skills required for the future are changing. Whilst exposure varies, society is becoming more and more dependent on technology and future teachers have to feel confident in applying this to their teaching. The Council for the Curriculum, Examinations and Assessment in Northern Ireland (CCEA) promotes the use of ICT to improve thinking skills, develop self-motivation and encourage flexible thinking (CCEA 2007). This study aims to establish the needs of student teachers and direction of professional learning with a view to identifying good practice and address barriers to implementation of successful professional learning course. This project aims to provide a way forward and build links with other professional learning opportunities including working with industry to develop skills and competences and encourage creativity through entrepreneurship and collaborative practice.  
  
In broad terms, the main research questions include: what are undergraduate teacher experiences of understanding and using programmable devices as a cross curricular resource? How can increased experience and practice, in their professional knowledge, be adapted to take account of a technological changing society and how will this improve their confidence and understanding going forward to improve the learning experiences for children. The findings demonstrated that the majority of student teachers lacked knowledge and experience with an ever increasing variety of devices and wished to have more training and experience of coding and its uses in a cross curricular environment.

**Celebrating the inspiration of the professional teacher educator:** This presentation celebrates the versatility and adaptability of the professional teacher educator in a rapidly changing landscape.

**The country to which the Presentation relates and any possible cross-reference to other UK countries (or international work if appropriate):** Whilst the research was undertaken in Northern Ireland it is transferable nationally and internationally.

**Session 2 – Presentation (14.00 – 14.30) Thursday May 9th**

**2Q30 - Session lead: Geraldine Parks**

**Room: Meeting Room 144**

**Title: How student teachers build pedagogical knowledge and agency in literacy classroom**

**Lead Presenter:** Louise Wheatcroft - Birmingham City University

**Aim:** The aim of this presentation is to share the findings of a PhD research study into student teachers’ experiences of digital literacy, how they develop pedagogical knowledge with regards to teaching digital literacy and how teacher education can support student teachers in becoming effective literacy teachers.

**Content:** This presentation will present a brief introduction to the research including the researcher’s motivations, an overview of the literature and the research methodology before moving on to present the findings. The presentation will examine the student teachers’ digital lives, their conceptualisations of literacy and their experiences of using digital technologies in literacy lessons and the impact of exposing them to disruptive pedagogies on their beliefs and conceptualisations of literacy. It will then present the dominant discourses made visible through their reflexive accounts and how these work to constrain or enable student teachers to have agency in the classroom. How student teachers navigate their way around the complex spaces of literacy classrooms in the 21st century and how they work hard to develop their professional identities as teachers will be examined. Finally, what this means for teacher educators, teachers and mentors in schools and policy makers in supporting student teachers to develop digital literacy in their classrooms in the future will be discussed.

**Celebrating the inspiration of the professional teacher educator:** This research explores the influence of teacher educators and teachers in inspiring student teachers to think about literacy in broader terms that challenge the dominant view of literacy contained within the National Curriculum and to reconceptualise literacy classrooms of the future.

**The country to which the Presentation relates and any possible cross-reference to other UK countries (or international work if appropriate):** England/UK

**Session 2 – Workshop (13.30 – 14.15/30) Thursday May 9th**

**2R31 –Session lead: Kulwinder Maude**

**Room: Meeting Room 145**

**Title: Is teaching of early reading through Phonics (SSP) enough to develop reading comprehension in children with English as an Additional Language?**

**Lead Presenter:** Kulwinder Maude - Kingston University

**Co-presenters:** Mick Allen and Elizabeth Briten - Kingston University

**Aim:** The number of children with English as an additional language entering classrooms in most English-speaking countries is at an all time high throughout the world. In England, children who are at the beginning stages of learning English as an Additional Language (EAL) are generally supported by specialist language teachers or bilingual teaching assistants. Once they are past the initial stages, specific support is minimal so EAL learners spend most of their school lives in regular classrooms where the classroom teacher carries the dual responsibility for the students’ subject learning and for their ongoing language development.

**Content:** Teacher Standard (DfE, 2014) One advocates setting high expectations to stretch and challenge pupils of all backgrounds, abilities and dispositions. What does it mean for student teachers who are preparing to teach reading to EAL children in mainstream classrooms? We know that learners of English as an additional language in schools in England have specific and distinctive needs. For EAL learner’s literacy, learning needs to be viewed as a holistic process comprising all language skills (listening, speaking, reading and writing) which should take place across the curriculum. Phonics teaching contributes to EAL learners’ English language development, but this must not be viewed as an isolated activity. The ability to decode, a skill which many EAL learners develop rapidly, is often not accompanied by the comprehension skills necessary for achievement within the educational system. Student and in-service teachers need to understand the nature of the challenges inherent in learning a second or additional language, and the ways in which they can develop mediational tools to support bilingual pupils in facing these challenges. Through this workshop, I argue that they need to become skilful in analysing the language demands of the content they are teaching, and be aware that these demands are not just about understanding of vocabulary, sentence structures or text types but also how language is related to the context, purpose and the ways in which it is constructed in different social situations which is taken for granted by native speakers.  
  
Bibliography:  
Gibbons, P (2015) Scaffolding Language, Scaffolding Learning. Heinemann.com   
Ofsted (2012) English as an additional language: briefing for section 5 inspection. London: OfSTED.  
NALDIC.org.uk ‘Is synthetic phonics teaching helpful to bilingual learners?’[Online]. Available at http://www.naldic.org.uk/Resources/NALDIC/Home/Documents/NALDICresponsetotheRosereview.pdf (Accessed 11/01/2019)

**Workshop structure:**

1. Explore how children learn to read in a second language – ‘barriers and bridges’
2. Examine the relationship between using phonics and learning to read in a second language
3. Explore activities designed to support reading skills in an additional language.  
     
   ♣ Workshops are a good opportunity to learn new skills and to familiarise yourself with a topic you don't know well. So, participants who are outside the discipline can also access the materials and activities.   
   ♣ I intend to address and inform participants about a specific, action-oriented purpose of thinking about challenges in second language learning using research informed materials.   
   ♣ Aim to generate some concrete answers to current problems in the field of teaching of early reading for EAL learners.

**Celebrating the inspiration of the professional teacher educator:** This conference offers an excellent platform to highlight an important but under researched area of teaching early reading through phonics and the needs of EAL learners. I aim to inspire our student teachers and in-service teachers to become more informed about the language needs of all children in their classroom.

**The country to which the Workshop relates and any possible cross-reference to other UK countries (or international work if appropriate):** Issues linked to teaching of early reading through phonics are not country specific and are relevant to educators around the world. However, references to England would be made.

**SESSION 3**

**Session 3 - Presentation (15.00 – 15.30) Thursday May 9th**

**3S32 Session lead: Irene Dallaway Gonzalez**

**Room: Conference Room 1a**

**Title: The use of lesson study to develop trainee and mentors pedagogical content knowledge**

**Lead Presenter:** Irene Dallaway Gonzalez - University of Sussex

**Co-presenter:** Karen Gladwin - University of Sussex

**Aim:** We have initiated a project for our mentors and trainees to work collaboratively using lesson study to develop trainees’ pedagogical content knowledge (Shulman, 1986). Our aim is to bridge the gap between theory and practice using research in action ensuring that knowledge is shared and co-constructed together.

**Content:** Often as Initial Teacher Educators we ask our trainees to implement a range of pedagogical approaches in the classroom. They are expected to apply what they have learnt with support from their mentors, who will not have had the same input or have the recent theoretical understanding of their own practice. Using this as inspiration, we decided to introduce Lesson Study as a framework to develop our mentors and trainees’ pedagogical knowledge through an action research cycle.   
  
Commonly used in Japan and in other international contexts, Lesson Study is a form of action research based in the classroom that focuses on teachers’ professional development through working collaboratively. Traditionally the collaboration is between practising, experienced teachers or more recently between trainee teachers.   
  
In our presentation we will describe our interpretation of the Lesson Study model where we have re-balanced and re-framed the traditional collaborative relationship between the mentor and the mentee, increasing the ability to reflect and learn for both contributors. We will explain our approaches to the training and preparation for the project and share the results of our first cycle of intervention. We will conclude with a reflection on whether Lesson Study is an effective vehicle for developing specific pedagogical approaches considering the usual power balance of the mentor/mentee relationship.  
  
The Impact will be: Trainees will develop their planning skills through collaboratively planning with an experienced teacher; Observations of practice will be more reciprocal involving deeper dialogue and analysis of pupil learning in the lesson; Mentors will be developing their mentoring skills alongside their personal pedagogical skills and engaging in current research.

**Celebrating the inspiration of the professional teacher educator:** As Professional Teacher Educators, we are demonstrating our inspiration to pilot an innovative action research technique with a view to inspiring others to work collaboratively and to promote positive change.

**The country to which the Presentation relates and any possible cross-reference to other UK countries (or international work if appropriate):** UK and relevant to people working across international contexts.

**Session 3 - Presentation (15.30 – 16.00) Thursday May 9th**

**3S33 Session lead: Irene Dallaway Gonzalez**

**Room: Conference Room 1a**

**Title: Can reflective journals enhance learning in primary ITE? Addressing epistemological tensions between university-based learning and teaching placements**

**Lead Presenter:** Jen Crossley - University of Huddersfield

**Aim:** To consider the following questions: What knowledge is valued in primary ITE? How might we strengthen the connection between trainee teachers’ learning that happens in the university classroom and learning that happens on teaching placement? This paper shares early findings from my research into how reflective learning journals might support primary trainee teachers to make meaningful links between theory and practice.

**Content:** This paper responds to Russell and Martin’s (2017) call for ITE to move towards a more complex epistemology of theory and practice. The authors argue that Schön’s principle of ‘reflection-in-action’ (1983), whilst seemingly widely rehearsed, is yet to be realised to its full potential. To compound this, trainee teachers seem to encounter their most valuable learning experiences while on teaching placements, rather than in the university classroom. This implies that ITE might do more to support trainees as they move between the ‘different epistemological worlds’ of the university classroom and their teaching placements (Russell and Martin, p.38 2017). Russell and Martin raise questions for professional teacher educators.

* What do trainees learn in university settings, and what do they learn in teaching placements?
* What are the differences between these learning processes?
* How might these epistemological tensions be used to develop trainee understanding?

To address this, I have built in timely opportunities to our ITE curriculum for trainees to reflect on their own university-based learning in the foundation subjects of the English primary curriculum. Following their teaching practice, trainees reflect on how their own learning has influenced their teaching in the foundation subjects. This occurs through writing reflective learning journals. Moon suggests that learning journals are a tangible way for trainees to illuminate and analyse the connection between theory and practice; the act of reflective writing is often the place where links between theory and practice are formed and strengthened (Moon, 2006). This paper considers how reflective learning journals might be used to enhance ITE in light of Russell and Martin’s ‘different epistemological worlds’. It seeks to answer the question ‘what knowledge is valued?’ throughout the teacher training process, and considers how different sorts of knowledge might bring about a more cohesive and meaningful understanding in the minds of the trainees we educate.

References  
Moon, J.A. (2006). Learning journals (2nd ed.). GB: Routledge Ltd.  
Russell, T. and Martin, A. (2017). Reflective Practice: epistemological perspectives on learning from experience in teacher education. In R. Brandenburg, K. Glasswell, M. Jones & J. Ryan (Eds.) Reflective theory and practice in teacher education (pp. 27-47). Singapore: Springer doi:10.1007/978-981-10-3431-2   
Schön, D. A. (1983). The reflective practitioner: How professionals think in action. New York: Basic Books.

**Celebrating the inspiration of the professional teacher educator:** As professional teacher educators, it is necessary to consider what and how our trainees learn, both within our settings and on teaching practice. This paper discusses a relatively under-researched area: trainee teachers reflecting on their own learning in a university setting, as well as reflecting on their teaching

**The country to which the Presentation relates and any possible cross-reference to other UK countries (or international work if appropriate):** This research project is based in the north of England and has links to England’s National Curriculum for primary education. Developing teacher trainee reflection and seeking to strengthen connections between trainees’ understanding between theory and knowledge may well be relevant to colleagues from all areas of the UK, and from other countries.

**Session 3 –Presentation (15.00 – 15.30) Thursday May 9th**

**3T34 Session lead: Hannah Wells**

**Room: Conference Room 1b/c**

**Title: The PGCE journey - wellbeing and workload**

**Lead Presenter:** Hannah Wells - Bishop Grosseteste University

**Co-presenters:** Sue Lambert, Emma Clarke and Aimee Quickfall - Bishop Grosseteste University

**Aim:** This paper shares the findings of a photo-elicitation research project, creating an understanding of trainees’ perceptions of workload and wellbeing whilst training on a PGCE primary course. Strategies to support trainees’ well-being and workload will be implemented in the following academic year, as a result of these findings.

**Content:** We will share an understanding of the participants’ experiences of undertaking a primary PGCE and how workload and the expectations of the academic and professional aspects of the course, impact on their well-being. Images and initial findings will be presented and the strengths and limitations of using a photo-elicitation methodology to research with students, will be critiqued. We will include a wide range of images submitted by the trainees, which will provide an insight into their wellbeing whilst training for a PGCE. Images will be varied in their nature, with the trainees taking ownership over images they wish to submit, to reflect views around their wellbeing at different points whilst training. The use of coding and interviews will enable a further understanding of the images collected and presented, to represent views around wellbeing over a period of time.

Using a timeline approach, the images collated will enable us to identify key ‘pinch-points’ within the course for trainees and help us to provide a range of support mechanisms, taking into account the nature of the images analysed. Using the data collected, and in participation with the trainee co-researchers involved, strategies that aim to support future trainees’ well-being on the course will be developed and put in place for the subsequent academic year. Through the research, the development of an enhanced understanding of well-being and of the impact of workload will be understood in greater detail. This in turn may also be instrumental in maintaining and improving completion and retention rates over a longer period of time.

**Celebrating the inspiration of the professional teacher educator:** Our presentation aims to highlight issues pertinent to teacher recruitment and retention, with an emphasis on supporting trainees at the early stages of their careers with workload and well-being. Empowering trainees will provide them with necessary tools to be effective, inspirational professionals, who have a positive impact on children’s futures.

**The country to which the Presentation relates and any possible cross-reference to other UK countries (or international work if appropriate):** Issues around workload, wellbeing and teacher recruitment and retention have been well documented both in the UK and across other countries. Issues related to wellbeing and workload have been linked to mental health problems (DfE, 2017; Education Support Partnership, 2017) and are also reflected across Europe, with the prevalence of stress-related illnesses increasing (European Union, 2013). The issues of teacher recruitment, wellbeing and workload are also currently key Department for Education priorities (DfE, 2016a, b, c; DfE, 2018, b; Foster, 2018) in England. Within the wider European context, teacher recruitment and retention is also an issue, with twelve countries having been identified as having a shortage of qualified teachers (Austria, Belgium, Denmark, Germany, Italy, Luxembourg, The Netherlands, Romania, Slovenia, Slovakia, Sweden and Turkey (European Union, 2013). Wellbeing and workload are also recurrent and pertinent issues for Initial Teacher Training in England and across Europe (European Trade Union Committee for Education 2008; OECD, 2014). Reports by the Independent Teacher Review Groups (DfE, 2016a, b; c) stated that all parts of the education system have a ‘role to play in reducing unnecessary tasks for teachers and school leaders’ (ACSL, 2018, p.1) including ITE providers.

**Session 3 – Presentation (15.30 – 16.00) Thursday May 9th**

**3T35 Session lead: Hannah Wells**

**Room: Conference Room 1b/c**

**Title: Empowering pre-service teachers to develop their professional resilience**

**Lead Presenter:** Holly Heshmati - University of Warwick

**Co-presenter:** Sue Johnston-Wilder - University of Warwick

**Aim:** The presentation reports on action research aimed at developing teacher resilience. It will make suggestions about the effective type of interventions for supporting pre-service teachers to enhance their professional resilience.

**Content:** The researchers had experience of how teachers’ resilience affects retention and well-being of teachers. The presentation explores the impact that an intervention programme had on the professional resilience of a group of pre-service teachers in schools in West Midlands. The interventions were designed to address issues relating to teacher retention and teacher well-being. A series of interventions with focus on connectedness, stress management, balance and maintaining motivation were followed by research surveys and interviews which examined the impact of interventions on professional resilience. The research also explored everyday challenges that pre-service teachers faced in their training year. Practical strategies used by the participants to overcome these challenges were examined in the context of each individual’s school.

Whilst contextual challenges, heavy workload and lack of support were amongst the main challenges pre-service teachers faced on a daily basis, practical strategies such as close working relationships with other teachers, empathetic relationships with students and stress management strategies assisted participants in overcoming everyday challenges of the profession.

The presentation explores how the intervention programme empowered participants to use their sense of agency in actively regulating their emotions while facing challenges and recruiting additional support when needed. Additionally, the presentation discusses the possible implications for initial teacher education programmes, school leaders and teachers themselves as active agents to develop resilience. Finally, the presentation makes some recommendations for further research.

**Celebrating the inspiration of the professional teacher educator:** The presentation explores how pre-service teachers can be empowered to develop their resilience, potentially improving teacher retention and teacher well-being.

**The country to which the Presentation relates and any possible cross-reference to other UK countries (or international work if appropriate):** Although the research was undertaken in the West Midlands of England, the need to empower pre-service teachers to develop resilience and wider awareness of strategies to develop teacher resilience, are relevant at an international level. The observations and suggestions that are made will be relevant to teacher educators and their school partners internationally.

**Session 3 – Workshop (15.00 – 15.45/16.00) Thursday May 9th**

**3U36 Session lead: Kendra McMahon**

**Room: Conference Room 3**

**Title: What should we do about neuroscience in ITE? A way forwards**

**Lead Presenter:** Kendra McMahon - Bath Spa University

**Co-presenter:** Darren McKay - Bath Spa University

**Aim:** This workshop will provoke discussion on the place of cognitive psychology and neuroscience in teacher education. Participants will be introduced to and explore open-access teaching and learning resources to support ITE tutors help trainee teachers become critical consumers of neuroscience.

**Content:** Introduction: Claims about the value of cognitive psychology and neuroscience in education are being made by many powerful and influential people and organisations (e.g. Nick Gibb, Chartered College of Teaching, education tweeters and bloggers and recently Ofsted). The workshop will begin with a look at this and inviting participants to share how they and their own institutions are responding.   
  
The main element of the workshop will be modelling and sharing teaching strategies and materials we have developed and trialled for ITE. The project ‘Enhancing Learning Sciences in ITE’ at Bath Spa University (funded by The Wellcome Trust) has developed a package of open access resources to critically engage trainee teachers with ideas from the learning sciences.   
  
A key resource in the package is an interactive seminar: we will model the first part of this and guide exploration of other elements of the resource package. The resources explore how many ideas from the learning sciences are of value to teachers, but may also become oversimplified or misinterpreted in the jump from science to pedagogy. Trainees are encountering ideas such as Learning Styles, Mindset and retrieval practice on school placements and these resources explore the science and evidence for them.  
  
Discussion: We will briefly share our research evidence and how the rationale for the approach emerged from education tutors in collaboration with colleagues in cognitive psychology and neuropsychology. We will engage participants in discussion of the issues and tensions in finding a place for the learning sciences in ITE.   
End Point: We will share our conclusion that a critical, though not cynical, approach to the ‘learning sciences’ is needed and that ITE must play a key role in this.  
Impact: The resource will be freely available for participants to use it within their institutions so we hope it will have ongoing impact.

**Workshop structure:**

What do we think of claims about the value of cognitive psychology and neuroscience in education?  
Engaging with the teaching strategies and open-access resource materials for the learning sciences in ITE?  
Interdisciplinary collaboration in developing the resources.  
What are our ways forward?

**Celebrating the inspiration of the professional teacher educator:** This workshop questions how interdisciplinary collaboration can inspire developments educational theory and practice. We take the view that developments in psychology and neuroscience can inspire us to try new pedagogies and to frame new explanations for existing good practice, but must strengthen, not diminish, the professional judgment of teachers.

**The country to which the Workshop relates and any possible cross-reference to other UK countries (or international work if appropriate):** Relevant to all countries

**Session 3 - Presentation (15.00 – 15.30) Thursday May 9th**

**3V37 Session lead: Helen Price**

**Room: Meeting Room 122**

**Title: The expectations of NQTs in subject leadership roles and how well university prepares them**

**Lead Presenter:** Helen Price - York St John University

**Co-presenter:** Louise Whitfield - York St John University

**Aim:** The aim of this presentation is to consider how well university prepares undergraduate primary education students for the varied expectations and opportunities for early subject leadership in their employing schools.

**Content:** Carter (2015) notes that ITT programmes should develop close relationships between theory and classroom practice and ensure that Newly Qualified Teachers are supported in their “on-going professional journey” (p22) and I believe that this is an increasing expectation for those involved in training teachers.  
  
This project builds on previous research within the university and is being pursued in conjunction with current research. My colleague presented her research at the 9th TEAN Conference; how university supports students in their transition to their NQT year. My focus is related to this; specifically asking students about their experience of subject leader roles as NQTs and asking them to reflect on a taught module in third year and how this has prepared them for leadership.  
  
As we move forward to re-validation, it is important to evaluate our module content and ask the NQTs directly whether and how their three years as a student has prepared them for the rigours of the primary classroom. The assessment for the third year module I am particularly interested in includes a small scale research project during their final placement based on subject leadership. I am taking a phenomenological approach which requires trusting relationships in order to explore experiences (Leach, 2014). The small sample is being selected from NQTs whom I have previously taught and who demonstrate a commitment to telling their stories and being sufficiently at ease to communicate with honesty and professional integrity. Through questionnaires, journals and interviews, their varied experiences of leadership roles will be apparent, enabling me to gather useful data. Ultimately, I hope that the findings will benefit current students as we seek to provide them with taught sessions which reinforce their development as emerging professionals and that we are simultaneously forging stronger relationships with local schools.

**Celebrating the inspiration of the professional teacher educator:** Teacher educators are encouraging the teachers of tomorrow to “set high expectations which inspire, motivate and challenge pupils” (DfE Teachers’ Standards, 2013) it is incumbent upon us to model reflective practice and prioritise their complex learning needs as we prepare them for the demands of the twenty first century classroom.

**The country to which the Presentation relates and any possible cross-reference to other UK countries (or international work if appropriate):** England but applicable to different contexts.

**Session 3 - Presentation (15.30 – 16.00) Thursday May 9th**

**3V38 Session lead: Helen Price**

**Room: Meeting Room 122**

**Title: Learning Leaders: the role of the General Teaching Council for Northern Ireland in developing leadership competence**

**Lead Presenter:** Gerry Devlin - General Teaching Council for Northern Ireland

**Co-presenters:** Martin Hagan, St. Mary’s University College, Belfast and Carmel McCartan, St. Louise’s Comprehensive College

**Aim:** The aim of this paper is to present the rationale for, and the inherent challenges in developing a leadership competence framework in the context of Northern Ireland.

**Content:** Learning Leaders: A Strategy for Teacher Professional Learning (DE, 2016) sets out the Department of Education for Northern Ireland’s vision for professional learning for the next decade. Policy commitment 10 relates to building leadership capacity and states that ‘Leadership skills will form an integral part of all competence development from ITE and throughout a teacher’s career. Support and professional learning for school leaders will be strengthened by developing a pathway to leadership, underpinned by new leadership competences.’ The General Teaching Council for Northern Ireland, as the professional body for teachers was subsequently tasked with developing leadership competence to support the aims of the new strategy.   
  
This reflective paper reports on the development and the inherent challenges of this work. It outlines the role of the GTCNI in ensuring broad consultation with the professional community and the management of different ‘voices’ and perspectives; its approach to disentangling the concepts of leadership and management and defining leadership in the context of the Learning Leaders Strategy; its proposal of a set of guiding principles to underpin the development of the leadership competence framework; and the challenges involved in undertaking work of this scope and significance.  
  
Critically, the paper discusses the importance of developing leadership competences which are not only integral to all stages of a teacher’s career and can contribute to a process of personal reflection but which can also assist with the identification of professional learning needs for school leaders and provide a framework for continuous professional learning and development.

**Celebrating the inspiration of the professional teacher educator:** The paper is particularly relevant to the conference theme of ‘celebrating the inspiration of the professional teacher educator’ in that the outcomes of the emergent leadership framework will underpin the nature of all future CPD work and will therefore support teacher educators in developing the most relevant programmes for leadership development.

**The country to which the Presentation relates and any possible cross-reference to other UK countries (or international work if appropriate):** The paper relates specifically to teacher education and professional development in Northern Ireland. The issues related to competence development in general; the concept of leadership as being integrated throughout a teacher’s career; and the place of the professional ‘voice’ in guiding the direction of competence development and learning however, have direct application to all programmes of teacher education across the UK.

**Session 3 - Presentation (15.00 – 15.30) Thursday May 9th**

**3W39 Session lead: Sarah Brownsword**

**Room: Meeting Room 123**

**Title: Preparing primary trainee teachers to teach children from black, Asian and other minority ethnic (BAME) backgrounds or groups: participation, experiences and perceptions of trainee teachers.**

**Lead Presenter:** Sarah Brownsword - University of East Anglia

**Aim:** This presentation is based on research that was conducted in response to the exit survey of a cohort of Primary PGCE trainee teachers at a UK University who indicated low confidence in teaching children from Black, Asian and other minority ethnic (BAME) backgrounds at the end of their course. The research aimed to find out why trainee teachers felt unconfident in teaching children from BAME groups or backgrounds.

**Content:** The presentation will explore the challenges of researching race and ethnicity in a predominantly White area and look at how the findings were analysed using a Critical Race Theory framework. It will explore the findings in detail, including:

* trainee teachers' confidence in discussing Race and Ethnicity.
* their ability to reflect on their own ethnicity.
* their confidence in teaching children from BAME backgrounds.
* English as an Additional Language (EAL).
* cultural deficit.
* teachers not challenging racism
* training, knowledge and experience

It will also explore how ITE, which is often short and already crammed with content, could embed quality training in race and diversity throughout courses in a way that will both challenge individual perceptions and encourage trainee teachers to examine structural barriers within schools.

**Celebrating the inspiration of the professional teacher educator:** It is important that Teacher Educators are inspiring all trainees to inspire all children, including those from all cultures, languages and backgrounds.

**The country to which the Presentation relates and any possible cross-reference to other UK countries (or international work if appropriate):** UK but has international relevance

**Session 3 – Presentation (15.30 – 16.00) Thursday May 9th**

**3W40 Session lead: Sarah Brownsword**

**Room: Meeting Room 123**

**Title: The value of an academic network: inspiration in professional practice with TEESNet (Teacher Education for Equity and Sustainability Network)**

**Lead Presenter:** Elena Lengthorn - University of Worcester

**Aim:** TEESNet is committed to developing a community of practice in Education for Sustainable Development and Global Citizenship (ESDGC), sharing research and practice across the sector within and beyond the UK. I would like to celebrate how this academic network have inspired and supported me in my first years as a teacher educator (from imposter syndrome to publication!) and encourage other teacher educators to consider the value of academic networks.

**Content:** This presentation will aim to introduce attendees to two important global frameworks that teachers are bound to and measured by: The United Nations Sustainable Development Goals (UN SDGs 2015 - 2030) and the new OECD Global Competence (PISA 2018). It will invite attendees to reflect on their current practices and responsibilities in relation to these schema.  
  
It will introduce the work of the Teacher Education for Equity and Sustainability Network (TEESNet) in developing a community of practice to support Education for Sustainable Development and Global Citizenship (ESDGC) in teacher education and in schools. From its origins at London South Bank University, an evolved collaboration between the World Wide Fund for Nature UK, Oxfam and teacher educators, to its transition to Liverpool Hope University in 2014. It is now led in partnership between the University and the Liverpool World Centre. This UK wide network has over 300 members across the UK (including university and school based teacher education, teachers, NGO's and Development Education Centres (DECs), as well as organisations such as the Higher Education Academy (HEA) and the University Council for the Education of Teachers (UCET).  
  
The presentation will share the broad output of the network, as well as delving into to the direct impact on practice and opportunities on teacher education from a personal perspective; From a conference opportunity to present classroom findings as a teacher, to undertaking my first piece of small scale research (on introducing Secondary PGCE students to the UN SDGs) in my first year as an initial teacher educator, as well as the most recent opportunities to take part in conversations with the British Council about the next evolution of global learning programmes for the UK. Attendees will be invited to consider the value academic networks might have to them.

**Celebrating the inspiration of the professional teacher educator:** This presentation celebrates the enormous value of a community of practice in our super diverse world. It recognises the work of TEESNet and will encourage teacher educators to reflect on the networks that they can contribute to and learn from at a range of scales, from local to global.

**The country to which the Presentation relates and any possible cross-reference to other UK countries (or international work if appropriate):** All

**Session 3 – Round Table (15.00 – 15.40/16.00) Thursday May 9th**

**3X41 Session lead: Lorna Williams**

**Room: Meeting Room 127**

**Title: Enhancing Early Years pathways in Primary initial teacher education**

**Lead Presenter:** Lorna Williams - University of Worcester

**Aim:** This round table aims to share findings and good practice that can support teacher educators in helping trainee teachers to establish a strong knowledge and understanding of early years’ pedagogy for those on early years’ pathways.

**Content:** According to the Bold Beginnings report, (Ofsted, 2017, p.7) key findings highlighted recommendations for Initial teacher education, suggesting that ‘all primary trainees have sufficient knowledge of Reception, so that they understand progression from the early years foundation stage onwards’.

As an early years’ practitioner, new to my role as a teacher educator, this recommendation raises many questions: how best to support, engage and promote reflective practice in future early years’ teachers? Having recently acquired the role of developing and strengthening the early years’ (3-7) pathways across undergraduate and postgraduate programmes, I am interested to facilitate conversations around some of these complexities.  
  
• How do we, as teacher educators cater for those on an early years’ pathway?   
• What makes the pathway unique and bespoke?   
• Does this look different for students on undergraduate and postgraduate degrees?   
• How can teacher education programmes create the right balance between Early Years and Later Years for trainees?   
• What best supports trainees for school experience in early years’ settings?   
• How can theory support and underpin this practice?   
• Should there be greater emphasis on child development and how does this juxtapose issues raised in documents such as Bold Beginnings (Ofsted, 2017)?  
  
Ofsted (2017). Bold beginnings: The Reception curriculum in a sample of good and outstanding primary schools. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\_data/file/663560/28933\_Ofsted\_-\_Early\_Years\_Curriculum\_Report\_-\_Accessible.pdf. (Accessed: 10 January 2019).

**Celebrating the inspiration of the professional teacher educator:** It will examine the ways in which professional teacher educators provide solid foundations to support trainees; to gather a depth of knowledge and passionate interest in the developing child and early years’ pedagogy needed to build a long and inspirational career in early years’ teaching and leadership.

**The country to which the Round Table Discussion relates and any possible cross-reference to other UK countries (or international work if appropriate):** The UK and all international providers of Initial Teacher Education.

**Session 3 – Round Table (15.00 – 15.40/16.00) Thursday May 9th**

**3Y42 Session lead: Seán Doyle**

**Room: Meeting Room 139**

**Title: Improving partnership development in (initial) teacher development**

**Lead Presenter:** Seán Doyle - UCL Institute of Education

**Co-presenter:** Maria Hadjisoteris - UCL Institute of Education

**Aim:** The aim of this paper is to disseminate and discuss ways in which partnership development and sustainability can be improved. IPDiTE has developed a model which identifies, analyses and collaboratively impacts upon teacher education across the schools-university network within the UCL Institute of Education Primary PGCE Programme.

**Content:** IPDiTE (Improving Partnership Development in Initial Teacher Education) is a team of academics from the University College London Institute of Education Primary PGCE programme. Collectively we have built an expansive database of the requirements, developments and aspirations of school partners with a view to developing and sustaining partnership across London. By identifying and addressing the professional learning needs of our partner primary teachers and leaders, we are able to identify commonalities and contrasts across our partner schools and establish networking opportunities in the training of student teachers, NQTs, Mentors and Leaders. IPDiTE are identifying innovative ways in which we can promote more sustainable long term teacher mentor-ship models that have greater social currency and longer term career prospects for teacher professionals in collaboration with teacher educators than have previously occurred in the UCL Institute of Education Primary PGCE Programme.

IPDiTE wish to disseminate our method and analyses with a view to learn from colleagues in other institutions on the promotion of more sustainable professional relations. We are also interested to share our evidence based research and its impact upon professional development planning across our school partnership network.

**Celebrating the inspiration of the professional teacher educator:** IPDiTE have identified how to identify commonalities and contrasts which strengthen partnership networks and motivate teachers to be long term career mentors of student-teachers.

**The country to which the Round Table Discussion relates and any possible cross-reference to other UK countries (or international work if appropriate):** England.  
May also relate to Scotland, Wales, N. Ireland and EIRE

**Session 3 – Presentation (15.00 – 15.30) Thursday May 9th**

**3Z43 Session lead: Alison Glentworth**

**Room: Meeting Room 144**

**Title: Supporting student teachers' professional development and teacher identity through role play**

**Lead Presenter:** Alison Glentworth - Sheffield Hallam University

**Co-presenter:** Sally Hinchliff - Sheffield Hallam University

**Aim:** In 2018/19, the presenters are facilitating a Student Experience Project (SEP) which builds on the project lead's Masters final project exploring the use of role play to develop student teachers' professional development. The aim of the SEP is to support student teachers' active involvement in the development of their professional identity and role.

**Content:** The project lead's MA research led to the development of teaching materials including film clips of role-played scenarios. These were informed by research-based practice drawing on input from NQTs, RQTs and PG trainees. Focus group meetings in Part 1 of the project established learning needs. Part 2 used findings to plan role-play opportunities for student teachers to develop their work with pupils' parents/carers. Outcomes from the original MA project are embedded in our courses. The Student Experience Project to be presented at TEAN will highlight work in progress to develop further filmed role-play resource(s) taking account of recent factors identified in which 'difficult conversations' are explored. Two to four clips (approximately five minutes each) are being created in 2019 informed by input from focus groups of student teachers and other stakeholders. An example of an interaction to be explored may, for example, focus on deployment of other adults in support of meeting pupils' learning needs. A focal point of the presentation includes reflection on strategies supporting students' effective transition to a teacher education course leading to QTS.   
  
Role-play can be invaluable in '…exploring emotion and situation…and offer a safe means of overcoming inhibitions and building relationships ' (Swale, 2009: xiii). Developing filmed resources for learning informed by student teachers' learning needs enables potentially challenging situations to be explored in a safe way. The project builds on effective provision that is already embedded in to our practice at Sheffield Hallam University's Institute of Education.  
  
The presentation will provide an overview of progress and strategies used in our provision including reflection on the research informing the development of the filmed resources. Our intention is for the use of role play as a tool for learning to be further embedded across courses leading to QTS supporting student teachers' professional development and identity.

**Celebrating the inspiration of the professional teacher educator:** We celebrate the inspiration of the professional teacher educator by demonstrating how we actively listen, understand and respond to student teachers' learning needs. The professional teacher educator's role, underpinned by effective partnership working, inspires student teachers to develop and articulate their own philosophy of education underpinning their developing teacher identity.

**The country to which the Presentation relates and any possible cross-reference to other UK countries (or international work if appropriate):** England

**Session 3 – Presentation (15.30 – 16.00) Thursday May 9th**

**3Z44 Session lead: Alison Glentworth**

**Room: Meeting Room 144**

**Title: Learning Professionalism Together: A Cross-Departmental Educational Initiative**

**Lead Presenter:** Julie Taylor - University of Warwick

**Co-presenters:** Anne-Marie Chilton, Laura Richards (NQT) and Becky Riddle (NQT) – University of Warwick

**Aim:** This project led to the collaboration of two departments with a strong commitment to professionalism (Warwick Centre for Teacher Education and Warwick Medical School). The aim was for a group of staff and students to work collaboratively to create interactive and thought-provoking educational material relating to ethical practice that can be used across both the teaching and medical professions.

**Content:** The presentation will firstly provide a brief theoretical background to the project, focused on the effective use of ethical dilemmas to promote critical reflection on professionalism-related issues (drawing on research by Monrouxe et al, 2015; Zammuner et al., 2008 and Arthur et al., 2015). Different approaches to teaching professionalism will also be explored, including the different models previously adopted by the two departments. The aims and methodology of the project will be presented, including the role of student teachers and medical students and the common factors they identified that applied to both professions. A virtue ethics model that was trialled with the students as a means of exploring an authentic dilemma at the start of the project will also be considered (adapted from Freeman (1999) Systematic Reflective Case Debriefing Model). Some examples of learning materials produced by the students during the project will be shared with delegates. These were underpinned by the research literature suggesting that students learn best how to act in a professional manner by observing role models, discussing ethical and professionalism dilemmas in a safe group setting, by discussing real issues and cases. The resources consist of dilemma-based scenarios, presented through video or other media forms and were based on real professionalism issues encountered by medical and teaching students. The scenarios include questions and discussion points to enable tutors to facilitate discussion and debate and foster critical reasoning skills. This guided reflection helps students to learn in an authentic, yet safe way, how to make informed and appropriate ethical decisions in challenging professional situations; thus preparing them more effectively for the moral role of the professional. The presentation will conclude with some key points about the impact the project has had on this year's programme design before ending with questions from delegates.

**Celebrating the inspiration of the professional teacher educator:** The project has professionalism at its core and celebrated how teacher educators can have a positive influence on the practice of other professional disciplines. A student-led, inter-disciplinary approach has yielded some very thought-provoking resources which will be of interest to other teacher educators keen to develop practice in this area.

**The country to which the Presentation relates and any possible cross-reference to other UK countries (or international work if appropriate):** The resources were created with the English education system and General Medical Council guidance in mind, but a number of the findings would be applicable for practice in other countries. Some of the professional dilemmas will form part of the professionalism element of our upcoming iPGCE programme

**Session 3 – Workshop (15.00 – 16.00) Thursday May 9th**

**3ZZ45 - Session lead: Pete Boyd**

**Room: Meeting Room 145**

**Becoming a Teacher Educator: Workshop 2 (of 3):**

**Becoming a Teacher Educator – supporting teachers’ professional learning**

**Team of Presenters:** Pete Boyd - University of Cumbria

Jean Murray - University of East London

Liz White - University of Hertfordshire

The second workshop focuses on the characteristics of effective professional learning for teachers and the contribution of teacher educators to consultancy and continuing professional development. This highlights teacher knowledge and expertise and the role of inquiry, for example lesson study and action research, in the leadership of curriculum development in schools. The session aims to critically evaluate the concept of ‘partnership’ within a school-led system of teacher education and development and considers the potential contribution of university education departments to development of research-informed practice in schools.

The ‘Becoming a Teacher Education’ workshops have provided a national level academic induction for more than 400 recently appointed teacher educators over the last ten years. The challenging workshops will support you in refining your identity as a teacher educator, in questioning your pedagogy for teacher education and development, and in drafting a professional development action plan that focuses on scholarship and research activity. The three separate workshops are integrated into the conference programme and designed to form a coherent experience.

**SESSION 4**

**Session 4 – Presentations (11.30 – 12.00) Friday May 10th**

**4A46 Session lead: Sarah Steadman**

**Room: Conference Room 1a**

**Title: Inspired to change? The rhetoric of reform in continuing professional learning for teachers**

**Lead Presenter:** Sarah Steadman - King's College London

**Co-presenter:** Viv Ellis - King's College London

**Aim:** The presentation will, first, show how a new cadre of reform-minded, teacher educators use powerfully creative rhetoric to persuade teachers to improve their practice. Second, the presentation will seek to stimulate discussion about both these new organisations’ rhetorical accountability and the implications for university-based teacher education providers’ own public communication.

**Content:** This presentation takes as it focus one new provider of continuing professional learning for teachers, the Institute for Teaching (IFT) that styles itself as a ‘specialist graduate school of education’. The IFT has grown out of the ARK Multi-Academy Trust and models itself on the US independent Graduate Schools of Education such as Relay. Initially responding to supposedly ‘failing’ existing teacher education system associated with universities, the IFT claims to be ‘rethinking teacher education’ and presents itself as a disruptive innovator ultimately capable of solving societal problems.   
The public rhetoric of the IFT is highly creative across multiple channels of communication. In this presentation, we focus on their videos (publicly available on the Vimeo platform) and written texts. Indeed, it is notably more creative, engaging and adept than most traditional providers, including universities. Complex questions of education and teaching are presented in a simplified and accessible format, with the messages clearly aligned to a teacher effectiveness paradigm. ‘Deliberate practice’ is univocally presented as the key to the acquisition of expertise for teachers.  
  
While noting the skill and fluency of the IFT’s rhetoric, the presentation will then turn to discuss two key questions: 1. To what extent can the IFT’s claims in their creative messages be substantiated? 2. In a purposively-constructed complex and fragmented market for teacher education and development, how important is it, if at all, that the university sector communicates in the public sphere with similar skill and fluency?  
Reference  
Viv Ellis, Sarah Steadman & Tom Are Trippestad (2019) Teacher education and the GERM: policy entrepreneurship, disruptive innovation and the rhetorics of reform, Educational Review, 71:1, 101-121, DOI: 10.1080/00131911.2019.1522040

**Celebrating the inspiration of the professional teacher educator:** The nature of what it means to be a professional teacher educator is re-examined through such enterprises as the IFT. The adoption of clear and communicable rhetorical structures is a potential source of inspiration to other sectors of teacher education including university-based provision

**The country to which the Presentation relates and any possible cross-reference to other UK countries (or international work if appropriate):** In its inception, the IFT capitalises on the ‘travelling’ policy idea of the American independent Graduate Schools of Education (IGSEs) to create a market for its provision of practice-based teacher education programmes. As such, it is embedded in an international context whilst remaining a very British example of state-sponsored disruptive innovation in teacher education.

**Session 4 - Presentation (12.00 – 12.30) Friday May 10th**

**4A47 Session lead: Sarah Steadman**

**Room: Conference Room 1a**

**Title: The importance of contextual continuity for Early Career Teachers**

**Lead Presenter:** Jacqui Percival - University of Cumbria

**Co-presenter:** Anne Gager - University of Cumbria

**Aim:** To share aspects from our research which explores the apparent importance of contextual continuity for successful transition into the first year in teaching. The research project explored stories from the Newly Qualified Teacher (NQT) and revealed perceived importance of continuity; including the significance of the professional teacher educator.

**Content:** The presentation will consider the significance of continuity of context for successful transition from student teacher to Early Career Teacher.  
Boyd, et al. (2016) argue, “...becoming and being a teacher is not simply about developing a set of skills or techniques. Learning teaching is an emotional experience, and success will require you [the trainee] to strengthen a range of dispositions including self-belief, self-awareness and resilience.” (Boyd, P. Hymer, B. and Lockney, K. 2016, p.2). We will argue that the role of the professional teacher educator is significant in nurturing the required dispositions, as argued by Boyd et al.  
  
It would appear that the success of the Early Career Teacher (ECT) is considerably influenced by a number of factors relating to continuity. This includes:  
  
• The role of the professional teacher educator - both University based and school-based tutors.  
• Known school context  
• Being known  
• Experience of year group / age phase  
• Values and beliefs  
  
The researchers analysed data from Post Graduate School Direct former trainees and Undergraduate four-year Specialism former trainees, both programmes led to Qualified Teacher Status (QTS). Each researcher / professional teacher educator had taught one of the sample groups on their respective courses and therefore had prior knowledge and a relationship with the NQTs.   
The result of the research raises the importance of continuity for successful transition from student teacher to ECT and the importance of positive relationships. Consideration will be given to our emerging evidence and how it can be used to support Early Career Teachers.

**Celebrating the inspiration of the professional teacher educator:** This research arose when students approached us with their stories. Our presentation will demonstrate how as professional teacher educators we have listened to and utilised the NQTs’ stories to inspire future course developments as well as our own practice.

**The country to which the Presentation relates and any possible cross-reference to other UK countries (or international work if appropriate):** This presentation uses data gathered from England but has relevance for those working in Teacher Education in other UK countries as well as internationally.

**Session 4 –Presentation (11.30 – 12.30) Friday May 10th**

**4B48 Session lead: Matthew Dunn**

**Room: Conference Room 1b/c**

**Title: Supporting assessment literacy in the profession: examples of collaborative working from the Teacher Assessment in Primary Science (TAPS) project**

**Lead Presenter:** Sarah Earle - Bath Spa University

**Aim:** The aim is two-fold: to explore the way collaborative research with teachers and trainees can enhance impact, together with discussing how teacher educators can support the development of assessment literacy in trainees and practising teachers.

**Content:** The Teacher Assessment in Primary Science (TAPS) project has worked in all four countries of the UK to develop support for valid, reliable and manageable school assessment processes. TAPS research is funded by the Primary Science Teaching Trust and based at Bath Spa University, producing open-access resources which have been downloaded over 90,000 in 93 countries. An Education Endowment Foundation randomised control trial of TAPS professional development is taking place in 2019-20.  
  
The TAPS project has been working with teacher educators, teachers and trainees since 2013, using a Design-Based Research approach to develop support for assessment (Earle et al. 2015, Davies et al. 2017). This presentation will focus on the way the iterative cycles of collaboration have led to the development of resources to enhance assessment literacy in participants. Discussion of changes in practice will draw on examples from a range of schools from different regions (Earle 2018). The talk will also compare the nature of support needed at different stages of the teacher’s career, with a particular focus on teacher education in England and Northern Ireland.  
  
Davies, D., S. Earle, K., McMahon, A. Howe, A. & Collier, C. (2017) Development and exemplification of a model for Teacher Assessment in Primary Science, International Journal of Science Education, 39:14, 1869-1890.  
Earle, S, Davies, D., McMahon, K, Collier, C., Howe, A. and Digby, R. (2015) Introducing the TAPS pyramid model (interactive pdf). Bristol: Primary Science Teaching Trust.  
Earle, S. (Ed.) (2018) Teacher Assessment in Primary Science (TAPS) special issue, Primary Science, 1-23.

**Celebrating the inspiration of the professional teacher educator:** This presentation celebrates the collaboration between teacher educators, teachers and trainees, whose input has shaped the development of the TAPS project over the last 6 years.

**The country to which the Presentation relates and any possible cross-reference to other UK countries (or international work if appropriate):** Examples are drawn from across the UK, particularly England and Northern Ireland, although the international downloads highlight the relevance of the work in other contexts.

**Session 4 – Presentation (12.00 – 12.30) Friday May 10th**

**4B49 Session lead: Matthew Dunn**

**Room: Conference Room 1b/c**

**Title: ITE student perspectives of Threshold Concepts in A-level sciences**

**Lead Presenter:** Matthew Dunn - Bishop Grosseteste University

**Co-presenter:** Jenny Wynn - Bishop Grosseteste University

**Aim:** This presentation reports on findings from an exploratory project conducted within an initial teacher education programme at Bishop Grosseteste University. A synergy of the presenters’ research interests and teaching experience provided the inspiration to engage our PGCE students in an exploration of the pedagogical potential of Threshold Concepts in their disciplines.

**Content:** This presentation explores investigations into secondary PGCE students’ perceptions of the relatively new linear A-level specifications in biology, chemistry and physics that were phased in between 2015-2017 in UK secondary schools, through the theoretical lens of the Threshold Concept Framework (TCF). A defined curriculum within a discipline is made up of fundamental concepts that are often referred to as ‘key concepts’ or ‘core concepts’ which exist in relation to each other as necessary conceptual building blocks within a subject, allowing students to build up subsequent layers of knowledge. Meyer and Land (2003) introduced the notion of threshold concepts (TCs) as being qualitatively different from ‘core concepts’ (p.4), arguing that a TC holds the potential to transform learners’ views of their subject. They described TCs as representing a metaphorical ‘...portal, opening up a new and previously inaccessible way of thinking about something.’  
  
The study conducted was designed to enable PGCE students to familiarise themselves with the latest exam specifications, whilst also considering the potential conceptual, affective and ontological impact that threshold concepts may have on school pupils. Undertaking group specification analyses, concept mapping and focus group discussions, participants were challenged to apply an original model inspired by the doctoral research of one of the presenters, in order to identify threshold concepts in their disciplines. Further exploration in taught sessions encouraged deeper thinking around the pedagogical implications of these transformative, integrative and inherently troublesome concepts. We argue that this research-informed and research-engaged approach to teaching provided our ITE students with the opportunity to consider the real-world impact of research on pedagogy and practice.

**Celebrating the inspiration of the professional teacher educator:** This research project came to fruition as a result of an inspirational discussion between the presenters whilst considering approaches to engaging ITE students with research-informed activity in taught sessions. The synergy generated by combining an emerging theoretical framework with a passion for initial teacher education led to an innovative, research-focused approach to reflective postgraduate learning.

**The country to which the Presentation relates and any possible cross-reference to other UK countries (or international work if appropriate):** The study was conducted at a UK university and focused on advanced level science courses in secondary school education in that country. However, the Threshold Concept Framework is internationally recognised and is evident in research from over 50 countries worldwide. Thus the approach to this investigation is potentially transferable to other education systems and a variety of settings and subject disciplines

**Session 4 - Workshop (11.30 – 12.15/30) Friday May 10th**

**4C50 Session lead: Victoria Pugh**

**Room: Conference room 3**

**Title: Compulsory PSHE and RSE - what does this mean for your ITE?**

**Lead Presenter:** Victoria Pugh - University of Worcester

**Co-presenter:** Anne Bell, PSHE Association

**Aim:** This is an opportunity for Higher Education Institutes and Teacher Education pathways to gain knowledge surrounding the recent changes to PSHE (personal, social, and health education) and RSE (relationships and sex education) in primary education and how these changes impact upon our students and their own teaching. We will introduce models of delivery for PSHE within Initial Teacher Education programmes including a case study of inclusion from University of Worcester supported by resources from the PSHE association.

**Content:** The workshop will include a short introduction on the recent legislation changes in Personal, Social, Health and Economic Education (PSHE) and Relationship and Sex Education (RSE) in primary education. It will then explore the ways in which ITE providers can plan and deliver PSHE and RSE education to students to ensure they are ready for the changes implemented in schools.   
We will provide a number of models of delivery which take into consideration busy ITE schedules and use work from the University of Worcester as a case study. Student voice will be a strong part of the workshop. Delegates will then be given an opportunity to work in groups to discuss how they might include the frameworks into their own provision and use resources provided by the PSHE association to develop PSHE and RSE within ITE courses. The workshop will finish will a discussion surrounding how to support the teaching of controversial issues within the classroom and how we can support students in their confidence in this area. The workshop will draw upon key reading and research from a range of sources and look at how these can be used to inspire active learning and engagement.

**Workshop structure:**

\*Introduction to PSHE and RSE legislation changes and what this means for schools.  
\* Delegates will reflect upon their current provision for PSHE and RSE and share this information in groups.   
\*Exploration of a case study showing delivery methods for PSHE and RSE in ITE programmes and how they can be implemented.  
\* Time to discuss and use the resources from the PSHE association to reflect on how PSHE and RSE can be delivered within delegates own institutes.  
\* Discussion surrounding supporting students to deal with teaching controversial issues within the classroom.

**Celebrating the inspiration of the professional teacher educator:** Our workshop plans to develop the idea of the professional teacher educator by ensuring up to date subject knowledge and understanding of curriculum changes in order to support teachers. We aim to promote the importance of PSHE and RSE for students and ensure that students are prepared for the ever changing needs of pupils.

**The country to which the Workshop relates and any possible cross-reference to other UK countries (or international work if appropriate):** This workshop draws upon the work of the PSHE curriculum and is suitable for UK curriculum and International British schools.

**Session 4 - Presentation (11.30 – 12.00) Friday May 10th**

**4D51 Session lead: Adrian Copping**

**Room: Meeting room 122**

**Title: ‘There’s more to life than a fronted adverbial!’: Exploring the influence of creative thinking on the pedagogy of children’s writing.**

**Lead Presenter:** Adrian Copping - University of Cumbria

**Aim:** This research presents work to date of a case study developing over time that explores the influence that creative thinking has on writing pedagogy. As well as presenting emerging findings from the first two stages of data collection, a developing theoretical framework to support teachers’ planning will be shared.

**Content:** This presentation will share emerging findings from an ongoing case study (Flyvbjerg 2013) towards PhD that explores the influence that creative thinking has on the pedagogy of children’s writing. The presentation will begin by sharing research questions and context, followed by the case study methodology that has been developed and used. This method includes the role of teacher researchers in the process of participant observation and an observation framework (based on Robson (2014) and Meadows (2006), and influenced by Sternberg’s 2003 concept of creative thinking as attitudinal).   
  
Evidence was gathered over a two year time period, during whole day writing workshops I facilitated in a school, from participant observation records completed by myself and the class teachers, semi-structured interviews with those teachers and focus groups with the children and their work. Additional evidence came from my ongoing reflective journal throughout the process. This has been analysed using thematic analysis (Aronson 1995, Guest, McQueen, Namey 2012, Braun and Clarke, 2006) and comparative analysis (Diesing 1971).   
  
The presentation will go on to show the development so far of a theoretical planning framework for teachers, the ultimate aim of this PhD study. Finally I will present some emerging and ongoing findings and some questions arising that could influence module design and facilitation in Initial Teacher Education courses as well as being transferable across primary curriculum subjects. Themes include making connections and the constraint of high stakes national testing and whole-school approaches that can equate effective writing pedagogy to the mastery of technical skills and declarative knowledge of key terms.

**Celebrating the inspiration of the professional teacher educator:** Here, a teacher educator ‘gets his hands dirty’ and explores in school with children and teachers, what he models in centre-based sessions with student teachers. Partnering with teachers in participant observation also makes them engage in challenging dialogue about pedagogy and question received wisdom and imposed approaches.

**The country to which the Presentation relates and any possible cross-reference to other UK countries (or international work if appropriate):** The context is very much ITE in the UK but the principles and findings can apply internationally where appropriate.

**Session 4 - Presentation (12.00 – 12.30) Friday May 10th**

**4D52 Session lead: Adrian Copping**

**Room: Meeting Room 122**

**Title: Should the Teacher's Standards be asking teachers to promote the 'correct use of standard English' (DfE, 2013)?**

**Lead Presenter:** Mary Bennett-Hartley - Birmingham City University

**Aim:** The aim of this paper is to problematise the role of standard English within the Teachers' Standards. I am not arguing that standard English should not be taught in schools, but rather questioning its autonomous role and assumed status as the dominant discourse. I believe it is problematic that something as subjective as language should form part of the Teachers' Standards, against which trainee teachers are assessed.

**Content:** This research is being undertaken as part of my doctoral thesis at Birmingham City University. The paper is multi-disciplinary, drawing upon linguistics, sociology, education and politics. The presentation will positioned within a theoretical framework constructed within the work of Bourdieu, Bernstein, the New Literacy Group and Deleuze and Guattari. This framework will then be used as a lens through which to explore some of the tensions surrounding the promotion of standard English in Primary school classrooms for both teachers and learners. Through the presentation, I will explore the multiplicity of literacy as a 'pedagogy of multiliteracies' (Cope and Kalantzis, 2002) in order to argue that standard English is one type of language situated within a much wider discourse. I will be considering the wider policy landscape and identifying some of the factors, such as moral panics, which may have contributed to the inclusion of standard English in the Teachers' Standards. Since scrutinising the literature surrounding literacies and standard English, I have been forced to reflect carefully on my own position as a teacher educator when considering the use of standard English by trainee teachers in classroom situations. The amount of time I have devoted to researching standard English has raised many questions about the challenges presented when assessing student teachers in their promotion of 'the correct use of standard English whatever their specialist subject' (DfE, 2013) when there is no specific guidance or criteria within the Teachers' Standards to support both trainee and teacher educator with organising what standard English is. It would appear that promoting high levels of standard English is far more complex than it might first appear.

**Celebrating the inspiration of the professional teacher educator:** This presentation celebrates the inspiration of the professional teacher educator by challenging the assumptions on which standard English rests and questioning whether it is appropriate for standard English to have a place within the Teachers' Standards.

**The country to which the Presentation relates and any possible cross-reference to other UK countries (or international work if appropriate):** England, United Kingdom

**Session 4 - Presentation (11.30 – 12.00) Friday May 10th**

**4E53 Session lead: Clare Brooks**

**Room: Meeting Room 123**

**Title: Scale and the professional identity of teacher educators**

**Lead Presenter:** Clare Brooks - UCL Institute of Education

**Aim:** University based teacher educators face a different form of professional identity to those located in schools. One aspect of this identity is the differential way that scale, and in particular high volume or diverse provision, can influence teacher education. This presentation reports on empirical research findings on teacher education practices at a large scale university ITE provider.

**Content:** This paper reports on the first part of an international comparative research that seeks to derive an empirical understanding of how quality teacher education is possible at (large) scale, by focussing on five (relatively) large scale providers (one from Australia, Canada, England, New Zealand, and USA). Based on the first case study of a large scale university provider in England, this research reports on how that provider uses scale to leverage quality on a range of different programmes (PGCE Primary, PGCE Secondary and Teach First). In so doing, how the strategies used to leverage scale impact on the formation of the work of teacher educators and by extension their professional identity.

The research was conducted through a theoretical exploration of the key concepts of quality and scale within teacher education, noting the slippery nature of both terms, and the regular use of proxies in debates around them. Scale in particular is noted as having both a qualitative as well as a quantitative dimension, and the research adopts Cohen and Ball’s assertion that scale needs to permeate practice in order for it to have an impact on quality. Taking these assertions, the research adopted a methodology inspired by Weaver-Hightower (2008)’s idea of policy ecologies as a framework for analysis, which are then mined for micro-ideologies (Pachler et al. 2008) to reveal the motivations and positionality of the actors involved. The research reveals the different registers that underpin the various roles of individuals have, and how this may influence their practice and professional identity. These findings show how providers structure and conceptualise teacher professional learning influences how teacher educators construct their professional identities.

**Celebrating the inspiration of the professional teacher educator:** Celebrating the inspiration of the professional teacher education requires a detailed, empirical understanding of their work, practices and emergent identities. Recognising the difference between university based and school based teacher educators is key, as is the recognising the impact of scale on both their work, and their ability to inspire.

**The country to which the Presentation relates and any possible cross-reference to other UK countries (or international work if appropriate):** England but the work is linked to empirical work about to be undertaken in Australia, New Zealand, Canada and USA.

**Session 4 – Presentation (12.00 – 12.30) Friday May 10th**

**4E54 Session lead: Clare Brooks**

**Room: Meeting Room 123**

**Title: Problematising, troubling and transforming values: the inspiration of the teacher educator in an era of compliance**

**Lead Presenter:** Nick Mead - Oxford Brookes University

**Aim:** The paper argues that inspirational counter-moves by teacher educators in the struggle for the soul of teacher education in an era of compliance has opened up the potential for values-based professional knowledge to be reinvigorated. To sustain this the argument is made that teacher educators need to become more politically engaged and adopt a problematising, troubling and transforming role in relation to the processes, pedagogies, provision and researching of teacher education.

**Content:** In responses to the anti-intellectual ideology of school-based training as introduced by the Conservative government of the early nineteen nineties there were those in the teacher education profession who, instead of embracing such an ideology saw it as an opportunity for the democratisation of professional knowledge. Wilkin (1992b, 1993) McIntyre (1990b) argued that once types of knowledge cease to be privileged within a teacher education partnership, there is the confidence for questioning and the development of dialogue between different sources of knowledge. For example, Smith and Alred (1993) saw the introduction of mentoring as a key site for this democratisating process, arguing that this could be a driver of a mutual mentor/mentee problematising, troubling and transforming of values within a particular professional context and in relation to the wider purposes and rationale of the school and education more generally. Drawing on Cochran-Smith (2000) and Peretz (2001), the paper argues that the reinvigoration of a values-based professional knowledge will only be sustained if teacher educators become politically engaged in problematising, troubling and transforming their own and trainees’ moral and political values, ‘questioning and keeping alive ideas of equity and social justice’ (Peretz p.51). To do this, teacher educators need courage as a theoretical dimension of professional knowledge (Groundwater-Smith and Mockler 2009). The paper therefore challenges teacher educators to be inspirational in problematising, troubling and transforming values through the processes, pedagogies, provision and researching of teacher education (Mead 2019). The democratising of professional knowledge within school-based teacher education has created the potential for trainees’ moral and political values to be at the heart of the development of professional knowledge. The problematising of professional knowledge has to be around teachers’ moral decision-making in the classroom. First and foremost for the teacher educator this has to be seen as a process of personal development and self-realisation for the trainee. Secondly, this process will only flourish if teacher educators draw on pedagogies which enable trainees to critically examine the impact of their values on pupil progress in learning. Thirdly, problematising, troubling and transforming trainees’ values will only happen in a meaningful way if teacher educators ensure that training provision is embedded in the rationale and purpose of the school itself. Such training is organic and synchronous and generates critical incidents for trainees which can become the source of problematising through the use of critical pedagogies and dialogic mentoring. Finally, there is the need for teacher educators to develop a research methodology which essentially reflects a problematising, troubling and transforming role. One way of doing this is to create the voice of ‘one who is participating in creating the living educational theory of teacher education within their daily work’ (Hamilton & Pinnegar 2000, p.235).

**Celebrating the inspiration of the professional teacher educator:** The paper concludes that such a repositioning of the role of the teacher educator builds on the inspirational work of preceding teacher educators in democratising professional knowledge so that trainees’ and trainers’ moral and political values emerge and inspire others in the ongoing struggle to resist policy instruments which usurp any sense of service to a professional ideal.

**The country to which the Presentation relates and any possible cross-reference to other UK countries (or international work if appropriate):** Inspiration for this can be taken from the work of international teacher educators who, in seeking to reconcile global neo-liberal values in education with historic, cultural and political national and local societal values, take risks in pursuing teacher education pedagogies which will support the development of values-based professional knowledge. The paper will draw on pedagogic examples from Estonia, Finland, Japan and South Africa.

**Session 4 – Round Table (11.30 – 12.10/30) Friday May 10th**

**4F55 Session lead: Ros Clark**

**Room: Meeting Room 127**

**Title: PebblePad - Love it or Loathe it? Student and Staff Perceptions regarding the effectiveness of PebblePad as an effective system of professional record keeping**

**Lead Presenter:** Ros Clark and Jo Baines - University of Derby

**Co-presenters:** Kate Brown and Amy Hutchinson - University of Derby

**Aim:** As Programme Leader for PGCE Primary School Direct PGCE (Jo Baines) and Assistant Programme Leader and module leader (Ros Clark) for newly revalidated professional practice modules, part of our remit is to explore ways in which e-portfolios can support the progressive professional development of our Postgraduate Trainee Teachers through their PGCE programmes.

**Content:** The aims and objectives of the University of Derby's plan to improve Technology Enhanced Learning (TEL) include raising the profile of TEL in teaching and learning, to contribute to learning space development and to foster a culture of using learning technology effectively through evaluation and evidence. PebblePad can be a vital medium to support professional dialogue between staff and trainees; it aims to allow university tutors and mentors to monitor professional development and progress towards the Teachers' Standards more effectively. Welsh (2012, p66) suggests that PebblePad was instrumental in promoting the development of self-assessment and reflection in learning and in fostering positive beliefs and self-esteem.  
  
The presenters will be demonstrating how the current e-portfolio at the University of Derby has been utilised to support and catalogue the professional development of trainees on the School Direct PGCE programme. Evidence to be presented will include: highlights from research carried out with the 2017/18 cohort as well as first hand commentary from two of our NQTs who were in the first cohort to use the e-portfolio as a record of professional development. There will be an opportunity to talk directly to both presenters and NQTs, should colleagues be either thinking about adopting similar systems or adapting current systems at their own institution.

**Celebrating the inspiration of the professional teacher educator:** A new and innovative way of facilitating and developing the digital capabilities of both teacher educators and trainees.

**The country to which the Round Table Discussion relates and any possible cross-reference to other UK countries (or international work if appropriate):** UK

**Session 4 – Round Table (12.00 – 12.10/30) Friday May 10th**

**4G56 Session lead: Francis Lemon**

**Room: Meeting Room 139**

**Title: Supporting Mature Students in Initial Teacher Education**

**Lead Presenter:** Francis Lemon - University of East Anglia

**Aim:** The aim of this Round Table is: to engage teacher educators in a discussion that focusses on the perceptions of mature students on ITE programmes; to share strategies that help mature students to succeed in ITE (and beyond).

**Content:** This Round Table provides an opportunity for teacher educators to share their experiences of working with mature students (those aged 25 or over at the start of an ITE programme). It would be helpful to share specific individual needs of mature students, including the perceptions of ITE programmes from mature students. We will be discussing the taught-elements of ITE programmes as well as learning experiences on school placements. Given the challenges faced in teacher recruitment, it is important to consider the individual needs of different groups of trainees, including those who begin an ITE programme as mature students, and often as career changers.  
  
During the Round Table, teacher educators will be invited to share strategies that could be used to help mature students to succeed in ITE (and beyond). Participants should be able to take away these ideas to inform inclusive practice within their own ITE programmes. In addition to successful strategies, it would be helpful to share ideas and innovations, perhaps yet untested. Some individuals may be prepared to discuss strategies that have been less successful. It is envisaged that all participants will be able to draw on the advice and support from other teacher educators during this Round Table.

**Celebrating the inspiration of the professional teacher educator:** One of the strategies used to support the recruitment of teachers is to encourage mature students to enter the profession (often as career changers.) Although this presents many challenges for teacher educators, it is important to share the excellent inclusive practice that is used to support mature students.

**The country to which the Round Table Discussion relates and any possible cross-reference to other UK countries (or international work if appropriate):** England (although this would be relevant for an international audience).

**Session 4 – Presentation (11.30 – 12.00) Friday May 10th**

**4H57 Session lead: James Archer**

**Room: Meeting Room 144**

**Title: Conscious competence as a New Teacher Educator?**

**Lead Presenter:** David Woodward - University of Worcester

**Aim:** The presentation is targeted at new starters in the world of Higher Education, particularly Teacher Education. After being in post for a just over a year, I will provide a personal and reflective account of my journey along the way as a New Teacher Educator.

**Content:** This presentation reviews my first year in Higher Education as a teacher educator. As a first-time attendee of the TEAN conference last year and subsequently drawing on my role as a new teacher educator, I felt compelled to return with the hope of presenting a reflective account of the highs (and lows) of my new role, primarily using the conscious competence model (Robinson, 1974). Ordinarily this is used for the process and stages of learning new skills. I will be applying it towards my own experiences. I will also draw on reflections through the process using The Johari Window (Luft and Ingram, 1955), a framework that looks how ourselves could be separated into four areas that we and others may or may not see.

Possible impact of practice would be an enhanced networking possibility with other new teacher educators. The reflections on my own experience as a new teacher educator that has had the greatest impact on my practice is the ideas around parallel process. Something I describe as ‘helicoptering’. Whereby viewing the task or activity I deliver from above and explain the process behind the choices I have made in relation to teaching and learning pedagogies. This has then meant they are able to impart this in their delivery of lessons and improve their own practice. Target audience are colleagues who are new to the sector of teacher education. Following the presentation, a discussion may take place regarding establishing your role within ITT (Initial Teacher Training) as you go through your first year and beyond.

**Celebrating the inspiration of the professional teacher educator:** How can you feel inspirational when you are new to the sector? Learning to value, draw on and link previous experience of inspiration to inspire the next generation of teachers.

**The country to which the Presentation relates and any possible cross-reference to other UK countries (or international work if appropriate):** Whilst my experience is within the UK sector

**Session 4 – Presentation (12.00 – 12.30) Friday May 10th**

**4H58 Session lead: James Archer**

**Room: Meeting Room 144**

**Title: Who am I and who are you?**

**Lead Presenter:** James Archer - Leeds Beckett University

**Co-presenter:** Esther Cummins - Leeds Beckett University

**Aim:** This paper uses autobiographical research to explore the experiences of a mentor/ mentee relationship for a team member new to Higher Education and Teacher Education. Situated in a new BAH Primary Education accelerated degree, this offers a different perspective to inducting a new team member into an established programme.

**Content:** The transference of staff from Primary Education to Higher Education is a common phenomenon within Teacher Education. However, inducting a team member into the ‘unknown’ of a new degree is less common practice. This research explores how both the mentor and mentee navigated this new territory and drew on prior knowledge and experience of both parties.   
  
Key findings within the initial findings of the research indicate the importance of pedagogical practices such as modelling and team teaching. These indicate that the mentee found familiar ground within Higher Education that mirrored common primary practices from her time in Primary Education. Furthermore, the small-scale study indicates the importance on being able to draw upon primary experiences to support her own teaching and practice. A theme found in the experiences of both the mentor and mentee are the importance of dialogue within the context of a new degree. This goes beyond the formal meetings and indicates the importance of learning and openness for both parties. Within the fast-paced nature of an accelerated degree, this is recognised to be difficult to maintain but essential for success.   
  
The autobiographical research method offers an insight into two individuals’ experiences of the equivalent of an NQT year for a new member of staff. There is a focus upon reflective practice and the research creates recommendations for supporting new Teacher Educators in the early stages on their careers.

**Celebrating the inspiration of the professional teacher educator:** This presentation allows the voice of both a new and an experienced Teacher Educator to be heard. It explores how experienced Teacher Educators can use the ‘known’ to support new Teacher Educators to explore the ‘unknown’ to gain confidence and be inspired in their new profession.

**The country to which the Presentation relates and any possible cross-reference to other UK countries (or international work if appropriate):** UK

**Session 4 – Round Table (11.30 – 12.10/30) Friday May 10th**

**4I59 Session lead: Louise Gazeley**

**Room: Meeting Room 145**

**Title: Preparing beginning teachers to recognize and address the intersection of social with educational (dis)advantage**

**Lead Presenter:** Louise Gazeley - University of Sussex

**Co-presenter:** Tamsin Hinton-Smith - University of Sussex

**Aim:** The Round Table aims to provide a space to share how and where beginning teachers' understandings of the intersection of educational with social (dis)advantage are currently being developed. It aims to highlight the limitations of current policy and practice approaches at school level and to address the question of what else can be done to ensure that beginning teachers are equipped to address this particularly persistent form of inequality.

**Content:** The Round Table will begin with a focus on current concerns internationally and in England specifically about the persistence of the links between educational and social (dis)advantage. It will then highlight the potential for those working in teacher education to make a difference through the focus they bring to this issue as they prepare beginning teachers for the future. We will then invite participants in the Round Table discussion to briefly share examples drawn from their own experience in order to address the question of what is currently being done and potentially opening up a sense of some of the gaps.   
  
We will then present insights from our own research into school exclusion processes and university access programmes in order to stimulate a wider debate relating to the range of factors contributing to/maintaining the intersection of educational with social (dis)advantage. We will use this discussion as a vehicle for reflecting on the extent to which these factors are (adequately) recognised and addressed by current approaches within policy and practice and what the specific challenges may be.   
  
We will finish the Round Table with some discussion around specific approaches that could be developed to better equip beginning teachers to make a difference in their emergent and future practice. We will draw on insights from our research that suggest these approaches need not be radical or resource intensive and we will focus on supporting the development of new and inspiring ideas. We will end with an invitation to continue to share ideas and expertise in this area in the future.

**Celebrating the inspiration of the professional teacher educator:** The round table celebrates the part that teacher educators can play in preparing and inspiring beginning teachers to better address the intersection of social with educational (dis)advantage.

**The country to which the Round Table Discussion relates and any possible cross-reference to other UK countries (or international work if appropriate):** England. However, the focus is likely to be relevant to those working in other national contexts.

**SESSION 5**

**Session 5 - Presentation (13.30 – 14.00) Friday May 10th**

**5J60 Session lead: Esther Cummins**

**Room: Conference Room 1a**

**Title: Developing innovative practice in ITE through strong partnerships based on mutual respect, effective communication and trust**

**Lead Presenter:** Fiona Leonard - Sheffield Hallam University

**Co-presenter:** Helen Duffy - Sheffield Teaching School Alliance (STSA) (Chorus Education Trust)

**Aim:** The aim of the presentation is to share the experiences of a school-based and university based teacher educator during the development of a successful and innovative partnership. The structural, organisational and cultural challenges of working together to develop a successful SD model of training will be discussed. Hopefully our experiences will inform others involved in School Led ITE and support them to take some risks.

**Content:** When School Direct was introduced in 2014 the Teacher Education Department at Sheffield Hallam University viewed this as an opportunity to develop new and innovative models of ITE which draw on the experience and expertise of both university and school based educators, providing the flexibility to adapt to the context and expertise of the staff within a particular alliance of schools.   
  
In this presentation Fiona Leonard the Head of Secondary PGCE at Sheffield Hallam University and Helen Duffy the Lead Practitioner at Sheffield Teaching School Alliance reflect on the development of a very successful partnership. The journey has involved challenges to professional identity and required cultural and organisational change for both for the Lead School and the University.  
The introduction of School Direct led to a major re-organisation of the delivery of the Secondary PGCE programmes at Sheffield Hallam University over a very short period of time and Fiona will discuss the management of this change process. Innovative aspects of provision including a jointly planned professional studies programme, flexible placement models and the establishment of a strong and active School Direct Community will be discussed as well as the successes and challenges experienced. Finally future challenges and areas for further development will be identified.

**Celebrating the inspiration of the professional teacher educator:** Fiona and Helen would both consider themselves and each other to be innovative teacher educators. During this presentation they will discuss how they have developed creative training models which have resulted in outstanding outcomes for trainees and a renewed understanding of the role and importance of both university based and school based teacher educators.

**The country to which the Presentation relates and any possible cross-reference to other UK countries (or international work if appropriate):** England

**Session 5 - Presentation (14.00 – 14.30) Friday May 10th**

**5J61 Session lead: Esther Cummins**

**Room: Conference Room 1a**

**Title: Partnering with Professionals, Students and Academics: Developing experiences for all**

**Lead Presenter:** Esther Cummins - Leeds Beckett University

**Co-presenters:** James Archer and Tom van Rossum - Leeds Beckett University

**Aim:** In this paper, the researchers explore the growing partnerships of a new degree to consider what experiences school and university professionals have in developing aspirant teachers. Consideration is given to what incidental learning takes place for the professionals and how this supports their roles as teacher educators.

**Content:** Building on previous research into the experiences of students on the BA Primary Education (accelerated) degree, this paper examines the experiences of other stakeholders in the Professional Experience module. The small-scale study explores and compares the two different models of school led and tutor led input, as well as considering how established Teacher Educators adapted to this new form of school experience. The experience enabled aspirant teachers to meet the Teachers' Standards through planning and delivering a Learning Event but not be assessed on them as student teachers are.  The days included input from schools and tutors on a specific topic such as play, observation, and assessment, following by time in class focusing on this topic, and concluding with a debriefing session at the end of the day.  This is different to the traditional placement that student teachers undertake.  
  
The paper allows exploration into the motivations of the school leaders to partner with the school in this way and additionally discusses unexpected benefits to the school setting. Initial findings suggest that school staff have grown in confidence and have begun to identify as Teacher Educators, seeking further opportunities to undertake this model. In addition, the findings indicate key differences in the experiences of tutors who were known and new to the students, raising questions for how Teacher Educators develop professionalism in aspirant teachers. : Pertinent questions regarding how to support a diverse cohort access to tailored schools experience were raised. Questions around how to create new partnerships that best meet the requirements a new type of degree were also explored.   
  
Recommendations of the paper consider how Teacher Educators within schools and universities can prepare students for QTS routes such as PGCEs. Furthermore, the recommendations address how appropriate the ‘Shanghai’ model is for delivering teacher education in a range of settings.

**Celebrating the inspiration of the professional teacher educator:** The findings of the research point towards supporting teacher educators staying motivated and inspiring the next generation of teachers. The paper allows the participants to consider why they educate teachers and celebrate their role in this profession.

**The country to which the Presentation relates and any possible cross-reference to other UK countries (or international work if appropriate):** UK

**Session 5 - Presentation (13.30 – 14.00) Friday May 10th**

**5K62 Session lead: Susan Chapman**

**Room: Conference Room 1b/c**

**Title: Individual professional learning: false trails, puzzling problems, and sudden epiphanies**

**Lead Presenter:** Susan Chapman - Aberystwyth University

**Co-presenter:** Jess Davies - Penglais School

**Aim:** To explore the use of reflective conversations in the professional learning experience of a teacher developing whole school literacy practice.

**Content:** Professional learning happens in different ways and in different contexts so it can be a challenge to identify and investigate the process. This project is a collaboration between a secondary school literacy co-ordinator seeking to develop her practice and a researcher investigating the processes of professional learning. An informal conversation about strategies for developing oracy across the school, grew into a more systematic investigation of the practitioner’s development with the aim of capturing the experience in real time. In regular reflective conversations, the practitioner and researcher reflect on progress, explore the challenges and identify next steps. Various areas of practice have been explored in the course of the conversations, for example, the challenges of framing oracy in ways that are meaningful and productive for teachers. The practitioner also reflects on her own understanding of good practice in developing oracy and the ways in which this has been enhanced and developed by observations and professional conversations with colleagues. Another focus has been on the skills employed in a productive professional conversation. In exploring the processes of professional learning, the practitioner and researcher are continually reflecting on their relationship and the role of a neutral conversation partner. The value of the project lies in its capture of learning in process in all its complexity: the false trails, the puzzling problems, and the sudden epiphanies.

**Celebrating the inspiration of the professional teacher educator:** The presentation records and celebrates the work of teachers taking responsibility for professional learning to support colleagues and improve the learning of young people in school.

**The country to which the Presentation relates and any possible cross-reference to other UK countries (or international work if appropriate):** Although the research is carried out in Wales, the content is relevant to professional learning in any context.

**Session 5 - Presentation (14.00 – 14.30) Friday May 10th**

**5K63 Session lead: Susan Chapman**

**Room: Conference Room 1b/c**

**Title: The anticipation, expectation and reality of belonging to the teaching profession. Listening to Sixth Formers, Trainees teachers and Recently Qualified Teachers**

**Lead Presenters:** Emma Heron and Sue O’Brien - Sheffield Hallam University

**Aim:** Conference delegates will hear how belonging to the teaching profession is viewed, expressed and experienced when discussed privately by aspirant and new teachers. Embedded within the South Yorkshire Futures project, the Listening Rooms methodology exposes issues affecting the profession in terms of belonging. Implications for practice at pre- and post-training stages are discussed.

**Content:** If it is true that 'belonging' can have a marked impact on a pupil's outcomes (Zeynep Cemalcilar, 2010; Wang M and Holcombe R (2010) can we also suggest that this is the same for trainee or new teachers? This paper 'opens the lid' on the relationship between belonging and teaching by allowing aspirant and new teachers to share their own views around whether, how and why they belong (or not) to the profession. Research was commissioned by South Yorkshire Futures (SYF)\* to seek the views of three groups on their journey to teaching.

The Listening Rooms (Heron, forthcoming) is a method that enables consenting participants to undertake a recorded, private, conversation with a friend but without a researcher present. The conversation, guided by broad topics, encourages deep and personal discussion of experiences less easy to expose through more conventional methods. Participants involved in this research were: a) 6th formers who had expressed an interest in the profession; b) current trainees on ITE programmes from both the Sheffield Universities and c) a group of new or recently qualified teachers.   
Themes emerged from the conversations around their perceptions of the profession, and significantly, revealed factors affecting what it felt to belong to teaching, including:  
• What could it feel like to 'become' a teacher?   
• What is a 'student teacher', a 'normal student', a 'proper teacher'?  
• Is it all worth it?  
All participants felt the method to be a liberating, relaxing and intimate way of sharing experiences and thoughts honestly and openly. Such a method reveals deep, personal and unhindered data. Such data thus reveals important factors and issues that teacher educators need to be aware of, both in the university and school settings.   
\* SYF is a social mobility project led by Sheffield Hallam University and aims to target attraction, recruitment and retention of teachers in the region.   
  
References  
Heron, E (forthcoming) Friendship as method: reflections on a new approach to understanding student experiences in higher education Journal of Further & Higher Education DOI: 10.1080/0309877X.2018.1541977  
Wang M and Holcombe R (2010). Adolescents’ perceptions of school environment, engagement, and academic achievement in middle school. American Educational Research Journal, 47, 633–662.  
doi:10.3102/0002831209361209  
Zeynep Cemalcilar (2010). Schools as Socialisation Contexts: Understanding the Impact of School Climate Factors on Students’ Sense of School Belonging, Applied Psychology Vol 59, Issue 2 April 2010, pp243-272

**Celebrating the inspiration of the professional teacher educator:** During this presentation we will reflect on trainee teachers' and new teachers' experiences of belonging in their university and school settings and how professional teacher educators, in both settings can, and often do, support this transition.

**The country to which the Presentation relates and any possible cross-reference to other UK countries (or international work if appropriate):** UK. Any country where teacher training is undertaken and where teacher retention is an issue.

**Session 5 – Round Table (13.30 – 14.10/30) Friday May 10th**

**5L64 Session lead: Rebecca Austin**

**Room: Conference Room 3**

**Title: It's not fair!" Primary ITE undergraduates' perceptions of fairness in marking academic assignments**

**Lead Presenter:** Rebecca Austin - Canterbury Christ Church University

**Co-presenter:** Tracy Parvin - Canterbury Christ Church University

**Aim:** This is part of a longitudinal study aimed at developing students' academic writing on the BA Primary Education at Canterbury Christ Church University. We have previously reported on students' understanding of academic writing and constructing arguments. So far we have made changes to taught input on programmes and developed more consistent marking protocols for tutors.

**Content:** The results of the NSS (National Student Survey) indicated that we had improved greatly in all aspects of the marking and assessment process except one. The area where student perception was less positive was in relation to fairness of the marking process. This was in the overall 'score' but also indicated through a number of the 'free' comments. This was something we felt needed to be explored further - we wanted to know what students meant by 'It's not fair!' The NSS data suggested that they thought some markers marked 'harder' than others, but anecdotally we knew that some students felt it was unfair if they had 'worked hard' and then still got a lower grade than they felt their work warranted. We gathered data, therefore, from groups of Year 2 and Year 3 students in relation to this question. The data collection was undertaken by a colleague who was not known to the students in order to give as much freedom to the participants as possible to express their views openly. We anticipate also working with tutors who engage with the marking process to ascertain their views about fairness - drawing on findings from our work with students.

In this round table discussion we would like to share our data with colleagues and open up a discussion around marking practices and the challenges of being 'fair' when there is inevitably a subjective element to the marking process. We would like to facilitate a discussion which draws out the issues and explores ways in which institutions have developed solutions. We believe that this will be of great value to teacher educators as we explore this fundamental aspect of our work.

**Celebrating the inspiration of the professional teacher educator:** The ways in which we understand ourselves and our engagement in the academic lives of our students are all part of how we inspire and are inspired!

**The country to which the Round Table Discussion relates and any possible cross-reference to other UK countries (or international work if appropriate):** UK

**Session 5 Presentation (13.30 – 14.00) Friday May 10th**

**5M65 Session lead: Rick Tynan**

**Room: Meeting room 122**

**Title:** **The journey from the reflective practitioner to research informed practice: an evaluation of the contribution of MA practitioner research**

**Lead Presenter:** Rick Tynan – Liverpool John Moores University

**Co-presenter:** Andrea Pratt - Liverpool John Moores University

**Aim:** To use teacher educators’ and newly/recently qualified teachers’ (NQTs/RQTs) experiences and investigation during the early years of an Education Practice MA to examine attitudes to early completion of Masters, and new teachers’ engagement with and performance of practitioner research.

**Content:** In its initial stages, learning to teach may involve an apprenticeship model where teacher educators must model learning, teaching and assessment strategies and inspire their mentees find out those that will work for them. Later, successful teachers must be able to choose and critically evaluate strategies and pedagogies for themselves. What is the value of M-Level study in promoting this? What is the value of evidence based practice and practitioner research? Are both only useful on a personal level for professional development?  
  
This paper examines how one HEI in the Northwest of England has devised and developed an innovative practitioner research based MA in Education Practice designed to meet the needs of NQTs (Newly Qualified Teachers) and RQTs (Recently Qualified Teachers). It reports on the research areas chosen by the students focusing on the teachers’ experience and evaluation of research via the programme. This paper hopes to gain a perspective of beginning teachers’ perceptions on the value of research and motivation at the start and end of the course and the impact on learner outcomes in school. This report will synthesise participants’ responses following their engagement with the course, from individual responses to analysis of trends in light of the research literature and views of senior leadership.  
  
Topics that are part of the context for this paper include:  
• Commitment to a Masters level teaching profession  
• The journey from the reflective practitioner to research informed   
practice  
• Practitioner research  
• Beginning teachers as researchers  
• Facilitating the development of beginning teachers as teacher   
researchers  
• The role of a community of practice  
• Evaluation of the research carried out during the early days of an   
MA programme

**Celebrating the inspiration of the professional teacher educator:** It is probably true that all teacher educators inspire their aspiring teachers to reflect upon educational practices. The next step is to inspire newly and recently qualified teachers to consider evidence from a variety of sources and actively seek it for themselves.

**The country to which the Presentation relates and any possible cross-reference to other UK countries (or international work if appropriate):** This paper is located in English ITE and post-ITE professional development provision. It is relevant to teacher educators in all the United Kingdom countries, whose ITE central policy makers demonstrate a similar ambivalence in their attitude towards and encouragement of M-level study and the use of educational research in evidence based teaching.   
Some research (1, 2, 3) suggests that one characteristic of high performing international educational systems is their emphasis on research engagement and evidence based practice during initial teacher education and subsequent professional development. Some of those systems also require that teachers be educated to Masters Level, although this may in the subject discipline to be taught rather than education or education research. This paper may be interest to other teacher educators outside the UK interested in the development of evidence and research based teaching and the type of qualifications their ITE system requires of aspiring teachers.  
  
1 BERA-RSA, 2014, The role of research in teacher education: Reviewing the evidence, Interim Report of the BERA-RSA Inquiry, British Educational Research Association (BERA),   
2Burn, K. & Mutton, T., 2013, Review of ‘research-informed clinical practice’ in Initial Teacher Education, The BERA-RSA inquiry, British Educational Research Association (BERA)  
3Mincu, M., 2013, Teacher quality and school improvement: What is the role of research?, Research and teacher education: The BERA-RSA inquiry, British Educational Research Association (BERA)

**Session 5 - Presentation (14.00 – 14.30) Friday May 10th**

**5M66 Session lead: Paula Stone**

**Room: Meeting room 122**

**Title: The PhD and me**

**Lead Presenter:** Paula Stone - Canterbury Christ Church University

**Aim:** The aim of this presentation is to share with other teacher educators the impact that undertaking a PhD has had on my andragogy and my professional identity as a teacher educator and academic.

**Content:** Entry in to doctoral study, in 2011, coincided with a change of government, and significant changes of ideology across all sectors of education, and in particular initial teacher education (ITE). I was feeling particularly pessimistic about the future of ITE with the drive towards school-based ‘teacher training’. Universities seemed powerless to halt this initiative and like many other institutions, my own had no choice but to engage in this hegemonic practice. Like many other teacher educators I became disillusioned. I knew I needed to find a way to reconnect to who I was as a teacher educator intellectually and viscerally.   
  
In this presentation I would like to share how the PhD jolted me out of my ontological and epistemological inertia. My PhD was an auto/biographical (Stanley, 1995) exploration of self and identity, and it was both part of the process and the result of developing an academic identity. It has had a significant impact on me personally and professionally. Through using Bourdieu and Honneth as sensitising frameworks, I was able to recognise, as an academic from the working-class, that my drive for educational qualifications, including the PhD, was about gaining recognition and legitimacy within the Academy. My PhD provided me with a transitional space and has enabled a renegotiation of the ‘self’ (West, 2014).

**Celebrating the inspiration of the professional teacher educator:** Whilst it is important to acknowledge my own contribution to auto/biography as a research approach this has been multiplied many times over as I encourage my students to use it to understand themselves as an emergent teacher.

**The country to which the Presentation relates and any possible cross-reference to other UK countries (or international work if appropriate):** This presentation will be relevant to all countries of the UK

**Session 5 – 3 in an hour - Presentation (13.30 – 14.30) Friday May 10th**

**5N67 Session lead: Jacqueline Young**

**Room: Meeting Room 123**

**Title: Teaching for Creativity, Teaching Creatively and Teaching How to Teach Creativity: A case study of the preparation of early years teachers at the University of Sussex**

**Lead Presenter:** Jacqueline Young - University of Sussex

**Aim:** To explore the various meanings and interpretations of creativity in the classroom, including what is understood by the term ‘creative pedagogies’, and suggest how understandings of differences between teaching for creativity and teaching creatively might link into a discourse on teaching how to teach creativity in a teacher training context.

**Content:** The presentation will begin with a discussion of the inspiration for this theme of the presentation, including consideration of the contextual policy and pedagogical climate in early years teaching, establishing why teaching creativity is more broadly relevant and important both for contemporary UK early years teachers and teacher educators . The various meanings and interpretations of creativity in the classroom will be explored, including what is understood by the terms ‘creativity’ and ‘creative pedagogies’. This will lead on to a discussion around understanding of the differences between teaching for creativity and teaching creatively. The link between creativity and critical reflectivity will be explored, including how teacher educators might consider ‘teaching how to teach creativity’. The presentation will move on to a short reflection on the implications for the embedding of creativity on the Masters in Early Years Education with Early Years Teacher Status at the University of Sussex. This will include an explanation of the methodological approach used to construct the reflection: a combination of documentary review, analysis of student feedback and critical self-reflection. The presentation will end with a discussion of practical examples from practice, exemplifying creative approaches in the pedagogy of teacher educators that are potentially transferable to the practice of teacher educators working in alternative age phases and subject areas.

**Celebrating the inspiration of the professional teacher educator:** The presentation will explore the speaker’s personal inspiration for her interest in creativity, and wider contextual pressures that make the teaching of creativity of interest to a diverse audience. The presentation will provide practical, potentially transferable ideas in teacher trainer practice that aim to inspire other teacher educators.

**The country to which the Presentation relates and any possible cross-reference to other UK countries (or international work if appropriate):** England - possible to cross reference to Scotland, Wales and Northern Island.

**Session 5 – 3 in an hour Presentation (13.30 – 14.30) Friday May 10th**

**5N68 Session lead: Jacqueline Young**

**Room: Meeting Room 123**

**Title: Using relational pedagogy to support retention, completion and the performance of Early Years Initial Teacher Trainees: A Sheffield Institute of Education project**

**Lead Presenter:** Sally Pearse - Sheffield Hallam University

**Co-presenter:** Lynne Truelove - Sheffield Hallam University

**Aim:** To share how the relational pedagogy that has been embedded in our initial teacher training programme has built positive relationships and supported the social and emotional learning of our Early Years teacher trainees. We will explain how and when relational pedagogy has been woven into teaching and the findings of the small scale research project which explored the impact on a cohort of trainees.

**Content:** Relational pedagogy is a method of working with children which incorporates the growing understanding of the neuroscience behind feelings of safety and readiness to learn and how this can be developed through positive, consistent relationships. Our experience of training teachers has informed our view that this form of relational pedagogy is as relevant to Early Years Initial Teacher Training as it is to early years practice. Our qualitative research project explored how the relational pedagogy that we encourage trainee teachers to use in practice has also been embedded in our teacher training to build positive relationships and support the social and emotional learning of our trainees. The strategies have included attuning to trainee needs, validating feelings, providing containment and, when necessary, calming and soothing or stimulating to promote optimal social engagement. Initial indications are that embedding this approach has had a positive impact on retention, engagement and trainee feedback. This was confirmed through the Listening Rooms approach, whereby recorded prompted conversations pairs two participants who know each other well, who are then provided with prompt cards to support their hour long discussion on relevant aspects of their training experience. Their conversations were recorded and subjected to group thematic analysis.

We will present a brief overview of the elements of relational pedagogy embedded in our course and the impact this has had on trainees. The audience will take away:   
• an increased knowledge of relational pedagogy and how the principles can be applied to adult learners.   
• an understanding of the key relational skills and how these can underpin supportive relationships that contribute towards the retention, completion and performance of adult learners.

**Celebrating the inspiration of the professional teacher educator:** This presentation is a celebration of inspirational teacher educator work, within one institution in England.

**The country to which the Presentation relates and any possible cross-reference to other UK countries (or international work if appropriate):** England, transferable to other UK nations

**Session 5 – 3 in an hour Presentation (13.30 – 14.30) Friday May 10th**

**5N69 Session lead: Jacqueline Young**

**Room: Meeting Room 123**

**Title: Continuing with the exploration of using the Coaching Model GROW to support Practitioner Research in an EY/Key Stage 1 context**

**Lead Presenter:** Stephanie Evans - University of Cumbria

**Co-presenter:** Tina Costello-Judge – University of Cumbria

**Aims:** The aims of the presentation are:

* To continue exploring the GROW coaching model and in addition for the practitioners to begin to use a reflective model in order to analyse their emerging data:
* To encourage critical analysis of data sets and wider academic reading to impact on research;
* To build and maintain strong links between the school and University contexts/cultures.

**Content:**  The session will continue our ongoing exploration of using the Coaching Model GROW to support Practitioner Research in an Early Years and Key Stage 1 context in school. The GROW Coaching model uses the acronym to systematically explore an area of practice. It looks at the **Goals** that are to be achieved and the **Reality** of the current situation. **Options** that are available to achieve the goal are explored and finally action planning takes place through an examination of **What** you will do. More details can be found at: <https://www.mindtools.com/pages/article/newLDR_89.htm>

We have continued to work with classroom teachers in one infant school and to use the GROW model for supporting with the progress of their projects. The teachers have been using a reflective model in order to analyse their emerging data they collect on their individual projects to enhance reading in their classes. The teachers have also used critical analysis along with wider academic reading in further analysis. The overarching principle has been to continue building and maintaining strong links between the school and university context and cultures. The staff in the school are generally Alumni from the university in which we work. By using the GROW model, we have been interested in giving consideration to the ongoing tutor support and the role this has in providing a bridge between a university and Early Years/Key Stage 1 context. It could have implications for the work that the university does in supporting NQTs.

**Celebrating the inspiration of the professional teacher educator:** Inspiring teachers to be reflective practitioners within the school/EY setting

**The country to which the Presentation relates and any possible cross-reference to other UK countries (or international work if appropriate):** This is a model that can be used internationally.

**Session 5 – Round Table (13.30 - 14.10/30) Friday May 10th**

**5O70 Session lead: Joan Williams**

**Room: Meeting Room 127**

**Title: Developing Inspiring Teachers in Challenging Times: The Case of Science**

**Lead Presenter:** Joan Williams - University of Sussex

**Co-presenter:** Marilyn Hall - University of Sussex

**Aim:** Drawing on our experience in science education the aims are:

* Explore the pedagogical challenges faced by primary and secondary practitioners in   
  delivering inspiring and innovative teaching.
* Share how our research is informing our teacher education practices in primary and   
  secondary education.
* Collaborate and share transferable insights into teacher education within other resource-   
  intensive curriculum subjects.

**Content:** Starting by sharing our experience as teacher educators and disseminating the outcomes of our research, the round table discussion will outline the particular challenges faced in preparing teachers for the future. Taking the case of science, we will lead an open discussion on how practitioners in both teacher education and schools can support student teachers and practising teachers in developing subject knowledge alongside their pedagogical knowledge.

The new National Curriculum introduced in 2015 in primary settings and 2016 for secondary, increased both the content and the cognitive demands of the science statutory statements. This coupled with the continued focus on literacy and numeracy, the core subjects of upon which the accountability frameworks are built have presented a range of contradictions to science educators, experienced science teachers and trainee teachers alike. From the primary perspective, the increased cognitive demands of the new science curriculum require improved subject and content knowledge with the pedagogical skills to translate this into effective learning for all students. Indeed, one of our research studies has found that more than half the teachers surveyed indicated that they were not completely confident in teaching aspects of the new National Curriculum content, for instance, Evolution. Similarly, the increased subject content in the secondary science curriculum requires improved pedagogical skills in order to cover the knowledge in depth, at pace and engaging all students in their learning. In the second of our research studies, the use of open-ended practical investigative activities was reduced at key stage 4, in preference for formulaic, closed exercises aimed at meeting the examination criteria.

An understanding of the current context informs our practice within all the curriculum areas, particularly those which require a larger investment of time and resources. The pedagogical challenges determine the ways in which we are educating our trainee teachers to create engaging and inspiring lessons.

**Celebrating the inspiration of the professional teacher educator:** Taking classroom innovation as a key characteristic of inspiration, feeding this back into our practice as researchers and teacher educators to the discussion enables recognition and celebration of the sharing of good practice and ideas which facilitate innovative, cross-curricular problem-solving.

**The country to which the Round Table Discussion relates and any possible cross-reference to other UK countries (or international work if appropriate):** The round Table discussion relates to England Cross-references: The ideas links with all UK countries where documentation similar to that of the English National Curriculum exists as statutory guidelines in education.

**Session 5 – Presentation (13.30 – 14.00) Friday May 10th**

**5P71 Session lead: Becky Geeson**

**Room: Meeting Room 139**

**Title: Teaching Assistants Training to Teach**

**Lead Presenter:** Becky Geeson - Bishop Grosseteste University, Lincoln

**Aim:** I will present my ongoing doctoral research which aims to investigate the opportunities and challenges faced when TAs become teachers. I will present the findings of my research to date and discuss what this is telling me so far about teacher identity formation, training within communities of practice and transition between the two roles.

**Content:** My research considers what happens when teaching assistants (TAs) train to be primary school teachers, specifically on the initial teacher training (ITT) undergraduate top-up degree that I lead at Bishop Grosseteste University in Lincoln. This programme (BA (Hons) Primary Teaching Studies with QTS, known as PTS) is a 16 month programme which involves TAs who have already completed a foundation degree in a relevant subject (e.g. Learning Support) continuing to work as TAs for a minimum of two days per week alongside attending taught sessions at BGU, and at three specified periods, engaging in assessed teaching placements in schools. As much of the TAs’ teacher training takes place in the schools in which they are employed as TAs, I am using the theory of communities of practice to illuminate my understanding of participants’ trajectory between a peripheral role as a TA to a more central role as a teacher within the school. My data collection is split into three phases: pre-training, which will consider the participants’ perspectives of the role of the TA and the role of the teacher; during training, which will consider how their prior experience supports them in their training or perhaps indicate that aspects of their previous role need to be unlearnt; and post training, which will focus on the professional identity formation of the participants as they embark on their NQT year.

**Celebrating the inspiration of the professional teacher educator:** My doctoral research focus was inspired by the trainees with whom I work. Their commitment to becoming trained primary school teachers whilst completing a degree, working within schools and often managing parental responsibilities is inspirational, and also suggests this group of trainees are very resilient – a characteristic seen to be of great importance within the teaching profession.

**The country to which the Presentation relates and any possible cross-reference to other UK countries (or international work if appropriate):** England

**Session 5 – Presentation (13.30 – 14.00) Friday May 10th**

**5PX - Session lead: Becky Geeson**

**Room: Meeting Room 139**

**Title**: **A study of MFL Student Teachers' awareness and development of pronunciation skills during the PGCE course**

**Lead Presenter:** Craig Ellis Howard - Cardiff Metropolitan University

**Aim:** My presentation will focus upon my current Professional Doctorate (EdD) research with MFL PGCE student teachers regarding target language pronunciation. My study aims to raise student teacher awareness of strategies, develop confidence in dealing with pronunciation in the MFL classroom, and consider the potential impact on their own teaching practice,

**Content:** Recent GCSE Chief Examiner reports on pupil performance in GCSE French (WJEC, 2015 – 2018) indicate that some pupils’ communication is seriously impeded by a lack of awareness of the sounds of the language. This in turn has a negative impact upon pupils’ fluency and accuracy – and ultimately GCSE grades.  
  
Similarly, research suggests that few students are taught phonetic awareness or are encouraged to develop their own pronunciation at university level. Although most MFL students will spend a year in the target language country, their experiences are varied. While many integrate into the culture, others have a limited opportunity to engage meaningfully with native speakers, which in turn will limit the development of their own pronunciation, fluency and confidence to communicate in the target language. An awareness and concern for student teachers’ own pronunciation and accuracy is therefore necessary if student teachers are to develop the spoken skills of their own pupils.  
This presentation will consider a programme of interventions undertaken with student teachers and report on the findings and recommendations gained from the study. Research data will be taken from student teacher questionnaires, providing baseline data taken at the start and end of the study, together with semi-structured interviews with Subject Mentors and PGCE student teachers.

Recommendations for future ITE pedagogy will also be considered.

**Celebrating the inspiration of the professional teacher educator:** My presentation (and research) aims to respond to perceived needs of pupils and student teacher training. My research aims to encourage student teachers as lifelong learners in maintaining their own language skills beyond degree study, through developing a programme of targeted interventions to raise awareness and develop student teacher confidence.

**The country to which the Presentation relates and any possible cross-reference to other UK countries (or international work if appropriate):** Wales / UK Secondary Modern Foreign Languages  
My research has drawn from similar research in Second Language classrooms in USA, Canada, Australia and continental Europe.

**Session 5 – Presentation (13.30 – 14.00) Friday May 10th**

**5Q72 Session lead: Arthur Galamba**

**Room: Meeting Room 144**

**Title:** **An Exploratory Study of International Students' Experience in Initial Teacher Training Courses in England**

**Lead Presenter:** Arthur Galamba - King's College London

**Co-presenter:** Catarina Correia - King's College London

**Aim:** Our objective is to develop scholarship on the challenges encountered by international trainee teachers to integrate socially and intellectually in initial teacher training programmes. We also aim to set out strategies to teacher training programmes that will contribute with the internationalisation of teacher training programmes

**Content:** Firstly our presentation provides an overview of the literature on international teacher education identifying the gap in the literature. We will point out that over the past decades, there has been considerable research on the experience of migrant teachers, which have addressed issues that range from training approaches, teaching content of global interest and integration vs marginalisation of students/professionals in hosting countries. However, very little has been reported on the experience of the international trainee teacher with no previous teacher training experience. We then give an explanation of the methodology used in our research. Eighteen international trainee teachers in London, from a range of subjects, were interviewed in four focus groups. Five hours of audio recording were transcribed and analysed.   
  
Finally we will present our main findings and recommendations. Initial findings suggest trainees feel well supported by university tutors and school mentors, pointing out the quality of teaching and resources. However, issues with subject knowledge across different key stages, the use of specialised terminologies, school culture, expectations of teachers’ duties and relations of power have been identified. The analysis is carried out taking into account London multicultural educational context. We conclude setting out strategies to teacher training programmes that will contribute with the internationalisation of teacher training programmes.

**Celebrating the inspiration of the professional teacher educator:** Increasingly, teacher educators need to deal with a number of issues associated to globalisation and, therefore, with the teacher education of international students. This demands educators to be creative, innovative and inspirational professionals that deal with diversity and inclusion in teacher education.

**The country to which the Presentation relates and any possible cross-reference to other UK countries (or international work if appropriate):** UK

**Session 5 – Workshop (13.30 – 14.15/30) Friday May 10th**

**5R74 Session lead: Louise Hawxwell**

**Room: Meeting Room 145**

**Title: Outdoor Learning in Initial Teacher Training - supporting student teachers across the ITT curriculum**

**Lead Presenter:** Louise Hawxwell - Edge Hill University

**Co-presenters:** Bethan Garrett and Cait Talbot-Landers – Edge Hill University

**Aim:** It has been noted that there is potential for ITT to support the development of student teachers’ skills, knowledge and understanding of the outdoors and outdoor learning (Hawxwell, 2019). This workshop aims to give participants a taster of some of the different outdoor learning experiences that we offer to our student teachers as part of their primary education degree programmes.

**Content:** Research has shown that the outdoors can ‘embrace a broader concept of learning’ (O’Brien & Murray, 2007:250), supporting the development of a wide range of skills, knowledge and understanding. Interest in outdoor learning and education has risen in England over recent years through initiatives such as Beach and Forest Schools, with more schools including outdoor provision in their timetables. Therefore, it is important that student teachers develop their knowledge and understanding of outdoor pedagogy and subject knowledge relating to the outdoors itself. Teacher educators working within Initial Teacher Training are in an ideal position to support student teachers in developing their knowledge and understanding of the outdoors and how to provide outdoor learning experiences for the children they are working with.   
  
This practical hands on workshop intends to make use of the outdoor space at the TEAN conference to share some of the different methods and approaches to outdoor learning used in the Department of Children, Education and Communities at Edge Hill University on our primary education ITT degree programmes. The workshop will include opportunities for participants to engage in sample activities which demonstrate our approach to outdoor learning. We will share some of the ways in which we enable our students to engage with the outdoors across different National Curriculum subject areas, modules and school-based experiences. We also intend to discuss and explore the ways in which we make use of different spaces in our practice, including our campus grounds and areas further afield, and also how we extend our provision through links with other organisations and networks.   
  
The workshop is designed for participants to take part in these activities, so as to support them in developing ideas for their own practice. However, participants will also be encouraged to share their own experiences and approaches to outdoor learning within ITT.

**Workshop structure:**

• We intend to make use of the outdoor environment at TEAN to deliver this workshop, and to include a range of different opportunities for participants to interact and engage with the outdoors.   
• There will be a short introduction to give an overview of how interest in outdoor learning and outdoor education in England has risen over recent years and the role of ITT within this context.  
• We will cover the following aspects of outdoor learning:   
o Developing a perception of place  
o Bucket School – a cheap and portable approach to outdoor learning  
o Cultural and heritage learning  
o Learning in Natural Environments  
• Within each of these areas, a range of different practical activities will be included to demonstrate how we support our student teachers in developing their knowledge, understanding and skills relating to outdoor learning. Participants will be encouraged to join in with these different activities for themselves.   
• We will also provide examples of the ways in which we make links to the wider community and other networks and organisations to enhance and extend our provision beyond the ITT curriculum.   
• Participants will also be encouraged to share their own approaches for outdoor learning provision in ITT with all contributions valued and welcomed.

**Celebrating the inspiration of the professional teacher educator:** Our workshop celebrates the transferable teaching skills of teacher educators alongside the value of ITT in providing outdoor learning experiences which can foster enthusiasm in student teachers towards the outdoors. This can have a long-lasting and positive impact on students during their training and their future teaching practices.

**The country to which the Workshop relates and any possible cross-reference to other UK countries (or international work if appropriate):** This workshop relates to ITT practice within our own faculty based in England. However, suggestions for practice can also be applied to other countries within and beyond the UK.

**SESSION 6**

**Session 6 - Presentation (14.45 – 15.15) Friday May 10th**

**6S75 Session lead: Mike Toyn**

**Room: Conference Room 1a**

**Title: Social media for professional development**

**Lead Presenter:** Mike Toyn – University of Cumbria

**Aim:** To present an insight into the role of social media has played in the professional development of primary PGCE School Direct students. Exploring the different roles and the impact it had on their learning.

**Content:** This session will begin with a very brief overview of the PhD study it has been informed by. This will be followed by a brief introduction to Networked Learning Theory and the role this played in analysing data to find out who was talking to whom, what were they talking about and why were they talking about it. The focus will then settle on exploring the different things which the students talked about using social media and the role this played in their learning. Connections will be made between use of informal, off-topic discussions (such as chat and humour) and social cohesion in the group. Discussions that took place relating to learning will be considered from the perspective of around-topic discussions (those related to learning activities but on the periphery, such as details of how to reference citations accurately) and on-task interactions (discussions which are directly focussed on learning outcomes). These discussions are of particular interest as they are student initiated and tutors are not involved in them. As social media use is widespread, it is important to realise the role that it plays in students’ lives and that it is more than simply a place to post cat pictures and funny videos. Teacher educators should find it of interest to gain some insight into an aspect of student learning that is often hidden from view but at the same time significant.

**Celebrating the inspiration of the professional teacher educator:** Whilst social media use amongst students rings many alarm bells for teacher educators, this presentation shows that it offers a forum for professional, learning-centred discussions and I hope this inspires you to avoid dismissing social media out of hand as a bad thing for students.

**The country to which the Presentation relates and any possible cross-reference to other UK countries (or international work if appropriate):** The study was based in England but Social Media is international and so there is global relevance to this session.

**Session 6 - Presentation (15.15 – 15.45) Friday May 10th**

**6S76 Session lead: Mike Toyn**

**Room: Conference Room 1a**

**Title: A 'Learning Community' – what does it mean to our teacher trainees?**

**Lead Presenter:** Aimee Quickfall - Bishop Grosseteste University

**Aim:** Since the introduction of the ‘learning community’ question on the National Student Survey, following a review (HEFCE, 2014), I have been wondering about whether our Teacher Development (TD) students understand this term in a different way to the academic staff. This study seeks to find out what students understand by 'learning community'.

**Content:** Context: Similar misunderstandings have been reported in other universities (Meehan & Howells, 2018; West & Williams, 2017; Wooley, 2017). Can understanding what individual students understand by this phrase give us a better insight into how to improve this area, help us co-create a shared meaning and to celebrate our existing strengths? Literature & Theoretical Framework: research would suggest that the following themes are important to the understanding of a learning community (West & Williams, 2017, p.1571): Access – who is present? Relationships – Who feels connected? Vision – Who shares the same vision or purpose? Function – Who has been organised to achieve some goal? And that a consideration of the ecosystem of the learning community at different levels is useful (Crawford, Hagyard, Horsley & Derricott, 2018, p.9): Methodology & Ethics: Considerations of power relations in the interaction of staff and students (Crawford, Hagyard, Horsley & Derricott, 2018), particularly in this sort of information gathering activity, has led to this project being designed as a student researcher activity. The project is based on surveys of ITE programmes and focus groups. Findings & Conclusions: Sharing the outcomes of the project, due to be completed in April 2019.

**Celebrating the inspiration of the professional teacher educator:** The learning community of ITE educators and trainees is essential in supporting inspiring teaching and learning. Understanding what the learning community is, and how it is perceived by different groups, will help us to be inspiring teachers with a shared understanding of our strengths.

**The country to which the Presentation relates and any possible cross-reference to other UK countries (or international work if appropriate):** This presentation relates to the NSS, but is also relevant internationally, as the idea of a learning community (and the phrase!) applies to schools, colleges and universities around the world.

**Session 6 - Presentation (14.45 – 15.15) Friday May 10th**

**6T77 Session lead: Rick Tynan**

**Room: Conference Room 1b/c**

**Title: Subject knowledge for teachers in training: How do teacher educators help develop what their aspiring teachers need to know?**

**Lead Presenter:** Rick Tynan – Liverpool John Moores University

**Co-presenter:** Robert Bryn Jones – Liverpool John Moores University

**Aim:** To explore the role of teacher educators in developing subject knowledge for teachers and how they assess this. It may be that current grading practices in England and other countries do not help this development.

**Content:** The Teachers' Standards in England and the associated guidance place considerable importance on the joint responsibility of all teacher educators in developing subject knowledge for teachers in aspiring teachers. Elements of subject knowledge for teachers are referred to in the headings of two standard descriptors (3 and 4) and contribute to the statements found in other standards. However, they contain little information on its nature or practical application by teachers nor its assessment or the evidence upon which valid judgements can be made about this teacher characteristic.  
  
Subject knowledge for teachers has always been a key attribute looked for in those recruiting and educating teachers but since 2010 the government has sought to strengthen the subject based curriculum and emphasise teacher knowledge of specialist subject disciplines.  
  
The paper will discuss these ideas under the following headings:  
  
Subject knowledge for teachers – a recurring theme? The return to a subject based curriculum.  
Models of teacher subject knowledge. Are they useful and/or used  
How can ITE students demonstrate their subject knowledge? What do aspiring teachers do that give their teacher educators confidence in their subject knowledge?  
How do teacher educators measure subject knowledge? What evidence do teacher educators find useful?  
How do teacher educators inspire their mentees to develop subject knowledge?   
Does current ITE provision and assessment tools help or hinder subject knowledge development?

**Celebrating the inspiration of the professional teacher educator:** Subject knowledge for teachers is complicated. The trainee teacher’s source of validation for their subject knowledge comes from their mentors. Teacher educators often need to inspire their trainees to develop their subject discipline knowledge beyond their first qualification and to embrace entirely new areas such as pedagogy and curriculum knowledge.

**The country to which the Presentation relates and any possible cross-reference to other UK countries (or international work if appropriate):** Any country that values subject knowledge as a teacher attribute and/or uses a competency based criteria in their initial teacher education provision.

**Session 6 - Presentation (15.15 – 15.45) Friday May 10th**

**6T78 Session lead: Rick Tynan**

**Room: Conference Room 1b/c**

**Title: Subject knowledge or practice pedagogy, which has the greatest impact on trainee teacher's development? From the trainee's perspective**

**Lead Presenter:** Kate Aspin - University of Huddersfield

**Aim:** This paper presents the initial stages of my doctoral research, which tracks Primary undergraduate trainees over the first two years of their degree to discover factors contributing to their development as confident practitioners. The pilot study of the research will be discussed, which considers the opinions of NQT's reflecting back on their learning journey from novice to practitioner.

**Content:** I report here on a pilot for a longer and larger study.

My key questions were: What did NQTs say influenced them most on their journey as trainees: subject knowledge or practice pedagogy? Why does this question matter in ITE-policy and political direction versus impact over a short time frame of training? How can we plan effective training that makes the most impact on teaching quality and trainee confidence?

The methodology I devised was specifically to give agency to the trainees and distance myself from the data collection process to enhance validity. My sample was 17 Primary QTS NQTs (Qualified Teacher Status, Newly Qualified Teachers who had to produce a group word collage in response to the word maths. Each student created 2 sculptures; one representing their relationship with being a teacher of maths at the start of their training and one at the end of their training. They then filmed each other explaining how their sculptures represented their journey through training and how or if their views changed and what brought this about. Following this, the data were thematically analysed.

The initial findings were:

* Practice in the classroom takes precedence over subject knowledge (or lack thereof) in giving trainees confidence to teach.
* Teaching strategies and having a range of them to hand was vital.
* Initial fears about teaching maths diminished through growing knowledge and confidence in practice pedagogy, rather than increased knowledge in maths as a subject.

Tentative conclusions suggest that using a creative methodology enabled the NQTs to explain their views and emotions with greater depth and clarity than using more standard techniques. The partnership between school practice and university study needs to be even stronger and this pilot informs effective and efficient curriculum design in a squeezed curriculum that recommends prioritisation of the ‘how to teach’ over the ‘what to teach’.

**Celebrating the inspiration of the professional teacher educator:** Novel research methodology enabled passion, eloquence, clarity in NQTs reflection and explanation of their journey. A culture of practitioner research sends a message to trainees of the importance of continual informed practitioner reflection and research.

**The country to which the Presentation relates and any possible cross-reference to other UK countries (or international work if appropriate):**  England but themes are universal.

**Session 6 – Workshop (14.45 – 15.30/15.45) Friday May 10th**

**6U79 Session lead: Poppy Gibson**

**Room: Conference Room 3**

**Title: Teaching with Passion, Purpose and Empowerment: Finding Inspiration in a Contested Space**

**Lead Presenter:** Poppy Gibson - University of Greenwich

**Co-presenter:** Roger McDonald - University of Greenwich

**Aim:** This interactive and audience-led workshop will aim to expand the notion of working within a contested space of education, where practitioners experience differing pressures influencing their pedagogy. We will explore how teaching with passion and purpose for empowerment is central to creating an inspirational learning space.

**Content:** This workshop provides a reflective, safe space for discussion and identification of the influences on pedagogy that we rarely have time to reflect upon in our busy lives. Impact will come from these self-reflections, either as a teacher educator, a student teacher, or an educator in FE or HE, as we consider how we can ensure a principled pedagogy. Practical strategies will be shared.

The co-presenters will share their backgrounds and professional journeys, with a consideration of their strong feelings for inspiration, both when in previous roles as primary school teachers, and current roles as HE lecturers in the Department of Teacher Education. We challenge the audience to begin to reflect on pressures on pedagogical practices. We share recent and relevant literature on contested spaces and consider how this links to the classroom in contemporary society. Each table is given a 'case file', with a teacher mugshot, information of varying relevance such as fake emails from staff/SLT/parents, SATs results, school policies, school/demographic info, class info (all fictional)- as well as a large poster paper and a range of paper arrows of varying sizes. The group will decide on key pressures on that educator and create a poster accordingly. Each group will then share their scenario and reflections (as well as their poster!) with the rest of the audience, with chance for questions and discussion.  
  
The workshop ends with a very positive section where the presenters share practical strategies for inspiration, such as the use of technology- as modelled with Mentimeter in the session, the use of collaboration, and through the key skills of PASSION, PURPOSE AND EMPOWERMENT.

**Workshop structure:**

\* Introductions  
\* Mentimeter (online vote) to establish opinions in the room  
\* Definitions of contested spaces  
\* Interactive group activity: scenarios in an engaging 'case file ' format for group discussion and poster creation.  
\* Group sharing with peers- chance for presentation and evaluation.  
\* Dissemination of practical strategies to creating inspirational learning spaces, from Primary up to Higher Education (HE).

**Celebrating the inspiration of the professional teacher educator:** Our workshop focuses on developing an appreciation of positivity, collaboration and inspiration in the classroom in the face of ever-changing pressures in an accountability culture.

**The country to which the Workshop relates and any possible cross-reference to other UK countries (or international work if appropriate):** UK but some strategies may be transferable and appropriate for teachers and teacher educators globally.

**Session 6 - Presentation (14.45 – 15.15) Friday May 10th**

**6V80 Session lead: Lisa Fernandes**

**Room: Meeting room 122**

**Title: Listening to parents' stories**

**Lead Presenter:** Jan Machalski - Bishop Grosseteste University

**Aim:** To give an outline of my Ph.D. study which involves listening to parents’ stories concerning an autism diagnosis for their child. In this way it is hoped that the gains from listening to parents will be seen.

**Content:** My study involves listening to the stories of 11 parents regarding the diagnosis of high functioning autism for their child. Although specific focused stories were involved it was possible to identify aspects of good practice in listening. The parent’s reflections indicated 3 interesting aspects within their experience and that of their child. These involved the following:  
1. Perspectives on the diagnostic journey. Many parents were concerned about whether they should choose an assessment for potential diagnosis or not?  
2. The parents often felt they made a lone journey which involved a lack of appropriate personal support and information.  
3. Perspectives on the child’s journey and whether the immediate and long-term outcomes were good for their child.  
All stories involved interactions with the class teacher, SENCO and sometimes the head. In this the level of communication can be extremely important. There were many examples of good communication with the school and some not so good. A range of examples were seen and will be presented. The participant group was intended to represent a cross-section in terms of demographics, but it was it was still possible to find points of commonality. Good communication was found to be key to good outcomes.  
To conclude, what can this tell us about wider education, beyond autism? Each child in each school is an individual, with individual needs and requirements beyond having a learning / development disability and for them communication with parents can also be key.

**Celebrating the inspiration of the professional teacher educator:** Inspiration for the professional teacher can come in so many ways. Time given to understanding parents’ perspectives can be a gain for their child’s learning but also more widely for the short term and longer-term learning outcomes.

**The country to which the Presentation relates and any possible cross-reference to other UK countries (or international work if appropriate):** England/UK

**Session 6 – Presentation (14.45 – 15.45) Friday May 10th**

**6V81 Session lead: Lisa Fernandes**

**Room: Meeting Room 122**

**Title: Could a focus on ethics of caring within teacher education have the potential to reduce the exclusion of autistic learners?**

**Lead Presenter:** Lisa Fernandes - Newcastle College University Centre

**Aim:** Since 2011 there has been a 60% increase of autistic learners being excluded from school (Ambitious about Autism, 2018). This is a key concern. This paper will examine whether a focus on ethics of care within teacher education has the potential to reduce the exclusion of autistic learners.

**Content:** Although policy reforms suggest inclusive education for all, there is evidence of an increasing number of young people with autism being excluded from mainstream educational settings. Data from the UK charity, the National Autistic Society, report that almost one in five autistic children had been given at least one fixed-term school exclusion, and one in twenty had been permanently excluded (Moore, 2016). In one of the few studies to have specifically examined the school exclusion experiences of young autistic people, Sproston et al (2017) found that young people perceived staffs’ lack of understanding of the condition, tensions in relationships, and difficult sensory environments, as the main themes impacting on their removal from mainstream schools. Exclusions from school can have a devastating impact on self-esteem, mental health and future prospects. I will explore this issue using Nodding’s philosophy as a theoretical framework and conclude that a focus on ethics of caring within teacher education could have the potential to reduce the exclusion of autistic learners. Central to this theory is reciprocal, interpersonal relationships. Emerging in the 1980s with work by Gilligan (1982) and Noddings (1984), the ethics of care is a distinctive ethical theory in moral philosophy. Highlighting the importance of creating an environment in which people can flourish, it is imperative that teachers are given time to develop relationships with their students.   
  
References   
Ambitious about Autism (2018) We need an education: Excluded from school, https://www.ambitiousaboutautism.org.uk/sites/default/files/AAA%20We%20Need%20An%20Education%20FINAL%20SINGLES.pdf (accessed 05/01/19)  
Gilligan, C. (1982) In a different voice: psychological theory and women's development, Harvard University Press: London  
Jordan, R. (2008) Autistic spectrum disorders: a challenge and a model for inclusion in education, British Journal of Special Education, vol. 35, no. 1, pp. 11-15.  
Moore, C. (2016) School report 2016, London: The National Autistic Society.  
Noddings, N. (1984) Caring: a feminine approach to ethics & moral education, University of California Press: London.  
Sproston, K., Sedgewick, F. & Crane, L. (2017) Autistic girls and school exclusion: Perspectives of students and their parents, Autism & Developmental Language Impairments, vol. 2.

**Celebrating the inspiration of the professional teacher educator:** Jordan (2008:13) asks us to ‘imagine if we were able to exclude fear from school, rather than excluding children’. The inclusion of Noddings’ philosophy within teacher education could support the moral development of student teachers in the hope that this will result in more individuals being able to thrive.

**The country to which the Presentation relates and any possible cross-reference to other UK countries (or international work if appropriate):** The presentation draws on policies in England but the philosophy may be of interest internationally.

**Session 6 - Presentation (14.45 – 15.15) Friday May 10th**

**6W82 Session lead: Lisa Murtagh**

**Room: Meeting room 123**

**Title: Transforming the 'Cinderella' Role of Mentoring**

**Lead Presenter:** Lisa Murtagh - University of Manchester

**Co-presenter:** Louisa Dawes - University of Manchester

**Aim:** The aim of the paper is to share how we have further developed a collaborative, cross-provider reflective mentoring framework in the North West of England. The framework has been designed to transform the practice of both mentors and mentees involved in ITT and NQT support.

**Content:** The role and nature of mentoring is a fundamental one in supporting novice teachers and authors report on a wealth of potential professional benefits and positive impacts (Tang and Choi 2005, Beutel and Spooner-Lane 2009). However, research has also concluded that mentoring does not always bring about such positive outcomes (Hobson and Malderez, 2013); indeed in our previous work, we noted that the role of the mentor is often seen as a ‘Cinderella’ activity (Murtagh, Dawes and Taberner, TEAN conference, 2018).  
  
Building on our development of a reflective framework for mentoring in ITT, we expanded its use and development through working with a number of providers of ITT in the North West and with colleagues involved in NQT support. The framework was developed through adopting Hudson’s (2007) five-factor model for mentoring, which included: Personal Attributes, System Requirements, Pedagogical Knowledge, Modelling, and Feedback. In addition, the framework drew on theories of transformative learning (Cochran-Smith and Paris 1995, and Taylor and Mezirow 2009). The methodological approach of Action Research was adopted. The distinctive purpose of such an approach is that it seeks to develop and implement change (Newby, 2010). It is an approach that, in this case, uses research findings in order to inform and shape practice.   
  
This paper presents initial findings of the collaborative project, drawing on quantitative and qualitative data. The results of the data analysis reveal the transformative potential of this specific mentoring framework in both ITT and NQT contexts. Its contribution lies in highlighting aspects of meaningful mentoring experiences to transform the learning of mentors and mentees through fostering a reflective approach to the mentoring process, and is particularly pertinent at a time where the Early Career Framework for NQTs is being developed (DfE, 2018), with a key focus on the role of the mentor.

**Celebrating the inspiration of the professional teacher educator:** This paper aims to celebrate the commitment of professionals involved in ITT and supporting NQTs to work collaboratively to develop a transformative approach to mentoring. In working collaboratively, we seek to raise the status of a mentoring beyond that of a perceived ‘Cinderella’ role.

**The country to which the Presentation relates and any possible cross-reference to other UK countries (or international work if appropriate):** This paper is relevant to colleagues nationally and internationally who have an interesting in mentoring in Initial Teacher Training and NQT support.

**Session 6 - Presentation (15.15 – 15.45) Friday May 10th**

**6W83 Session lead: Lisa Murtagh**

**Room: Meeting room 123**

**Title: Developing relational pedagogies and relational mentoring in a large and diverse Teacher Education partnership: models, strategies and challenges**

**Lead Presenter:** Heather Wain - Sheffield Hallam University

**Co-presenter:** David Owen - Sheffield Hallam University

**Aim:** In our large and diverse partnership, inspired by ideas in relational pedagogy, we are revisiting what it means to be a 'Hallam Teacher/Teacher Educator'. We will present our strategy for two research informed 'Hallam Teacher' projects which we hope will impact on trainee outcomes, well-being and retention.

**Content:** The Sheffield Institute of Education at Sheffield Hallam University is a large provider of Initial Teacher Education across all phases from EYTS to post-16, offering UG and PG routes to ITE across a broad and diverse partnership. We are a department and partnership full of inspiring professional teacher educators and, as part of our improvement and development planning, have been asking ourselves some searching questions. What does it mean to us, as a partnership, to be 'Hallam Educators' or to train 'Hallam Teachers'? What are our common values and aspirations? Within what frameworks and using what models can we achieve our goals?  
  
Out of this has come our idea for two 'Hallam Teacher' projects which will enable us to address these questions and develop our practice across the whole partnership. The first of these projects will build on the inspiring work of our EYTS colleagues who have introduced relational pedagogies to support the social and emotional learning of their trainees. The second will look at how relational aspects of mentoring can be given greater prominence through our mentor training and enhancement. These projects will be research informed and have a research output from them - thus serving as a professional development opportunity for teacher educator colleagues as yet not confident or active in research. We are looking for impact in the areas of well-being, retention and student satisfaction. It is early days and so this presentation will present a brief overview of our rationale for this approach, our strategy and an overview of the research that has, thus far informed how we will move forwards.

**Celebrating the inspiration of the professional teacher educator:** We celebrate the inspiration of the professional teacher educator by refocussing ourselves on teaching as a people profession, at all ages, and all stages; something too often side-lined in an increasingly performative and judgemental climate.

**The country to which the Presentation relates and any possible cross-reference to other UK countries (or international work if appropriate):** UK

**Session 6 - Presentation (15.15 – 15.45) Friday May 10th**

**6X84 Session lead: Sharon Lannie**

**Room: Meeting room 127**

**Title: Supporting trainee teachers with dyslexia: Exploring the perceptions held by primary teacher trainees regarding the value of intervention**

**Lead Presenter:** Sharon Lannie - University of Worcester

**Aim:** This presentation explores the merit of interventions for supporting trainee teachers who have a dyslexia diagnosis. This starts with a small-scale research project and explores the journey of support (and its effect) for these trainees.

**Content:** Alongside a challenging National Curriculum (DfE, 2013), an increased tension can exist between the support a student with dyslexia may need and the standards of literacy needed to be demonstrated to pass the course (Riddick & English, 2007).   
This presentation considers 'what, how and when' trainee teachers with dyslexia might need support to be the best teacher they can be. Building on a small-scale research study, it aims to consider the value of a pro-active approach to supporting trainee primary teachers with dyslexia.  
This includes:

\*Possible barriers which ITT students may face

\*Possible strategies to reduce the barriers

\*Meeting the needs of individual trainees

**Celebrating the inspiration of the professional teacher educator:** The inspiration of the teacher educator is to develop workable, positive strategies to support the individual needs of our ITE students; they can realise their full potential, thus enabling a retention of a wonderfully diverse range of future teachers.

**The country to which the Presentation relates and any possible cross-reference to other UK countries (or international work if appropriate):** The trainees in this study were from a university in the UK. However, dyslexia and individual support is a world-wide interest.

**Session 6 - Presentation (15.15 – 15.45) Friday May 10th**

**6X85 Session lead: Sharon Lannie**

**Room: Meeting room 127**

**Title: What does it mean to be a SENDCO?**

**Lead Presenter:** Sheila Sharpe - Sheffield Hallam University

**Aim:** The aim is to share with teacher educators the findings of a piece of research focused on what it means to be a SENDCo in the current educational climate. The research findings reveal SENDCos perceptions of the demanding role of strategic leader whilst accommodating the diverse needs of children within a climate of reduced budgets.

**Content:** The research draws on the experiences of six primary and early years’ SENDCos who completed the Post Graduate Certificate in Special Educational Needs Coordination, at a Northern University. The study focuses on the participants’ interpretations of what it means to be a SENDCO as they engage in the demands of their role.

The findings confirm those of previous researches that the role cannot be generalised (Kearns, 2005; Layton 2005; McKenzie, 2007, Pearson and Ralph, 2007) and highlight that SENDCos work in a very wide range of contexts with the role interpreted in a variety of ways, giving rise to different experiences of the role (Norwich 2010). SENDCos spoke passionately of their role in empowering, parents, staff and children, within limits. They saw their role facilitating between the various parties but also supporting children and families in a social work mode. Data revealed that SENDCos continue to label children according to need claiming that the labels enable a greater understanding of the children’s needs and labels attract funding. SENDCos are aware that although they claim to be inclusive in their practice, difficulties arise because of opposing discourses. Labels and expectation of the ‘norm’ immediately emphasise difference and set children apart even though SENDCos claim to be working within the parameters of inclusion. Feelings of frustration and tension emerge due to current government policy. SENDCos begin to raise questions of what that means for the children to be working within an inclusive system yet set apart from it. They reported a rise in anxiety levels and explained how mental health issues were now being addressed in schools.

**Celebrating the inspiration of the professional teacher educator:** The study brings into question what social justice and inclusion really means for the SENDCos and for the children and their families. It is inspiring as a teacher educator to be working with such a dedicated group of teachers who continually put the needs of children and their families first.

**The country to which the Presentation relates and any possible cross-reference to other UK countries (or international work if appropriate):** UK

**Session 6 – Round Table (14. 45 – 15.25/45) Friday May 10th**

**6Y86 Session lead: Sally Elton-Chalcraft**

**Room: Conference Room 139**

**Title: Student teachers working with 14 to 19 year olds: Teaching subjects/ nurturing citizens/ meeting employer needs- Implications for Teacher Educators**

**Lead Presenter:** Sally Elton-Chalcraft - University of Cumbria

**Co-presenter:** Dave McLaughlan, University of Cumbria

**Aim:** The round table provides an opportunity for delegates to share views on the purposes of education for 14-19 year olds and implications for teacher educators. We will debate the different values, aims and curriculum in different types of settings and the usefulness of ‘vocational’/ ‘academic’ curriculum.

**Content:** The round table will begin with a brief introduction to the range of educational provision for 14-19 year olds including a short presentation of the aims and purposes of Studio schools, drawing on findings from an ethnographic case study which investigated this ‘bold new approach to learning’ which ‘ can play a central role in tackling youth disengagement and equipping young people with the skills they need to succeed in life and work’ (Studio schools trust 2018); and which provides ‘technical learning with local professional partners’. Next, delegates will have an opportunity to share how their own teacher education courses prepare student teachers to work in different contexts, and with different learners in different schools using the following questions as possible prompts:  
1. How is your Teacher Education course structured - subjects or themes; Student centred/ placement centred/ Standards centred etc?  
2. To what extent does your course acknowledge/celebrate: different learners/ contexts Academic / vocational learning?  
3. Does a student teacher’s own learning background influence their teaching?  
4. Do the Teaching standards provide flexibility or constraint?  
5. Delegates’ attitudes towards grammar schools, technical colleges, studio schools, faith based schools etc and implications for teacher education.  
  
The round table provides an opportunity for delegates to share views on the purposes of education for 14-19 year olds and implications for teacher educators in the context of their country. We will debate the different values, aims and curriculum provided by Technical/FE/ sixth form colleges, Studio /faith/ grammar schools and academies and discuss the implications for our Teacher Education courses. We will question whether the binary terms ‘academic’ and ‘vocational’ are useful drawing on Hodgeson and Spours (2014) conceptual frameworks. By the end of the roundtable delegates should have reflected on their own teacher education courses in the context of diverse UK and international practice and considered implications for practice.  
References  
Hodgson, A., and Spours, K. (2014) ‘Heavy Fog in the Channel- Continent Cut Off’: reform of upper secondary education from the perspective of English exceptionalism European Educational Research Journal vol 13 no 6 pgs 683 -698   
Studio Schools Trust (2018) Studio schools Trust Homepage available at http://studioschoolstrust.org/welcome   
Wray, D. (2017) Miseducation : inequality, education and the working classes Bristol: Policy Press

**Celebrating the inspiration of the professional teacher educator:** The round table will allow delegates to re appraise curriculum provision and values underpinning 14-19 years education and implications for our teacher education courses, thus celebrating the inspiration of the professional teacher educator.

**Session 6 – Workshop (14.45 – 15.45) Friday May 10th**

**6Y87 –Session lead: Pete Boyd**

**Room: Meeting Rooms 145**

**Becoming a Teacher Educator: Workshop 3 (of 3):**

**Becoming a Teacher Educator – scholarship and research**

**Team of Presenters:** Pete Boyd - University of Cumbria

Jean Murray - University of East London

Liz White - University of Hertfordshire

The third workshop focuses on action planning for professional development as a teacher educator. This highlights the development of advanced scholarship and research activity with all of its satisfactions and challenges. The session aims to empower you to take control and decide to what extent you will engage with research work and researcher identity. It will enable you to consider an alternative pathway, subject to your workplace context and role, and focus more on teaching and consultancy underpinned by advanced scholarship. The facilitators will aim to provide insight into issues of educational research quality and audit. By sharing experiences the session will provide a sense of the field of teacher education and possible pathways of scholarship and research that you may choose to follow within it.

The ‘Becoming a Teacher Education’ workshops have provided a national level academic induction for more than 400 recently appointed teacher educators over the last ten years. The challenging workshops will support you in refining your identity as a teacher educator, in questioning your pedagogy for teacher education and development, and in drafting a professional development action plan that focuses on scholarship and research activity. The three separate workshops are integrated into the conference programme and designed to form a coherent experience.