



9th TEAN CONFERENCE

The Ambition of Teacher Education

In association with



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

CONFERENCE ASTON, BIRMINGHAM

THURSDAY, MAY 10TH AND FRIDAY, MAY 11TH 2018

CONFERENCE BOOKLET

Table of Contents

Room capacities	Page 2
Conference programme – notes	Page 3
Conference programme	Pages 4 - 5
Your conference planner	Pages 6
Accessible emergency procedures at Aston	Page 7
Aston conference centre floor plan	Pages 8 - 9
Conference schedule	Pages 10 - 20
Keynote – Kay Livingston	Page 21
Keynote – Alaster Scott Douglas	Page 22
Explanation of Sessions	Page 23
Session 1 May 10 th	Pages 24 - 39
Session 2 May 10 th	Pages 40 - 55
Session 3 May 10 th	Pages 56 - 69
Session 4 May 11 th	Pages 70 - 85
Session 5 May 11 th	Pages 86 - 101
Session 6 May 11 th	Pages 102 - 109

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, Workshops and Poster/discussion opportunities. 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Withdrawn papers:

Any papers which were withdrawn during the construction of the Abstract Book are notified in the programme. Any papers which have been withdrawn since the completion of the Abstract Book will be signalled to you at the conference.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. On Friday two rooms are allocated for the workshop to be used at the discretion of the presenters. 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 wi-fi is powered by the Cloud and you need to register in order to use it. It is best to do this if possible before you arrive to save you time but you can also register for the Cloud when you arrive on the day.

Visit: <https://service.thecloud.net/service-platform/login/registration/>
<https://service.thecloud.net/service-platform/login/>

The conference programme showing timings is overleaf:

Conference programme

THURSDAY, MAY 10TH 2018

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	Session 1 Presentations Part 1
12.00 – 12.30	Session 1 Presentations Part 2
11.30 – 12.15/30	Session 1 Extended presentation
11.30 - 12.30	<i>Becoming a Teacher Educator Workshop</i>
12.30 – 13.30	Lunch
13.30 – 14.00	Session 2 Presentations Part 1
14.00 – 14.30	Session 2 Presentations Part 2
13.30 – 14.15/14.30	Session 2 Workshops
13.30 – 14.30	Session 2 Poster/ideas forum
14.30 – 15.00	Break
15.00 – 15.30	Session 3 Presentations Part 1
15.30 – 16.00	Session 3 Presentations Part 2
15.00 – 15.45/16.00	Extended presentation
15.00 – 15.45/16.00	Workshop
15.00 – 15.40/16.00	Round Table
15.00 – 16.00	<i>Becoming a Teacher Educator Workshop</i>
19.00	Informal conference dinner

Conference programme

FRIDAY, MAY 11TH 2018

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	Session 4 Presentations Part 1
12.00 – 12.30	Session 4 Presentations Part 2
11.30 – 12.15/30	Extended presentation
11.30 – 12.30	Poster/ideas forum
11.30 – 12.10/30	Session 4 Round Table
12.30 – 13.30	Lunch
13.30 – 14.00	Session 5 Presentations Part 1
14.00 – 14.30	Session 5 Presentations Part 2
13.30 – 14.15/30	Session 1 Extended presentation
13.30 – 14.10/30	Round Tables
14.30 – 14.45	Break (NOTE TIMING DIFFERENT TO DAY 1)
14.45 – 15.15	Session 6 Presentations Part 1
15.15 – 15.45	Session 6 Presentations Part 2
14.45 – 15.30/45	Session 1 Extended presentation
14.45 – 15.25/45	Round table
14.45 – 15.45	<i>Becoming a Teacher Educator Workshop</i>
15.45	Close of conference

Conference planner - Use the table below to plan your conference.

Thursday, May 10th 2018

Session	Time	Code	Lead presenter	Room
Keynote	10.00 – 11.00			
Session 1	Between 11.30 and 12.30			
Session 2	Between 13.30 and 14.30			
Session 3	Between 15.00 and 16.00			

Friday, May 11th 2018

Session	Time	Code	Lead presenter	Room
Keynote	10.00 – 11.00			
Session 4	Between 11.30 and 12.30			
Session 5	Between 13.30 and 14.30			
Session 6	Between 14.45 and 15.45			

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

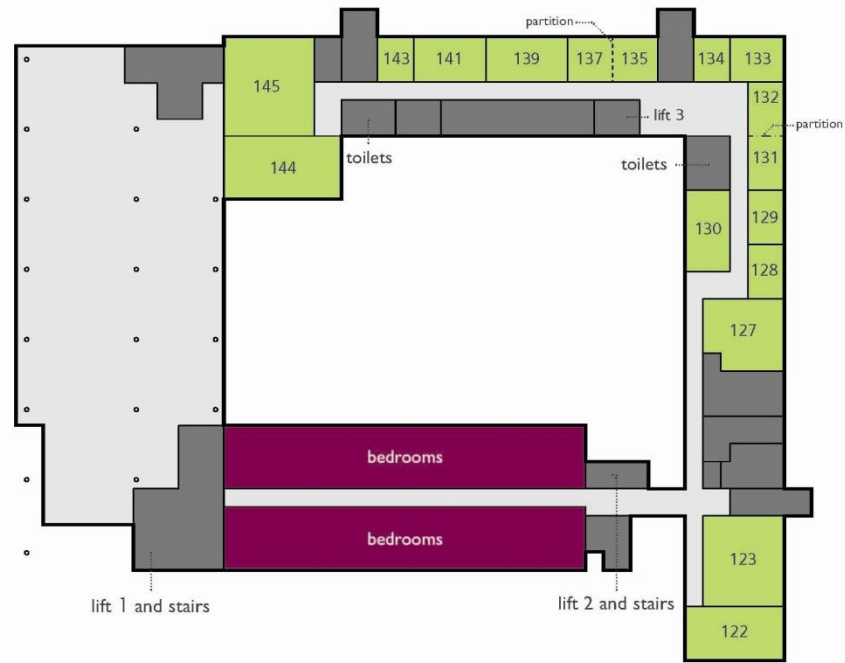
1. If on the ground floor - make themselves known to a staff member who will be able to assist them in their evacuation.
2. If on the 1st – 5th floor – make their way to the nearest refuge point if safe to do so. Active the call button at the refuge point and indicate clearly your name, your original 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.

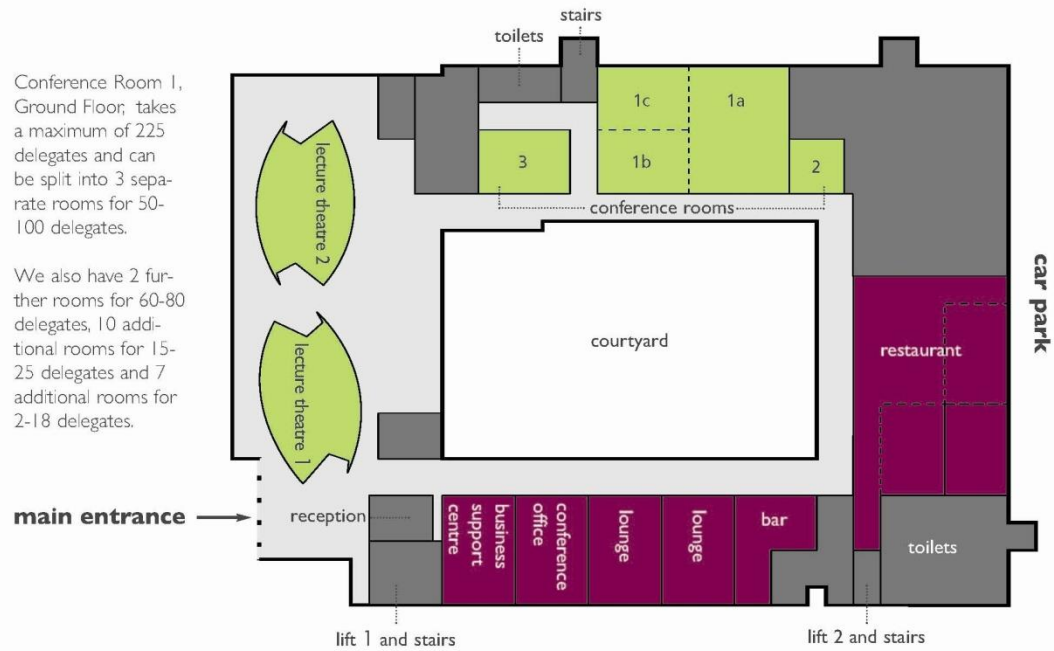
first floor - (not to scale)



ground floor - (not to scale)

Conference Room 1, Ground Floor, takes a maximum of 225 delegates and can be split into 3 separate rooms for 50-100 delegates.

We also have 2 further rooms for 60-80 delegates, 10 additional rooms for 15-25 delegates and 7 additional rooms for 2-18 delegates.



TEAN Conference schedule

Thursday 10th May 2018 – 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 – Kay Livingston, University of Glasgow (Conference room 1)			
11:00	Refreshments (ABS Lounge)			
11.30 – 12.30	Presentations and workshops Session 1			
	<p>Conference Room 1a</p> <p>11.30 1A1 Negotiating the heteronormative in the primary school context: what can teacher educators learn from the experiences of LGBT student teachers? Lead Presenter: Lis Bundock - University of Brighton</p> <p>12.00 1A2 The Fear of Talking Queer: Trainee teacher preparedness to address LGBTQ+ issues in Primary and Secondary schools in England Lead Presenter: Sarah Charles - University of Derby</p>	<p>Conference Room 1b/c</p> <p>11.30 1B3 Taming the beast! Can social media can be a powerful pedagogic tool? Lead Presenter: Pete Atherton - Liverpool John Moores University</p>	<p>Conference Room 3</p> <p>11.30 1C4 Teachers Theories of Intelligence and Pedagogical Practice in Secondary Education Lead Presenter: Chloe-Rose Cutler - Liverpool John Moores University</p>	<p>Meeting Room 122</p> <p>11.30 1D5 ITE, Flourishing, and the Alexander Technique Lead Presenter: Victoria Door - Keele University</p> <p>12.00 1D6 The X-Factor: How important is teacher presence in the modern classroom? Lead Presenter: Rachael Paige - University of Worcester</p> <p style="color: red;">Session 1 continues over ...</p>

	<p>Meeting Room 123</p> <p>11.30 1E7 What makes an effective Primary PGCE lecturer at a research-intense university? Lead Presenter: Georgina Merchant - UCL, IOE</p> <p>12.00 1E8 Potentially excellent teachers who find the training course itself a barrier Lead Presenter: Gordon Pope - UCL Institute of Education</p>	<p>Meeting Room 127</p> <p>11.30 1F9 From College to Classroom: A model for developing pre-service teachers' reflective practice in primary science Lead Presenter: John McCullagh - Stranmillis University College Belfast</p> <p>12.00 1F10 A case study of parental partnerships in a multicultural setting Lead Presenter: Shaun Keeling – Birmingham City University</p>	<p>Meeting Room 139</p> <p>11.30 1G11 Developing the behaviour management skills of pre-service teachers during teacher training: What can we learn from successful trainees? Lead Presenter: Steve McNichol - Bishop Grosseteste University</p> <p>12.00 1G12 'You only need a potato peeler and tarpaulin': Perceptions of outdoor learning held by Year 1 primary education trainees Lead Presenter: Louise Hawxwell - Edge Hill University</p>	<p>Meeting Room 144</p> <p>11.30 1H13 Mentor assessment identity: reliability and consistency in the assessment of trainee teachers Lead Presenter: Liz Zsargo - University of Huddersfield</p> <p>12.00 1H14 Can effect sizes give any clues to the way mentors ascribe numerical grades when assessing secondary trainee teachers against the Teachers' Standards in England? Lead Presenter: Rick Tynan – Liverpool John Moores University</p>
	<p>Meeting Room 145 1115 Becoming a Teacher Educator: Workshop 1 (of 3)</p>			
12:30-13:30	Lunch (ABS Restaurant)		Exhibition Stands (ABS Lounge)	

13:30-14:30	Presentations and workshops Session 2			
	<p>Conference Room 1a</p> <p>13.30 2J16 The Co-Construction of a Framework of Mentor Support in Post-Compulsory Education Lead Presenter: Stuart Mitchell - Birmingham City University</p> <p>14.00 2J17 Five case studies of mentoring relationships with young people in post sixteen education: How can mentoring young people in post sixteen education affect their identity and preparation for transition to university or employment? Lead Presenter: Samuel Robert Coombes - Greenwich University</p>	<p>Conference Room 1b/c</p> <p>13.30 2K18 External challenges, internal solutions: can training providers contribute to steering subjects out of troubled waters? Lead Presenter: Abigail Parrish - Bishop Grosseteste University</p> <p>14.00 2K19 Change or no change: How studying abroad informs and challenges student teachers' views of education, teaching and learning Lead Presenters: Christelle Blach-Davies and Paul Cammack – University of Cumbria</p>	<p>Conference Room 3</p> <p>13.30 2L20 Finding time to talk; the benefits of dialogic interviews in developing pedagogical understanding and resilience within ITE students Lead Presenter: Caroline Elbra-Ramsay - York St John University</p> <p>14.00 2L21 How might a coaching project impact on the resilience of NQTs? Lead Presenters: Matthew Sossick - University of Roehampton and David Gumbrell – Retired Head Teacher</p>	<p>Meeting Room 122</p> <p>13.30 2M22 How useful is the Department for Education proficiency scale as a tool of assessment for EAL students within a mainstream education setting? Lead Presenter: Katie Briggs - University of Derby</p> <p>14.00 2M23 Tackling the challenges of teaching vocabulary in another language: From learn to teach to learn to learn Lead Presenter: Edsoulla Chung - University of Cambridge</p> <p>Session 2 continues over,,,</p>
	<p>Meeting Room 123</p> <p>13.30 2N24 Teacher Training: A Journey of Professional development and experiential learning Lead Presenter: Shereen Shaw - Edge Hill University</p>	<p>Meeting Room 127</p> <p>13.30 2O26 Is Initial Teacher Education (ITE) based on the Capabilities Approach more likely to foster inclusion than our current curriculum framework? Lead Presenter: Lisa Fernandes - Newcastle College</p>	<p>Meeting Room 139</p> <p>13.30 2P27, 28, 29 The Ambition of Teacher Education Lead Presenters: Janet Oosthuysen - Bradford College, Elena Lengthorn - University of Worcester</p>	<p>Meeting Room 144</p> <p>13.30 2Q30 Decoding phonics with ITE Students: how do we develop confidence in the teaching of phonics? Lead Presenter: Angela Gill - Durham University</p>

	<p>14.00 2N25 “Old Dogs, New Tricks”? An interpretative phenomenological analysis of what it means to be part of the Troops to Teachers initial teacher education programme in the UK Lead Presenter: Audrey Wood - University of Huddersfield</p>		Yueying Gong - University of Limerick	
	<p>Meeting Room 145 13.30 2R31 Researching influences on learning to teach: A longitudinal study of Early Career Teachers’ developing professionalism Lead Presenter: Catharine Quirk-Marku - Manchester Metropolitan University</p> <p>14.00 2R32 Is the grass greener? A look at the challenges of the increasing number of diverse routes into teaching and the potential impact this has on success and quality from the view of ITE providers through the presentation of a case study of School Direct trainee perceptions across their training year. Lead Presenter: Karen Kilkenny - University of Manchester</p>			
14:30 – 15.00	Break			

15.00 -16.00	Presentations and workshops Session 3			
	<p>Conference Room 1a</p> <p>15.00 3S33 Teacher Educator Identity – future ambitions and the challenges in practice Lead Presenter: Theresa Loughlin - University of Wolverhampton</p> <p>15.30 3S34 Developing a theoretical model of professional identity transformation for early career teacher educators Lead Presenter: Penny Amott - UCL – Institute of Education</p>	<p>Conference Room 1b/c</p> <p>15.00 3T35 Mergers in higher education – teacher educators’ perspectives Lead Presenter: Maja Henriette Jensvoll - Nord University, Norway</p>	<p>Conference Room 3</p> <p>15.00 3U36 How can ITE help establish the foundations of an identity based on extended professionalism in primary classroom teachers? Lead Presenter: Tony EAUDE - Department of Education, University of Oxford</p>	<p>Meeting Room 122</p> <p>15.00 3V37 Investigating 21st Century Literacy in Primary classrooms: Children and student teachers’ experience of learning in digital spaces Lead Presenter: Emma Rogers - Bishop Grosseteste University</p> <p>15.30 3V38 Diversity of assessment literacy among in-service primary school teachers Lead Presenter: Isabel Hopwood-Stephens - Bath Spa University</p>
	<p>Meeting Room 123</p> <p>15.00 3W39 SEND Inclusion: Pedagogy, Content Knowledge, Theory and Practice. Some challenges and opportunities Lead Presenter: Rosie Ridgway - Durham University</p> <p>15.30 3W40 Becoming an inclusive teacher; insights into the development of trainee teachers’ responses to</p>	<p>Meeting Room 127</p> <p>15.00 3X41 Teacher Trainees who are also Parents: What are the challenges of this ‘double whammy’? Lead Presenter: Aimee Quickfall - Bishop Grosseteste University</p> <p>15.30 3X42 A reflection on ‘whose responsibility is children and young people’s mental health’ and the</p>	<p>Meeting Room 139</p> <p>15.00 3Y43 The professional practices of physical education teachers in delivering examinable physical education Lead Presenter: Dylan Scanlon - University of Limerick, Ireland</p>	<p>Meeting Room 144</p> <p>15.00 3Z45 Collaborative inquiry and partnership working and learning Lead Presenter: Jo Byrd – University of Derby</p> <p>Session 3 continues over ...</p>

	<p>diversity and difference through the lens of an international teaching placement. What is 'really happening' and what can we do? Lead Presenter: Rosie Moore - University of Brighton</p>	<p>implications for teacher education Lead Presenter: Sarah Adams - University of Leicester</p>	<p>15.30 3Y44 Can Mosston's Spectrum of Teaching Styles be the tool to move physical education pedagogy forwards? Lead Presenter: Sue Walker - Liverpool John Moores University</p>	
	<p>Meeting Room 145</p> <p>15.00 3ZZ46 Becoming a Teacher Educator 2</p>			
16:00	Close of day one			
19:00	Informal conference dinner			

TEAN Conference schedule

Friday 11th May 2018 – 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 – Alaster Scott Douglas – University of Roehampton (Conference room 1)			
11:00	Refreshments (ABS Lounge)			
11:30 - 12:30	Presentations and workshops Session 4			
	<p>Conference Room 1a</p> <p>11.30 4A47 Researching the Impact of Ambitious Changes in Approaches to Mentoring within a Large Initial Teacher Education Partnership Lead Presenter: Karen Vincent - Canterbury Christ Church University</p> <p>12.00 4A48 Exploring the perceptions held by primary teacher trainees regarding the value of peer mentoring Lead Presenter Suzanne Gomersall - Nottingham Trent University</p> <p>Session 4 continues over ...</p>	<p>Conference Room 1b/c</p> <p>11.30 4B49 Teacher and teacher educator: understanding the development needs of practitioners who operate in hybrid roles Lead Presenter: Sarah Boodt - Sheffield Hallam University</p>	<p>Conference Room 3</p> <p>11.30 4C50,51 and 52 Lead Presenters: Daniel Ayres - University of East London, Alison Milner - South Devon College and Lyndsay Muir - Bishop Grosseteste University</p>	<p>Meeting Room 122</p> <p>11.30 4D53 ‘Why are we doing this?’ How do we articulate for students, tutors and mentors the complexity of the ITE learning journey? Lead Presenter: Rupert Knight - University of Nottingham</p> <p>12.00 4D54 Meeting teacher competence standards through a field experience outcome-based learning framework: From design to large-scale implementation Lead Presenters: Christina Yu Wai Mui - The Education University of Hong Kong</p>

	<p>Meeting Room 123</p> <p>11.30 4E55 Exploration of use of Coaching Model GROW to support Practitioner Research in an EY/Key Stage 1 context Lead Presenters: Stephanie Evans and Tina Costello-Judge – University of Cumbria</p> <p>12.00 4E56 The Emotional Demands of Training to Teach in the primary classroom, and implications for trainee teacher support Lead Presenter: Sally Hinchliff - Sheffield Hallam University</p>	<p>Meeting Room 127</p> <p>11.30 4F57 Moving beyond the ‘Initial’ in Initial Teacher Education: The role of ITE in supporting and developing new teachers Lead Presenter: Louise Whitfield - York St John University</p> <p>12.00 4F58 It looks good but does it fit? An analysis of Newly Qualified Teachers’ reflection on their first year of teaching Lead Presenter: Anne Gager – University of Cumbria</p>	<p>Meeting Room 139</p> <p>11.30 4G59 What students think about the feedback they receive on their learning Lead Presenter: Belinda Ferguson - Nottingham Trent University</p> <p>12.00 4G60 ITE students’ self-assessment of their academic work Lead Presenter: Chris Watts - Newman University</p>	<p>Meeting Room 144</p> <p>11.30 4H61 How can ITE (PCET) foster resilience of trainees against an increasing morpheic political agenda? Lead Presenter: Adele Sewell - Bishopburton College</p>
	<p>Meeting Room 145</p> <p>11.30 4I62 Mastery of mathematics, creativity in English, synonymous or paradoxical terms? Lead Presenter: Laura Clarke and Lisa Baldwin-University of Winchester</p> <p>12.00 4I63 Perspectives on Subject Knowledge: How do teacher educators view ‘mathematics for teaching’? Lead Presenter: Kathryn Fox – University of Cumbria</p>			

12:30-13:30	Lunch (ABS Restaurant)		Exhibition Stands (ABS Lounge)	
13:30-14:30	Presentations and workshops Session 5			
	<p>Conference Room 1a</p> <p>13.30 5J64 Response to the inadequacies of the non-statutory Mentor Standards for ITT Lead Presenter: Lisa Murtagh - University of Manchester</p> <p>14.00 5J65 The use of 'good' in mentor meeting conversations Lead Presenter: Rachel Roberts - University of Reading</p>	<p>Conference Room 1b/c</p> <p>13.30 5K66 Key elements of the tutor's role in scaffolding students' written critical reflection on practice for professional development Lead Presenter: Frances Bodger - UCL Institute of Education</p> <p>14.00 5K67 Developing Critically Reflective Practitioners Lead Presenter: Eleanor Power - Nottingham Trent University</p>	<p>Conference Room 3</p> <p>13.30 5L68 Compliance or challenge – How can teacher educators nurture independent, inspirational and successful teachers? Lead Presenter: Sally Elton-Chalcraft – University of Cumbria</p>	<p>Meeting Room 122</p> <p>13.30 5M69 An exploration of student teachers' notions of professionalism Lead Presenter Karen Boyle - Canterbury Christ Church University</p> <p>14.00 5M70 Sources of Teacher Professional Satisfaction Lead Presenter: Irena Smetackova - Charles University, Faculty of Education, Department of Psychology</p>
	<p>Meeting Room 123</p> <p>13.30 5N71 Moving Teacher Trainees from passive learning to active learning: A Thai perspective Lead Presenter: Petch Wijitnawin - Nottingham Trent University</p>	<p>Meeting Room 127</p> <p>13.30 5O73 Creating an emerging philosophy of teaching RE: use of a vision-led approach to teacher training for RE teachers on the Teach First Programme Lead Presenter: Frances Lane – UCL - IoE and</p>	<p>Meeting Room 139</p> <p>13.30 5P75 Developing personal well-being and resilience in learners studying to become teacher educators Lead Presenter: Sam Emmett - Glyndŵr University</p> <p>Session 5 continues over ...</p>	<p>Meeting Room 144</p> <p>13.30 5Q76 Looking at Beginning Teacher Educators' Ambitions for Teacher Education through a Cross Cultural Lens Lead Presenter: Kulwinder Maude - Kingston University</p>

	<p>14.00 5N72 Whatever Next? Professional Experiences on an Accelerated Degree Lead Presenter: Esther Cummins - Leeds Beckett University</p>	<p>Canterbury Christ Church University</p> <p>14.00 5O74 5 misconceptions in mindfulness and why they may be harming your pupils Lead Presenter: Alan Weller - University of East London</p>		<p>14.00 5Q77 Addressing Mega Misconceptions through teacher education Lead Presenter: Elena Lengthorn - University of Worcester</p>
	<p>Meeting Room 145</p> <p>13.30 5R78 Blurring the Boundaries to Build Success: the impact of a student-led teacher society on student-teachers, teacher educators and school-based staff Lead Presenter: Mathew Jones - University of Wales, Trinity Saint David</p>			
14.30 – 14.45	Break			

14.45 – 15.45	Presentations, round table and workshop Session 6			
	<p>Conference Room 1a</p> <p>14.45 6S79 The Ambition of teacher retention Lead Presenters: Gareth Honeyford - Essex Teacher Training and George Casley - Education – Religion – Culture Ltd</p> <p>15.15 6S80 Enhancing Teachers Productivity Through Innovative ICT-Driven Training Model Lead Presenter: Bassey Asuquo Ekanem - Delta State Polytechnic</p>	<p>Conference Room 1b/c</p> <p>14.45 6T81 Research informed teaching reaching beyond initial teacher education, examples of success in the North West of England: Empowering teachers to reach for success Lead Presenter: Andrea Pratt – Liverpool John Moores University</p> <p>15.15 6T82 Towards a more evidence-based profession: education, evidence, and the use of languages as a model Lead Presenter: Hannah Valenzuela - University of Derby</p>	<p>Conference Room 3</p> <p>14.45 6U83 ‘Nothing about us without us’: How to include the voice of people with autism in autism teacher training Lead Presenter: Clare Lawrence - Bishop Grosseteste University</p>	
		<p>Meeting Room 127 14.45 6V84 Synergy in learning: tutors and student support assistants (SSAs) working together to promote learner metacognition Lead Presenter: Catherine McPartland - Redcar & Cleveland College</p>	<p>Meeting Room 139 14.45 6W86 Wellbeing in a gruelling context: how do we support student teachers in their being and staying well? Lead Presenter: Hannah Strickland – University of Manchester</p>	<p>Meeting Room 145 14.45 6X87 Becoming a teacher educator 3</p>
15.45	Close of conference			

Keynote: Thursday, May 10th 10.00

Kay Livingston – University of Glasgow

Title of presentation: Teacher educators: professional identity and ambition in uncertain times?

Abstract:

Change and challenge are features of teacher education in the UK and internationally. The routes into teaching have diversified and different models of teacher education have been instigated, including career-long models of teacher education. These diverse models have implications for those who take up the roles and responsibilities of a teacher educator. In this presentation I explore some of the challenges concerning who is recognised as a teacher educator, the professional identity of teacher educators, their different roles and responsibilities and the importance of their voice in shaping future possibilities for teacher education.

Kay Livingston is a Professor in Educational Research, Policy and Practice at the School of Education, University of Glasgow. She has worked in teacher education for over 25 years. Over that period she has worked closely with policy-makers, teachers and key educational stakeholders at international, national and local levels to research and develop teacher education. Kay has a particular research interest in understanding teachers' professional learning needs across their career and how teacher educators support and challenge their professional development. She was a member of the National Partnership Group set up by the Scottish Government to develop proposals in response to the report of a review of teacher education and chaired the National Partnership Group's Sub-group which developed proposals on teachers' Career-long Professional Learning. She works with UNESCO, the European Commission and Ministries of Education in a number of European countries to provide advice on teacher education. Kay is currently a member of an International Evaluation Team assessing educational research in Norway and has responsibility for chairing the panel evaluating teacher education.

Keynote: Friday, May 11th 10.00

Alaster Scott Douglas – University of Roehampton

Title of presentation: Embracing contradictions to promote the importance of the teacher educator

Abstract:

Learning to teach is a multidimensional difficult process but may not always appear so. Why can't novice teachers just observe and copy good teaching? What do teacher educators do that teachers can't or don't do? At a recent conference a well-known figure in the world of education announced that if every teacher trained a new teacher we wouldn't have a teacher shortage (and presumably therefore wouldn't need teacher educators). I shall respond to this statement by explaining how I have researched the challenges and significance of the teacher educator role. The TEAN conference guidelines ask us what our ambition is for teacher education. I shall address this question through another – how does theory contribute to my ambition? This will be illustrated by exploring the idea of the contradiction.

Alaster Scott Douglas is a Reader in Education and Professional Practice. He worked as a teacher and senior manager in four high schools and led an Expressive Arts faculty before becoming a deputy head teacher in two schools. Having completed an MA in Education (Publishing), and an MSc in Educational Research Methodology, Alaster earned a PhD in teacher education from the University of Oxford. He is a fellow of the Higher Education Academy in the United Kingdom and holds a Teaching Fellowship. His book 'Student Teachers in School Practice' was published in 2014 by Palgrave Macmillan. He is also Director of the research group Teaching and Learning in Schools at the University of Roehampton, and an associate member of the Oxford Centre for Sociocultural and Activity Theory Research at the University of Oxford. His research interests include cultural-historical activity theory and developmental work research in general. Current research is focused on universities and schools in the preparation of teachers. Alaster has been the recipient of funded research projects on the differentiated teaching practices in UK and USA classrooms, the relationship between teaching, learning and research and the education and learning of pre-service teachers.

Explanation of Sessions

There are five 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.
- Extended presentations - these are ones which will last between **45 minutes and one hour**. The presentation itself will last up to approximately 30 minutes which will then allow for discussion the rest of the time. Extended presentations are clearly announced in the information in the Abstract Book.

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.

Poster/Ideas forum

These are based around dialogue. The session is intended to be quick fire and challenging; a blast of ideas and inspiration. The title for all the papers is: *The Ambition of Teacher Education* and the presenters' task is to take 5 minutes only to challenge you, the audience, to think deeply and then to critically engage with their ideas and that of the other presenters. The whole session will last between 45 minutes and an hour depending on the amount of debate generated and each presentation will be based around a poster or one PowerPoint screen.

SESSION 1

Session 1 - Presentation (11.30 – 12.00) Thursday May 10th

1A1 Session lead: Lis Bundock

Room: Conference Room 1a

Title: Negotiating the heteronormative in the primary school context: what can teacher educators learn from the experiences of LGBT student teachers?

Lead Presenter: Lis Bundock - University of Brighton

Aim: This paper aims to generate a greater understanding of the experiences and challenges faced by LGBT teacher trainees when engaging in their school-based training. It is hoped that this understanding will contribute to the development of future provision within UK HEIs and may also ensure that teacher educators are more equipped to address the needs of LGBT trainee teachers.

Content: It is widely acknowledged that primary school settings continue to reproduce a heteronormative discourse (Neary et al., 2017) that positions heterosexuality as normative and marginalises all other sexualities to the category of 'other' (Røthing, 2008; Butler, 1990). Research suggests that despite recent equality and diversity legislation (Equality Act, 2010), LGBT visibility and shifts in perceived notions of family and marital constructs (Neary, 2013; Bradlow et al., 2017), teachers continue to be challenged by heteronormative issues relating to identity, disclosure and school cultures (Guasp, 2014).

This paper discusses findings from a small-scale narrative inquiry that explored the experiences of LGBT teacher trainees in the primary school context during periods of school-based training. The study aimed to contribute to a small body of research that examines how LGBT teacher trainees manage and negotiate their sexual identities whilst working within heteronormative primary school settings. Five interviews were conducted, four with undergraduate trainees and one with a newly qualified teacher.

Findings identified that bounded spaces within the heteronormative school setting act as border controls to facilitate the policing of sexualities. The study found that the 'private and permitting' staffroom offered freedom to disclose sexual identity and acknowledge LGBT lives. In contrast, the 'public and prohibitive' classroom continued to reproduce the heteronormative through the absence of LGBT visibility and the concealment strategies employed by participants. Findings also revealed that agentic 'moments of interruption' to the heteronormative structures were dependent on participant self-belief and a sense of autonomy. The findings are significant to teacher educators as they suggest that LGBT teacher trainees encounter unique challenges during periods of school-based training. It is important that ITE training programmes recognise these distinctive experiences and endeavour to improve the training experiences of LGBT teacher trainees by enhancing current provision and wider school partnerships.

The Ambition of Teacher Education: This research raises pertinent questions relating to the struggles LGBT trainee teachers currently face in relation to their sexual identity and their school experience. As teacher educators, inclusive practice and the promotion of equality and diversity lie at the heart of our practice. A greater understanding of the experiences of these individuals will enable programmes to develop provision that is inclusive of this historically marginalised group.

The country/ies to which the presentation relates: UK

Session 1 - Presentation (12.00 – 12.30) Thursday May 10th
1A2 Session lead: Lis Bundock
Room: Conference Room 1a

Title: The Fear of Talking Queer: Trainee teacher preparedness to address LGBTQ+ issues in Primary and Secondary schools in England

Lead Presenter: Sarah Charles - University of Derby

Co-presenter: Alison Hardman - University of Derby

Aim: This presentation aims to explore the preparedness of School Direct and Provider Led Primary Postgraduate Certificate in Education student teachers to address lesbian, gay, bisexual, transgender and queer (LGBTQ+) issues in both Primary and Secondary education, prior to and following specific LGBTQ+ training.

Content: The presentation will disseminate and discuss key findings related to the preparedness of PGCE students to address LGBTQ+ issues that may arise in the primary and secondary education sector.

The presentation will provide an overview of PGCE students' pre-existing understanding of LGBTQ+ issues and associated legislation in the UK; their own perceptions of their ability and confidence to deliver LGBTQ+ education within Primary and Secondary school settings; and the impact of explicit LGBTQ+ training on their preparedness to address such issues.

It is reported that as few as 5 per cent of teachers respond to hearing homophobic language every time they hear it (Hunt & Jensen, 2007). Reports suggest that two in three teachers do not always respond to the use of the word 'gay', and 20 per cent say they never respond to this. Over a third of schools reported that they have not addressed homophobic bullying within their establishment or sexual orientation within lessons (Guasp, 2009). Such results may be the result of a lack of training in how to address such issues. Research indicates that despite widespread bullying of LGBTQ+ students, many teachers do not respond to the bullying or fail to deal with it adequately. It is estimated that nine in ten primary school staff have had no specific training to tackle homophobic bullying, but more than two in five report that children in their school experienced homophobia (Stonewall, 2014).

Initial findings from the first phase of the research process indicate that the majority of students, who were participants in the study, do not feel confident in how they would address homophobia within their settings. Respondents reported a fear of knowing what to say and what not to say, often informed by the belief that there would be parental complaints, consequences and repercussions.

Following LGBTQ+ training, whilst on their PGCE programme, this research concludes that students' confidence and competence in tackling such issues increases and thus explicit LGBTQ+ training should be a requirement of ITE programmes.

The Ambition of Teacher Education: This presentation, in light of the stark statistics related to homophobic bullying, encourages the audience to reflect on the availability of LGBTQ+ training within their own organisations/programmes. The ambition of Teacher Education should be to strive for a workforce which is fully equipped to challenge inequality and bullying of such vulnerable groups.

The country/ies to which the presentation relates: This presentation has scope and relevance to all countries where there is incidence of homophobia.

Session 1 - Presentation (11.30 – 12.00) Thursday May 10th
1B3 Session lead: Pete Atherton
Room: Conference Room 1b/c

Title: Taming the beast! Can social media can be a powerful pedagogic tool?

Lead Presenter: Pete Atherton - Liverpool John Moores/Edge Hill University

Aim: The aim of this paper is to present initial findings regarding some research into how trainee teachers can use social media in their teaching. The sample have been asked to consider how using reflection models could help break through some of the barriers.

Content: There may be extensive research in other specific online learning platforms, notably M.O.O.Cs (massive open online courses) but not in terms of how trainee teachers can deploy social media for formative assessment. Initial predictions are based on the chapters on social media in my book: '50 Ways to Use Technology Enhanced Learning in the Classroom'. Here, the suggestion is that trainees will not have used social media for formative assessment, only communication or extra-curricular activity. Furthermore, trainees may be interested in the potential impact of the tools and formative data that social media can generate – but adequate models of reflection are essential if they are to cut through their own fears and the barriers surrounding social media.

The research will test the proposal that social media can be a productive and meaningful pedagogic tool – if appropriate reflection models are applied. The chapters on social media in '50 Ways to Use Technology Enhanced Learning in the Classroom' indicate that Twitter, Facebook, Instagram, Pinterest and Snapchat have the potential to enable trainees to produce meaningful formative assessment and generate powerful data. Both quantitative and qualitative data will test the desire and likelihood of trainees unleashing more of the potential of social media. Additionally, it is clear that there are many barriers to trainees using social media in the classroom. This paper will examine these and use the data to make suggestions on finding a way through.

Though the research was undertaken with Secondary I.T.T trainees at a U.K university, the sample could be broadened across faculties and online. There could be a specific focus on formative data. Further research could also evaluate the training needs among staff, as well as trainees.

The Ambition of Teacher Education: In many ways, there is evidence that the ambition of Technology Enhanced Learning in teacher education has been frustrated by internal and external factors. This paper challenges the thinking that has created this and makes some suggestions for how social media can be a useful pedagogic tool - if used in conjunction with a selection of reflection models.

The country/ies to which the presentation relates: The initial research was conducted at a UK university among PGCE Secondary trainees. The literature draws comparisons with the USA and Scandinavia. The potential global impact of this will be evaluated after attending the BETT Show (educational technology event). This event will also help develop the theme of ambition in teacher education.

Session 1 – Extended Presentation (11.30 – 12.15/30) Thursday May 10th
1C4 Session lead: Chloe Cutler
Room: Conference Room 3

Title: Teachers Theories of Intelligence and Pedagogical Practice in Secondary Education

Lead Presenter: Chloe-Rose Cutler - Liverpool John Moores University

Co-presenters: Andrea Mallaburn, David Putwain and Angela Daly - Liverpool John Moores University

Aim: This presentation examines the pilot study of a PhD research project, concerned with teachers' beliefs of intelligence and their messages to students. The aim of this presentation is to discuss the implications of teachers' intelligence beliefs on practice, where limited research exists, whilst exploring preliminary findings.

Content: Individuals are said to hold implicit intelligence beliefs on a continuum from an entity theory (e.g. intelligence is fixed) through to an incremental theory (e.g. intelligence can be developed). Previous research has documented the role of implicit beliefs in shaping individuals' behaviours and larger "meaning systems" (e.g. goal selection, attributions, strategies and achievement), notably in educational contexts. Research in Secondary and Primary education has demonstrated that teachers' implicit theories may influence students' theories through pedagogy. Other findings, however, suggest there is incongruence between these beliefs and practices; thus little or no influence on students'.

Despite this, there is limited research that examines the in-situ behaviours of teachers in relation to their implicit theories of intelligence, with few studies also investigating this domain in the context of UK secondary education (11 –16 years of age). This presentation therefore explores the relationship of teachers' implicit theories of intelligence, practice and beliefs, within UK secondary schools' (North West region). Research presented here is novel in that the focus is on teacher intelligence messages and beliefs about the role of these messages within the classroom, as opposed to the prominent research area of students' implicit intelligence theories and subsequent outcomes.

Pilot data were collected through a complementary methods design consisting of Dweck's (1999) implicit intelligence theory questionnaire, observations and interviews. Video-recorded observations measured explicit messages to students in the classroom, followed by semi-structured interviews to provide the opportunity for teacher stimulated-recall and the exploration of teacher beliefs in relation to practice. Data will be analysed using thematic coding in order to test the suitability of data collected and chosen methods. The results of the pilot study will be presented here, providing a foundation for phase 1 of the research and initial findings in relation to the enactment of beliefs in teachers' practice.

The Ambition of Teacher Education: Ambition is prevalent within study in its attempt to develop key techniques teachers can use to support and enact an incremental theory of intelligence in their roles. Consequently, the ambition here is to enhance teacher educators' knowledge of this relationship in connection with their teaching and learning across contexts.

The country/ies to which the presentation relates: UK

Session 1 – Presentation (11.30 – 12.00) Thursday May 10th
1D5 Session lead: Victoria Door
Room: Meeting Room 122

Title: ITE, Flourishing, and the Alexander Technique

Lead Presenter: Victoria Door - Keele University

Co-presenters: Rose Whyman and Sarah Hall - Birmingham University

Aim: To explore the ambition to incorporate a practically and theoretically sound means for promoting flourishing in ITE, sharing how the Alexander Technique can give student teachers insights into their own thinking and activity, aligning them so as to care for themselves, and be better able to care for their pupils.

Content: On the basis that being a committed teacher, or teacher educator, is potentially hugely enjoyable, but demanding and often stressful, we look at how we can look after ourselves in a way which is sustainable, and works both for the good of teachers and of their students. We relate this to a common challenge that ITE students can present, specifically in being open to, or understanding, course input, and the allied issue of finding it hard to translate suggested changes discussed in tutorials and debriefs into action. We touch on John Dewey's work on the importance of open-mindedness for educators and Dewey's relationship with the Alexander Technique, which Dewey saw as a practical means of understanding the holistic, interdependent nature of thinking and action (psycho-physicality).

Our 'Voice and Presence' course is in its second year as a voluntary activity on the Birmingham University PGDip. Although the course centres around quality of vocal production and 'presence', it addresses the two issues raised above: being open to the new, and having the means to action change.

Using F.M. Alexander's insights into the holistic nature of voice production, students observe how habitual reactivity impacts upon them in terms of vocal health and classroom presence as well as their relationships with pupils. In 12 sessions, spread over the ITE year, students build on their own observations and develop the means to think through and action new possibilities. They are encouraged to build their own psycho-physical practice with a view to the long-term, as something which will enable them to flourish as teachers, and create a flourishing classroom climate. We go on to share our experience so far of trying to integrate the Alexander Technique into an ITE course, and open up discussion.

The Ambition of Teacher Education: The ambition to build a sustainable means of flourishing into ITE requires the opening up of critical debate as to the appropriate means for so doing. This presentation puts forward one possibility.

The country/ies to which the presentation relates: UK, but transferable to most ITE contexts.

Session 1 - Presentation (12.00 – 12.30) Thursday May 10th
1D6 Session lead: Victoria Door
Room: Meeting Room 122

Title: The X-Factor: How important is teacher presence in the modern classroom?

Lead Presenter: Rachael Paige - University of Worcester

Aim: This presentation shares some of my Doctoral work so far exploring the phenomenon of teacher presence as expressed through case studies of four upper key stage 2 primary classrooms in England. The presentation aims to:

- Explore the use of non-verbal behaviours in the classroom
- Discuss the place of technique and acting
- Present an argument for a synthesis between presence as a way 'Doing' and a way of 'Being'.

Content: This presentation opens up the debate around what practitioners mean when they talk about teacher presence and challenges assumptions, such as it being innate, and being technique driven (all an act!). Although the case studies are with established teachers, themes linked to creating presence as a trainee or newly qualified teacher will be discussed, and the shift Kornelsen (2006) identifies from 'a way of Doing To a way of Being' as confidence develops as a practitioner.

Kornelsen, L. (2006). Teaching with Presence. *New Directions for Adult and Continuing Education*, 111: 73-82.

The Ambition of Teacher Education: Teacher Presence is an elusive phenomenon and can so often be the challenge for trainees before they even begin to master other elements of teaching and learning. By establishing the importance and complexity of this phenomenon, teacher educators begin to prepare trainees for the social and personal elements of teaching.

The country/ies to which the presentation relates: The case studies have taken place in England however literature is drawn upon from US, Netherlands and Israel.

Session 1 - Presentation (11.30 – 12.00) Thursday May 10th
1E7 Session lead: Georgina Merchant
Room: Meeting Room 123

Title: What makes an effective Primary PGCE lecturer at a research-intense university?

Lead Presenter: Georgina Merchant - UCL, IOE

Aim: In England currently, there are a number of routes into primary teaching; both school and university led possibilities are offered. It therefore might be considered important for university based initial teacher education (ITE) providers to be clear about what is distinctive and beneficial about university led ITE. One of the key defining features is the personnel that are engaged in teaching at university- second order practitioners (Murray, 2002) The aim of this study was to give voice to those studying and teaching on a Primary PGCE and sought to discover how students that have selected the university-led route perceived their experience might be best staffed in terms of their lecturers and in turn the lecturers' reactions to their ideas

Content: A case study at a research-intense university was undertaken to discover what might be perceived as important in terms of the qualifications, expertise and experience of lecturers on a primary PGCE course. The warrant for the approach to the study was offered through a lens that drew on enactive theory (Sumara et al, 1997) in realising the potential of focus group work and using it to view this being more than a social constructivist tool for generating knowledge and understanding.

The study drew on the generation of a job specification for a prospective lecturer on their course as defined by student teachers at the end of their PGCE. They assigned importance to teaching experience and variety of the same in terms of context, subject expertise, master's level qualifications, research knowledge and engagement and knowledge about how to teach university students. Subsequently, three groups of lecturers giving a sample of 17 in total were invited to discuss and comment on what the students had decided.

Although the lecturers acknowledged, to a degree, the importance of all of the 'qualities' asserted by the students, they were generally more reticent to be as explicit with regards to particular qualification or experience. A key notion to permeate their discussions was the idea that one of the strengths that a university offers is student access to a range of expertise and this needed to be represented by a team rather than one individual. One point that was considered as being of interest was that, assuming that knowledge of the requisite experience and understanding of the individuals of the team would be key to its efficacy, there appeared to be several revelatory moments where participants that have worked together over many years were not apprised of potentially pertinent information about one another. This might mean that one of the key strengths of a university based.

ITE is not being fully realised at present and may be useful in guiding further development. Additionally, the notion of a pedagogy for teacher education, a field of knowledge about teacher education and the career pathways of teacher educators with associated challenges were the key themes in lecturer participants' interviews. Although the lecturers did not necessarily regard active research 'engagement' as being essential to their role as teacher educators, they did recognise research understanding as being important for providing effective teaching of their students and also the idea that for their own job satisfaction, becoming research active was something that many of them desired. The work has potential to offer avenues for reflection and comparison with other providers.

Murray, J. (2002) 'Between the Chalk face and the Ivory Towers?' A study of the professionalism of teacher educators working on Primary Initial Teacher Education courses in the English Education

Davis, B. and Sumara, D. (1997) 'Enactivist Theory and Community Learning' Toward a complexified understanding of action research. Educational Action Research Vol.5, No.3. system. Collected Original Resources in Education- 26 (3)

The Ambition of Teacher Education: This work has clear synthesis with the title 'The Ambition of Teacher Education'; the discussion and conclusions were suggestive of a need to more visibly mark out teacher education as a field of knowledge with particular pedagogies, expertise and personnel required for its optimum efficacy. It offers opportunities for comparison, self-reflection and for sharing insights and inspirations for the future with consideration for how teacher educators can fulfil their roles and sustain satisfying and thoughtfully drawn out careers in an academic field.

The country/ies to which the presentation relates: This is particular to the English context although the literature is suggestive of the themes resonating internationally.

Session 1 – Presentation (12.00 – 12.30) Thursday May 10th
1E8 Session lead: Georgina Merchant
Room: Meeting Room 123

Title: Potentially excellent teachers who find the training course itself a barrier

Lead Presenter: Gordon Pope - UCL Institute of Education

Aim: The aim is to share the various changes and adaptations we have made to the primary PGCE programme to ensure that effective support is given at the right time to students who will make excellent teachers but find aspects of the PGCE difficult

Content: Many with the potential to be excellent teachers find the QTS/PGCE course daunting, challenging to their resilience and demanding in terms of organisational skills and the pressure to take on substantial amounts of new knowledge. The course, with its intensity, pace and pressures presents similar but arguably different challenges to teaching. Tutors on the UCL IOE Primary PGCE were concerned at how many students were withdrawing from the course, so looked carefully at the support mechanisms in place.

This presentation will explain the strategies in place, how they developed and how they relate to one another. Whilst any of them is unlikely to be unique, it is the combination of different types of data, different methods of collection and the rigorous monitoring, analysis and response which is making a difference. Some of the strategies include; changes to the interview process, earlier identification of difficulties (including use of interview data), better tracking of completion of tasks across a multitude of modules, the development of the Personal Tutor role and improved communication between module leaders.

The vision is that the NQTs leaving the UCL IOE Primary PGCE are; critically reflective, informed by evidence, professional, committed to every child as an individual and confident to be creative. It is to this end that we seek to recruit and train student teachers who are going to be an asset to the profession, despite the challenges of being ready for their first class within a year. So far this year there have been 8 withdrawals from the course, compared with 13 the previous year.

The Ambition of Teacher Education: Our ambition is to make the capability to teach the only determining factor in achieving PGCE.

The country/ies to which the presentation relates: Whilst the presentation relates to the English PGCE course, the underlying principles of identification of need, provision of support and evaluation of that support are applicable to all ITE courses internationally.

Session 1 – Presentation (11.30 – 12.00) Thursday May 10th
1F9 - Session lead: John McCullagh
Room: Meeting Room 127

Title: From College to Classroom: A model for developing pre-service teachers' reflective practice in primary science

Lead Presenter: John McCullagh - Stranmillis University College Belfast

Aim: The paper describes and evaluates ongoing research to develop a model for developing pre-service teachers' capacity to think reflectively about their teaching of primary science. The presentation aims to share the ideas and approaches which underpin the research and hopefully develop this through discussion with colleagues from other ITE institutions.

Content: Developing pre-service teachers' reflective thinking is a core aim of all initial teacher education programmes. As reflection serves as a means to develop practice, this is particularly important in science education as pre-service teachers can often lack confidence in this part of the curriculum. This paper explores a gradual and progressive approach throughout the course of campus-based workshops and school placement. The study involved 50 under-graduate pre-service teachers (approximately half the cohort) during the second year of their B.Ed. programme and focussed on primary science. Following a series of workshops the participants planned a science lesson suitable for teaching during one of the day visits to their placement schools scheduled for later in the term. A section of the lesson was then adapted for a five minute microteaching session and the recorded video uploaded onto the Office 365 Streaming facility and shared with a peer and the course tutor. The online video was analysed and annotated in response to three 'prompt questions' adapted from Amobi's (2005) model for reflectivity-What was I trying to do (*Explain*)? Was this effective (*Assess*)? What would I change (*Modify*)? Based on their analysis and the feedback from a trusted peer and tutor, the lesson plan was modified. This modified lesson was then taught (without video recording) and evaluated, using the same rubric, during a day visit to the school.

Evaluation using questionnaire and focus group interviews found that the majority of student teachers found the experience had developed their teaching of science. They reported that the online video analysis facility was easy to use and was a hugely helpful resource for analysis of practice. The prompt questions challenged the student teachers to think more deeply about their teaching intentions and the enactment of their planning and was found to provide a guide and structure for lesson evaluation. The nature of teacher-pupil dialogue and the use of questions to explore pupils' ideas and understanding was frequently identified by the pre-service teachers as an area for development. Ten of the participants plan to use the three prompt questions to evaluate their practice during their block placement in schools. Their experiences will be analysed to explore the impact on their reflective thinking over an extended period of practice.

The Ambition of Teacher Education: The ambition of teacher education should be to provide the highest possible standard of teaching in our schools. The key to this is the creation of a generation of fully reflective teachers.

The country/ies to which the presentation relates: This paper is relevant to all regions of the UK and beyond.

Session 1 - Presentation (12.00 – 12.30) Thursday May 10th
1F10 - Session lead: John McCullagh
Room: Meeting Room 127

Title: A case study of parental partnerships in a multicultural setting

Lead Presenter: Shaun Keeling – Birmingham City University

Aim: The aim of the presentation is to discuss the difficulties that multicultural schools face when trying to involve parents. It further attempts to highlight the difficulty in forming relationships between schools and parents with little to no English language ability.

Content: The presentation is divided into four key areas relating to a completed case study. The first section considers my own background and that of the research setting. It also discusses the difficulties faced by a new researcher in trying to define their own ontological standpoint. Finally, the first section highlights the benefits of insider research, especially when it has been clearly expressed that the researcher's own opinion is a valid part of the research.

The second section of the presentation focuses on the need to involve parents who had limited to no English language ability in the case study. It suggests (whilst also referring to insider research) ways in which a researcher may approach what is considered a 'vulnerable group'. In addition to this, it expresses the views of the parents that were involved.

The third section of the presentation centres around the barriers that were highlighted during the case study and considers the views of a wide variety of staff and parents. Barriers illuminated by the study consisted of: misplaced trust; cultural differences; language barriers; embarrassment; blame and time restraints.

The final section will discuss proposed strategies, developed by myself and suggested by participants, for how the school and parents can build stronger partnerships. It will also show how the research setting has changed since the research was completed, and how taking on the role of a researcher has developed my own practice and the way that I relate to parents.

The central theme that ran through the research was that every participant, parent and staff, had a desire to improve relationships. With this earnest desire from everyone involved in one multicultural setting, it is hard to believe that others do not feel the same way and could therefore benefit from opening this issue for discussion.

The Ambition of Teacher Education: The ambition of teacher education should seek to prepare students for life inside education. A good teacher educator realises that education does not exist solely within the classroom but in all aspects of a pupil's life. Therefore, consideration for partnerships is vital in an ambitious teacher educator.

The country/ies to which the presentation relates: The case study was completed in Birmingham, England and therefore relates to the area in which it was conducted. However, as the study focuses on a multicultural research setting, it may be of interest to any school with a similar intake.

Session 1 - Presentation (11.30 – 12.00) Thursday May 10th
1G11 Session lead: Steve McNichol
Room: Meeting Room 139

Title: Developing the behaviour management skills of pre-service teachers during teacher training: What can we learn from successful trainees?

Lead Presenter: Steve McNichol - Bishop Grosseteste University

Aim: This presentation seeks to present the views of trainee teachers who have successfully developed behaviour management skills during their training, focused on eliciting the factors that they feel most supported them to develop these skills. The presentation will highlight the activities that trainee teachers believe best support them to develop effective behaviour management skills.

Content: This presentation will initially justify the rationale behind 'learning from success' and how this is evident in this research, which focuses on trainees who have achieved an 'outstanding' level of practice in this area of the Teachers' Standards, based on the nationally-recognised Assessment Toolkit produced by the National Association of School-Based Teacher Trainers (NASBTT).

Following this rationale and brief coverage of methodology and methods, the presentation will then 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.

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.

The Ambition of Teacher Education: By learning from the success of outstanding trainees, the ambition is to ensure that all trainees are able to successfully meet a high level of success in behaviour management and enter the profession confident in their ability to do so as a newly qualified teacher.

The country/ies to which the presentation relates: 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 – Lugin et al, 2016.
Hong Kong – Cooper & Yan, 2014.
New Zealand – Johansen, Little & Atki-Little, 2011.
USA – Martin, 2004; Ritter & Hancock, 2007.

Session 1 - Presentation (12.00 – 12.30) Thursday May 10th
1G12 Session lead: Steve McNichol
Room: Meeting Room 139

Title: ‘You only need a potato peeler and tarpaulin’: Perceptions of outdoor learning held by Year 1 primary education trainees

Lead Presenter: Louise Hawxwell - Edge Hill University

Aim: To present the findings from a research study on the perceptions of outdoor learning held by trainee teachers at the start of their Initial Teacher Training primary education degree, and to discuss implications for teacher educators.

Content: Despite UK policy (e.g. LOtC Manifesto, 2006; CfEtOL, 2010; Natural Environment White Paper, 2011) encouraging schools and other agencies to provide children with more opportunities to engage in outdoor experiences, it has been noted that there is considerable difference in the use and value assigned to outdoor learning by teachers (Skamp & Bergmann, 2011) and trainees (Hawxwell, in prep.). Experiences provided by individual teachers may be influenced by a teacher’s own philosophy of teaching and learning. These philosophies may include opinions towards the value and place of the outdoors as a pedagogy.

As part of the Teachers’ Standards (2011, p.11), teachers and trainees are expected to provide ‘other out-of-class activities’ to support children’s learning. Due to the increased significance of the outdoors being positively linked to a number of factors related to child development and educational benefits, many schools are currently identifying outdoor learning as an area of development in their action plans. As a teacher educator, it is personally felt that my role is to support trainees in developing their knowledge, understanding and skills of different teaching and learning approaches, including outdoor learning, so that they are confident in providing these out of class experiences. This will enable trainees to confidently address the Teachers’ Standards and to recognise the value of the outdoor environment.

As teacher educators, if we are to support trainees in developing their use and understanding of outdoor learning, then we need to understand how they perceive the outdoors, the value they place upon outdoor learning and how they intend to make use of it in their classroom practice. During the presentation, I will discuss the findings from my research and consider the impact that this may then have upon future outdoor learning teaching practices in ITT settings.

The Ambition of Teacher Education:

- To explain my ambition for outdoor learning within teacher education
- To demonstrate how I translate this ambition for outdoor learning in teacher education within my practice
- To explore the skills of teacher educators in teaching others how to teach
- To consider how to address some of the challenges of teacher education

The country/ies to which the presentation relates: UK

Session 1 - Presentation (11.30 – 12.00) Thursday May 10th
1H13 Session lead: Rick Tynan
Room: Meeting Room 144

Title: Mentor assessment identity: reliability and consistency in the assessment of trainee teachers

Lead Presenter: Liz Zsargo - University of Huddersfield

Aim: The paper explores the act of assessment as part of the mentoring role, and how a mentor's 'individual assessment identity' might influence judgements. It examines critically the process of practical assessment in teacher training, thus aiming to contribute to the discussion about the consistency and reliability of assessment grades awarded to trainee teachers in England.

Content: The presentation will describe a small-scale interpretative project carried out with mentors examining their perceptions of their role as a mentor and how they assess and award grades to trainees. The context for the project was the widespread use in the English initial teacher training (ITT) system of descriptor-based assessments resulting in Ofsted-style grades against the Teachers' Standards. Coupled with an emphasis in ITT Ofsted inspections on the 'accuracy' of assessment – checked through a two-part inspection process - this system has become high-stakes for both ITT providers and mentors as well as for trainees.

The project found that mentors had variable understandings of their role – or roles - as a mentor. Furthermore despite an ostensible consistency based on the use of shared language, different interpretations of the descriptors, indeed of the whole approach to trainee assessment, became apparent. This led to a hypothesis of mentoring and assessment as ontological acts, based on mentors' own personal interpretive frameworks. In other words, personal values, beliefs and experiences influence an individual's enactment of the role of the mentor, of which the enactment of assessment forms an integral part. This manifests as each mentor's individual assessment identity.

This problematisation of the notions of assessment, grading and consistency has widespread implications for the ways in which assessment systems are set up, for the use of descriptor-based assessments for practical scenarios, and for ways in which ITT partnerships work to develop shared understanding of assessment criteria and methods. It also calls into question the high-stakes use made by accountability bodies such as Ofsted of such assessments.

The Ambition of Teacher Education: We challenge the notion that valid graded assessments can be consistently and reliably applied in the hugely complex context of teacher education. We therefore have an ambition for Teacher Educators to drive and transform the assessment of beginner teachers, breaking free from the 'graded' Ofsted paradigm in England.

The country/ies to which the presentation relates: England – although the issues considered are relevant to all education systems in which criterion-based assessment is used for the assessment of teachers.

Session 1 – Presentation (12.00 – 12.30) Thursday May 10th
1H14 Session lead: Rick Tynan
Room: Meeting Room 144

Title: Can effect sizes give any clues to the way mentors ascribe numerical grades when assessing secondary trainee teachers against the Teachers' Standards in England?

Lead Presenter: Rick Tynan – Liverpool John Moores University

Aim: To use an r-group effect size metric to demonstrate some patterns in numerical assessments that are not apparent using tests of statistical significance and discuss their possible implications for assessment against Teaching Standards in England.

Content: The research included trainees in secondary schools working in partnership with a HE provider in the Northwest of England. There were three cohorts over three consecutive years. Mentors routinely assessed trainees preparing to teach a range of subjects during their Initial Teacher Training/Education course. Trainees were graded against the Teachers' Standards using the descriptors in the standards and a local tracking form used across all the partnerships.

Our own previous work on numerical assessment data has established strong positive correlations between grades awarded for individual teacher standards and overall teaching.

The current work uses POV (r^2), an r-group effect size metric based on Pearson's Correlation Coefficient, to look at the practical significance and interpretation of these correlations for individual standards. This metric can be expressed as the percentage of the variation shared by the individual standard and overall teaching grades over the population of trainee teachers assessed.

Ofsted consultants let it be known that they expect certain standards to link more closely to overall teaching grade than others - S2 and S4, then S5 and S6- and this information is communicated to mentors. The effect sizes for summative assessments may be suggesting that mentors are influenced by this. There could also be a broad consensus amongst them agreeing with OFSTED priorities, or they could be chance variations

The Ambition of Teacher Education: Successful teacher educators forge successful mentoring and coaching relationships with trainees. Accurate assessment and accurate feedback underpins these relationships. However, numerical grading is required for purposes other than training and education and may be influenced accordingly. Does this affect our ambition to train and educate the most successful teachers?

The country/ies to which the presentation relates: England and any country where trainee teachers are mentored, trained and assessed using descriptors for standards, competencies or performance criteria.

Session – Workshop (11.30 – 12.30) Thursday May 10th
115 –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

Kim Harris – University of Worcester

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 10th
2J16 Session lead: Samuel Coombes
Room: Conference Room 1a

Title: The Co-Construction of a Framework of Mentor Support in Post-Compulsory Education

Lead Presenter: Stuart Mitchell - Birmingham City University

Co-presenters: Angela Hughes - Gloucestershire College, Kelly Rogers - South & City College Birmingham

Aim: The paper details our attempts to co-construct a toolkit of support designed by mentors, for mentors to use in their development of trainee teachers in post-14 settings. We discuss the approach taken to gather ideas and examples from a range of practice and experience in collaboration with partnership mentors. We discuss reflections generated from this approach and the completed 'toolkit' that mentors would be able to refer to in support of their relationship with trainee teachers and their own professional development.

Content: The focus of the project centres on the co-construction of a toolkit that supports mentors in terms of confidence and consistency in supporting and grading trainee teachers. The idea of situated learning while on placement relies greatly upon a relationship that centres on the effective management and development taking place between novice and experienced tutor, with mentoring playing a major role in the induction of trainees into new domains and practices in different settings across the post-compulsory sector (Lave & Wenger, 1991). Mentoring in the workplace is a key ingredient in successfully "growing an individual" both professionally and personally (Lord et al. 2008). We discuss the discursive model of dialogic learning based on discussions among tutors and mentors along with self-reflection derived from their own experiences of mentoring and the process of being mentored. This allowed all participants to contribute their own ideas and suggestions to the creation of the toolkit. The process of constructing the toolkit, testing its effectiveness and evaluating the completed product is underpinned by an enquiry-based approach led by experiences from all participants taken from their experiences of the mentoring process, which will be unpicked further during the presentation. This focuses on an approach similar to participatory action research (PAR), that encourages inclusive, collaborative and co-constructionist approaches to the development of all involved. PAR is process orientated and starts with reflexive engagement with the everyday experiences of participants in their professional settings. This presentation allows us not only to discuss experiences of the drafted mentor toolkit, but also to analyse the approach through this outcome was attained.

The Ambition of Teacher Education: Our 'ambition' is to create a support network through negotiated and situated learning that provides support for **all stakeholders in the process of teacher education**, and in turn offer **positive impact upon the development of all participants**.

The country/ies to which the presentation relates: The nature and effectiveness of a co-constructed dialogue among professionals engaged in different elements of a process is applicable to all aspects of teacher education, and teaching as a whole regardless of sector, nationality and experience. The notion of the ETF standards plays a role in the construction of our toolkit, but these might be replaced by any area of development where a group of professionals are required to work together in order to provide support across a number of roles/expectations, therefore our story is transferable to most.

Session 2 - Presentation (14.00 – 14.30) Thursday May 10th
2J17 Session lead: Samuel Coombes
Room: Conference Room 1a

Title: Five case studies of mentoring relationships with young people in post sixteen education: How can mentoring young people in post sixteen education affect their identity and preparation for transition to university or employment?

Lead Presenter: Samuel Robert Coombes - Greenwich University

Aim: The aims of this study were to explore the value of post-sixteen mentoring in colleges and schools and to investigate the importance of mentoring as part of a young person's education. This was an empirical research study, which investigates how mentoring can be used to support and assist young people with their lives and future career aspirations.

Content: Findings from the study showed that mentoring can change behaviours and attitudes of young people and affect their identities. The research also found that young people's perceptions of themselves can help facilitate their progression to employment or university. Mentoring gives students the opportunity to learn and to interact with people in a different way to their interaction with teachers and parents. Appreciating different perspectives can help them in the choices they make in life. This study shows the value of mentoring young people in post-sixteen education and how mentoring can be used in the preparatory transition stage prior to young people going to university or into employment. The facilitative mentoring researched in this study is different to mentoring in other literature where young people are guided away from anti-social behaviours. This study shows a different focus for mentoring. Mentoring centred on facilitating young people's own reflections on how to best achieve their career aspirations and providing them with relevant support to achieve their goals.

As a result of this study there have been trials taking place across different secondary institutions in the South-East of England to support young people prepare for their transition to higher education or employment. Many career services and pastoral support services are being cut in schools and colleges and this research highlights alternative ways to support young people at this critical time in their lives.

The research created a new facilitative mentoring model to help young people. (This model will be discussed during the presentation)

The Ambition of Teacher Education: The Ambition of Teacher Education presupposes a desire to improve the provision for those we are educating. My presentation looks towards educators providing a holistic service to young people outside of lessons which can support their long term aspirations.

The country/ies to which the presentation relates: This research took place in the South-East of England (London, Kent, Essex).

The findings could be applied both in the UK and worldwide.

Session 2 - Presentation (13.30 – 14.00) Thursday May 10th
2K18 Session lead: Abigail Parrish
Room: Conference Room 1b/c

Title: External challenges, internal solutions: can training providers contribute to steering subjects out of troubled waters?

Lead Presenter: Abigail Parrish - Bishop Grosseteste University

Aim: This session aims to consider the ways in which student and staff voice data gathered in schools can inform the curriculum and be used by training providers to reflect on the subjects they offer. It aims to provoke discussion on the reciprocal link between training placements and school curricula.

Content: Teacher recruitment continues to be of concern within the profession (Ward, 2015), and modern languages faces a two-pronged challenge. Not only does the prospect of Brexit threaten the position of native speaker teachers, currently an estimated 35% of teachers of the subject (APPG-MFL, 2016), but the end of Languages for All in 2004 is currently making its impact felt. When this policy decision made languages optional post-14, it had a predictable knock-on effect on A-Level and university take-up, subsequently affecting the pool of prospective MFL teachers.

One solution to these two issues might be to diversify the range of languages offered in schools. The presence of German and Spanish is largely the result of such efforts in the 1980s and 1990s, but the predominantly EU-centric nature of these languages may yet prove problematic. This paper presents data from a questionnaire-based study of 666 Year 10 students and 189 key staff members which shows that students have interest in learning a broad range of languages, including non-European languages, and that schools are primarily concerned with staffing when making decisions as to which languages to offer. With PGCE courses primarily focusing on the 'Big Three' of French, Spanish & German, teacher supply is a limiting factor in diversifying provision. However, without the possibility of placements, training providers cannot offer training in other languages, meaning that the profession is trapped in a cycle of ever-decreasing diversity and seemingly unassailable decline. This paper will put forward possible solutions and a reminder that we can be ambitious for our subject, even in troubled times.

All-Party Parliamentary Group on Modern Languages (2016). Brexit and Languages. Retrieved from https://www.britishcouncil.org/sites/default/files/appgmfl-mflbrexit_oct16.pdf

Ward, H. (2015). Nearly half of MFL teacher-training places are left unfilled, Ucas reveals. Retrieved from <https://www.tes.com/news/school-news/breaking-news/nearly-half-mfl-teacher-training-places-are-left-unfilled-ucas>

The Ambition of Teacher Education: Brexit and government performance measures both pose threats to particular subjects. Focusing on MFL, this session will consider ways which we can be ambitious for our subjects in times of adversity and how teacher education can help the profession to broaden its aspirations.

The country/ies to which the presentation relates: The paper reports on research conducted in England. However, the conclusions drawn can be translated into other UK contexts, and have wider implications for European and Anglophone contexts.

Session 2 - Presentation (14.00 – 14.30) Thursday May 10th
2K19 Session lead: Abigail Parrish
Room: Conference Room 1b/c

Title: Change or no change: How studying abroad informs and challenges student teachers' views of education, teaching and learning

Lead Presenters: Christelle Blach-Davies and Paul Cammack – University of Cumbria

Aim: This paper presents findings from a study into the impacts of studying abroad on the views of education, teaching and learning of a group of student teachers on a PGCE course.

Content: This research aims at investigating the transformative journey of foreign student teachers involved in a Modern Language PGCE course in England. The benefits of studying abroad are well known amongst the student community, whether these are personal, academic or to develop career prospects, the experience can be life changing (McKeown, 2009; Driscoll, 2014; Cushner & Chu Ching, 2015). However, there are also considerable challenges that students face when moving to a different country and integrating a different culture. These challenges require great effort of adaptation and personal resilience (Byram and Feng, 2006).

This qualitative research investigates to what extent training abroad informed and transformed foreign student teachers' views on education. It presents the conflicts and dilemmas experienced by student teachers to adapt to their new environment because of their cultures and beliefs. Furthermore, it shows how, by critically reflecting on these divergences, changes in perceptions occurred.

The study identifies the main dilemmas and difficulties encountered by the participants during a PGCE course and considers 'how' (and indeed 'if') student teachers' perceptions on education, teaching and learning shifted during the course.

This study uses a model of Transformative Learning (Mezirow, 1998) to show how 'perspective transformation' builds on 'disorientating dilemmas'. The study demonstrates the usefulness of preparing participants for some of the cultural challenges they may face and shows the importance of using discussion and critical reflection as a central part of the process in order for the benefits of cultural exchange to be fully realised for participants.

The Ambition of Teacher Education: We believe that Teacher Education should be a transformative process that enriches and enhances the experiences of teachers, students and pupils. This presentation will encourage teacher educators to consider how cultural exchanges contribute to the ambition of teacher education by demonstrating how studying abroad can promote professional and personal development.

The country/ies to which the presentation relates: The study uses experiences of a cohort of foreign PGCE students at an English university but the findings can be applied in a wide range of contexts to demonstrate the benefits and challenges of using cultural exchange as part of the transformative nature of Teacher Education. We believe that this study has relevance to other phases of education, in other countries, and for a wide range of practitioners.

Session 2 – Presentation (13.30 - 14.00) Thursday May 10th
2L20 Session lead: Matthew Sossick
Room: Conference Room 3

Title: Finding time to talk; the benefits of dialogic interviews in developing pedagogical understanding and resilience within ITE students

Lead Presenter: Caroline Elbra-Ramsay - York St John University

Aim: This paper builds on the pilot project presented at TEAN two years ago. It will use interview data gathered as part of a three year phenomenological research project exploring student teacher conceptions of feedback. As well as identifying the emerging findings related to feedback, the paper will examine the perceived benefits of engaging in research interviews for student teachers. In particular, the therapeutic benefits of discussing difficult experiences and the potential for reflective practice.

Content: The presentation will be based on three years of data collection within a PhD exploring how student teachers understand feedback across an ITE undergraduate programme. This includes conceptualising 'feedback' and analysing how the practices within an Initial Teacher Education programme influence this understanding, both within taught modules and school placement. A phenomenological case study methodology underpins the research with interviews as the prime method of data collection. Phenomenographic analysis (using an outcome matrix) has enabled themes to be identified, including emotional responses, relationships and identity. These themes have often arisen from difficult experiences that the students have found emotionally challenging. An emerging, and unexpected, finding from the data has been that the participants have valued the chance to discuss these difficult or challenging experiences commenting that the interviews are 'therapeutic' or enable them to 'feel closure.' As such the paper will also examine how such discussions could contribute to resilience and educational philosophy.

The potential impact on practice is two-fold. The presentation will firstly examine how student teachers conceive and engage with feedback from tutors / mentors and use it to impact on the learning of the children they teach. Given the focus on feedback within the NSS, Ofsted framework and Teacher Standards, this is an area worthy of much more research and discussion within Teacher Education. Secondly the presentation will examine how research interviews themselves have a role in the development of reflective practitioners who are resilient to the challenges within the profession. Given the current issues with teacher recruitment and retention, this also has potential impact for the sector.

The Ambition of Teacher Education: Feedback is often viewed as the aspect most likely to increase learning (Black, Wiliam 1998, Gibbs, Simpson 2004) so any future ITE provision needs a developed understanding of the principles and practices of feedback. Any ambition for ITE also needs to take account of the pressures and challenges within the profession. Ensuring that student teachers have opportunity to discuss and come to terms with these challenges is also therefore key.

The country/ies to which the presentation relates: The presentation is contextualised within UK ITE Primary practice but it is possible that ideas and principles could be transferrable both to Secondary and internationally.

Session 2 – Presentation (14.00 – 14.30) Thursday May 10th
2L21 Session lead: Matthew Sossick
Room: Conference Room 3

Title: How might a coaching project impact on the resilience of NQTs?

Lead Presenter: Matthew Sossick - University of Roehampton and David Gumbrell - Retired Head Teacher

Aim: The presentation examines the impact of a coaching project on a small group of NQTs. It will make recommendations about the potential positive benefits of this type of coaching project for supporting NQTs to enhance their resilience and thrive in the profession.

Content: The presentation will explore the impact that a coaching project had on the resilience of a group of Newly Qualified Teachers (NQTs) in schools in the London area. The coaches were deeply concerned about issues relating to teacher retention. The Head Teacher who proposed the project had first-hand experience of how teachers' resilience affected retention in the schools he had worked in. A series of coaching interventions were followed by research interviews which examined the issues the NQTs had faced in their first year in teaching. The research also explored the extent and ways in which coaching had impacted on their resilience.

The presentation will explore the stresses these NQTs had faced. Unsurprisingly workload, pupil behaviour and lack of support featured heavily in their discussions. We examine how their equilibrium was restored to some extent by positive environmental factors such as close working relationships with colleagues. The presentation explores how the coaching they received had to a greater or lesser extent provided an external environmental support which came with less judgemental pressures and acted as a form of safety valve which was not available within the mentoring structures in the schools.

Finally the presentation will aim to make some tentative recommendations. It will propose how coaching support could be rolled out in a low-cost high impact format. This coaching should be seen as part of a detoxifying package of professional development. These recommendations will be made against a backdrop of the Government in England currently proposing a two year QTS period instead of the current one year model. They are seeking feedback on what this new approach should look like. The recommendations here aim to enable ambitious new teachers to develop professionally in a supportive environment.

The Ambition of Teacher Education: The presentation will look at how new teachers can be supported to develop their resilience in order to achieve their ambitions and reach their potential.

The country/ies to which the presentation relates: Although the research was undertaken in the South-East of England the issues it addresses in terms of teacher resilience and the need to support development of this resilience are felt across the world. The recommendations that are made will be relevant to teacher educators and their school partners internationally.

Session 2 - Presentation (13.30 – 14.00) Thursday May 10th
2M22 Session lead: Katie Briggs
Room: Meeting Room 122

Title: How useful is the Department for Education proficiency scale as a tool of assessment for EAL students within a mainstream education setting?

Lead Presenter: Katie Briggs - University of Derby

Aim: Within Primary schools, there is an increasing number of students who have English as an additional language, until recently, this has been a very broad term, with little account taken of the differences in proficiency in English between each EAL individuals. This paper aims to highlight how effective the DfE proficiency scale is, when assessing the abilities and development of EAL students.

Content: A range of background information surrounding the topic of both EAL assessment and the proficiency scale will be addressed first and foremost. This will provide the audience with an understanding of how important this research is, in the development of EAL provisions in education. This background information will consist of existing policies and practices and current research that affects both the learning process of EAL students in primary schools and the way these students are supported during their time in education.

Following on from this will be the explanation of my chosen methodology and why the use of certain activities and lessons were chosen to assess the students, and what advantages and disadvantages this has when it comes to the examination on students.

As the research has not been completed yet, the content of the results and discussion cannot yet be fully included. However, from my current awareness and existing knowledge, it will be apparent that although the proficiency scale is a useful tool in terms of setting benchmarks for students and teachers to use when looking at their progression. It is likely to be apparent that the proficiency scale has some use in enabling and encouraging schools to gather data on the levels of English that their EAL pupils have. These are data which have long been missing on a national scale. However, it has limited use because there is not the training and knowledge in place for teachers and support staff to understand the descriptors well in the context of EAL pupils' proficiency. It is also of very limited use as a support tool for enabling EAL students to progress; it measures English, it does not develop it.

The Ambition of Teacher Education: With the changing approaches to pupils with EAL, it could indicate that the ambition of teaching and teacher education, is to acknowledge and raise awareness of the many differences that can present themselves within classrooms, and as a result professionals need to understand how to deal and support these individuals correctly.

The country/ies to which the presentation relates: This presentation could relate to any country, despite the focus being on UK primary schools, there are a range of assessment processes and scales that are used throughout the world to assess speakers of English and of other languages; the scale could be adapted. All of these will face some element of challenge, which could be development and improved in order to create an efficient and reliable way of assessing Speakers of English.

Session 2 - Presentation (14.00 – 14.30) Thursday May 10th
2M23Session lead: Katie Briggs
Room: Meeting Room 122

Title: Tackling the challenges of teaching vocabulary in another language: From learn to teach to learn to learn

Lead Presenter: Edsoulla Chung - University of Cambridge

Aim: This paper seeks to (i) shed light on second language teaching and learning by taking in-service teachers' perspectives into consideration and (ii) highlight the importance of creating opportunities for teachers to reflect on their own and others' beliefs about their teaching so that informed pedagogical decisions can be made to maximise learning.

Content: The presentation will report on a case study situated in Hong Kong, where English language learners at all levels – primary, secondary and university – have been found to suffer from several vocabulary deficiencies that may hinder their academic progress (Cobb and Horst 2000; Fan 2001; Tang 2007). Drawing on the data primarily collected from six in-service English language teachers who taught at an English-medium-of-instruction school in Hong Kong, including 74 audiotaped lessons which lasted a total of approximately 45 hours and the in-depth semi-structured interviews that followed, the presentation covers three main areas: (1) examining the in-service English language teachers' epistemological and pedagogical beliefs about vocabulary teaching and learning, (2) scrutinising the relationship between the teachers' professed beliefs and actual practices, and (3) providing a contextualised account of how such beliefs and practices are shaped. The findings not only reveal the limited impact of professional development on the participating teachers' beliefs and practices, but also noteworthy problems as regards second language vocabulary teaching and learning. Based on the findings, implications for vocabulary teaching and teacher professional development will be discussed.

The Ambition of Teacher Education: The ability to understand and address the needs of both prospective and practising teachers is crucial to supporting initial teacher education and continuing professional development. The presentation explores teachers' voices on teaching vocabulary in another language, aiming to promote reflection on the challenges of second and foreign language education.

The country/ies to which the presentation relates: The presentation draws on data collected from Hong Kong in-service English language teachers, but the findings may contribute to international discussions pertaining to the teaching of vocabulary in the second and/or foreign language classroom, as well as the role of teacher learning in the improvement of educational processes and outcomes.

Session 2 – Presentation (13.30 - 14.00) Thursday May 10th
2N24 - Session lead: Audrey Wood
Room: Meeting Room 123

Title: Teacher Training: A Journey of Professional development and experiential learning

Lead Presenter: Shereen Shaw - Edge Hill University

Aim: The purpose of this paper is to investigate the teacher training programme within further education and to explore the effectiveness of experiential learning for the development and progression of teachers and trainees. This is important because there are misconceptions regarding professional development within teacher training and equally misconceptions regarding what constitutes as “experiential learning” and what does not.

Content: The major point that I will make is that professional development programmes today assume that trainees and teachers learn from observations and traditional methods of knowledge transmission by experienced persons. The impact of these methods and observations are not only ineffective to one’s teaching practices, but also there is no evidence to measure, if implemented, their impact on teachers’ and trainees’ personal development and growth as not *all* experiences result in learning.

The Ambition of Teacher Education: The ambition of a Further education and training teacher is to encourage a realisation amongst all trainees that teaching is the kindling of the flame and not the filling of vessels. Teacher training programmes are overdue an honest and genuine review and a call for a shift which focused on the teacher’s development and growth before delving into a reflection on practice.

The country/ies to which the presentation relates: England, UK – The research was inspired by a work on teacher training completed in Ireland published in a prominent journal. I have found this a good foundation to use a comparative approach to exploring ITT in England. My paper/research to date is also based on my current role and experiences teaching in FE and HE- and as a lecturer on the FET ITT programme for the past 2 years. I have drawn upon my own practice and the liberal education I received abroad before settling in the UK. Also, my approach to the topic is influenced by the fact that I come from a solid philosophical background to Education and training.

Session 2 – Presentation (14.00 – 14.30) Thursday May 10th
2N25 - Session lead: Audrey Wood
Room: Meeting Room 123

Title: “Old Dogs, New Tricks”? An interpretative phenomenological analysis of what it means to be part of the Troops to Teachers initial teacher education programme in the UK

Lead Presenter: Audrey Wood - University of Huddersfield

Aim: This paper addresses an under-researched area; the lived experience of trainee teachers following the Troops to Teachers undergraduate programme. The aim of this project is to learn more about the teaching persona adopted by the Troops to Teachers trainee and how the changing professional identity is negotiated as they transition from one profession to another.

Content: This paper presents initial findings from an on-going qualitative case-study into the developing professional teacher identities of career changers from service personnel to secondary school teaching in a number of different subjects. Embedded in an interpretivist paradigm, which views knowledge as personal, subjective and unique (Cohen, Manion & Morrison, 2013), data were collected and thematically coded, drawing on semi-structured narrative interviews to explore the lived experience of the process of ‘becoming’ a teacher. Questions focussed on career history and preconceptions about the persona of teachers, expectations for teaching practice, and on how previous life experiences and context impacted on their resilience and development of a professional teaching identity.

The research is underpinned by the idea that teacher professional identity provides an orientation that helps to shape the nature of practice, assumptions about, and engagement with learners. This identity is said to be in a constant state of development and to involve both a sense of oneself as a professional, which is simultaneously personal and biographical, and a sense of group or collective membership (Hamilton, Pinnegar & Davey, 2016). Trainees’ stories were analysed using an IPA approach and themes arose as I was ‘making sense of them making sense’, (Smith and Osborne 2003). Early analysis provides insight into how those undertaking ITE on this employment-led route view their status in school, their relationships in the workplace and their attitudes towards their own learning. The emerging findings suggest that the participants mediate their work and their professional identity within the context of the organisation, and reveal potential conflict between being an employee and a trainee simultaneously. Provisional findings provide indications as to their views as to the role of the teacher and their development of an identity as a teacher, and identifies the importance of the culture of the workplace in the learning of those on employment-led ITE routes.

The Ambition of Teacher Education: Despite the initial negative perceptions of the TtT course, it has been my ambition as course manager for TtT at the University of Huddersfield to support the trainees in their aim to become excellent teachers and to make a real difference to the lives of their pupils; aspirations that have emerged as a recurrent theme throughout the interview data.

The country/ies to which the presentation relates: Although the research is grounded in the English context, the questions asked and challenges presented that relate to the preparation of career changers into teaching, and the role of the work place in the formation of professional identities, have relevance beyond national boundaries.

**Session 2 – Workshop (13.30 – 14.15/30) Thursday May 10th
2026 - Session lead: Lisa Fernandes
Room: Meeting Room 127**

Title: Is Initial Teacher Education (ITE) based on the Capabilities Approach more likely to foster inclusion than our current curriculum framework?

Lead Presenter: Lisa Fernandes - Newcastle College

Aim: I will discuss whether an ITE curriculum based on the Capabilities Approach (CA) as a framework for exploring inclusion, human rights and person-centred approaches will support a future which moves towards a more inclusive society. We will explore whether supporting ITE students to examine their practice through the CA approach they are more likely to include learners with SEND.

Content: This workshop will explore whether Initial Teacher Education (ITE) could be adapted to encourage the ITE students to view their own approach to inclusion through the framework of Nussbaum's Capability Approach (CA). Grounded in human dignity, the CA provides a framework for exploring adult status and focuses on what a person is able to do and to be.

The focus will be on ITE for students planning to teach in Further Education (FE) as I am particularly interested in the process of transition to adulthood and the difficulties learners with Special Educational Needs and Disabilities (SEND) experience with choice, dignity, and freedom over their own lives. We will explore how an ITE curriculum which includes the CA as a framework for exploring inclusion, human rights and person-centred approaches will be an alternative future for moving towards a more equal society. The workshop will conclude by encouraging educators to examine their own practice and whether a curriculum based on the Capabilities Approach is likely to foster inclusion within the education system and ultimately within the wider society.

The Ambition of Teacher Education: The ambition of Teacher Education should be concerned with global social justice and individual well-being. ITE should challenge assumptions around disability and examine the impact on inclusion both within education and the wider society. The CA is a normative theory providing a useful tool to conceptualise and assess inequality.

Workshop structure:

- Introduction to the CA – what people are able 'to do' and 'to be'
- Delegates will discuss if they feel *they* 'have' all of the capabilities
- Discuss how their own education supported the development these and whether their education supported some more than others
- Explore the difficulties learners with Special Educational Needs and Disabilities (SEND) experience with choice, dignity, and freedom over their own lives
- Explore how the CA framework could support ITE students to examine their own approach to inclusion for learners with SEND
- Consider how this might impact on wider issues of inclusion

The country/ies to which the presentation relates: This framework is utilised to address injustice in human equalities and enables for realisation across nations and cultures, allowing for historical influences of individual nations to be taken into account.

Session 2 – Poster/Ideas forum (13.30 – 14.15/14.30) Thursday May 10th
2P27, 28, 29 Session lead: Alison Jackson
Room: Meeting Room 139

2P27 Title: The Ambition of Teacher Education

Lead Presenter: Janet Oosthuysen - Bradford College

Aim: To discuss whether it is only subject and pedagogical knowledge that trainee teachers require, or whether equally importantly, they need critical assertiveness to assess and respond to research, leadership demands and the latest fashions in education.

The Ambition of Teacher Education: The ambition of teacher education is surely to empower all teachers to be sufficiently resilient and moral to have the ability and skills to question the different demands of an increasingly fraught profession

The country/ies to which the presentation relates: UK primarily.

2P28 Title: The Ambition of Teacher Education

Lead Presenter: Elena Lengthorn - University of Worcester

Aim: To highlight the United Nations Sustainable Development Goals (SDGs), their timeframe, as well as our opportunity and practices as educators to drive them forwards.

The Ambition of Teacher Education: The transformative power of education has long been recognised. The UN SDGs, the 17 global goals to eradicate poverty, protect the planet and promote human rights and dignity, are a framework for a better, more equal, future. How ambitious are we about using this framework to shape our educators and curriculums?

The country/ies to which the presentation relates: A global theme that is applicable to educators in all countries, in line with the aims of the OECD 2018 Global Competencies:

- to live harmoniously in multicultural communities
- to thrive in a changing labour market
- to use media platforms effectively and responsibly
- to support the SDGs

2P29 Title: The Ambition of Teacher Education - Professional learning needs of Chinese university-based physical education teacher educators

Lead Presenter: Yueying Gong - University of Limerick

Co-presenters: Ann MacPhail - University of Limerick
Ainat Guberman - *The MOFET Institute*

Aim: To talk about the professional learning activities that Chinese university-based Physical Education Teacher Educators (PETEds) most valued and the effective ways to meet their learning needs. It will contribute to PETEds' professional development and improve pre-service teacher education programmes.

The Ambition of Teacher Education: Meeting teacher educators' learning needs can contribute to their professional development and improve their teaching quality. Chinese PETEds identify subject knowledge enhancement and current developments in physical education teacher education as the most valuable professional learning activities. This research is strongly link to conference title.

The country/ies to which the presentation relates: The questionnaire in this study was based on a European-wide survey (Czerniawski, Guberman & MacPhail,2016) which was disseminated in the UK, Belgium, Ireland, Israel, the Netherlands and Norway. It was a part work of International Forum for Teacher Educator Development (InFo-TED).

The majority of survey responses from China show a strong desire to undertake further professional learning. International exchanges or visits are the most valued activities to meet Chinese PETEds' professional learning needs. The cost of the professional learning activity is the most significant factors influencing their engagement. More research is needed on international partnership work for Chinese PETEds' and understanding worthwhile professional training in order to support PETEds' professional learning.

Session 2 – Workshop (13.30 – 14.15/30) Thursday May 10th
2Q30 –Session lead: Angela Gill
Room: Meeting Room 144

Title: Decoding phonics with ITE Students: how do we develop confidence in the teaching of phonics?

Lead Presenter: Angela Gill - Durham University

Co-presenter: David Waugh - Durham University

Aim: To discuss attitudes and approaches to teaching and learning phonics, and to address issues which typically concern trainee teachers when teaching phonics. Practical solutions will be offered and strategies for working with student teachers will be explored.

Content: Systematic synthetic phonics is the only aspect of the curriculum that is prescribed in the Teachers' Standards that all ITE students are expected to meet. It is an approach to teaching reading that continues to be widely taught in most primary schools. There is a wide body of research that both supports and questions the use of phonics as the current preferred approach to the teaching of reading. Teacher education should provide student teachers with research-informed solutions to the challenges they will face in the classroom. Many trainee teachers report having experienced alternative reading and spelling strategies throughout their educational experiences, and that the phonic approach is a new experience for them. The workshop will look at key strategies for teaching and learning phonics, which not only support reading and spelling, but also language and vocabulary development. In addition to examining some of the terminology and specific subject knowledge related to phonics, the workshop will focus on common phonemes and graphemes, and those which are common exceptions, and will use examples from phonic programmes to demonstrate simple ways in which adults and children can develop a deeper understanding of how phonics can be used to decode words for reading and encode words for spelling.

Examples of these strategies in practice, as part of Durham's school-based English sessions, and taught sessions with the University, will be shared. The workshop will draw upon the presenters' publications on phonics to show how trainees can be provided with reassurance about their own phonics knowledge and understanding, and strategies to improve it, which will have a consequent impact on their teaching.

The Ambition of Teacher Education: Our experience of working with trainees reminds us of the strong desire for success they continually demonstrate. It is because phonics is consistently highlighted by trainees as being an area of challenge, that, as primary English specialists, we want to share the successes we've had in developing confident phonics teachers.

Workshop structure:

- Introduce the challenge – identifying the issues that concern trainees
- How can we enable our trainees to become confident teachers of phonics? – sharing ideas
- Practical approaches to teaching and learning phonics
- Guidance on working with trainee teachers on phonics
- Working in partnership with schools and sharing examples of practice in taught sessions in university.

The country/ies to which the presentation relates: Any English speaking country. Similar sessions about phonics have been carried out in international schools in Geneva, Switzerland.

Session 2 - Presentation (13.30 – 14.00) Thursday May 10th
2R31 Session lead: Catherine Quirk-Marku
Room: Meeting Room 145

Title: Researching influences on learning to teach: A longitudinal study of Early Career Teachers' developing professionalism

Lead Presenter: Catharine Quirk-Marku - Manchester Metropolitan University

Aim: This research project of Early Career Teachers (ECTs) is intended to illuminate a detailed contextual understanding of factors that influence these ECTs' experiences of learning to teach.

The aims of this paper are to present the aims and methodology of this small-scale, qualitative, longitudinal research project and to justify how and why cultural-historical activity theory has informed the methodology.

Content: The presentation will firstly outline the aims and research questions of the research project. The study aims for a detailed contextual understanding of a small sample of beginning teachers' experiences of learning to teach and the influences on this process using qualitative research methods. This is a longitudinal study that is being conducted as a part-time PhD, of Early Career Teachers (ECTs) in their first three years in the teaching profession; during their teacher training year and their first two years as a qualified teacher. This longitudinal study will also explore the enduring influence of different factors on the ECTs' teaching practice during the period of the study.

Next the presentation will focus on and justify the methodology of the research project and how influences on the ECTs will be investigated. This section will also explicate how and why cultural-historical activity theory will inform the methodology. Cultural-historical activity theory is apposite because it offers a theoretical approach in which the researcher can conduct a detailed investigation of the influences on the ECTs including: government policy, school policy, social interactions within the activity system, formal and informal rules within the activity system and mediating artefacts.

Finally the presentation will conclude with the next steps for this research project, principally in commencing the empirical research.

The Ambition of Teacher Education: This presentation explores the ambition of teacher education from the perspective of researching influences on Early Career Teachers' professionalism. It also elucidates how cultural-historical activity theory can be applied to empirical research with the aim to develop a detailed understanding of influences on ECTs in learning to teach.

The country/ies to which the presentation relates: The presentation and associated research relates to the English education context.

Session 2 - Presentation (14.00 – 14.30) Thursday May 10th
2R32 Session lead: Catherine Quirk-Marku
Room: Meeting Room 145

Title: Is the grass greener? A look at the challenges of the increasing number of diverse routes into teaching and the potential impact this has on success and quality from the view of ITE providers through the presentation of a case study of School Direct trainee perceptions across their training year

Lead Presenter: Karen Kilkenny - University of Manchester

Aim: To present findings of a study relating to the perceptions of trainee teachers in relation to their needs during a School Direct ITT course. The initial findings may be of interest to other ITT practitioners. The presentation is also designed to facilitate the opportunity to share experiences and views of other ITT providers about how they manage the challenges of the variety of routes into teaching and the newly launched 'teacher apprenticeships' for September 2018 to maintain success in outcomes/quality.

Content: "...the landscape for those involved in initial teacher education continues to change at a rapid pace. ...the traditional partnership model between universities and schools within the traditional partnership model continues to be reshaped..." (Brown et al, 2016, Page 13).

In recent times we have seen the number of routes into teaching and providers of ITT expand rapidly. Traditional undergraduate routes and post-graduate routes have been joined by routes such as GTP, Teach First, School Direct (salaried and non-salaried), SCITTs, Teaching School Alliances, Troops into schools and soon the introduction of the Teacher Apprenticeships model. Added to this, the number of ITT providers has never been greater, providing choice, but also the inevitable variability and question around quality rigor. 'Traditional' routes into teaching are regularly being criticised by policy makers, making the challenges of maintaining success and quality in the sector a regular consideration for all involved. Recent publicity and policy makers have been favouring the idea of 'learning on the job' and 'apprenticeship' approaches, putting pressure on previously collaborative partnerships between HEIs and schools and leading to questions the value that both parties bring to successful ITT. Taylor (1983, P.4) states that Teacher Education is: "...Janus-faced. In the one direction it faces classroom and school...in the other it faces the university and the world of research." It would be of interest to explore attitudes to this perception within the current ITT climate.

This study worked with a group of School Direct trainees across a year, to consider their initial expectations of what they wanted and believed they needed from an ITT route. It tracked the change and adaptation of these opinions and expectations across the year and notes the change in trainee needs, wants and expectations as they developed their professional journey. The paper shares changes made to the School Direct course and school partner relationships as a result of findings, in order to improve the outcomes, support trainees more effectively and address the challenges faced. It is the intention to take this initial research further and ask other ITT colleagues to share their experiences, challenges and practice in order to support each other to strengthen outcomes and future practice. This also fits in to further consideration of how and where the new Teacher Apprenticeship route will fit in to current ITE and how challenges of this may be addressed.

The Ambition of Teacher Education: Longstanding ITE providers have always had a strong desire for success for their courses and student outcomes, which ultimately impacts upon the teaching profession and the children/young people being taught. At a time with more routes into teaching than ever before, the challenges that policy change and increasing variability in different routes bring is a key consideration to the continued ambition for ITE providers going forward.

The country/ies to which the presentation relates: This paper relates to a study conducted in England. However, as part of initial research and comparison other routes into teaching have been explored within nearby countries such as Scotland, as well as preferred ITE structures across other parts of the world.

SESSION 3

Session 3 - Presentation (15.00 – 15.30) Thursday May 10th
3S33 Session lead: Theresa Loughlin
Room: Conference Room 1a

Title: Teacher Educator Identity – future ambitions and the challenges in practice

Lead Presenter: Theresa Loughlin - University of Wolverhampton

Aim: A position paper reviewing the current literature and discourse surrounding teacher educator identity; the transitions from teacher to teacher educator, the goals, challenges and tensions that are associated with its professional history. This will then form the basis for an evaluative case study and small research project.

Content: A brief overview of the discourse from current literature and specifically focused within teacher educator identity across all sectors of initial teacher education (ITE). There is a wealth of literature in terms of how teacher educator identities and suggested 'sub identities' are formed, reformed and enacted. This is inextricably linked to emerging issues to do with the role of teacher educators, their positioning and possible collaborations within a politically fired landscape. I intend to map some of these influences and visualise the key concepts already presented to help inform and shape a small research project about practitioners 'ambition' for teacher education in a post compulsory education (PCE) setting initially, with the view to extending this across the ITE provision within the Institute of Education, University of Wolverhampton.

There is a sense of competing discourses being associated with performance outcomes; as a teacher educator's own ethics and values are challenged through the complexities of mentoring new student teachers, whilst managing the performance related requirements both institutionally, through placement organisation expectations and even wider, through Ofsted.

Does the teacher educator identity become that of mediator between all these complexities in our professional history? I intend to utilise this literature review as a position paper to help inform the small research project questions. By engaging in dialogue with both experienced and non-experienced PCE partnership practitioners, I would like to gain further knowledge of their perceptions of being teacher educators and what their ambitions and goals are for teacher education in the near future.

The Ambition of Teacher Education: How do teacher educators evolve; what drives their ambition to succeed? Is it student teacher completions or something else? How can we measure success, what does it look like in today's neoliberalist performance driven landscape? How resilient are we working within the challenges and tensions associated with policy?

The country/ies to which the presentation relates: UK

Session 3 - Presentation (15.30 – 16.00) Thursday May 10th
3S34 Session lead: Theresa Loughlin
Room: Conference Room 1a

Title: Developing a theoretical model of professional identity transformation for early career teacher educators

Lead Presenter: Penny Amott - UCL – Institute of Education

Aim: To consider a theoretical model of professional identity transformation for early career teacher educators based on the narrative life histories of six early career teacher educators. The model introduces concepts of identification, identity transformation and identity dissonance in an exploration of professional identity during times of career transition.

Content: Research shows identity for a new teacher educator is problematic as ‘expert becomes novice’ (Murray & Male, 2005). A growing body of evidence indicates that transition into the new role as teacher educator does not automatically translate to identity as a teacher educator; particularly where retaining the ‘teacher identity’ becomes a source of ‘credibility’ with student teachers (Boyd & Harris, 2010).

In this presentation a working model of professional identity transformation, will be shared based on an inductive analysis of professional life history narrative accounts for six early career teacher educators. The three interlinked concepts of identification (Amott, 2017), identity transformation (drawn from Mezirow’s Transformative Learning Theory) and identity dissonance (Warin, 2006/2009) will be explored in the light of this model. The findings of this research, which point towards the value of engaging in reflective practices, such as professional life history story-telling, which may activate critical self-reflection and premise reflection will be discussed.

Recommendations for supporting early career teacher educators as they seek to engage in the turbulent processes of transitioning into their new role will be presented. It is anticipated that teacher educators, either those new into role or more experienced colleagues, will find this presentation of value in identifying new approaches to support early career teacher educators.

The Ambition of Teacher Education: This presentation is very apt for a conference on ‘The Ambition of Teacher Education’ as it presents relevant research that considers how to better support early career teacher educators towards a secure professional identity. Attendees will be able to use this model to reflect on issues of identity as teacher educators and engage in dialogue around this area of research.

The country/ies to which the presentation relates: Whilst participants will draw from the UK content, will have direct and relevant application to a broad international community of teacher educators.

Session 3 – Extended Presentation (15.00 – 15.45/16.00) Thursday May 10th
3T35 Session lead: Maja Jensvoll
Room: Conference Room 1b/c

Title: Mergers in higher education – teacher educators’ perspectives

Lead Presenter: Maja Henriette Jensvoll - Nord University, Norway

Co-presenters: Torunn Herfindal - Western Norway University of Applied Sciences and Dag Sørmo - Halden University College

Aim: This study aims at investigating the impact of some of the ongoing mergers in higher education from the perspective of the teacher educators, looking at their involvement and engagement in processes related to the mergers.

Content: Higher education institutions in Norway are currently going through major structural changes merging smaller institutions into larger, multi-campus colleges and universities, because the government expect the institutions to become larger and more robust, making them internationally competitive (NOU 2008:3 p. 25). The largeness and robustness that these mergers are supposed to produce, is seen as a measure of quality in higher education. This global trend and national policy thus affects large parts of higher education in Norway, and all those who work there.

When large institutions undergo structural changes at this scale it is crucial to ensure broad democratic processes and develop ownership to the new organization for those who work there. Thus, it may be relevant to look at how these processes are perceived by those at the receiving end.

The current study is based on a hermeneutic phenomenological interpretation of ten semi-structured interviews with teacher educators in three different university colleges and universities currently undergoing mergers in different parts of Norway. The teacher educators represent different subjects and disciplines in teacher education, also representing assistant professors, associate professors and full professors. The study has looked at how teacher educators have experienced the merger processes and whether they have been involved in any way. Their responses reveal that they have not been as engaged as they would like for several different reasons.

The presentation will discuss how these national policies influence higher education in relation to the policy goals of increased quality from the perspective of the teacher educators.

The findings suggest that teacher educators find themselves in a situation where the majority prefer not to get engaged in the merger processes.

The Ambition of Teacher Education: The goal of the discussed mergers is to increase the quality of higher education, and teacher education in particular. However, these mergers may not necessarily live up to the ambition of success. Teacher educators’ ownership to the processes may influence the degree to which their ambitions can become a reality in this policy driven context.

The country/ies to which the presentation relates: The study relates to the context in Norway, but may be relevant to other universities and colleges undergoing mergers all over Europe.

Session 3 - Workshop (15.00 – 15.45/16.00) Thursday May 10th
3U36 Session lead: Tony Eade
Room: Conference Room 3

Title: How can ITE help establish the foundations of an identity based on extended professionalism in primary classroom teachers?

Lead Presenter: Tony Eade - Department of Education, University of Oxford

Aim: I aim to explore how ITE can establish the foundations of primary classroom teachers developing a robust but flexible identity based on extended professionalism - and the key features of what doing so would entail.

Content: The workshop will draw on key ideas discussed in my new book *Developing the Expertise of Primary and Elementary Classroom Teachers*. This argues that for primary classroom teachers to develop a robust but flexible identity as extended professionals, drawing on Hoyle's formulation of this, is vital in times of change and uncertainty. Among the features of extended professionalism are skills derived from a mediation between practice and theory, a perspective beyond the classroom, developing one's teaching methodologies by comparing these to other teachers' and collective autonomy. Recognising that developing such an identity is a career-long process, I plan to highlight briefly theoretical considerations and draw on participants' experience to explore what is possible in Initial Teacher Education. The session will be exploratory and interactive. I shall suggest that the primary classroom is complex, a dilemmatic space (Fransson and Grannäs, 2013), emphasising the need for judgement, much of it in-the-moment. This, along with the idealism of primary classroom teachers, especially at first and their lack of a secure intellectual base in a curriculum subject makes the development of a robust but flexible identity, based on extended professionalism, difficult. These are exacerbated by the constraints of performativity (Ball, 2003), helping to explain why many primary classroom teachers become disenchanted or demoralised early in their career.

The discussion is intended to highlight what is most important in establishing in Initial Teacher Education the foundations for career-long professional learning in relation to primary classroom teachers, given the changing demands likely during any teacher's career. For instance, I plan to discuss why, and how, students in primary ITE should learn to consider different views of professionalism and to engage with research and disciplines such as the history, sociology and philosophy of education.

The Ambition of Teacher Education: I intend to suggest that primary Initial Teacher Education should be ambitious, taking account of long-term issues, especially in relation to teachers' view of what professionalism involves, but also to explore what is realistic, given current constraints.

Workshop structure:

- Introduction (complexity of the primary classroom teacher's role, the need for judgement, and teacher identity based on extended professionalism) (key ideas explained on a brief handout)
- Constraints in ITE courses (time, prescription, level of students' experience and understanding of the primary classroom teacher's role...)
- Actual and possible new ways of establishing in ITE the foundations of teacher identity based on extended professionalism
- Which aspects are most important and feasible?
- Summary of key points

The country/ies to which the presentation relates: This will be appropriate to, and valuable for, primary ITE providers in all systems, as it draws on international research on professional learning. The workshop will benefit, if possible, by contributions from those working in different policy contexts, both within England and, especially, other systems.

Session 3 - Presentation (15.00 – 15.30) Thursday May 10th
3V37 Session lead: Isabel Hopwood-Stephens
Room: Meeting Room 122

Title: Investigating 21st Century Literacy in Primary classrooms: Children and student teachers' experience of learning in digital spaces

Lead Presenter: Emma Rogers - Bishop Grosseteste University

Co-presenters: Students

Aim: The paper will explore how teachers navigate the competing demands of a prescriptive national curriculum and assessment framework with the shifting needs of 21st Century Literacies, drawing on the findings of a small-scale research project undertaken by the students. The project involves 3 Primary classrooms in which students work collaboratively to explore the use of digital, interactive spaces to allow for children's creative engagement and response.

Content: The study explores the questions;

- How do children take and make meaning from digital text?
- How do children respond to and within a digital space?

and involves the students in observing children's experiences and responses to the digital spaces they create using a set of principles developed by Burnett et al (2014) in a Charter for literacy education in the 21st Century. However, a growing body of research (e.g. Lankshear and Knobel, 2006; Honan, 2008; Burnett and Merchant, 2015) indicates a degree of separation between the everyday encounters children have with literacy practices in the 'real-world' and those they confront in the classroom. Burnett (2009, p19) recognises the potential power of digital environments to "provide opportunities for children to not only make meaning but to reach new audiences and express themselves in new ways", but there is more to be done in showing how digital environments can be embedded in classroom practice.

The presentation will summarise the research so far and raise the issue of the provision of digital literacy in the primary curriculum. Students will discuss the barriers they encountered in creating digital environments and offer some tentative solutions for future students entering the teaching profession in 2020. The presentation will also discuss the benefits and drawbacks of students as researchers and how research projects like this may support the development of research-led practitioners. It will give listeners the opportunity to reflect on the opportunities for students to carry out research in their own institutions as well as discuss the ways they integrate digital literacies into their practice.

The Ambition of Teacher Education: The presentation would raise the issue of the role of digital literacy, digital environments and how digital technologies are integrated into teacher education to provide a 21st Century offer.

The country/ies to which the presentation relates: Specific reference will be made to the National Curriculum in England. However, implicit links will exist between curricula from within and outside the UK.

Session 3 - Presentation (15.30 – 16.00) Thursday May 10th
3V38 Session lead: Isabel Hopwood-Stephens
Room: Meeting Room 122

Title: Diversity of assessment literacy among in-service primary school teachers

Lead Presenter: Isabel Hopwood-Stephens - Bath Spa University

Aim: Demonstrate in-service teachers' use of a resource to develop assessment literacy in primary science was influenced by job role and years' experience of teaching; explore differences with reference to changes in assessment policy and the status of the subject; consider implications for school leaders designing bespoke professional development interventions.

Content: Recent changes to assessment policy in England have brought the development of teachers' assessment literacy to the fore. The Carter Review of Initial Teacher Training (DfE, 2015) highlighted the variability in assessment training however, leaving schools to plug gaps in knowledge and competency. Dwindling professional development budgets have led some head teachers to develop bespoke in-house interventions, but do these serve all teachers equally well?

A tool called the TAPS pyramid (Earle et al., 2016) was developed to help teachers and school leaders evaluate and improve their use of assessment in primary science. It specifies the assessment activities at different reporting levels within a school, and has been downloaded over 5,700 times since August 2015. Little is known, however, about how teachers have used it to inform and improve their assessment practice, nor of how that use might vary between different groups.

This study collected online survey data over a two month period from 96 teachers, science subject leaders, deputies and heads who had used the TAPS pyramid in English primary schools. Quantitative analysis revealed significant differences in use and impact upon assessment practice, according to job role and years' experience of teaching.

These differences are considered from the perspectives of assessment policy changes, initial teacher training and the fluctuating status of primary science within the curriculum, before a call is made for head teachers to formatively assess the assessment literacy of their workforce before designing an intervention to develop their staff.

References:

DfE (2015) *Carter Review of Initial Teacher Training (ITT)*, Department for Education: Crown Copyright.

Earle, S.; McMahon, K.; Collier, C.; Davies, D.; and Howe, A. (2016) *The Teacher Assessment in Primary Science (TAPS) school self-evaluation tool*, Bristol: Primary Science Teaching Trust.

The Ambition of Teacher Education: A teacher's education should continue through their career; therefore the ambition of school leaders for their staff is pivotal to their professional development. Limited development budgets mean that in-house, bespoke interventions addressing diverse workforce needs are becoming popular, but these require competent assessment of in-service teachers' skills and needs.

The country/ies to which the presentation relates: This study was conducted in the UK, but the themes it covers are universal and of interest to delegates from all countries. The resource being studied has also been downloaded in 45 different countries, underscoring the international interest in developing teachers' assessment literacy in primary science.

Session 3 - Presentation (15.00 – 15.30) Thursday May 10th
3W39 Session lead: Rosie Moore
Room: Meeting Room 123

Title: SEND Inclusion: Pedagogy, Content Knowledge, Theory and Practice. Some challenges and opportunities

Lead Presenter: Rosie Ridgway - Durham University

Aim: An exploration of the challenges faced by initial teacher trainees in grappling with the theory and practice of 'Inclusion' of SEND learners, and some suggestions about how one ITE provider is supporting trainee teachers to develop their content knowledge, pedagogical content knowledge and practice in this area.

Content:

Challenges faced by trainee teachers (and more experienced teachers)

- Insufficient content knowledge (in relation to SENDs)
- Insufficient pedagogical content knowledge
- Developing pedagogical skills
- Poorly defined concept of inclusion- hard to grasp, hard to practice, hard to generalise

Opportunities and Approaches

- Development of content knowledge
- Development of pedagogical content knowledge through theory, practice and reflection on practice
- Use of **waves of practice model** to pause and critically evaluate developing pedagogical skills
- Engaging in critical reflection on concept of SEND inclusion as both an academic and professional issue

The Ambition of Teacher Education: The teachers' standards set high ambitions for practitioners to be excellent, with specialist knowledge and high expectations for all learners. Teacher educators also have high ambitions for their trainees and the children and young people they will engage with. Some issues are challenging at multiple levels and we can reflect on and improve and continue to raise our ambitions for Inclusive teaching and learning.

The country/ies to which the presentation relates: England, UK.

Session 3 - Presentation (15.30 – 16.00) Thursday May 10th
3W40 Session lead: Rosie Moore
Room: Meeting Room 123

Title: Becoming an inclusive teacher; insights into the development of trainee teachers' responses to diversity and difference through the lens of an international teaching placement. What is 'really happening' and what can we do?

Lead Presenter: Rosie Moore - University of Brighton

Aim: This presentation aims to stimulate thinking in relation to the 'learning processes' involved in becoming an inclusive teacher and consider how teacher education programmes might be structured in response to this, framed by the current policy context.

Content: Teacher educators in the UK are required to make important decisions about how best to prepare trainees to teach in increasingly culturally, linguistically and developmentally diverse classrooms. They are charged with responding to a raft of policies, most recently 'The Framework of Core Content In Initial Teacher Training' (DfE, 2016). Responding to these policies requires an ongoing commitment to negotiating differences of opinion about what knowledge, skills and beliefs are required by trainee teachers to become inclusive practitioners able to meet these policy requirements.

This presentation draws on the findings of a comparative case study which probed the experiences of trainee teachers who undertook an international teaching placement. This offered a reflective space where issues of diversity and difference were foregrounded and gave insights into the 'learning processes' involved in becoming an inclusive practitioner. The project draws on a conceptual framework called the 'Characteristics of the Inclusive Teacher' (Villegas, A., Ciotili, F. and Lucas, T., 2017) to frame the research.

Findings identify the importance of *distance*, concrete and abstract, developing an understanding of *multiple identities* and exploring trainees' *biographies*. It recognises that viewing learners who are different from a *deficit perspective* may be deeply entrenched as well as acknowledging the importance for trainees to begin to understand the *relationship* between the *individual teacher and the teaching context*.

I will consider possible responses to these findings as we develop teacher education programmes.

The Ambition of Teacher Education: The research discussed recognises the importance of developing a deep understanding of what is complex, thorny territory. I believe that it is as important to theorise inclusive education as it is any subject and that research informed teaching should be at the heart of this.

The country/ies to which the presentation relates: This research was carried out in the UK and relates to teacher education in the UK but draws on experiences of students in Central America and Europe.

Session 3 – Presentation (15.00 – 15.30) Thursday May 10th
3X41 Session lead: Aimee Quickfall
Room: Meeting Room 127

Title: Teacher Trainees who are also Parents: What are the challenges of this ‘double whammy’?

Lead Presenter: Aimee Quickfall - Bishop Grosseteste University

Co-presenter: Ruth Pearson - Bishop Grosseteste University and trainee researchers

Aim: In this paper we will outline the findings of our research study into the challenges of being a teacher trainee and a parent, and also share recommendations for support of parent trainees.

Content: Ruth and Aimee will present the study by introducing the context and the motivations they had, both personal and professional, in illuminating the experiences of, and improving support for, trainee teachers who are parents. The research team included two ITE lecturers and three trainee teachers, from undergraduate and postgraduate routes.

They will give a brief overview of the literature in this area, with particular attention to studies based in the UK that focused on teacher trainees, rather than a wider group of undergraduate and postgraduate students. Areas of focus in the literature are isolation (Medved & Heisley, 2002; Lyonette et al., 2015), support networks (Lovell, 2014; Hinton-Smith, 2012; Wainwright & Marandet, 2010; Lyonette et al., 2015) and work/life balance (Chambers, Hobson & Tracey, 2010; Hobson, Giannakaki & Chambers, 2009).

Ruth and Aimee will share their methodology and method, but also their experiences of facilitating focus groups and the key themes from the analysis. They will also reflect on the experience of working in a lecturer/trainee team.

Finally they will make some (tentative!) recommendations for relatively easy to implement changes that can be made to support this (and other) groups of trainees, directly drawing upon the focus group discussions. Some of changes have already been implemented in Ruth and Aimee’s institution, so initial and anecdotal findings from these changes will also be shared.

The Ambition of Teacher Education: We need to be ambitious for parent trainees, who are most likely to suffer financial issues (Moreau & Kerner, 2015), isolation (Lyonette et al., 2015), conflicts in work/life balance (Chambers, Hobson & Tracey, 2010), and who can offer much in terms of insight, experience and professional love (Page, 2013) to teaching.

The country/ies to which the presentation relates: This research is based in a UK university, but the issues of being a student, teacher and parent are relevant to the whole of the UK and beyond. The difficulties of studying and being a parent are the subject of research in the USA, Australia and Europe. The difficulties of being a teacher trainee, in terms of work/life balance, are similarly ‘global’ in scope.

Session 3 – Presentation (15.30 – 16.00) Thursday May 10th
3X42 Session lead: Aimee Quickfall
Room: Meeting Room 127

Title: A reflection on ‘whose responsibility is children and young people’s mental health’ and the implications for teacher education

Lead Presenter: Sarah Adams - University of Leicester

Aim: The aim of this paper is to build upon a piece of research which explored ‘Whose responsibility is adolescent’s mental health in the UK?’ by exploring:

- what are the implications for Initial Teacher Education; and
- how this might impact on curriculum design and delivery

Content:

Background and context:

The mental health of children and adolescents is a salient contemporary issue attracting policy makers in the UK and other countries. In the UK, data suggested that 10% of 5–15 year olds had a diagnosable mental disorder or roughly one in three children/adolescents in an average classroom (Green et al 2005). The education system is argued to be well-positioned to support the development of positive mental health and wellbeing due to their daily contact with children and adolescents during school hours (HCEHC 2017). Since June 2017, the government in England has pledged funding to ensure that all schools have a mental health champion by 2020 for secondary 2023 for primary (PHE, 2017). Additionally, the framework of core content for initial teacher training (ITT) (DfE, 2016) advocates that trainee teachers should be an understanding of mental health factors and be able to respond to atypical development.

Findings of research conducted

The research conducted on who is responsible for adolescents mental health endorses the perspective that teachers can support and begin to tackle mental wellbeing in CYP (children and young people). However, it also recognised that mental health difficulties can be complex, requiring adequate funding and support beyond school. Without this support in place, teachers are vulnerable and can feel unsupported, lacking in skills and resources which in turn may present a threat to their own mental wellbeing.

Implications of teacher education The findings of the research suggest the design and delivery of a mental health curriculum at teacher education level needs to be carefully considered and implemented at a developmentally appropriate level.

Exploration of ways forward Reflections on how this change has begun to be implemented on a Primary PGCE course will be discussed with opportunities for other providers to share their practice too.

The Ambition of Teacher Education: CYP’s mental health is everyone’s business. Education has been placed at the forefront of this agenda, which means teacher educations need to rise to the challenge of ensuring that solid foundations are formed in teacher education.

The country/ies to which the presentation relates: The presentation is pertinent for teacher educators for primary and secondary teacher educators. Additionally, the messages are also appropriate for an international audience who are equally exploring how best incorporate mental health education into initial teacher education.

Session 3 – Presentation (15.00 – 15.30) Thursday May 10th
3Y43 Session lead: Dylan Scanlon
Room: Meeting Room 139

Title: The professional practices of physical education teachers in delivering examinable physical education

Lead Presenter: Dylan Scanlon - University of Limerick, Ireland

Co-author: Ann MacPhail - University of Limerick, Ireland

Aim: The aim of the paper is to understand the relationship between pedagogical content knowledge (PCK) and content knowledge (CK), and more specifically specialised CK (SCK) (i.e. the knowledge required to teach CK), as we consider how best to prepare pre-service and in-service physical education teachers to effectively deliver examinable physical education in Ireland.

Content: PCK is fundamental to quality teaching which benefits both teacher and learner (Shulman, 1986). Mature PCK constitutes a strong relationship with PK, CK, and SCK. This presentation addresses this relationship more broadly before focusing on, the medium of teaching examinable physical education. From the limited research on applying these forms of knowledge to the examinable physical education context, teachers are struggling to apply the aforementioned relationship to the teaching of the theoretical components of the curriculum. The role of teacher education in preparing teachers to effectively deliver examinable physical education is explored.

As examinable physical education is now a reality in Ireland (to be implemented in schools in September 2018), three physical education teachers experienced in teaching examinable physical education in England were interviewed to inform recommendations for physical education teacher education (PETE) in Ireland. The data collected from these interviews are shared in this presentation and their experiences contribute to informing recommendations for teacher education and professional support services in supporting the curriculum. These teachers prompt us to consider the importance of the PCK relationship for those responsible for preparing teachers to deliver examinable physical education.

Among other recommendations, it was concluded that PETE programmes in Ireland need to interrogate the pedagogical principles that are central to their programme to ensure that future cohorts of teachers have the competence to effectively implement and deliver examinable physical education. We also strongly suggest PETE programmes should focus particularly on teaching SCK to prospective teachers as this paper explicitly argues that this form of knowledge is the key to the PCK relationship.

The Ambition of Teacher Education: The paper links to the conference title (The Ambition of Teacher Education) as PETE in Ireland will need to, as this paper recommends, re-configure their 'ambitions' to align with the developments occurring at policy level and school level, i.e., the enactment of the examinable physical education curriculum, so that they effectively prepare teachers for the delivery of such a curriculum.

The country/ies to which the presentation relates: This presentation relates to both England and Ireland as the data were collected in England to inform recommendations for the Irish context.

Session 3 – Presentation (15.30 – 16.00) Thursday May 10th
3Y44 Session lead: Dylan Scanlon
Room: Meeting Room 139

Title: Can Mosston’s Spectrum of Teaching Styles be the tool to move physical education pedagogy forwards?

Lead Presenter: Sue Walker - Liverpool John Moores University

Aim: To determine whether trainee teachers can upskill practising teachers by observing and engaging with alternative pedagogies and teaching styles.

Content: As a physical education initial teacher trainer I have tried for a number of years to introduce my trainees to a pedagogy which encompasses a broad spectrum of teaching styles – Mosstons’ Spectrum. During their first three weeks at University, prior to starting their first school placement, trainees learn about physical education pedagogy with an emphasis on Mosstons’ Spectrum of Teaching Styles (Mosston and Ashworth, 2002). Each trainee delivers a short teaching episode to the rest of the group, using a pre-determined activity and teaching style. This ensures that they experience all of the 11 teaching styles of the spectrum and begin to develop an understanding of the advantages and limitations of each style. This has proved very positive with trainees confidently starting their school placements with a ‘pedagogical toolbox,’ from which to develop innovative and inclusive lessons. Their first three weeks are spent observing teaching and then gradually they begin to teach parts of lessons, increasing to full lessons by week seven. Mentors are required to observe all trainee lessons and provide either verbal or written feedback (minimum of 2 written feedbacks each week) or both.

Unfortunately, every year trainees become disheartened by the ‘dated’ practice they witness in schools and find resistance from their mentors towards their alternative pedagogical approach, ultimately resulting in comments such as “oh, sorry, no we don’t do it that way here, we do skills/drills/game!” This may be down to limited knowledge of the teacher or a general resistance to change. By writing the requirement that trainees create a presentation for the PE department and subsequently teach using a minimum of 6 styles from Mosstons Spectrum into a university module, it will ensure that practising teachers gain CPD without realising it. This will be rolled out to other subject areas.

The Ambition of Teacher Education: The conference focuses on our ambition as teacher educators and this theme sits perfectly with my research. By introducing trainees to appropriate and innovative pedagogies, this can then be cascaded down to subject teachers in partner schools. This is a way of providing CPD for practicing teachers (attendance at formally organised CPD sessions for PE mentors due to after school extra-curricular commitments), whilst ensuring that trainee teachers also make progress.

The country/ies to which the presentation relates: The United Kingdom

Session 3 – Round Table (15.00 – 15.40/16.00) Thursday May 10th
3Z45 Session lead: Jo Byrd
Room: Meeting Room 144

Title: Collaborative inquiry and partnership working and learning

Lead Presenter: Jo Byrd – University of Derby

Co-presenter: Alexia Wyer and Sarah Tew - Loscoe C of E Primary School

Aim: To discuss and gain advice on a collaborative project between a school, an ITE provider and four PGCE students. The project has already begun and we should be able to report initial challenges and findings; advice and discussion will centre around where to go next and on how best to disseminate the practice.

Content: The school has begun a process of transforming its KS1 practice and is adopting a play-based curriculum and pedagogy found in the Early Years. Challenges to overcome include resources; parents' and some members of staff perceptions of 'too much playing'; staff dissatisfaction with their new role; and TA training. The school has worked with the ITE provider and is a strong supporter of ITE. In the partnership capacity, the ITE provider has sourced some PGCE students to work on a small- scale project where their brief will be to read and research daily with support from their tutor and then feedback to the staffing team with specific emphasis on coaching the T.A.s. Diaries are also being made by staff over the course of the year, with the aim to write a paper on the changes being made and the impact this may have on the children's progression. Other interesting angles are: staff development and staff perceptions of what constitutes good and effective learning; leadership and leading change; and partnership working with schools and students of ITE.

The content of the round table will be:

- background information to the project;
- some key challenges and how they were addressed;
- some initial outcomes of the partnership project;
- managing and leading change;
- teacher inquiry and professional development of staff;
- collaborative partnership working.

The following part of the discussion will be to invite colleagues to be critical friends: to challenge and question us and also to share similar projects and to make suggestions on how to have the most impact in terms of dissemination. All partners in the project are new or almost new to research and the environment we are looking for is a supportive one in which school colleagues and students in particular can begin to view themselves as part of an academic community.

The Ambition of Teacher Education: This school is adopting some controversial practice. It has invited our student teachers to be a part of that. It wants student teachers to support them with theory in challenging their practice. The school is promoting a 'thinking teacher' who will have the confidence to act and to challenge.

The country/ies to which the presentation relates: The school is based in England, however, this practice is transferable to all countries, in terms of the practice and in terms of students of ITE and school partnerships and developing teacher inquiry.

Session 3 – Workshop (15.00 – 16.00) Thursday May 10th
3ZZ46 - 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

Kim Harris – University of Worcester

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 - Presentation papers in the hour (11.30 – 12.00) Friday May 11th
4A47 Session lead: Karen Vincent
Room: Conference Room 1a

Title: Researching the Impact of Ambitious Changes in Approaches to Mentoring within a Large Initial Teacher Education Partnership

Lead Presenter: Karen Vincent - Canterbury Christ Church University

Co-presenters: Hazel King and Penny Webb - Canterbury Christ Church University

Aim: This paper reports the findings of an ambitious faculty funded evaluation project. The project was designed to learn about the impact of substantial changes in support for the mentoring of student teachers initiated in 2015, when the university link tutor role became one of professional developer of mentoring. Phase 1 of this research (2016-2017) sought to understand the impact of this on mentors.

Content: Initiating changes in mentoring practices followed both a periodic review in 2012, (which had highlighted some inconsistencies in mentoring and link tutoring within our partnership), and a subsequent Ofsted inspection in 2014, (which had concluded that we needed to 'improve the quality of school based mentoring and increase the impact of link tutors to develop their quality assurance role in order to help trainees fulfil their full potential' Ofsted, 2014). The recommendations arising from these judgements led to a reconceptualization of partnership working.

A 3-year change plan (2015-2018) was implemented, requiring significant investment in a different model of partnership. In order to support this changed model, a Partnership Evaluation Framework was developed and a Mentor Development Programme was designed to assist in the development of consistent mentoring within the partnership. This research project is an evaluation of that 'investment'.

Using Kemmis et al's (2014) architectures of practice as a theoretical framework, the team used an interpretive methodology, using content analysis (Strauss and Corbin, 1990) to define recurring patterns or themes arising from individuals' understanding of their experiences in order to understand what might support or create barriers to professional development. Data was drawn from multiple sources which included elicitation activities and semi-structured interviews with mentors and researchers' meeting and field notes. In line with University policy and best practice, we conducted our evaluation with clear adherence to ethical practice and principles.

The Ambition of Teacher Education: This ambitious challenge is intended to improve the quality of experience for partnership colleagues and students so that innovative and creative links are made in the name of improvement. We hope by sharing our findings, that we foster discussion to promote further development in teacher education.

The country/ies to which the presentation relates: England

Session 4 - Presentation (12.00 – 12.30) Friday May 11th

4A48 Session lead: Karen Vincent

Room: Conference Room 1a

Title: Exploring the perceptions held by primary teacher trainees regarding the value of peer mentoring

Lead Presenter: Suzanne Gomersall - Nottingham Trent University

Aim: This small-scale study investigated the value undergraduate primary trainee teachers ascribed to a peer mentoring programme. Literature suggests a wide range of benefits: a reduction in withdrawal rates, more successful transition into higher education and higher academic outcomes. Questionnaires and interviews with students revealed broad agreement but no clarity about the design of a specific programme.

Content: This small-scale study was to explore the perceptions of students regarding the values of peer mentoring on an undergraduate teacher-training route. My research has provided an insight into their views on why peer mentoring should be considered at NTU on the BA primary teaching route, the possible benefits and pitfalls, as well as considerations for how it might be implemented and run, whether as a formal or informal programme. As this was a small-scale study gathering qualitative data, the findings do not represent a general consensus and may be situational to this setting. The literature suggests that there are a wide range of benefits to using peer mentoring, such as a reduction in withdrawal rates, more successful transition into higher education and higher academic outcomes; but it is important to note that the majority of this research has been undertaken within a business setting. However, there are some more recent studies undertaken within the higher education context, which seems to support the findings of the earlier literature.

Questionnaires and interviews were used to gather data from a sample of year one and three primary teacher-training students. The following themes emerged from the data: transition to university remains a concern; students can identify both possible benefits and pitfalls of peer mentoring, but lacked clarity about the best way to instigate a programme; male trainees respond to this concept differently from their female peers. Possible reasons for the male trainees to opt out of peer mentoring include: they prefer different learning styles, prefer to work with other males, extremely confident in own abilities and selection of the route, group/pack mentality and the need to over-do the 'maleness' within a female environment.

Coincidentally, Nottingham Trent University has introduced peer mentoring on a trial basis this academic year, so I am planning to gather data about the impact and make suggestions for the continuation of the scheme.

The Ambition of Teacher Education: If the ambition of teacher educators is to have as many trainees that start the course, complete it successfully, then I believe that most would be interested to hear about ways to increase retention, improve transition to university, and particularly the different response by male trainees in comparison to female trainees, as they are usually described as one of the 'vulnerable' groups of students we work with.

The country/ies to which the presentation relates: This was carried out in a UK university, but draws on international literature so the possibility of international links would be appropriate.

Session 4 – Extended Presentation (11.30 – 12.15/30) Friday May 11th
4B49 Session lead: Sarah Boodt
Room: Conference Room 1b/c

Title: Teacher and teacher educator: understanding the development needs of practitioners who operate in hybrid roles

Lead Presenter: Sarah Boodt - Sheffield Hallam University

Co-presenter: Emily Perry - Sheffield Hallam University

Aim: To present the findings from a continuing professional development (CPD) project for further education (FE) teacher educators operating in the dual role of teacher and teacher educator. We will summarise the outcomes of the programme, and make recommendations for the content of future CPD programmes for teacher educators.

Content: Teacher educators are crucial for the quality of the teaching workforce and therefore to the outcomes of learners (European Commission 2013; Gurria 2012). Yet it is frequently the case that teachers become teacher educators, supporting new and experienced colleagues, with little or no formal training, and few opportunities for continuing professional development focussed on developing the skills of second-order teaching.

In this presentation we report on a project funded by the Education and Training Foundation which aimed to address this gap in provision. We delivered and evaluated a programme of professional development for practitioners operating in the dual role of teacher and teacher educator in the FE sector. The participating 'hybrid teacher leaders' (Margolis, 2012) were experienced, new and aspiring teacher educators, drawn from across a range of organisations and curriculum areas representing the diversity of the sector.

Here, we report on the programme, describing its content, and examining findings from its evaluation. We analyse the motivations of the participants to engage with the programme, and the ways in which they benefited from participation, exploring for example the value in feeling a sense of belonging to a community of practice in which they could learn with and from each other. Given their dual roles we also consider how the programme supported not just the participants' learning, but also that of their students.

The learning from this project is applicable to practitioners across education, suggesting ways in which teacher educators working in hybrid roles can be supported in all phases.

European Commission (2013) *Supporting Teacher Educators for better learning outcomes*.
http://ec.europa.eu/dgs/education_culture/repository/education/policy/school/doc/support-teacher-educators_en.pdf Accessed 13.01.18

Gurria (2012) Foreword *Strong Performers and Successful Reformers In education: LESSONS FROM PISA FOR JAPAN*

<https://www.oecd.org/edu/school/programmeforinternationalstudentassessmentpisa/49752065.pdf>
Accessed 11/01/18

Margolis, J., 2012. Hybrid teacher leaders and the new professional development ecology. *Professional development in education*, 38 (2), 291–315.

The Ambition of Teacher Education: We will present the case for practitioners working in 'hybrid' roles as teachers and teacher educators to have access to CPD that will support them to develop the skills of second-order teaching. In this way, these practitioners will be better able to understand how to facilitate high quality teacher education.

The country/ies to which the presentation relates: England

Session 4 – Poster/ideas forum (11.30 – 12.15/12.30) Friday May 11th
4C50, 4C51, 4C52 Session lead: Alison Jackson
Room: Conference Room 3

**4C50 Title: The Ambition of Teacher Education:
The need for collaborative research partnerships**

Lead Presenter: Daniel Ayres - University of East London

Aim: To share findings of a study exploring teachers' experiences of engaging in school-based research, and; To critique and develop the implications from the project, for ITT.

The Ambition of Teacher Education: New teachers need to be systematically taught how to access and interpret relevant, recent research, and should be steered towards becoming critical consumers of research, with the evaluative skills to identify evidence-supported resources. Ambitions of teacher education should include the development of meaningful collaborative research practices across partnership networks.

The country/ies to which the presentation relates: The countries of the UK, with potential implications for other nations.

4C51 Title: The Ambition of Teacher Education

Lead Presenter: Alison Milner - South Devon College

Aim: To discuss how important research is for professionals and how this impacts their teaching and learning. Identification for teachers as professionals and how the sector views the ideas and ideals of educational development. With consideration of the personal aspect of the research and how this impacts on their own persona. This discussion will be around the development of individuals for themselves personally and professionally and how this can be realised either within the setting/school/sector and or Government policy.

The Ambition of Teacher Education: Ambitions to be a teacher and beyond. The continued professional development of teachers to be the best they possibly can be in their area of expertise.

The country/ies to which the presentation relates: This discussion is transferable globally where there are teachers there will be difference in expectation and performance. The importance that is placed on the continuation of learning and how this impacts on teaching in their own teaching and learning, both personally and professionally.

4C52 Title: The Ambition of Teacher Education

Lead Presenter: Lyndsay Muir - Bishop Grosseteste University

Aim: The journey of becoming a qualified teacher often involves 'soul-searching' alongside the development of a public professional identity. The aim of this submission is to invite delegates to consider how aspects of gender transition might illuminate this process and potentially offer inspiration for enhancing how teacher educators contribute to professional identity formation with their trainees.

The Ambition of Teacher Education: This contribution asks delegates to consider how professional identity formation is enabled and effectively facilitated by teacher educators, keen to inspire new generations of successful, ambitious and effective classroom practitioners. How does the journey towards an 'authentic-self' map across with the transition to an authentic qualified teacher identity?

The country/ies to which the presentation relates: Countries in which the current Teaching Standards apply and globally beyond, where professional identity for teachers is an important element in the shift to being a qualified educator.

Session 4 - Presentation (11.30 – 12.00) Friday May 11th
4D53 Session lead: Rupert Knight
Room: Meeting room 122

Title: 'Why are we doing this?' How do we articulate for students, tutors and mentors the complexity of the ITE learning journey?

Lead Presenter: Rupert Knight - University of Nottingham

Co-presenter: Stef Sullivan - University of Nottingham

Aim: The aim of the presentation is to share some course development work done recently at the University of Nottingham aimed at articulating for students the complexity of the ITE learning journey. This exercise in making the implicit explicit should have relevance for all forms of ITE.

Content: In this presentation, we will share our recent work on articulating more explicitly and coherently the stages and complexity of the one year ITE journey. This is based on a collaborative course development process initially drawing on both practical experience and a piece of structured research. We suggest that articulating the ITE journey more clearly is of benefit for students and school colleagues alike, allowing them to understand the purposes and opportunities of each stage of the ITE experience. The case used will be the University of Nottingham's primary and secondary PGCE provision, but the focus will be on discussing the underlying principles and processes rather than these courses *per se*.

We will explain how our vision of chronological 'phases' of the course and thematic 'strands' of content have been woven together to create a coherent whole and how this has been shared with and received by students, tutors and school mentors. Our early attempts to incorporate this into teaching and mentor development sessions will be shared. Also discussed will be some of the other underpinning principles, such as core practices, focus days and the use of video.

At a time when an extension to the QTS process is being discussed, the fact that our final phase encompasses the period after the formal taught course may be of particular interest. This is a phase we would like to develop further and we will seek to promote some discussion around this point. We anticipate that this presentation will help participants to reflect on how their vision and journey is communicated and the implications for linking ITE to early career CPD.

The Ambition of Teacher Education: There is now a diversity of routes into teaching in the current ITE landscape that can be bewildering. In this context, we believe *ambitious teacher educators* need to communicate more clearly than ever the pathway of any given ITE route and to look at how this extends beyond the narrow 1 year taught course (in line with the new proposals about QTS).

The country/ies to which the presentation relates: The context is very much ITE in the UK but the principles apply internationally.

Session 4 - Presentation (12.00 – 12.30) Friday May 11th
4D54 Session lead: Rupert Knight
Room: Meeting Room 122

Title: Meeting teacher competence standards through a field experience outcome-based learning framework: From design to large-scale implementation

Lead Presenter: Christina Yu Wai Mui - The Education University of Hong Kong

Aim: To enable participants to understand the latest development of teacher education in Hong Kong, this paper aims to: (1) review the literature on the Hong Kong Teacher Competence Standards (TCSs) and the standards' implications on teacher education; (2) outline how the field experience (FE) learning framework with the application of electronic portfolio was developed to meet the TCSs; (3) report the pilot studies on the framework; (4) discuss how the framework enhance student teachers' learning in FE; and (5) conclude and recommend the further development of the framework.

Content: To uphold a high standard of teacher education for the benefit of our society, the public is greatly concerned with whether or not teachers can meet Teacher Competence Standards (TCSs). Field Experience (FE) is a cornerstone of teacher education that interconnects with theory and practice to achieve the most effective learning outcomes and meet the TCSs. An outcome-based FE learning framework was developed with an emphasis on using an electronic portfolio (ePortfolio) as a lifelong professional development tool in the context of Hong Kong. This paper will outline the design rationale, development process and three-round pilot studies of the framework after reviewing the literature on TCSs and the standards' implications for teacher education. The findings of the studies show that the framework facilitates the student teachers to demonstrate their achievements of a teacher's holistic work in school with the learning activities used in the ePortfolio, in turn, to meet the core domains of TCSs despite some of them found difficulties in understanding the school context and applying theories. How the framework enhances FE learning will be critically analysed from the TCSs and professional development perspectives, and followed by recommendations on future development of the framework for meeting the TCSs.

The Ambition of Teacher Education: This paper echoes the cutting edge and innovative practice in teacher education since that the field experience outcome-based learning framework provides opportunities for student teachers to demonstrate a wider scope of learning outcomes, and the use of ePortfolio also provides opportunities for them to develop and sustain their continuous professional development in a technological and evidence-based ways.

The country/ies to which the presentation relates: Hong Kong

Session 4 - Presentation (11.30 – 12.00) Friday May 11th

4E55 Session lead: Stephanie Evans

Room: Meeting Room 123

Title: Exploration of use of Coaching Model GROW to support Practitioner Research in an EY/Key Stage 1 context

Lead Presenters: Stephanie Evans and Christina Costello-Judge – University of Cumbria

Aim:

- To explore the GROW coaching model as a means to support EY/Key Stage 1 practitioners' professional development as practitioner researchers and note any possible impact on children's achievement.
- To build and maintain strong links between the school and University contexts/cultures.

Content:

To explore:

- How carefully designed continuous professional development may promote practitioner research.
- If the coaching model GROW (Whitmore 2002) may have value and purpose in supporting practitioner research.
- If ongoing tutor support has a role in providing a bridge between a university and Early Years/Key Stage 1 contexts.
- Practitioners' perceptions of their development as well as the possible impact of this on children's achievement.

Methods

- Small Scale Study
- Non –random sample selection of setting
- Practitioner self-selecting sample

Data Collection

- Over 3 terms
- Questionnaires
- Interview
- Practitioner Reflective Diary

Analysis

- Use Whitmore's (2002) GROW framework of coaching to analyse findings to date

The Ambition of Teacher Education: The Ambition to Teacher Education in terms of widening and deepening connections with other educational contexts in order to promote continuing teacher education. This includes the local impact the University can have with participating settings and schools.

The country/ies to which the presentation relates: Relates to UK context, Northern England.

Session 4 – Presentation (12.00 – 12.30) Friday May 11th
4E56 Session lead: Stephanie Evans
Room: Meeting Room 123

Title: The Emotional Demands of Training to Teach in the primary classroom, and implications for trainee teacher support

Lead Presenter: Sally Hinchliff - Sheffield Hallam University

Co-presenter: Kathy Baillie - Sheffield Hallam University

Aim: The aim of the presentation is twofold: to share methodology with colleagues who are interested in investigating the emotional dimension of their own trainee teachers' experience, and to explain how the findings from the research have impacted directly on curriculum content on our PGCE and UG QTS courses.

Content: The presentation will begin with a vignette of the specific teacher education context which became such a powerful driver for this 2017 research; that is to say, the concerning number of PGCE trainee teachers who were presenting as unable to 'cope' on placement. From this will follow a brief explanation of the data gathering processes which sought to capture trainee teachers' perceptions of the emotional demands of training to teach. Trainees' stories will be placed in the context of wider research and literature (e.g. Zembylas (2004); Hargreaves (1998);Bukor (2015) and Alsup (2006)) .We will be keen to present *and* to discuss our new, emerging understandings : in sum that the volatility of trainee teacher emotion, the challenges of new learning, the struggle to adopt a new professional identity, intense relationships with children and adults, and the perception of constant judgement, all which appear to be sources of heightened emotion in the practicum. We will go on to describe the *action* which these findings have already precipitated at Sheffield Hallam University and the resulting impact on practice in the PGCE & UG Primary & Early Years curriculum content. We will share how this curriculum innovation has been received by trainee teachers and, perhaps most significantly, the implications which we draw in relation to our role as teacher educators. Finally we will present our ambitions, hopes and aspirations for the future, in particular, in relation to the role which we might play in trainee teacher wellbeing. It is very much our intention that this presentation will be an opportunity for dialogue and knowledge exchange. We believe that we too will learn from colleagues' stories, experiences, and examples of good practice, in this complex and fascinating field of emotion and training to teach.

The Ambition of Teacher Education: As teacher educators we believe passionately that a 'duty of care' for trainees is essential to our work. This action research study was driven by an ambition to do the very best for our trainees by gaining a more nuanced understanding of their emotional lives as teachers.

The country/ies to which the presentation relates: UK - the study which is at the centre of this presentation was conducted with PGCE Primary (5-11) trainee teachers in the 16/17 cohort at my university. They were on placement in South Yorkshire and Derbyshire. However it should be noted that a wide range of international research underpinned the study.

Session 4 – Presentation (11.30 – 12.00) Friday May 11th
4F57 Session lead: Anne Gager
Room: Meeting Room 127

Title: Moving beyond the ‘Initial’ in Initial Teacher Education: The role of ITE in supporting and developing new teachers

Lead Presenter: Louise Whitfield - York St John University

Co-presenter: Caroline Elbra-Ramsay - York St John University

Aim: The paper aims to explore the role of ITE providers in supporting the transition from student teacher to NQT and beyond. Using case study findings, the presentation will discuss the impact of a number of strategies and how these may contribute to retention within the profession

Content: The Government has acknowledged that there are growing signs of shortages within the teaching profession and that the retention rate of current teachers could be improved (House of Commons Briefing Paper, 2017). DfE data show that those in the first five years of their career are more likely to leave the profession (DfE, 2017). Therefore, it is now crucially important that teachers are adequately supported in the early stages of their careers. Ofsted inspection guidelines for ITT show a shift towards the accountability of ITT providers for their trainees’ performance in their NQT year and beyond (Ofsted, 2015) leading providers to explore how they can best support NQTs and RQTs.

As part of my role as NQT Lead at York St John University, I have developed an NQT strategy across all routes. This study will explore the impact of this strategy (and related practices) on NQTs and how the strategy seeks to grow and develop. Data gathered from NQTs within the case study will be drawn upon to identify the most challenging aspects of the induction period and how NQTs would like to be further prepared and supported in their teaching career. Additional impact data will also be discussed, including evidence considered during YSJU’s recent Ofsted inspection.

The Ambition of Teacher Education: The presentation considers the remit/ ambition of ITE providers to support trainees into their teaching career. It looks at the ambitions of teachers in the early stages of their career and how ITE providers can support them in being highly successful practitioners.

The country/ies to which the presentation relates: The presentation is contextualised within UK ITE primary and Secondary practice but it is possible that ideas and principles could be transferrable internationally.

Session 4 – Presentation (12.00 – 12.30) Friday May 11th
4F58 Session lead: Anne Gager
Room: Meeting Room 127

Title: It looks good but does it fit? AN analysis of Newly Qualified Teachers' reflection on their first year of teaching

Lead Presenter: Anne Gager – University of Cumbria

Co-presenter: Jacqui Percival – University of Cumbria

Aim: The paper aims to explore emerging themes from data collected across Newly Qualified Teachers' (NQTs) stories and their chosen recollections, including emotional experiences. The inquiry attempts to generate understandings of the transition from student teacher to NQT in order to develop programme content and professional practice across two distinct programmes.

Content: This presentation will report the findings of a research project undertaken in the academic year 2016-17, which explored the narrative stories of a sample of NQTs. The researchers opted for a qualitative study making use of a case study methodology which allowed them to draw from both a Post Graduate School Direct route and an Undergraduate four year Specialism route, both of which lead to Qualified Teacher Status (QTS).

The presentation will explore the methodology and methods that the researchers took, with a particular focus on the use of narrative stories as a method of data collection. Each researcher had taught one of the sample groups on their respective courses and therefore had prior knowledge and a relationship with the NQTs. This enabled them to gain '*emergent stories from the text within a holistic approach*' (Cousin, p33, 2009).

The result of the research raises questions for the future teaching of the respective courses, for example the programme design and fitness for purpose. It also considers the relationship between NQTs, schools and teacher educators. Consideration is also given to the emerging evidence that indicates the quality and type of support that NQTs need and how this is best facilitated. Other points of interest that could be noted are the use of the trainees' grading outcome and the impact of this on their transition to NQT and some reference to teacher retention rates.

The Ambition of Teacher Education: This paper generates ideas about the successes of ITE in preparing student teachers for the reality of the Newly Qualified Teacher induction year. The findings may have an impact on current policy surrounding the support for NQTs and the current retention crisis in early career professionals.

The country/ies to which the presentation relates: This presentation relates to England where currently there are a number of issues around the teaching profession, for example retention, recruitment and the professional status of teachers. In England there is a variety of routes to gaining QTS. With increased budget controls and a continued focus on outcomes in education, the climate of performativity in our schools is pressured this could be compared to other countries. Whilst the research is drawn from and focuses on the English teaching system and ITE parallels could be drawn.

Session 4 – Presentation (11.30 – 12.00) Friday May 11th
4G59 Session lead: Belinda Ferguson
Room: Meeting Room 139

Title: What students think about the feedback they receive on their learning

Lead Presenter: Belinda Ferguson - Nottingham Trent University

Aim: The aim of the presentation is to share research undertaken in an East Midlands secondary school to explore student perceptions of the feedback they receive on their learning and how this has been used to improve practice in the classroom and shape school policy.

Content: Feedback, which is central to formative assessment, can have a powerful influence by reducing the gap in students' learning to achieve the desired goal but the effectiveness of this is variable depending on how it is positioned, its focus and how it is received.

This research investigates the role feedback has on the learning of a cohort of secondary school students, using student perception as a platform to gather the data. Literature exploring the student view of feedback is limited, yet student voice can provide information to help learning and can have transformational experiences for teachers and students. Whilst much has been researched and written about feedback from a teacher, an educational practitioner or researcher's viewpoint, there is little that discusses this pivotal aspect of assessment from the view of the student.

The research has revealed that whilst students want to receive feedback, they do not always find it helpful to support their learning. The mechanism by which it is provided and their relationship with the teacher can affect how students receive feedback. As well as providing information to teachers about student learning, through an action research approach, the findings also shows how their views have been utilised to improve the feedback process designed by a teacher.

The research was undertaken with students in year 8 and followed them through to year 10 so is able to explore how students view feedback as they progress through their secondary education. It provides a valuable insight to practitioners and trainee teachers about this important aspect of student learning.

The Ambition of Teacher Education: This research highlights how we can benefit from seeking students' views about their learning, using this to enhance our practice and improve their learning. It will also discuss why feedback does not always enhance student learning and mechanisms that can be introduced by teachers and schools to improve this.

The country/ies to which the presentation relates: This research was undertaken in England but would be applicable to other countries. Similar research has been undertaken in New Zealand, although not using action research.

Session 4 – Presentation (12.00 – 12.30) Friday May 11th
4G60 Session lead: **Belinda Ferguson**
Room: **Meeting Room 139**

Title: ITE students' self-assessment of their academic work

Lead Presenter: Chris Watts - Newman University

Co-presenters: Eleanor Hill and Alice Coxhead - Newman University

Aim: To share results of research on self-assessment of ITE academic work carried out by lecturers and students at Newman University in 2016-7.

Content:

1. Rationale for research into student self-assessment

This work was led by students on the UG ITE programme, to explore concerns about assessment and feedback as highlighted by NSS surveys. The aim of the research was to develop rubrics to co-construct effective feedback, and give more targeted feedback so as to enable students to better understand how to improve their academic work.

2. Research activity and findings from Jun 17

Surveys and interviews with lecturers and students were conducted both prior to and after implementation of self-assessment. This included an examination of how this reflective process has made a difference to students.

We will explore the data and qualitative reflections on the impact on students and lecturers. Key findings included 90% of students finding the process of self-assessment to be at least somewhat helpful, further supported by lecturers' reflections that self-assessment transformed the assessment process into a collaborative activity rather than a judgemental one.

3. Continued development of self-assessment on ITE programme to date

Recommendations from the student research report have been implemented for the 2017-18 year, with a renewed focus on self-assessment now in place on the ITE course.

4. Issues and recommendations for the future

The successes of this self-assessment project should be adopted elsewhere, allowing ITE students nationwide to experience a best-practice model of assessment, to apply in their own teaching careers.

The Ambition of Teacher Education: An essential component of effective teaching is effective assessment. As ambassadors for quality teacher training, we have a strong desire to develop teachers to become reflective models in the classroom.

The country/ies to which the presentation relates: UK and beyond

Session 4 – Round Table (11.30 – 12.10/30) Friday May 11th
4H61 Session lead: Sewell
Room: Meeting Room 144

Title: How can ITE (PCET) foster resilience of trainees against an increasing morphic political agenda?

Lead Presenter: Adele Sewell - Bishopburton College

Co-presenter: Suzanne Blake - University of Hull

Aim: The aim of the roundtable workshop is to share findings and good practice that can support teacher educators in helping trainee teachers to establish resilience in a sector that is constantly changing due to political agenda and student demographics

Content: In an increasingly competitive HE market where fees are rising, numbers of trainee teachers attending ITE (PCET) courses are falling, and a Widening Participation Agenda there is an increasing need to support students in engaging with course content. As fees rise there is an altered perception of students where debt is considered not an issue but a means to employment. There is an increasing dichotomy whereby students are enrolling on ITE courses who have not reached the academic level required for the programme this will impact their ability to engage with materials presented to them. A key issue is that many universities face in period of reducing funding (as fees meant a freeze in income for universities) is that universities that are reliant on fees for income.

In many instances teacher educators are having to support their trainees with basic academic and skills of criticality. Against this backdrop many trainees are also faced with caring responsibilities and may also have to find employment to supplement their student loans. This has an impact on their time to fully engage with their programme of study and their ability to develop their practice is limited and will impact on student and staff motivation and ultimately their resilience.

This roundtable workshop will draw on a small scale piece of empirical research from two colleges who have a small ITE (PCET) provision. Issues such as group dynamics, group demography, prior experience and knowledge of trainees will be explored. The hypothesis that the structure of the programmes will determine the level of resilience of trainees will be explored in the workshop discussion e.g. The pre-service programme offers greater teacher educator and taught session contact, however, in-service trainee teachers, are already working in the sector and are more aware of the complexities and demands of teaching.

The Ambition of Teacher Education: The roundtable workshop links to the title 'The Ambition of Teacher Education' is how as teacher educators do we train our trainee teachers to become effective and confident practitioners in the classroom who are resilient to the pressures of teaching in PCET.

The country/ies to which the presentation relates: The roundtable discussion relates to UK practice. However the discussion will explore whether traditional methods of teaching in universities still has a place with a changing demographic in the modern university and propose that a process curriculum with elements of flipped learning where digital technologies can be used to support engagement and criticality, is a way forward. We shall investigate the notion of criticality and the ability of tutors to engage the students with questioning techniques to develop critical thought will be supported by Dweck and Bloom.

Session 4 – Presentation (11.30 – 12.00) Friday May 11th
4I62 Session lead: Kathryn Fox
Room: Meeting Room 145

Title: Mastery of mathematics, creativity in English, synonymous or paradoxical terms?

Lead Presenters: Laura Clarke and Lisa Baldwin- University of Winchester

Aim: Our presentation will share findings of our work on developing trainee teachers' understanding of mastery of mathematics. We will also introduce work recently begun on considering how these pedagogies and principles can be applied to teaching English and consider whether mastery and creativity can be considered synonymous terms.

Content: Mastery of mathematics has been a hot topic in teaching for a couple of years, however, we cannot expect our pupils to master anything unless the teachers who work with them have mastered what mastery is and what it means in practice. The notion of mastery is a powerful one; the idea that, if taught appropriately, anyone and everyone can master important ideas is inspiring.

There is a growing body of work focusing on mastery of mathematics, what it means, its characteristics and what needs to be in place for it to be achieved. However, no such literature applies to mastery of English. Research jointly undertaken by students, teachers and a university tutor focused on four key pedagogical tools that could be used to develop mastery of mathematics: precise and accurate use of mathematical language; precise and probing questioning; contextualising mathematics; conceptual and procedural variation. These are distinct elements that combine to help make mathematics relevant and understanding broad and deep. Building upon this, we have looked at parallels between English and mathematics and some of the paradoxes caused by making these comparisons. What emerged from making these connections was further correlations between creativity and mastery and whether one leads to the other or whether one is a necessary component of the other. Making connections between creativity and mastery of mathematics and English enables our trainee teachers to deepen their understanding of mastery through extending their ability to apply it more broadly and identify elements of pedagogy which are applicable beyond mathematics.

The Ambition of Teacher Education: Mastery is an ambitious idea, and an expectation that trainee teachers can be challenged to think deeply about and research into pedagogy, pupil expectation and subject knowledge to master ideas surrounding mastery is also ambitious.

The country/ies to which the presentation relates: In an era of overwork and teacher burn out, this is not about adhering to Government policy and doing more work, but about developing teachers who have mastered mastery for themselves and for their prospective pupils. Through identifying links to creativity this work helps to present a broad and valid justification for reflecting upon effective pedagogy and thus has wide relevance.

Session 4 – Presentation (12.00 – 12.30) Friday May 11th
4I63 Session lead: Kathryn Fox
Room: Meeting Room 145

Title: Perspectives on Subject Knowledge: How do teacher educators view ‘mathematics for teaching’?

Lead Presenter: Kathryn Fox – University of Cumbria

Aim: The paper will provide an overview of the themes emerging from a doctoral study that aims to articulate collective ways in which ‘knowledge for teaching’ is experienced and understood by mathematics teacher educators. This session will be suitable if you would like to find out more about the ways in which subject knowledge for teaching is understood across university and school-based teacher educators. You will hear examples of subject knowledge development practices and have the opportunity to consider how they link to the current educational context.

Content:

Brief overview of the approach to the research project

The study draws on phenomenographic methods to create a description of different ways that ‘mathematics for teaching’ (Ball et al, 2008) is conceptualised across the field of mathematics teacher education. Conceptions of subject and pedagogical subject knowledge may vary between school-based and university-based teacher educators (Brown et al., 2015). Teacher subject knowledge is a form of knowledge in practice and the ways in which knowledge in practice is described, discussed and talked about within and through discourse shapes and influences these practices.

A brief outline of the research project will be provided to set the context for the presentation.

Emerging Themes

The presentation will focus on the emerging themes from the data analysis. These will be shared and illustrated with examples from the transcripts.

Influences on Subject Knowledge

There will be an opportunity to engage with the themes and consider the links to practices of teacher educators and the wider context within which we work. Participants will have the opportunities to reflect on the vignettes presented and consider influences on the conceptions of subject knowledge reflected in these vignettes.

Critical questions relating to the emerging themes may include:

‘What is school mathematics?’

To what extent does assessment influence curriculum?

What is the school curriculum?

What does accessibility mean within the context of subject teaching?

How do school mentors impact upon subject knowledge learning of trainee teachers?

There will be the opportunity during the session to consider some of these questions in relation to subject knowledge practices.

The Ambition of Teacher Education: The role of the teacher educator and expectations of the role of subject knowledge itself have changed in recent years, as has the relationship between these (Brown et al., 2016). The study is motivated by a wish to understand the breadth and variation in perspectives that may arise from the changing role and context of the teacher educator. It is my ambition that as a profession we are able to continue to develop (and celebrate) our understanding of the complex and nuanced practices that make up the role

SESSION 5

Session 5 - Presentation (13.30 – 14.00) Friday May 11th

5J64 Session lead: Lisa Murtagh

Room: Conference Room 1a

Title: Response to the inadequacies of the non-statutory Mentor Standards for ITT

Lead Presenter: Lisa Murtagh - University of Manchester

Co-presenters: Louisa Dawes and Joanne Taberner - University of Manchester

Aim: The aim of the paper is to share how we have developed a reflective mentoring framework designed to transform the practice of both mentors and mentees in response to the National Standards for school-based initial teacher training (ITT) mentors (DfE, 2016).

Content: In July 2016, the non-statutory National Standards for school-based initial teacher training (ITT) mentors were published (DfE, 2016). In response to these standards, a working group of school-based mentors and university based tutors (from both primary and Secondary Sectors) at the University of Manchester have been collaborating to develop a 'Reflective Mentoring Framework' with the aim of considering the standards from both a theoretical and pragmatic perspective.

Drawing on the work of Hudson (2007), we adopted his five-factor model for mentoring, which included: Personal Attributes, System Requirements, Pedagogical Knowledge, Modelling, and Feedback. In addition to this, we were keen to situate our mentoring framework in a transformative paradigm. Our theoretical framework for this was based on the concept of 'transformation'. In the first instance, we drew on the ideas of Cochran-Smith and Paris (1995) who noted two approaches to mentoring: knowledge transmission and knowledge transformation. Secondly, we considered Mezirow's (2009) transformative learning theory, which is defined as a metacognitive epistemology of evidential (instrumental) and dialogical (communicative) reasoning. Drawing on this body of knowledge, we developed a Reflective Framework which we believe has transformative potential for both mentors and mentees alike.

In developing the framework, our aim was to equip mentors with the skills to move from a transmission approach of learning and mentoring towards a transformative approach.

This paper presents initial findings of the project, drawing on quantitative and qualitative data to illustrate the potential of the framework to support, in the first instance, mentor development.

The Ambition of Teacher Education: This paper seeks to support mentors in realising the ambitions of their mentees through transformative mentoring and in realising their own ambitions as mentors through transformative learning.

The country/ies to which the presentation relates: This paper is relevant to colleagues nationally and internationally who have an interest in mentoring in Initial Teacher Training.

Session 5 - Presentation (14.00 – 14.30) Friday May 11th
5J65 Session lead: Lisa Murtagh
Room: Conference Room 1a

Title: The use of ‘good’ in mentor meeting conversations

Lead Presenter: Rachel Roberts - University of Reading

Aim: To share findings from my EdD thesis on the use of evaluative language in mentoring conversations, focusing on the adjective ‘good’.

Content: Education is replete with evaluative language and ITE particularly so. The language used by mentors and trainees during their mentoring conversations, which are a fundamental feature of trainees’ learning whilst on school placements, is important in how it is used and the effect that it has on trainees as part of a discourse community. Working in a wider discourse that emphasises performativity (Ball, 2013), the evaluative language used by mentors can have a major impact on trainees’ confidence and self-efficacy in their progress as beginning teachers. Fifteen mentor meeting conversations were recorded over a one-year PGCE course and the ten participant mentors and trainees were interviewed about the use and effect of evaluative phrases. This presentation explores one aspect of evaluative language used, that of the adjective ‘good’. Both an official end-of-training grade, as approved by Ofsted, and a frequently used word in English discourse, its presence in mentoring conversations is unsurprising. This concurs with Dodds et al’s (2015) findings that people use more positive words than negative ones, although other research suggests that negative evaluation is more powerful than positive evaluation (Baumeister et al, 2001). The use of ‘good’ is indicative of the mentor’s positive evaluation of the trainee’s performance (the assessment of which is a source of potential conflict in the mentor-trainee relationship), but also a way of praising them; demonstrating that the trainee has the mentor’s approval, and is contributory to a positive professional relationship. Using Martin & White’s (2005) appraisal framework, this presentation will explore in depth what ‘good’ means in the context of ITE, *what* is evaluated as ‘good’ and how participants perceive it. It will conclude with suggestions regarding the use of language in mentoring conversations that should be useful for those working in ITE, particularly for those working closely with school-based mentors.

The Ambition of Teacher Education: The ITE sector is highly ambitious to improve provision of training for beginning teachers *and* their school-based mentors. This presentation provides some guidance on the use of language for mentors in ITE.

The country/ies to which the presentation relates: England specifically, but links to all training programmes in which mentoring conversations take place.

Session 5 - Presentation (13.30 – 14.00) Friday May 11th
5K66 Session lead: Frances Bodger
Room: Conference Room 1b/c

Title: Key elements of the tutor's role in scaffolding students' written critical reflection on practice for professional development

Lead Presenter: Frances Bodger - UCL Institute of Education

Co-presenter: Sue Lee - UCL Institute of Education

Aim: The Professional Learning Agenda is a UCL IOE document through which students review progress towards self-identified professional learning targets to which supervision tutors provide weekly feedback.

Content: Like many PGCE programmes and in-line with literature regarding professional learning, the UCL IOE embeds various reflective writing practices into its programme one of which is the Professional Learning Agenda (PLA). The document was developed by John Lange who stresses that student teachers' learning should be *'transformative rather than re-productive'*. (Lange 2011: 21): He advises that while *'in the early phases of PLA development, the mentor will play a significant role in the setting of focusing questions and in guiding the professional learning responses of the student teacher'* (op cit 4), the *'significant responsibility of the mentor responding to the PLA, is to guide the student's analysis and learning without merely telling'* (op cit: 4) taking *'diminishing responsibility'* as, over time, the student teacher takes increasing executive control of their own professional learning.

Our previous internal, unpublished research indicated that generally the PLA was well regarded by students as a valuable tool for guided professional reflection. However, student comments in focus groups suggested that tutor feedback could be overly prescriptive rather than a scaffold for transformation of practice:

'The PLA felt very formal for tutors and I sometimes didn't use it as a document for our own development (student 121, term 2)

During academic year 2017-18, we're in the process of undertaking systematic analysis of the different types of PLA dialogues established between tutors and students to better understand the types of tutor responses which appear to be most and least effective in:-

- a. guiding students' awareness of new perspectives on elements of their practice;
- b. supporting their development as self-regulators of their own professional learning.

The TEAN presentation will outline our preliminary findings.

Reference Lange, J. (2011) *Developing a process for engaging critical thinking*. Unpublished - UCL Institute of Education Primary PGCE programme internal document.

The Ambition of Teacher Education: Our ambition is to contribute to current research regarding the scaffolding of reflection for professional development in a manner which promotes students' ultimate effective self-regulation of this important process. Our findings will directly inform practice within our institution and, through publication, the wider ITE community.

The country/ies to which the presentation relates: As stated above, we're undertaking the research to directly inform practice on our own primary PGCE programme. However, the presentation will be of interest to all those, nationally and internationally, who embed guided critical reflection for professional development into their teacher education programmes.

Session 5 - Presentation (14.00 – 14.30) Friday May 11th
5K67 Session lead: Frances Bodger
Room: Conference Room 1b/c

Title: Developing Critically Reflective Practitioners

Lead Presenter: Eleanor Power - Nottingham Trent University

Co-presenter: Paul Waring-Thomas - Nottingham Trent University

Aim: It is recognised that practitioners need to be reflective (Teachers Standards); not just focusing on functionality and the procedural day to day aspects of the teaching role (McCune: 2009) but allowing space to consider the meaning and wider significance of our roles as teachers (Walkington: 2005).

Content: This presentation will outline a small-scale Action Research project, carried out with 6 School Direct Primary teacher trainees acting as participants. One of the means by which the trainees are assessed against the Teachers Standards is the production of Units of Learning. These are sequences of lessons which have been planned by the students and which they then evaluate to assess the impact both on the pupils' progress and their own professional development. The final element of the Units is a critical reflection and as lecturers we had found this to be lacking. Four Units have to be completed by the trainees during their periods of professional placement and at this point, they had already completed two.

At the start of the project, their initial Units of Learning were analysed and, using an online forum, participants shared their understanding of what they understood by the term critical reflection. In response to this, a teaching session using both flipped learning techniques (Flipper Learning Network: 2014) and Loads 'Cut up and Collage' (2010) approach was designed to support this developing understanding. The intention was that this increased perception about their teaching would then aid the trainees in implementing change in themselves and their practice as a result of improved reflection (Leitch and Day: 2000).

Subsequent Units of Learning were analysed after the intervention took place and students' opinions were canvassed to assess whether increased links were made to wider reading and pedagogy. The findings showed that the session had succeeded to some extent (given that it was a small scale study) in shifting their thinking and that they were now starting to think about their personal and professional identities as teachers in a more critically evaluative manner

The Ambition of Teacher Education: At Nottingham Institute of Education, our main ambition is to create reflective teachers well suited to their professional practice. Truly critical reflection is an indicator that learning is taking place. Indeed, Pollard (2005) claims that this reflective process directly contributes to professional development and capability.

The country/ies to which the presentation relates: United Kingdom. However, this presentation would be relevant to any institution or country wanting to support the development of critically reflective skills in their trainee teachers.

Session 5 – Round Table (13.30 – 14.10/30) Friday May 11th
5L68 Session lead: Sally Elton-Chalcraft
Room: Conference Room 3

Title: Compliance or challenge – How can teacher educators nurture independent, inspirational and successful teachers?

Lead Presenter: Sally Elton-Chalcraft – University of Cumbria

Aim:

- To discuss what is meant by an independent, inspirational and successful teacher
- To investigate whether text books provide Masters level interrogation of theory and practice suitable to support QTS intending teachers.

Content: This round table offers delegates an opportunity to share their current experiences concerning the use of text books in initial teacher education particularly on Masters level routes. We will discuss which texts are selected and how chapters are used with QTS students.

Discussions will focus on

- How to prepare intending teachers for UK schools today in the current policy driven context;
- The role of text books in initial teacher education, investigating whether text books are used (or avoided) in different ITE institutions on teacher education routes and share how different chapters are used to support QTS intending teachers.
- An appraisal of some text books and discussion of how intending teachers have benefitted from them (it is hoped delegates will bring copies/ or talk about examples) Hard copies of books in the list below will be available
- An appraisal of how a chapter might challenge a student or encourage dependency / compliance

Some example texts:

1. Cremin, T and Arthur, J (3rd ed 2014, 4th ed 2018) *Learning to teach in the primary school* Routledge
2. Cooper, H. and Elton-Chalcraft, S. (2nd ed 2014, 3rd ed 2018) *Professional Studies in Primary Education* Sage
3. Pollard, A. (2014, 4th ed) *Reflective teaching in schools* Bloomsbury
4. Boyd, P. Hymer, B. and Lockney, K. (2015) *Learning teaching- becoming an inspirational teacher* Critical publishing

Please bring other texts/ chapters with examples of use and impact.

The Ambition of Teacher Education: The round table will provide an opportunity to discuss

- What is our ambition for teacher education and how do we translate this into our practice?
- How text books help or hinder M level initial teacher education.
- How we ensure that the ambition of teacher educators becomes a reality within a policy driven context

The country/ies to which the presentation relates: England, Ireland, Scotland and Wales

Session 5 – Presentation (13.30 – 14.00) Friday May 11th
5M69 Session lead: Karen Boyle
Room: Meeting room 122

Title: An exploration of student teachers' notions of professionalism

Lead Presenter: Karen Boyle - Canterbury Christ Church University

Aim: To explore student teachers' notions of what it means to be professional, both in the classroom and the university context and compare them with those of practising teachers and teacher educators whilst looking at the implications for Post-Graduate ITE programmes.

Content: I will present the findings of my small-scale qualitative study around student teachers' perceptions and definitions of professionalism in the context of Primary Education. The research was carried out during the last academic year in a university in the South-East of England and the student participants were on a post-graduate ITE programme.

The research explored the student teachers' initial and developing perceptions of what it means to be a professional both in the classroom and the university seminar context. As part of the research, I aimed to explore which elements of their ITE programme had an impact on the student teachers' understanding of teacher professionalism and the way in which this developed over the course of an academic year including the impact of professional practice in school. I looked closely at my place in this as a teacher educator.

I will discuss the possible tensions between the notions held by the student teachers and those of teacher educators and practising primary teachers. I will invite discussion around these tensions and welcome colleagues' thoughts on the possible direction of further research in this area, looking more widely at the implications for Teacher Educators on Post-Graduate programmes.

The Ambition of Teacher Education: My research is of direct relevance to the conference title; The Ambition of Teacher Education. Through carrying out this research, I am aiming to improve my own practice in preparing student teachers for the challenges of the school setting, supporting them to build on their 'strong desire for success' by understanding the different lenses through which a range of colleagues' view teacher professionalism. I hope that delegates will be able to share their own thoughts and experiences on the topic of student teacher professionalism as well as hearing about my research and exploring through discussion, the direction that future research on the topic might take.

The country/ies to which the presentation relates: England with links to the rest of the UK. The topic is relevant to Teacher Education generally and not specific to an English Context.

Session 5 - Presentation (14.00 – 14.30) Friday May 11th

5M70 Session lead: Karen Boyle

Room: Meeting room 122

Title: Sources of Teacher Professional Satisfaction

Lead Presenter: Irena Smetackova - Charles University, Faculty of Education, Department of Psychology

Aim: The paper is focused on teacher satisfaction with different aspects of teaching profession and its protective function against teacher burnout syndrome. If teachers feel unsatisfied, the level of their stress is higher and can cause the burnout syndrome.

Content: Teacher's satisfaction is a crucial element that underlines the quality of their pedagogical approach and practices. Teachers with low professional satisfaction teach without passion, without upgrading the curricula or the teaching methods, without having patience with students, etc. (Judge et al. 2001, etc.). Moreover, dissatisfied teachers lack resources to manage stress. As a result, they may experience impacts affecting their own mental and physical condition and the burnout syndrome in the long-term.

In the paper, we present the findings from the research among Czech grammar school teachers (n=2394), in a limited comparison with a sample of East-European and Asian grammar school teachers (n=412). The on-line survey was used, addressing burnout syndrome and professional satisfaction.

With regard to professional satisfaction, we asked teachers to answer what level of satisfaction they typically experienced in the following fifteen particular areas: 1. Abilities and motivation of pupils; 2. School leadership; 3. School management; 4. Relationships with colleagues; 5. Expertise of colleagues; 6. Technical facilities; 7. Teaching materials; 8. Cooperation with parents; 9. Cooperation with the community; 10. Salary; 11. Prestige, social status of your profession; 12. School governing bodies; 13. State curricula documents; 14. Continuing professional development; 15. Psychological and other services for schools. The list of the areas was created based on previous studies of job satisfaction (Judge et al. 2001, Skaalvik & Skaalvik 2011). Teachers answered the question *How satisfied are you in the following professional areas?* on scale from 1 (strongly satisfied) to 4 (strongly dissatisfied), plus 5 (do not know or not applicable).

The analysis shows that teacher professional satisfaction differs across evaluated areas. There was rather high satisfaction in all areas related to schools themselves, however, external areas, which schools cannot influence so easily, show relatively low satisfaction. The correlation between professional dissatisfaction and burnout syndrome was significant.

The Ambition of Teacher Education: Professional satisfaction is not only a direct reflection of external working conditions. A structure of professional values, teacher subjective theory and individual strategies for coping of difficult situations are involved as well. Teacher training can and should help teachers to be prepared to search (interpret) their individual professional satisfaction.

The country/ies to which the presentation relates: The main data come from the Czech Republic (n=2394). Data from the Czech study will be compared with results from international study including eight East-European and Asian countries (n=412). The findings will be compared with existing international studies on teacher professional satisfaction. The conclusions valid for all (most) countries will be presented.

Session 5 - Presentation (13.30 – 14.00) Friday May 11th
5N71 Session lead: Petch Wijitnawin
Room: Meeting Room 123

Title: Moving Teacher Trainees from passive learning to active learning: A Thai perspective

Lead Presenter: Petch Wijitnawin - Nottingham Trent University

Aim: The aim is to investigate how to develop the learning style of Thai undergraduate students in the Bachelor of Education programme (Thai literature course major). Currently, they use passive approach and I want to move them to active problem solving skills using the Structured Academic Controversy Teaching Model.

Content: The study is a comparison between the Experimental and Control groups on the Thai literature course. The sample consisted of 72 Thai undergraduates in the Bachelor of Education programme (Thai major) in Ramkhamhaeng University, Bangkok, Thailand. These students were divided into equal size Experimental and Control groups. The Experimental group was using the Structured Academic Controversy Model (SACM) while the Control group was taught by conventional instruction methods. Both quantitative and qualitative methodology was used to evaluate the impact of this approach. The findings to date show that the problem solving skills and adaptability of students in the experimental group had considerably improved compared to the control group. The data also showed that the experimental group's attitude to Thai literature instruction had considerably improved. Additionally, after learning about Thai literature in the experiment, concepts from Thai literature were clarified and enabled some students to apply these principles to their own family relationships, to decision making and to conflict resolution. As the study is on-going, no formal conclusions can be reported. What is becoming apparent is that the impact of the SACM model to develop problem solving skills may have an influence on the Thai students and that one has to be cautious in importing and applying, without critique, such a model to Thai culture and teaching approaches.

The Ambition of Teacher Education: My research focuses on developing future teachers in Thailand, closely linked to conference theme. Developing Thai students' problem solving skills will enhance their skills to be better teachers and researchers in the classroom. I want to develop them as innovative teachers, which is our University's ambition for future teacher education.

The country/ies to which the presentation relates: This research project was undertaken in the Ramkhamhaeng University, Bangkok, Thailand.

Session 5 – Presentation (14.00 – 14.30) Friday May 11th
5N72 Session lead: Petch Wijitnawin
Room: Meeting Room 123

Title: Whatever Next? Professional Experiences on an Accelerated Degree

Lead Presenter: Esther Cummins - Leeds Beckett University

Co-presenter: James Archer - Leeds Beckett University

Aim: This presentation will share reflections on professional experiences undertaken on a new BAH Primary Education accelerated degree that resulted in participants feeling as if they had been to the moon and back again. Data gathered from host schools and participating students will be included in an analysis of the impact of the experience upon these two groups. The presentation will also seek to make recommendations for future accelerated degree provision, as well as to postgraduate primary education routes.

Content: We are in an age of unprecedented change in Initial Teacher Education. In addition, there is an increased demand from government for Higher Education institutions to provide accelerated degrees, particularly in the north of England (DfE, 2017 p.24). This presentation will reflect on a module that centres on a professional experience taught on the north of England's first accelerated degree in Primary Education.

Findings from this small-scale qualitative study will be presented. Data gathered from hosting schools and participating students will be analysed to ascertain the impact of the experience on both groups.

Key strands appear within the initial findings that suggest that the experience brought about a sense of realism to the roles and expectation associated with primary teaching. Students also evidenced that they had begun a journey into reflective practice. In addition, the opportunity to collaboratively design and deliver a learning experience helped students make links between theory and practice. Whilst the students acknowledged they were novices, the data suggests that the experience also helped to develop a sense of confidence in their early pedagogic abilities. As a result, students appear well prepared for transition into Postgraduate Teacher Training.

The themes identified in the data from the students are echoed in the data from practitioners in the host schools. Additional benefits to the model used, including those associated with future recruitment, were also cited in data gathered from the host schools.

The unknown landscape of accelerated degree provision leads us to ask *Whatever Next?* Whilst currently there are only a few providers of accelerated degrees in primary education, rhetoric seen within policy suggests this is likely to expand. Recommendations for future provision and Initial Teacher Educators from this study may prove valuable

The Ambition of Teacher Education: With goalposts constantly shifting, what counts as ambitious Teacher Education may come under scrutiny. This may be particularly apparent with the introduction of new qualifications in accelerated degrees. The findings in this presentation may enable providers to continue to be ambitious and innovative for this new type of student.

The country/ies to which the presentation relates: England

Session 5 - Workshop (13.30 – 14.00) Friday May 11th
5073 Session lead: Frances Lane
Room: Meeting Room 127

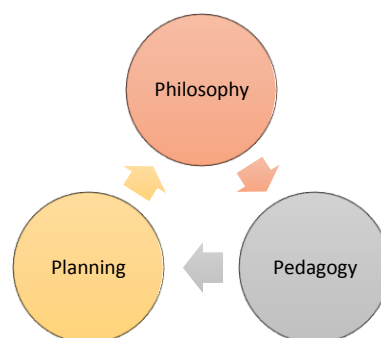
Title: Creating an emerging philosophy of teaching RE: use of a vision-led approach to teacher training for RE teachers on the Teach First Programme

Lead Presenter: Frances Lane – UCL - IoE and Canterbury Christ Church University

Aim: To share the reflective approach to, and feedback from, training with trainee teachers (participants) on the Teach First programme through building an ‘emerging philosophy’ or ‘vision’ of RE and consider potential strengths, as well as alternative and future uses of this approach.

Content: Ubani suggests that “the student teachers’ views of a competent teacher became more professional after their studies. This included a broadening of their views towards a more comprehensive view of RE in school and society, emphasising the importance of pedagogical practice and long-term planning in teaching.” Furthermore, “educational theories and the role of aims in pedagogical practice became more relevant during the course of the year” (2016: 194). It is this process he calls the ‘pedagogisation’ of practice. Can we universalise this process across all training providers? How do trainees view themselves at the beginning of their career versus at the end of their training course? What is it that trainees come to value over the course of their training?

I have been Subject Lead on the Teach First programme at two universities since 2013 and had the privilege of working with a number of cohorts of trainees in London, and recently, Southampton within their training year. For the past two years, I have increasingly used a ‘vision’ based approach to their training, by encouraging them to set a vision for themselves as a teacher of RE, which we revisit across the year. This year I have taken this further to consider their ‘emerging philosophy’ of education and the use of pedagogy to both inform their planning and approach:



Through exposure to different approach to subject-specific pedagogy, as well as other general ‘philosophies’ of education (for example, Gert Biesta), my participants have considered the implications for their own planning and professional practice – taking their feedback and conceptions of their emerging philosophies across the course of the year. I seek to share this approach with colleagues and consider its value, areas for development and alternative applications to other contexts in the future.

The Ambition of Teacher Education: By exploring the nature of a personal ‘emerging philosophy’, trainees have considered their own goals, pedagogical preferences and targets in relation to becoming pedagogically skilled. Visions have helped trainees to set transformative goals and achieve high standards in relation to that philosophy and their own potential.

The country/ies to which the presentation relates: UK

Session 5 – Workshop (14.00 - 14.30) Friday May 11th
5074 Session lead: Frances Lane
Room: Meeting Room 127

Title: 5 misconceptions in mindfulness and why they may be harming your pupils

Lead Presenter: Alan Weller - University of East London

Aim: Secular mindfulness has come into the education sector. Although acknowledging the source as the Buddhist teachings, it is very different. This paper looks at the original scriptures and draws out 5 misconceptions in practice and why they may be harmful to those who undertake them.

Content: The presentation will first look at the importance of understanding misconceptions no matter what the subject. The example of weightlessness in the space shuttle will be used to show that there is a dumbing down of the problem, a misconception/pre-conception. In GCSE physics we have an audit of 200 misconceptions which both pupils and teachers get wrong. Yet with this secular mindfulness in some of our schools there is no challenge to misconceptions.

Five areas of misconceptions of the development of mindfulness will be covered referencing quotes from the original scriptures.

1. History is not important (beginning with the example of physics).
2. The understanding of the difference between concept and reality is not necessary.
3. The mental phenomena in this world are not conditioned.
4. The purpose of mindfulness is to be calm and have less stress.
5. Wrong mindfulness will not harm you.

The presentation will also show how the right understanding of mindfulness can be incorporated into the existing curriculum; as a starter in KS4 Biology, KS4 Physics, A level Medical physics; it can be used in PSHE /Citizenship by understanding that attachment conditions racism, genocide, sexual misconduct, and suffering. In RE, science can be challenged as the only way of understanding the world. Science has an idea about reality as its object of study whereas mindfulness has a reality as its object of study. These 5 misconceptions can show us another meaning of spirituality. We do not understand reality as it is, so we are attached and so we go wrong, suffer and cause others suffering.

The Ambition of Teacher Education: As teachers, the most fundamental of values that we should strive for is to 'Establish a safe and stimulating environment for our pupils'. Yet this secular mindfulness coming into our schools does the very opposite and is unchallenged because of our lack of ambition to challenge.

The country/ies to which the presentation relates: All

Session 5 – Round Table (13.30 – 14.10/30) Friday May 11th
5P75 Session lead: Sam Emmett
Room: Meeting Room 139

Title: Developing personal well-being and resilience in learners studying to become teacher educators

Lead Presenter: Sam Emmett - Glyndŵr University

Aim: This round table discussion seeks to examine how to best support student teachers (or any mature learner on any course) in overcoming personal concerns and doubts in order to succeed above and beyond educational outcomes. Which will serve to create more resilient practitioners.

Content: Personal well-being has a direct impact on all students, and impacts on the ability of students to succeed and achieve the intended learning outcomes of any course of study. Adult learners embarking on and teacher training programme have to contend with a very high workload including completing 120 credits at level six or (as is often the case in many PGCE courses) level 7. In addition, student teachers also have to undertake teaching placements with all the extra workload that this brings. Such programmes of study are very intensive and can cause a high level of stress in students on teacher training programmes. Recognising key themes which can impact on personal well-being is the first step that leads to the development, introduction or enhancement of procedures which enhance pastoral support during teacher training programmes. Effectively enhancing and supporting personal well-being will also assist in creating more resilient teachers who will be better placed to survive the early years of teaching. In addition it can enhance the newly qualified teacher in supporting learners.

This round table will focus on emotional aspects related to personal well-being and resilience by considering how the increased workload caused by studying in a different discipline (Social Sciences) can affect personal confidence and self-belief? Which will then allow the discussion to create effective and innovative ways to enhance current practice. It will also allow participants to network with other practitioners facing the same issues.

If time permits a second question will be considered which will consider how transformation in personal development (which can often occur in educational study) impacts and affects personal social situations which can lead to tensions which have negative impact on personal well-being.

The Ambition of Teacher Education: Second order teaching 'teaching others to teach' is more than reaching the learning outcomes of a programme of study. This roundtable discussion seeks to enhance teacher training by recognising and supporting well-being needs in student teachers. Which in turn will also better prepare them for the educational workplace and therefore will work to increase teacher retention as student teachers are better prepared mentally.

The country/ies to which the presentation relates: The presenter prepares teachers for the post-compulsory sector. However, the issues remain the same and affect all strands of teacher education in and beyond the UK.

.

Session 5 – Presentation (13.30 – 14.00) Friday May 11th
5Q76 Session lead: Kulwinder Maude
Room: Meeting Room 144

Title: Looking at Beginning Teacher Educators' Ambitions for Teacher Education through a Cross Cultural Lens

Lead Presenter: Kulwinder Maude - Kingston University

Co-presenters: Carmel Roofe - University of the West Indies, Mona, Sudha Govindswamy Sunder - Teacher Leaders International, Mick Allen - Kingston University and Elizabeth Briten - Kingston University

Aim: In an environment (both national and international) where teacher education is subject to increasingly more and more scrutiny about providing quality teachers who can contribute to quality educational outcomes, if countries are to reap quality outcomes from teacher education, then attention must be given to those who prepare teachers for the task of teaching.

Content: Goodwin and Kosnik (2013) argue that “quality teacher education depends on quality teacher educators” (p. 334). Through multiple case studies conducted in Jamaica, England and the United Arab Emirates, this study sought to illuminate the experiences of beginning teacher educators as they set out to realise their ambition for teacher education. The focus is on answering three main research questions:

- 1) What are beginning teacher educators' ambitions for teacher education as they transition to second order teaching?
- 2) How are these ambitions reflected in their practice?
- 3) How do beginning teacher educators address the challenges to achieving their ambitions for teacher education?

Data were collected through interviews of nine beginning teacher educators across the three countries. Preliminary findings indicate that though the sociocultural contexts of the three countries differed, there were similarities in the intentions and experiences of the beginning teacher educators. Across the three countries beginning teacher educators entered teacher education wanting to make a meaningful contribution to creating a generation of teachers who would prepare primary age children for the world of tomorrow. Most teacher educators from early on in their university careers largely depended on learning in ways which were often unstructured, solitary and dependent on individual endeavour. Feelings of professional unease and discomfort were perceived to be more visible during the first year of HE work when the substantial and situational selves of the teacher educators were seen as distinctly out of alignment (Murray and Male, 2005). The study also found an absence of awareness of public policies dedicated to support teacher educators who have recently transitioned to second-order teaching in their career, and an absence of professional development initiatives for teacher educators tailored to their needs. Based on the findings the authors argue in this paper for a formalised and systematic approach to how teacher educators transition from being first order teachers and make their contributions to teacher education in terms of policy and practice. Therefore, this research seeks to contribute to a broader national and international policy environment and make a modest contribution to the literature.

References:

- Goodwin, A. L. and Clare Kosnik, C. (2013) Quality teacher educators = quality teachers? Conceptualizing essential domains of knowledge for those who teach teachers. *Teacher Development*, Vol. 17, No. 3, 334–346
- Murray, J. and Male, T. (2005) Becoming a teacher educator: evidence from the field. *Teaching and Teacher Education* 21 (2005) 125–142

The Ambition of Teacher Education: Celebrating the role of teacher education in preparing teachers amidst all this heightened attention to teacher preparation and quality, there is a

noticeable silence about the preparation of teacher educators themselves. Through this study we aim to highlight the experiences and intentions of beginning teacher educators through a cross cultural lens.

The country/ies to which the presentation relates: Issues linked to Beginning teacher educators' experiences in ITE are not country specific and relevant to educators around the world. References to arrangements in England, Jamaica and UAE will be made.

Session 5 – Presentation (14.00 – 14.30) Friday May 11th
5Q77 Session lead: Kulwinder Maude
Room: Meeting Room 144

Title: Addressing Mega Misconceptions through teacher education

Lead Presenter: Elena Lengthorn - University of Worcester

Aim: For the first time in human history reliable statistics exist on almost every aspect of global development. The aim of this presentation is to highlight the huge misconceptions of global development, to debunk the myths and update our knowledge of the world. The Gapminder tools are among the many tools that will enable us to shape our teacher educators, and in turn their students, with a fact based world view. We need to arm a new generation with a fact-based worldview to help them make decisions about their future based on facts not on feelings, emotions and opinions.

Content: Since 2005, Gapminder has conducted surveys on the public's knowledge about global development. These surveys show that the public has a worldview based on dramatic events, not based on facts. Without a fact-based worldview we will make decisions based on misunderstandings and feelings. One of responsibilities of educators has always been to give young people a worldview that is based on reality. How can educators take on the challenge to develop students' understanding of the world by:

- explaining common misconceptions and ignorance of global macro trends today
- presenting frameworks, models and stories that helps you see the macro trends of the world that are hidden to so man.
- strengthening your critical thinking, reasoning skills ability to support your decision with facts.

The Ambition of Teacher Education: We seek to teach and defend the truth, but we must first find it and teach our students to actively seek it. The alignment of common sense and data allow facts and truths emerge. What are the global facts and how do we create critical thinkers and seekers of truth?

The country/ies to which the presentation relates: Global theme – applicable to educators everywhere in line with the OECD 2018 Global Competencies.

Session 5 – Extended presentation (13.30 – 14.15/30) Friday May 11th
5R78 Session lead: Mathew Jones
Room: Meeting Room 145

Title: Blurring the Boundaries to Build Success: the impact of a student-led teacher society on student-teachers, teacher educators and school-based staff

Lead Presenter: Mathew Jones - University of Wales, Trinity Saint David

Co-presenters: Connor Williams, Abigail Fisher, Jessica Lloyd and Carys Jennings - University of Wales, Trinity Saint David

Aim: Today, academic provision alone may not be sufficient to holistically prepare our teachers for the professional workplace. Our paper aims to evidence the impact that a student-led 'Teacher Society' has on all stakeholders involved in Initial Teacher Education. Through feedback, analysis and evaluation, we aim to explore moments where the Teacher Society has successfully blurred the boundary between student-teacher and teacher educator to create a space where the content of the ITE programme has been co-constructed to better meet the needs of the students and raise the standard of our ITE programme. Conversely, we aim to identify the challenges faced by the Teacher Society, especially related to succession planning, and recognition beyond the university setting.

Content: The presentation will be co-presented by representatives of the Teacher Society, teacher educators based at the university and a school-based colleague. The content of the presentation will include qualitative data focusing on:

- discussing the types of activities that a student-led society offer;
- the place of collaboration and co-construction with university based and school based colleagues;
- the wider impact on the personal practice of all participants;
- how the Teacher Society contributes to building for success in programmes of ITE

Different perspectives will be presented to provide a range of viewpoints and a more holistic measure of impact. These will include each level of under-graduate student, teacher educators and participants from partnership schools.

Our reflection will be contextualised by the landscape of educational reform in Wales and explore how the work of the Teacher Society can move beyond quality enhancement to a position of genuine co-constructed activity.

Our aim is to move to a position which builds on success and meets the needs of each cohort year on year so that the programme of ITE is more responsive in developing professional and research-informed teachers.

The Ambition of Teacher Education: Our ambition for our programmes of ITE is to work in partnership with student-teachers and partnership schools in raising the status of both teaching and teaching others to teach. Using the Teacher Society as a case study, we hope to explore how co-construction can help to generate a strong desire for success across our programmes.

The country/ies to which the presentation relates: The presentation relates to Wales but the principles are transferrable to any programme of ITE.

SESSION 6

Session 6 - Presentation (14.45 – 15.15) Friday May 11th
6S79 Session lead: George Casley
Room: Conference Room 1a

Title: The Ambition of teacher retention

Lead Presenters: Gareth Honeyford - Essex Teacher Training and George Casley - **Education – Religion – Culture** Ltd

Aim: To provoke discussion and thinking about the value of different training routes and how “one size does not fit all.” The paper will challenge some prevailing orthodoxies concerning value in teacher training and will draw on the experience of Essex teacher training in providing routes for social mobility.

Content: Why do trainees stay in teaching? Why do they leave? Is there any correlation between retention rates and training route? What are the real reasons why people leave and stay? Do “apprentices” stay longer than “professionals”?

The paper will be both a statistical analysis and based on a series of interviews and focus group discussions.

It will develop statistical analysis based on questions raised by trainees and stories of change. At basis the paper aims to reflect on the experiences of Essex trainees and point towards how others could learn from this. Issues touched on will include inclusion, race and gender to challenge practitioners to think more about retention of teachers into the profession. “Success criteria” should be long term and we need to model good practice from the start that grows good teachers. Such practices need to be contextual and recognise the varying motivations into the profession. Altruism is not for all.

The Ambition of Teacher Education: The purpose of teacher training is to equip teachers for the long term so if we are to be ambitious trainee teacher retention rates must improve. This presentation will suggest how this could be improved.

The country/ies to which the presentation relates: UK

George Casley also works in Eastern Europe and will include reflections on this.

Session 6 - Presentation (15.15 – 15.45) Friday May 11th
6S80 Session lead: George Casley
Room: Conference Room 1a

Title: Enhancing Teachers Productivity Through Innovative ICT-Driven Training Model

Lead Presenter: Bassey Asuquo Ekanem - Delta State Polytechnic

Co-presenter: Elizabeth Akpan Asuquo - Delta State Polytechnic

Aim: The aim of this presentation is to highlight some of the key challenges facing teacher educators as they strive to actualizing their ambition and to proffer solutions through proposed innovative ICT-driven Training model. The model provides for rudimentary requirements from major stakeholders in the sector geared towards ensuring teachers' productivity.

Content: The ambition of teacher educators is to provide quality training to teachers in a manner that makes them competent and proficient in teaching. However, research findings reveal some challenges faced by educators in actualizing this ambition such as, dampened morale due to unpaid salaries, inadequate modern training tools and training on such tools where they are available, poor funding of training programs, obsolete curriculum, unfriendly government and employer policy just to mention a few. For instance, the ambition of a teacher educator with genuine desire for quality contents delivery cannot be met where he is not provided with modern tools and relevant trainings on such tools to enhance his productivity. Similarly, without regular payment of salaries, a teacher educator cannot be focused to deliver optimally, and this will definitely affect the quality of teachers produced with subsequent negative effects on the students. A teacher educator that is denied promotion for many years due to unfriendly employer policy, cannot also perform optimally. In recognition of these challenges, a new National Policy on Teacher Education was recently introduced by the federal government.

However, for such a policy to succeed, it must be supported by innovative approach with deliberate efforts to stimulate actions geared towards enhancing the productivity of teacher educators in line with their frequent changing roles driven by technology. To this effect, this article presents innovative ICT-driven Training Model that will enhance teachers' productivity by consistently monitoring the technology landscape, tracking and reporting modern training tools for effective teacher education as well as evaluating the training needs of each teacher educator and scheduling relevant trainings required to meet their needs on regular basis. Finally, the model provides for regular interfacing with policy makers to ensure that policies made by employers and government are teacher educators friendly and capable of enhancing their productivity.

The Ambition of Teacher Education: The presentation is linked to the conference title as it examines the challenges for teacher educators in striving to actualize their ambition. It proposes innovative ICT-driven Training Model to address them. The model highlights the expected roles of key stakeholders in the sector towards enhancing the productivity of teacher educators.

The country/ies to which the presentation relates: Nigeria

Session 6 - Presentation (14.45 – 15.15) Friday May 11th
6T81 Session lead: Andrea Pratt
Room: Conference Room 1b/c

Title: Research informed teaching reaching beyond initial teacher education, examples of success in the North West of England: Empowering teachers to reach for success

Lead Presenter: Andrea Pratt – Liverpool John Moores University

Co-presenters: Debbie Duncalf, Di Lloyd and Paula Jones – Liverpool John Moores University

Aim: A presentation exploring the impact of evidence based research on practice. This presentation celebrates examples of success in teacher education, beyond initial teacher education, returning students and partnership examples. We discuss the key implications for the professional development of teacher ownership and impact on learners in the classroom.

Content: This presentation considers empowering teachers to reach for success working in partnership with a Northwest Institution. Evidence based research is the focus of our work with teachers reaching beyond initial teacher education. Sustained partnerships with mentors and partnership schools enable us to consider the key implications for the professional development of teachers and the impact this can have on learners in the classroom. The evidence for the presentation is drawn from all sectors, including special schools, a teaching alliance school and secondary and primary sectors. The research informed approach seeks to support teachers to collect better evidence in the classroom, to take ownership for improving classroom climates and outcomes for children (Goldacre 2013).

Working in partnership with students and teachers, the aim of this presentation is to demonstrate how collaboration has encouraged professional practice to support classroom based teaching.

The Ambition of Teacher Education: Our presentation ties nicely to ‘the Ambition of Teacher Education’ as it considers the significance of teacher education and the relationships beyond the initial training. We explore teachers who return to study or professional development in different ways and the positive impact this can have in the classroom. Teacher educators from our institution are now engaging with a more complex and challenging landscape.

The country/ies to which the presentation relates: The United Kingdom

Session 6 - Presentation (15.15 – 15.45) Friday May 11th
6T82 Session lead: Andrea Pratt
Room: Conference Room 1b/c

Title: Towards a more evidence-based profession: education, evidence, and the use of languages as a model

Lead Presenter: Hannah Valenzuela - University of Derby

Aim: In a changing education context where evidence is playing an ever-greater part in what teachers and teacher educators do, languages teaching offers practices which my research suggests model and reflect evidence-based methodology. This paper aims to highlight the practices and invite parallels to be drawn with teacher education in other curriculum areas, including and especially EAL support.

Content: Some of the evidence around effective teaching will be presented, using languages (MFL and EAL) teaching methodology as a model. It will be argued that languages teaching methodology is, unexpectedly and serendipitously, demonstrating much of the emerging evidence around how students learn. It will be argued that as teacher educators, we can and should highlight the links between effective practice and emerging evidence, encouraging our students to become more evidence-orientated practitioners. What constitutes evidence-based practice will be outlined: here, the term refers to emerging knowledge about how the brain learns, coupled with the results of meta-studies which suggest most effective ways of teaching and training.

My research has also highlighted some language teaching practices which run contrary to evidence-based principles. Questions will be raised as to whether this is a challenge for teacher education, and if so, how to overcome that challenge. The principles which underlie the effective practice are common to every curriculum subject, so the presentation has applicability to teacher educators across the curriculum. It also has resonance with the way that we equip and train our students to effectively support pupils with EAL, at any stage of their integration to mainstream academic learning. At a time when the numbers of pupils with EAL are at their historic highest in schools, this is an ever-growing aspect of teacher education.

The Ambition of Teacher Education: Recent movements in policy and practice indicate that the ambition of teaching as a profession, and teacher education as part of that profession, is to become much more evidence-based. This paper addresses that ambition in a practice-based, evidence-supported way.

The country/ies to which the presentation relates: The presentation relates to any country. The research was carried out in three countries, including the UK, and the applicability of the conclusions, including the challenges, is universal.

Session 6 – Extended presentation (14.45 – 15.30/15.45) Friday May 11th
6U83 Session lead: Clare Lawrence
Room: Conference Room 3

Title: ‘Nothing about us without us’: How to include the voice of people with autism in autism teacher training

Lead Presenter: Clare Lawrence - Bishop Grosseteste University

Aim: To describe and evaluate on-going research into using report from and by people with autism as an integral part of teacher training. The heterogeneity of the autistic population precludes effective use of generic autism descriptors; this paper aims therefore to evaluate the effectiveness of using ‘real voices’ to encourage understanding in trainee teachers.

Content: This research project grew out of feedback (through questionnaire and focus group) into what trainee teachers want in their ITT on the needs of autistic pupils. The overwhelming response in this feedback was the desire for more examples: for the voice and experiences of people with autism to inform the training. Consequently, the presenter has been working with trainee teachers this year to ‘capture’ the experiences of individuals with autism in school. Data gathered include autoethnographic reflection by a trainee teacher with autism, feedback from interview and discussion with autistic individuals, and observations made on placement.

The resulting data were presented using a poster format during scheduled autism training with this year’s PGCE secondary cohort, and feedback on the effectiveness of this training was gathered. This presentation describes the project, discusses this feedback, and reflects on how what we have learnt might inform future teacher training.

The Ambition of Teacher Education: All teacher training in the UK must, as of this year, include training around autism. If we are to be ambitious about making this training count, research needs to be done into what constitutes effective teacher training around autism.

The country/ies to which the presentation relates: Autism crosses all borders, ethnic groups, socio-economic groups and cultures, so this research is universally relevant.

Session 6 - Presentation (14.45 – 15.15) Friday May 11th
6V84 Session lead: Catherine McPartland
Room: Meeting room 127

Title: Synergy in learning: tutors and student support assistants (SSAs) working together to promote learner metacognition

Lead Presenter: Catherine McPartland - Redcar & Cleveland College

Co-presenter: Di Pearson - Redcar & Cleveland College

Aim: To present the findings of a recent piece of research undertaken through the auspices of the Education and Training Foundation's Outstanding Teaching, Learning and Assessment projects. Teacher Educators established an Action Research group within the college with the intention of promoting more effective working relationships between class tutors and support assistants to promote learner autonomy and metacognition.

Content: Relatively little attention has been given to the role of learning support staff in the FE setting, this was confirmed by the literature search at the beginning of the project. The presentation explores the strategies used to enable and support tutors and student support assistants (SSAs) in the setting to come together to form effective working relationships and devise and implement a range of strategies for use in class sessions. The impact of these strategies in enhancing working relationships, giving a greater value to the role of the student support and enabling them to work with, rather than for learners, has been fully evaluated through tutor, SSA and learner reflections and feedback. The key findings of the project, the barriers encountered and the successes will be presented and linked to the findings of recent reports e.g. Sharples, Webster and Blatchford's 2013 report on Making Best Use of Teaching Assistants which discussed the use of learning support in schools.

The Ambition of Teacher Education: Teacher Educators saw this project as extending their role, supporting teachers and SSAs in promoting their professional development through engaging in research, collaborative practice and meaningful reflection. Several project members referred to it as "inspirational", giving them the opportunity to reinvigorate their practice and engage in meaningful work with learners.

The country/ies to which the presentation relates: Primarily UK

Session 6 – Round Table (14.45 – 15.25/45) Friday May 11th
6W86 Session lead: Hannah Strickland
Room: Meeting Room 139

Title: Wellbeing in a gruelling context: how do we support student teachers in their being and staying well?

Lead Presenter: Hannah Strickland – University of Manchester

Co-presenter: Giles Bennett – University of Manchester

Aim: This is a space to reflect on current wellbeing provision in Initial Teacher Education and to develop our understanding of possibilities to enhance this provision. How can we develop our courses to fundamentally address issues of wellbeing, rather than merely treating it as a ‘hot topic’?

Content: How often have you heard it said that ‘you lose a year of your life’ when undertaking a PGCE course (or other route into teaching)?

There is an apparent cultural expectation of student teachers that they will forego any personal life, rather than ensuring they maintain a healthy balance which will actually support their development. Retention on PGCE courses and in the first five years of teaching is recognised as a national problem and reportedly, part of this is due to ‘burn out’.

We want to address the question of wellbeing with a round table discussion which raises the importance of key issues and seeks to find ways to help our student teachers develop the skills they need to be resilient and to maintain self-care in a high intensity profession. We will begin by briefly outlining our research aims and intended outcomes in our context, which include a wellbeing workshop for student teachers, to be delivered in their PGCE induction weeks. We currently use coaching interventions to good effect, but often for students already at crisis points; we are looking to improve student teacher wellbeing skills from the outset, in order to improve their experiences, as well as to increase retention. We will ask for input on some key questions, all linking back to the chief aim. The round table will provide space to consider how can we develop the skills student teachers need to be resilient and to maintain self-care in a high intensity profession? Finally, we will invite round table participants to contribute to the creation of our workshop, which we will share with interested parties, with a view to impacting the practice of colleagues delivering ITE programmes.

The Ambition of Teacher Education: Our ambition for teacher education includes supporting student teachers through their ‘training’ year, but also developing and equipping them to support their own continuing wellbeing, as they enter a high intensity profession which struggles to retain its teachers.

The country/ies to which the presentation relates: UK and all international providers of Initial Teacher Education.

Session 6 – Workshop (14.45 – 15.45) Friday May 11th
6X87 –Session lead: Pete Boyd
Rooms: 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

Kim Harris – University of Worcester

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.