

# Teacher Education Advancement Network

## TEAN Conference 2024 Abstracts

This is a large document with full conference abstracts – DO NOT PRINT!

Use the hyperlink below to go to the 'at a glance' conference programme

Use author names or keywords or the presentation code number to search for specific abstracts

- Welcome and TEAN Committee: Pages 2 to 3
- Programme Overview with dates and times and rooms: Page 4
- The Venue – map: Page 5
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- [Programme 'At a glance' with presentation titles: Page 8 to 11](#)
- Keynote Speakers – abstracts: Pages 12 to 13
- Mini-keynotes – abstracts: 14 to 19
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# Welcome to TEAN Conference 2024

## **TEAN President: Elaine Sharpling**

A very warm welcome to our TEAN 2024 conference and to colleagues from the UK and beyond. We hope that you will find a wealth of interesting and provocative presentations and embrace the opportunity to ask questions and join the discussions. If it is your first time as a delegate, then you can be sure to find a supportive conference atmosphere and if you are an old friend of TEAN, then we are delighted to see you in person and thank you for your ongoing support.

As ever, teacher educators find themselves in uncertain times and are faced with the tricky task of navigating political landscapes. However, the aim at the heart of TEAN is to strive for the best education possible for teachers, student-teachers and learners, and the conference programme reflects this intellectual ambition. Our face-to-face conference provides a rich professional learning opportunity incorporating both renowned keynote speakers and early career researchers; there is something for everyone. This year we are delighted to welcome Professor Gert Biesta and Professor Lee Rusznyak – both will challenge our thinking about teaching.

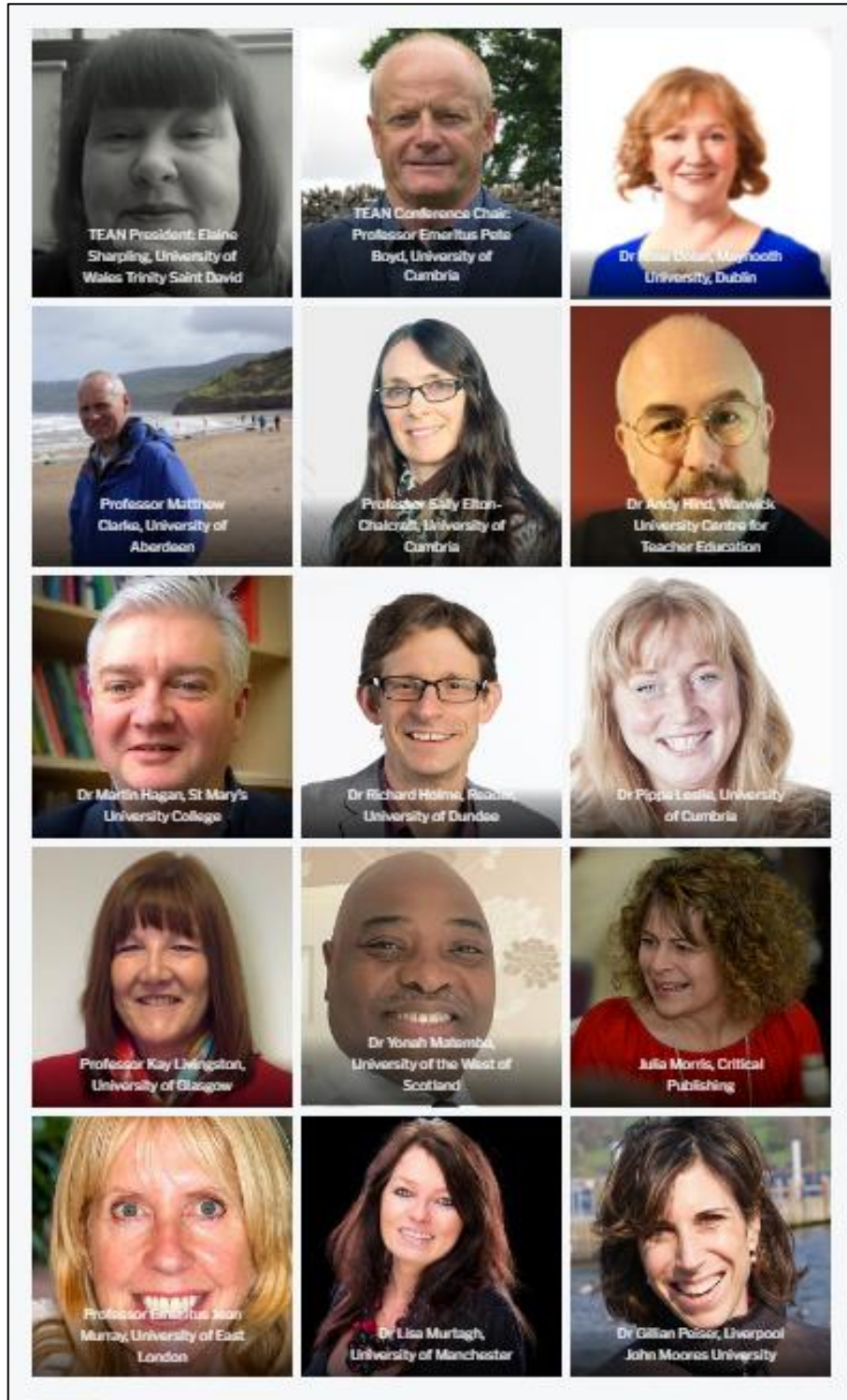
Looking forward and building on our conference tradition, the TEAN committee are keen to expand our network with a view to widening access and strengthening the impact of TEAN activities. In the near future, we will begin this development through extending our popular online activities – so watch this space for 2025!

## **Conference Chair: Pete Boyd**

Welcome to conference. I just want to emphasise some practical ways of working during the event. If you are presenting then please keep to time, so that means 15 minutes maximum for an evaluation or research presentation, and 5 minutes maximum for a round table or mini keynote presentation. If speakers keep to time it helps us to achieve our rule of having half of the time of any session available for questions and discussion. Once into the questions and discussion part of a session as a speaker please keep your responses reasonably concise so we can hear from a range of delegates. If you are in the audience for a session please ask questions but keep them clear and concise and aim to be audible to everyone in the room. Speakers, please repeat the question for the benefit of the whole audience. During the parallel sessions, roundtables, or workshops, if a room is full then please have a back-up choice planned and switch to that alternative room. Enjoy the event.

## TEAN Conference 2024: Abstracts

TEAN is an independent network led by an executive committee, but the network is 'hosted' by the University of Cumbria to support budget and administration. The committee:



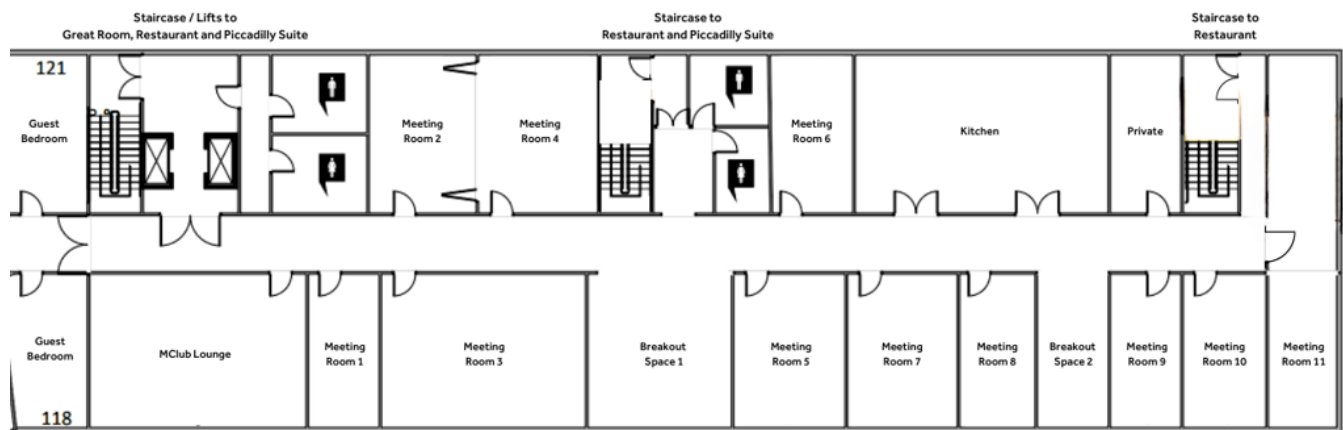
## TEAN Conference 2024: Abstracts

Time	Session	Wednesday 22 May 2024: TEAN conference	Room
09.00-11.00	Registration in hotel foyer - refreshments and networking		Piccadilly Suite
[09.40-10.50]	Optional pre-conference workshops		Breakout rooms
<b>11.00-11.20</b>	<b>Conference Welcome &amp; Refreshments</b>		Piccadilly Suite
11.20-11.50	Parallel Session One		Breakout rooms
12.00-12.30	Parallel Session Two		Breakout rooms
<b>12.30-13.30</b>	<b>Lunch</b>		Hotel
	Restaurant		
13.30-14.30	<b>Keynote Address: Professor Gert Biesta</b>		Piccadilly Suite
14.40-15.10	Parallel Session Three		Breakout rooms
<b>15.10-15.30</b>	<b>Refreshments</b>		Piccadilly Suite
15.30-16.30	Round Table Presentations / Workshop		Breakout rooms
16.40-17.10	Parallel Session Four		Breakout rooms
17.20-17.50	Parallel Session Five		Breakout rooms
<b>18.00</b>	<b>Close of the day</b>		
<b>19.00</b>	<b>Buffet conference dinner</b>		Piccadilly Suite

Time	Session	Thursday 23 May 2024: TEAN conference	Room
08.30-09.30	Registration in hotel foyer - refreshments and networking		Piccadilly Suite
[08.45-9.20]	Optional special interest networking sessions		Breakout rooms
09.30-10.00	Parallel Session 6		Breakout rooms
10.10-10.40	Parallel Session 7		Breakout rooms
10.40-11.00	Refreshments		Piccadilly Suite
11.00-12.00	<b>Mini Keynote Presentations</b>		Piccadilly Suite
<b>12.00-13.00</b>	<b>Lunch</b>		Hotel Restaurant
13.00-13.30	Parallel Session 8		Breakout rooms
13.40-14.10	Parallel Session 9		Breakout rooms
14.10-14.30	<b>Refreshments</b>		Piccadilly Suite
14.30-15.30	<b>Keynote Address: Professor Lee Rusznyak</b>		Piccadilly Suite
<b>15.30-16.00</b>	Plenary, closing remarks and close of conference		Piccadilly Suite

# The Hotel Venue

The hotel venue is compact, and you will quickly find your way around. Conference registration is in the foyer, then head upstairs (lift available). The keynotes, minis, some presentations, and the sponsor exhibitions are in the Piccadilly Suite. Upstairs (lift available) from there are the break-out rooms where most of the parallel session presentations, workshops and round table discussions take place. In general head back to the Piccadilly for fast service tea and coffee between sessions but there are drinks machines and small social spaces on the break-out room floor if you prefer. Lunch is in the hotel dining room which is on the same floor as the Piccadilly Suite. If a break-out room is full then please choose an alternative presentation and join that. If you are in a session in the Piccadilly Suite then please fill the central aisle first.



- Front of Building -





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- 

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The National Association of School-Based Teacher Trainers




## MENTOR DEVELOPMENT MODULES









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This tailored offering enables providers to have complete control of their mentor training and meet the individual training and development requirements of their mentors.

Modules are pitched at three levels to reflect mentor experience and development need;

**Introducing | Embedding | Refining**

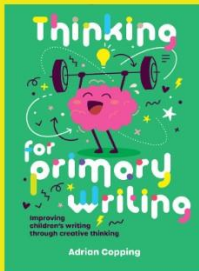




-  Flexible high-quality training
-  Written by expert practitioners in the sector
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-  Flexible to enhance existing mentor training
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The National Association of School-Based Teacher Trainers (NASBTT) represents the interests of schools-led teacher training provision in relation to the development and implementation of national policy developments.

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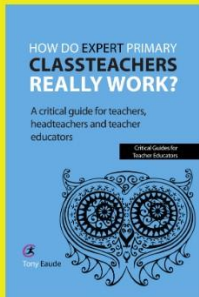
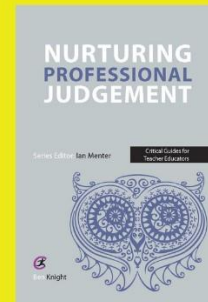


**THINKING FOR PRIMARY WRITING**  
by Adrian Copping

This book provides a framework for teachers to develop, through their planning, a cognitive pedagogy of writing that develops writing quality and achievement.

**NURTURING PROFESSIONAL JUDGEMENT**  
by Ben Knight

A critical guide for teacher educators and early career mentors in supporting the development of professional judgement and intuitive practice.

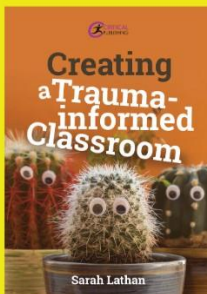
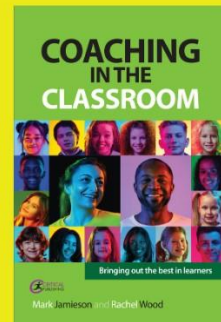


**HOW DO EXPERT PRIMARY CLASSTEACHERS REALLY WORK?**  
by Tony Eade

For anyone interested in teaching primary school children, this book critically examines what constitutes outstanding or good teaching of children in the primary years.

**COACHING IN THE CLASSROOM**  
by Mark Jamieson & Rachel Wood

A thought-provoking and engaging guide to coaching in an educational setting, demonstrating how to coach young people in the classroom and how to embed a coaching culture in schools.



**CREATING A TRAUMA-INFORMED CLASSROOM**  
by Sarah Lathan

A game-changing toolkit for teachers, empowering them to build their understanding of adverse childhood experiences (ACEs) and to develop their trauma-informed teaching practice.

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## TEAN Conference Programme: Quick Reference

<b>Day One: Wednesday 22<sup>nd</sup> May 2024</b>
<b>Registration – Hotel Foyer: 9.00am onwards</b>
<p><b>Optional pre-conference workshops: 9.40am to 10.50am</b></p> <ul style="list-style-type: none"> <li>• <b>Piccadilly Suite:</b> Networking, exhibitors, coffee and pastries</li> <li>• <b>Room 11:</b> Decolonising the teacher education curriculum</li> <li>• <b>Room 7:</b> Maths teaching and the semantic wave</li> <li>• <b>Room 6:</b> Becoming and being a teacher educator</li> <li>• <b>Room 5:</b> Using ethnographic research approaches in schools</li> <li>• <b>Room 4 (&amp;2):</b> Making educational research more relevant to student teachers</li> </ul>
<b>Welcome to conference – Piccadilly Suite: 11.00am – 11.15am</b>
<p><b>Session One – choice of presentations: 11.20am – 11.50am</b></p> <p><b>Piccadilly Suite:</b> Student teachers as change agents for inclusion (75)  <b>Room 11:</b> Experiences of and responses to education policy (9)  <b>Room 7:</b> Analysing mentor-student teacher dialogue using LCT (37)  <b>Room 6:</b> Student teachers and outdoor learning (19)  <b>Room 5:</b> Embedding oral reading in a school (22)  <b>Room 4 (&amp;2):</b> PD for teachers: Flexibility versus fidelity (17)  <b>Room 3:</b> Perceptions of ‘classroom readiness’ (38)  <b>Room 1A:</b> Teacher educators exploring professional identities (65)</p>
<p><b>Session Two – choice of presentations: 12.00am – 12.30am</b></p> <p><b>Piccadilly Suite:</b> A new model of expertise (15)  <b>Room 11:</b> Developing critical consciousness in school-led teacher education (57)  <b>Room 7:</b> Analysing new teachers talking about teaching using LCT (59)  <b>Room 6:</b> Student teachers and the natural curriculum (68)  <b>Room 5:</b> The disappearing teacher educator (98)  <b>Room 4 (&amp;2):</b> Contesting the simple view of teaching (44)  <b>Room 3:</b> Agency with technology in teacher education (54)  <b>Room 1A:</b> Complexifying teacher education through an agrarian lens (24)</p>
<b>LUNCH 12.30 – 1.30pm Hotel Restaurant</b>
<p><b>Keynote Speaker – Piccadilly Suite: 1.30pm – 2.30pm</b></p> <p style="text-align: center;"><b>Professor Gert Biesta</b>  <b>Taking Teaching Seriously: A challenge for teacher education?</b></p>



**Session Three – choice of presentations: 2.40pm – 3.10pm**

- Piccadilly Suite:** Ecopedagogies: Education for climate and social justice (78)  
**Room 11:** Decolonising teacher education curriculum & antiracism in ‘white spaces’ (48)  
**Room 7:** Professional practice knowledge and Legitimation Code Theory (LCT) (50)  
**Room 6:** Teacher educator autonomy and professional learning (60)  
**Room 5:** Fostering critical pedagogy in teacher education (63)  
**Room 4 (&2):** Supporting dyslexic student teachers (18)  
**Room 3:** Head to Toe Maths (72)  
**Room 1A:** Evaluating intensive training and practice for student teachers

**Refreshments, exhibitors, and networking – Piccadilly Suite: 3.10pm - 3.30pm**

**Workshop and round table discussions – choice of sessions: 3.30pm – 4.30pm**

- Room 11:** An anti-racism framework for teacher education 89  
**Room 7:** Reflections on identity: Narratives from educators (Book launch) 11  
**Room 6:** Policy discourse and teacher agency across the UK and Ireland 97  
**Room 5:** Partnership triad interactions, student teacher identities 67, 52, 27  
**Room 4 (&2):** Issues and strategies in teaching student teachers 31, 14, 55, 62

**Session Four – choice of presentations: 4.40pm – 5.10pm**

- Room 11:** Belonging within teacher education 35  
**Room 7:** Enhancing teaching maths and science through formative assessment 102  
**Room 6:** Teacher educators pointing and resisting 79  
**Room 5:** Embedding character development within teacher education 70  
**Room 4 (&2):** Teacher educator connective professionalism and critical pedagogies 99  
**Room 3:** Research career changers: Soldier to teacher 84

**Session Five – choice of presentations: 5.20pm – 5.50pm**

- Piccadilly Suite:** Student teacher perspectives on the purposes of teaching history 41  
**Room 11:** Diverse children’s literature and its impact on student teachers 53  
**Room 7:** Researching adaptive teaching 23  
**Room 6:** knowledge exchange across a partnership 80  
**Room 5:** Teacher identity confusion 82  
**Room 4 (&2):** Student teacher beliefs around ‘ability’ 26  
**Room 3:** Using initial teacher education to integrate STEM into the primary curriculum 42

## Day Two: Thursday 23<sup>rd</sup> May 2024

**Registration – Hotel Foyer: 8.30am – 9.30am**

**Optional themed networking meetings – 8.45am – 9.20am**

**Piccadilly Suite:** Exhibitors, informal networking, refreshments

**Room 11:** Researching and developing of anti-racist and decolonised teacher education – facilitator Yonah Matemba

**Room 7:** Research and development of teacher education through analysis of classroom teaching including application of legitimation code theory (LCT) – facilitator Andy Hind

**Room 6:** Working for social justice through research and development in teacher education – facilitator Sally Elton-Chalcraft

**Room 5:** Research and development in the pedagogy of teacher education – facilitator Gillian Peiser

**Room 4 (&2):** Research and development around ‘being a teacher educator’ – facilitator Jean Murray

**Room 3:** A. N. Other – your research interests do not seem to fit into any of the other themes so go to this room for a lucky dip – facilitators Pippa Leslie and Richard Holme

**Room 1A:** Research and development in authentic assessment in teacher education, including the role of professional standards – facilitator Pete Boyd

**Session Six – choice of presentations: 9.30am – 10.00am**

**Room 11:** Teacher educators moving from ‘not racist’ to ‘anti-racist’ 64

**Room 7:** using video to support student teacher reflective learning 25

**Room 6:** Why ‘subjectification’ matters in teacher education 56

**Room 5:** Well-being and dyslexia in case study school 7

**Room 4 (&2):** Teachers giving and receiving fearless feedback 77

**Room 3:** Writing practical professional learning texts: Some principles 86

**Room 1A:** Enquiry at the heart of initial teacher education 40

**Session Seven – choice of presentations: 10.10am—10.40am**

**Piccadilly Suite:** Student teachers’ unchanging voices 73

**Room 11:** First steps towards an anti-racist department 45

**Room 7:** Student teachers and dialogic teaching 49

**Room 6:** Professional learning through induction of new teachers 74

**Room 5:** Promoting learner agency 29

**Room 4 (&2):** Researching mentoring in teacher education 58

**Room 3:** The redress of poetry in the teacher education and school curriculum 58

**Room 1A:** Supporting the academic literacies of student teachers 21

<p><b>Refreshments, exhibitors, and networking – Piccadilly Suite: 10.40am – 11.00am</b></p>
<p><b>Mini-Keynote Presentations – Piccadilly Suite 11.00am – 12.00 noon</b></p> <p><b>Lizana Oberholzer &amp; John Macklin - Autoethnography 83; Mark Plater - World views 8; Ben Knight - Professional judgment 6; Anjali Shah - Cultural capital through a racial lens 51; Lorraine Anim0Addo - Reflections of a black researcher 105; Ian Cushing - Lived experiences of policy reform 95.</b></p>
<p><b>LUNCH – Hotel Restaurant: 12.00pm – 1.00pm</b></p>
<p><b>Session Eight – choice of presentations: 1.00pm – 1.30pm</b></p> <p><b>Piccadilly Suite:</b> A self-study of teachers using epistemic insight 103  <b>Room 11:</b> Supporting trans gender and non-binary student teachers 69  <b>Room 7:</b> Powerful learning from video stimulated teacher recall interviews 88  <b>Room 6:</b> Intensive learning from practice for student teachers 28  <b>Room 5:</b> Research relevance to student teachers: Epistemic beliefs and emotions 66  <b>Room 4 (&amp;2):</b> Grading teaching practice 30  <b>Room 3:</b> Trainee teacher parents 32  <b>Room 1A:</b> Exploring initial approximations of practice 46</p>
<p><b>Session Nine – choice of presentations: 1.40pm—2.10pm</b></p> <p><b>Piccadilly Suite:</b> A pedagogy of hope for teacher education 47  <b>Room 11:</b> Life histories narrative analysis of the lack of black school leaders 104  <b>Room 7:</b> Developing a coherent methodology: Lessons from my doctoral thesis 107  <b>Room 6:</b> Enacting international solidarity and scholarship of teacher educators 43  <b>Room 5:</b> Developing professional knowledge for teacher educators 100  <b>Room 4 (&amp;2):</b> Research practice exchange: Place, craft, neurodiversity 85  <b>Room 3:</b> A multimodal model of teacher agency 2  <b>Room 1A:</b> External examiners and initial teacher education 71</p>
<p><b>Refreshments, exhibitors and networking – Piccadilly Suite: 2.10pm-2.30pm</b></p>
<p><b>Keynote Speaker – Piccadilly Suite: 2.30pm – 3.30pm</b></p> <p><b>Professor Lee Rusznyak</b>  <b>Classroom Conversations: Supporting effective teacher talk about lessons</b></p>
<p><b>Conference Plenary Panel – Piccadilly Suite: 4.00pm – 4.30pm</b>  <b>Extending and Expanding our Teacher Educator Network</b>  <b>All providers - including school-based / Researchers / International colleagues</b></p>

# Keynote Addresses

TEAN Conference 2024 includes two provocative keynotes from world-leading professors in education and teacher education.

## **Keynote: Taking teaching seriously: A challenge for teacher education?**

**Professor Gert Biesta** University of Edinburgh, UK. Maynooth University, Ireland.

Wednesday 22<sup>nd</sup> May 2024 Piccadilly Suite 1.30pm

One would assume that teaching is the first and main concern of what teacher education is about. On the surface this seems to be the case, and some teachers and teacher educators still get excited about the often repeated but rather lame statement that research has apparently identified the teacher as the most powerful influence on student learning. While this may be true as a statistical correlation, although there is always the question how teacher influence and student learning are operationalised and measured, it says nothing about the actual work that teachers do, nor does it raise any critical questions about what ‘student learning’ is supposed to be and in what ways it might matter in education. Really taking teaching seriously therefore remains a challenge at many levels. It remains a challenge in the face of the push to make teaching evidence-based; it remains a challenge in the face of research that seeks to find out what is effective or ‘works’ in teaching; and it remains a challenge in the face of the ongoing learnification of education, that is, the reduction of everything educational to questions of learners and their learning. In my presentation I will therefore explore what it means to take teaching really seriously and how this might be done. This, as I will argue, is as crucial for teacher education as it is for the educational field more widely.

**Gert Biesta** ([www.gertbiesta.com](http://www.gertbiesta.com)) is Professor of Public Education at Maynooth University, Ireland, and Professor of Educational Theory and Pedagogy at the University of Edinburgh, UK. He is a member of the Education Council of the Netherlands, the advisory body for the Dutch government and parliament. His research focuses on teaching, teacher education, citizenship education, arts education, religious education, and education policy. Recent books include *World-Centred Education* (Routledge 2021); *The new publicness of education. Democratic possibilities after the critique of neo-liberalism* (Routledge 2023).

## Keynote: Classroom Conversations: Supporting effective teacher talk about lessons

**Professor Lee Rusznyak** University of the Witwatersrand, Johannesburg, South Africa

Thursday 23<sup>rd</sup> May 2024 Piccadilly Suite 2.30pm

Student teachers can learn a great deal from discussing their lessons with mentor teachers. Ideally, this feedback addresses what they are doing well, what they could do better, and may provide guidance about new things to try. However, when the feedback is given in the form of unelaborated observations, judgements or lists of 'dos and don'ts', the potential for supporting professional learning is not fully realised. In this keynote, I show that there are crucial differences between conversations that empower student teachers to think about their work in more specialised ways, and those that offer useful but limited feedback.

I draw on a South African study that shows two ways that mentoring conversations can support effective student teacher learning:

First, when conversations shift between particular details of a lesson and general teaching principles, student teachers see examples of how practice is enacted in authentic contexts. These shifts are valuable because experiential learning becomes more easily transferred to future lessons, and into different contexts.

Second, when conversations offer elaborated, reasoned and explanatory accounts for what worked or did not work as intended, students gain insight into the inner logics of teaching. These insights are crucial if student teachers are to understand the reasons why some options are more appropriate or effective than others. These shifts also essential for them to understand the complex thinking work teachers do in every lesson they teach.

I use analytic tools from *Legitimation Code Theory* (LCT) to show how these shifts can be represented as pathways across the *semantic plane*. Classroom conversations that offer student teachers new insights into their teaching practices take fundamentally different pathways than those that simply commend student teachers on a good effort, and offer a few practical tips.

In the busyness of classroom life, there is no time for conversations that simply fulfil mentoring obligations but do little to advance professional learning. Understanding these semantic pathways provides a powerful roadmap that mentor teachers can use to hold conversations that extend student teachers' professional learning.

**Lee Rusznyak** is a senior professor at the University of the Witwatersrand, South Africa. Her research focuses on preparing student teachers for classroom practice. She has taught at all levels of the schooling system and has led several research projects on the state of teacher education in South Africa. Lee led the development of the South African Professional Teaching Standards. These standards are used to accredit teacher development courses. She currently steers a massive national project that has prepared more than 70 000 student teachers for school-based learning over the past four years. She recently stepped down from university management to direct the Wits Legitimation Code Theory Hub, a research unit that supports the scholarly preparation of students for practice. She convenes a Special Interest Group on Teacher Education in the South African Education Researchers Association. Lee is an active member of the UNESCO Chair Forum in Teacher Education for Diversity and Development. In her spare time, she enjoys karate and playing guitar.



# Mini Keynote Presentations

**Thursday 23<sup>rd</sup> May Piccadilly Suite 11am**

TEAN Conference 2024 includes six mini keynotes, small presentations with big ideas.

## **Presentation 83: Collaborative autoethnography as professional learning**

**John Macklin<sup>1</sup>, Lizana Oberholzer<sup>2</sup>** <sup>1</sup>University of East London <sup>2</sup>University of Wolverhampton

The key issue we explore is how as Teacher Educators we are in multiple roles and have multiple identities. Enabling us to function in a world where demands upon us in HEI settings are constantly evolving. As our identities evolve, we reflect upon changing demands internally and externally and how this turbulence (Beabout 2012) as affected our roles and identity.

We use autoethnography to explore our development as coaches in a HEI context. For Koning & Moore (2020) autoethnography is a genre of research connecting consciousness, and for us our developing layers of awareness/identity that evolve in a constant cycle of iterative reflexivity. For us it is a further opportunity to use a research approach for coaching that connects our personal to our, at times overlapping, cultural contexts (Ellis & Brochner, 2000). The approach we take is suited for identity our individual and shared learning in our contexts which do overlap as we work on joint coaching projects and research.

Our HEI journey we explore our individual development from teachers to teacher educators then into academics, researchers and coaches. Each identity remains for us and is not overwritten. But in our reflections where we apply Dreyfus's model (2004) of novice to expert we realise that we are often in situation of being a novice as each new role/identity develops. Koning & Moore (2020) assert with reference to Meekums (2008) the suitability for autoethnographic research for contexts such as "university, or practice, such as coaching which involves a highly reflexive approach (Koning & Moore, 2020).

We explore our separate and overlapping journeys and shared contexts on the way as collaborative autoethnographic study (Wei & Maddamsetti, 2019). Lizana draws upon her doctoral research when discussing her identity as a lecturer, researcher and coach. John draws upon his doctoral work particularly his development as a researcher and lecturer in terms of Aristotle's phronesis and praxis. This leads to a deeper exploration of our overlapping work. We both discuss the joint research, conference papers and articles we have done and are developing from Novice to Expert (Dreyfus, 2004) in the various roles we have.

We conclude that collaborative autoethnography is an aid to understanding identity and to develop constantly evolving teacher educator identities in a rapidly changing context where the roles, tasks and workloads fosters multiple identities.

### **Key References**

Beabout, B., (2012) *Turbulence, Perturbance, and Educational Change*. *Complicity: An International Journal of Complexity and Education* 9(2) pp. 15-29

Dreyfus, S (2004) The Five-Stage Model of Adult Skill Acquisition. *Bulletin of Science Technology & Society* 2004 (24): 177 - 181

Koning, J., and Moore, L., Autoethnography in Jackson, P and Cox., E (eds) *Doing Coaching research*. London: Sage pp 94-111

Wei, L., and Maddamsetti, J., (2019) Transnationality and Teacher Educator Identity Development: A Collaborative Autoethnographic Study. *Action in Teacher Education* 41 (4) 287–306

## **Presentation 8: Worldviews Education: A practical approach to exploring personal worldviews**

**Mark Plater** Bishop Grosseteste University, Lincoln, United Kingdom

Personal worldviews education has been an implicit element of most educational systems in modern times. In many countries it has been explicitly developed through *Moral Education* or *Ethics, Citizenship, and Religious Education*. However, in a broader sense, all education is about the development of children's personal worldviews.

In the UK, within *Religious Education* teaching, there is a developing shift from an emphasis on just studying world religions (traditional *Religious Education*) towards a wider explicit study of *Religion and Worldviews* (CoRE, 2018), moving the subject forward to be more in line with the academic study of religion in universities (Benoit et al, 2020) whilst also acknowledging the fact that, although many western children have no specific religious affiliation, we all inhabit a particular habitus or worldview which includes our beliefs and values, and our ideals, dreams, myths and symbols (Bourdieu, 1977).

However, in spite of this recent UK shift in focus, comparatively little attention has been given to showing how *personal* worldviews could be explored with children. This paper proposes a wide-ranging definition of personal worldviews based on James Fowler's 'Faith' Development Theory (Fowler, 1981) and it offers a specific pedagogy for applying this to the classroom context using tools and activities from the Values Clarification approach (Simon et al, 1972).

The paper will argue a case for all teachers (and therefore also teacher educators) to understand and value their own personal worldviews and those of the children being taught, and it will endeavour to provide a sound educational framework for doing so.

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## Presentation 6: Nurturing Student Teacher Professional Judgement

**Ben Knight** University of the West of England, Bristol, United Kingdom

Teaching is, according to Eisner (1985, p.104), an ‘inordinately complicated affair’. Dilemmas thrown up by classroom learning demand a constant stream of decision-making from teachers who must draw on multiple sources of knowledge, often simultaneously, to navigate this complexity. Effective teaching therefore cannot be scripted, it relies on expert judgement. As Schön (1987) wrote,

*‘the problems of real-world practice do not present themselves to practitioners as well-formed structures. Indeed, they do not tend to present themselves as problems at all, but as messy indeterminate situations’.*

In this paper I discuss why the complexity of classrooms and the complex nature of teaching and learning demand flexible, adaptable and well-judged responses from teachers. I argue that teacher educators can create conditions conducive to the development of decisional capital and well-founded discretionary judgement. However, the elephant in the teacher education classroom is the presumption that the skills to manage such messiness develop automatically during school practicum. My contention, however, is that when the principle of teacher judgement is emphasised, university classrooms can also nurture and transform the development of trainees’ tacit knowledge and exercising of in-situ and post-situ judgement.

Drawing on two novel models for the development of classroom judgement (Knight, 2023), I will present three strategies teacher educators can use to position classroom judgement as a central organising principle. The paper draws on international examples to illustrate how relatively minor policy changes could support teacher educators and their trainees to appreciate, and respond to, the need for more judgement-orientated teacher education.

This mini keynote makes the case for the principles, language and development of expert judgement to become far more prominent in university-based teacher education, because expert teaching is inseparable from the development of expert judgement.

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## **Presentation 51: Diwali is not Indian Christmas - Cultural Capital through the Lens of Racial Literacy**

**Anjali Shah** University of Chester, Chester, United Kingdom

As a child when my teachers were explaining about Diwali they told the class it was like Indian Christmas. In that sentence the teachers were not looking to include me, the minoritised pupil in the classroom with diverse culture and experiences but on providing an explanation, albeit one rife with misconceptions, to the other majority pupils in the room.

If schools function as sites of knowledge reproduction, is the current policy and political lens of cultural capital limiting the breadth of knowledge that pupils are taught and future student teachers have? Students within ITE have felt under-prepared to serve the needs of pupils from diverse ethnic backgrounds, with race and ethnicity issues traditionally not a focus within teacher training courses. (Bhopal and Rhamie, 2014; Dunne *et al.*, 2018)

An element of this must be to prepare those within initial teacher education, both teacher educators and students, to be able to confidently acknowledge and address their own biases, shifting lenses and gaps in subject knowledge. Fundamental to this is an open discussion about how the current context appears to work against this aim. By compelling schools to focus on a broader curriculum through the adoption of Bourdieu's terminology but a wilful misunderstanding of his conclusions, cultural capital as a driver of curriculum choice only serves to bolster schools' role in reproducing power relations, foregrounding "some groups vision of selective knowledge" (Apple, 1993, p222) and entrenching inequality.

Through the ITE curriculum teacher educators support the development of the understanding of curricula creation amongst beginning teachers. In secondary PGCE we recruit subject specialists as a foundation to then build pedagogical expertise. We make the explicit link between excellent subject knowledge and potential for effective teaching. However, this notion of specialist subject knowledge when examined through the lens of racial literacy and diversity may reveal gaps in teacher knowledge.

I will suggest practical steps by which teacher educators can best prepare new teachers to be confident to deliver a culturally relevant, racially literate curriculum and pedagogy to their pupils. And offer some proposals on how new teachers might navigate the demand from pupils, parents and wider society for more inclusive, critical and racially literate curricula reflective of lived experience within an education policy climate in some national settings that seems counter to this aim?

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## **Presentation 105: Reflections by a black educational researcher investigating the absence of black teachers from leadership positions**

**Lorraine Anim-Addo** University of Sussex, Brighton, UK.

This paper draws on research that explores the life histories of Black teachers as a means of understanding their relative absence from positions of leadership in London schools. The research utilises Life History narratives as a method of capturing the stories of 18 teachers (men and women), across London schools to understand the relative absence of Black teachers in Leadership/management roles. This method helps us interrogate the epistemological value and relevance of narratives within educational research as a valuable way of knowing. The research purposively captured the experiences of: potential leaders, those who have become leaders (varying levels of responsibility/leadership roles), identifying as Black. Each participant was interviewed three times. The Black in this research includes: all Black African, Caribbean and or Black mixed. This is a deliberate attempt to demonstrate how complex the 'black' identity is, highlighting the dangers of merging such diverse minority groups under one collective umbrella. Terms such as BAME adds to the construction of an inaccurate and incomplete picture of what is happening in society; therefore a disaggregation of these collective umbrella terms (and statistics) might be more useful in addressing certain disparities, especially those less obvious ones.

This presentation is a deep honest reflection of my research journey: from the early planning, my insecurities and doubts, to finding my participants, the interview process (where I share some of my own life before asking them to share their personal stories), to the analysis process that has steered my writing. I focus in particular on the impact of my own position as a Black woman, a Black researcher (Maylor, 2009) a mother, and a (ex) teacher from London. I reflect on how I grappled with and reconciled my own judgments, my ignorance and biases, my anger and my frustrations. I argue that research of this kind opens up insights into the complexities of the Black identity (which is not a monolith (Richardson, 2022)) in London and the UK more broadly. The research additionally suggests how the collection of these lived experiences might be used as a form of knowledge exchange to shape and re-imagine the understandings of Black lived experiences in education. I conclude with some reflections on the important role of Life History Narratives in research (Anim-Addo, 2024) and how the adoption of a Critical Race Theory as a philosophical and methodological approach aids in challenging essentialising discourses that focus on narrow stereotypes and assumed deficits in the aspiration for Black teacher leaders (Delgado & Stefancic, 2023).

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## Presentation 95: Solidarity, criticality, and social in/justice in teacher education

**Ian Cushing** Manchester Metropolitan University

University-based teacher educators in England face existential threats to their autonomy, their identities, and their careers. An intense period of recent policy reform has disrupted and fractured the teacher education architecture, and plunged it into a crisis (Ellis 2023). In this mini keynote I reflect on the hostile nature of these reforms, drawing primarily on my own and others' critiques of teacher education policy (Cushing 2023; Horden and Brooks 2023; Steadman 2023), and a British Academy/Leverhulme funded study which explored the material and psychosocial effects of policy reforms on the lives of teacher educators. This work has shown how reforms are built on a narrative which presents only certain types of educational practices as legitimate, and thus is curtailing the work of teacher educators – especially those whose work is committed to critical, anti-racist, and socially just efforts. I argue that whilst many teacher education providers claim to be engaging in social justice efforts, these will always be constrained when providers are coerced into showing fidelity with external curricula, reading lists, measurements, and norms which are underpinned by deficit perspectives of marginalised children and which pay scant attention to structural inequalities in schools (Lander 2014; Lyiscott et al 2018; Picower & Kholi 2017). Whilst it is a time of crisis for teacher education in England, I also touch upon data which shows how teacher educators are positioning themselves in opposition to policy reforms, and are doing what they can to locate and widen cracks in the system (Weber 1997). Giving examples of focus group discussion, I show the power in critically minded teacher educators coming together to foster a sense of group solidarity and resistance. I argue that teacher education providers have a pivotal role to play in sustaining these feelings of resistance whilst simultaneously pushing back against a state-crafted narrative that university teacher education programmes are purportedly sub-standard.

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# Pre-Conference Workshops

If you are able to arrive promptly on day one, Wednesday 22<sup>nd</sup> May, then you can choose between five pre-conference workshops which will provide an interactive warm-up for the main event.

**Wednesday 22<sup>nd</sup> May 2024 9.30am**

## Workshop 4 Analysing Teachers' Use of Representations in School Maths: The Semantic Wave

**Andy Ash** Holy Family Multi-academy Trust, Liverpool, United Kingdom

Analysing classroom teaching is an important dimension of teacher education that supports student teacher learning. Using the tools provided by Legitimation Code Theory (Maton, 2014; Maton, 2020) helps to link analysis of teaching in a particular lesson, to organising principles for effective teaching. In particular the knowledge practices of the teacher can be revealed, and this helps student teachers to carry their learning forward and apply it in future teaching. In my doctoral research I investigated how the multi-dimensional subject domain of mathematics is recontextualised into what can be referred to as 'school maths' (Bernstein, 2000; Boaler, 2016). I focused on how teachers use representations to support students' understanding of mathematical knowledge objects (Sfard, 2000; Rau & Matthews, 2017), but the approach to analysis can also be usefully applied in different curriculum subjects. I generated data by capturing video of lessons and then conducting video stimulated recall interviews with the teacher (Lyle, 2003). It was then possible to use the concepts of semantic gravity and semantic density to analyse the use of representations in a temporal way, by tracing the 'semantic wave' of the lesson (Matruglio, Maton & Martin, 2013). This workshop will introduce the use of Legitimation Code Theory to analysis of classroom teaching and propose its more widespread application within teacher education practice.

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## Workshop 5 Decolonising the Teacher Education Curriculum

**Yonah Matemba** University of the West of Scotland, Ayr, UK.

In academic and policy discourse, calls to decolonise the teacher education curriculum are growing louder (e.g., Martin and Pirbhai-Illich, 2016; Le Grange, 2023). This comes against the backdrop of a colonial habitus in education that continues to sustain (overtly and surreptitiously) structures that perpetuate the colonial-matrix of power, epistemological hegemony, and cultural subjugation. In a racialised world, anti-racist plans (and other decolonial practices) fail to produce desired results because often these well-meaning programmes exist in a curriculum space that has not been decolonised (Le Grange, 2023). It is prudent for teacher education first to decolonise its curriculum before diversifying it, to ensure that such decolonial strategies are successful in a culturally immersive decolonised curriculum. The centrality of teacher education as a ‘trusted mechanism’ in shaping professionally work-ready teachers should provide the impetus ensuring that its curriculum is aligned with decolonial thought-patterns, culturally responsive pedagogies, diverse ways of knowing and does not shy away from epistemological critique of hegemonic Eurocentric paradigms and other equally dominant discourses (Ramón, 2011). In this workshop teacher education colleagues will consider four pertinent issues. First, acknowledging one’s structural location because no one engages with the curriculum as *tabula rasa*, (Ramón, 2011). Secondly, decentring epistemological hegemony, whiteness, and dealing with white fragility (Hess, 2017). Next, democratising knowledge-making, including ontological pluralism (Le Grange, 2023). Finally, altering assessment for and of/as learning, including using non-traditional assessment methods (Winter, Webb, and Turner, 2022).

Keywords: Teacher Education, Curriculum, Colonial Matrix of power, Decolonisation

### Key References

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## Workshop 90 Making educational research more relevant for student teachers: The importance of epistemic beliefs and emotions

**Gillian Peiser** Liverpool John Moore University, Liverpool, United Kingdom

The highest quality initial teacher education is underpinned by workplace learning, educational research, and their related dynamic (Brooks, 2021). However, student teachers may prioritise experiential over theoretical learning and often struggle to connect these two elements (Korthagen, 2007). In some nations, the status of research is further threatened by school-based and / or competency-based training of teachers (Barrett and Hordern, 2021; Beach and Bagley, 2013; Mayer and Mills, 2021). It is therefore incumbent upon teacher educators to find effective ways of developing a research-relevant initial teacher education curriculum and pedagogy.

This workshop will prompt colleagues to consider:

1. how person-centred factors, in particular beliefs about knowledge (epistemic beliefs) and academic emotions (epistemic emotions) influence student teachers' views of educational research
2. student-centred pedagogies that are mindful of variability of epistemic beliefs and emotions and their reciprocal influence to promote more positive reception to research.

Epistemic beliefs relate to those about knowledge structure and stability, personal relationship to knowledge, and beliefs about speed of learning (Schommer, 1990). Epistemic emotions such as enjoyment or frustration are triggered by appraisals of control, task complexity, alignment with existing schema, intrinsic interest, and perceived value (Muis et al., 2018).

The workshop will involve a short, introductory presentation on the key findings of a mixed-methods national study which revealed relationships between demographics (e.g. gender, age, prior academic experiences, teacher education pathway) and student teachers' personalities with epistemic beliefs and emotions. As epistemic beliefs are malleable (Muis, 2004), certain types of beliefs are more receptive to research, and there is a reciprocal relationship between beliefs and emotions, there are significant implications for ITE pedagogy. The main focus of discussion will then be to consider the implications of these findings for teacher education curriculum development and pedagogy. Colleagues will be invited to share and discuss practical ideas that promote student teacher beliefs and emotions that are more positive towards theory and research.

### Key References

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## **Workshop 91 Using ethnographic research approaches to investigate complex social processes within a real-world school context**

**Pippa Leslie** University of Cumbria, Carlisle, United Kingdom

This workshop is focused on using ethnographic approaches in collaborative research with teachers to investigate complex social and dynamic processes in a real-world context such as a school. To illustrate the key ideas, I will use my recent case study research project in a primary school where the staff were working collaboratively to develop children's beliefs about intelligence for two or more years prior to my engagement with them. The school staff were trying to develop an approach to teaching that encouraged the belief that intelligence is malleable (Dweck and Yeager, 2019). The aim of the workshop is for teacher educators to take away some principles and strategies for ethnographic research approaches including: sustained immersion, focus on social interaction, participatory observation, visual and creative methods, ethically important moments, managing the volume and multiple sources of rich data, reporting on a non-linear research process, and the role of the researcher as a primary instrument (Walsh and Seale, 2018; Agar, 2004; Guillemin & Gillam, 2004; McGowan, 2020). Participants will take away some key principles and strategies for adopting ethnographic approaches in their research and which may also inform professional inquiry by their student teachers.

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## Workshop 96 Becoming and Being a Teacher Educator: Choosing an identity trajectory

Pete Boyd<sup>1,2</sup>, Lisa Murtagh<sup>3</sup> <sup>1</sup>University of Cumbria, UK. <sup>2</sup>University of Hertfordshire, UK. <sup>3</sup>Manchester University, UK.

This workshop is especially aimed at colleagues who have engaged with the TEAN online short courses 'Becoming a Teacher Educator' and 'Being a Teacher Educator' or the Becoming a Teacher Educator guidelines for induction (Boyd, Murray & White, 2021). However, it is open to all and might be of some interest to a wide range of colleagues, especially if you still have a few years work ahead of you as a teacher educator. The session is underpinned by the growing body of research literature on teacher educators, mainly on those in university-based roles but also college or school-based teacher educators (Izadinia, 2014; Kelly, 2022).

The workshop will use two seemingly simple tasks\* completed in buddy pairs to provoke thinking and dialogue around our multiple identities as teacher educators, the contribution we aim to make, and what practical choices we might make along the way. Such choices could include, for example, keeping a low profile and focusing on family, publishing professional guidance resources for teachers, completing a part-time doctorate, or pursuing a professorial track.

The aim of the workshop is to share experiences and support each other in juggling our personal values, expertise, ambitions, opportunities, current workplaces, and commitments outside of work to assertively choose a 'career pathway' or at least a way to thrive rather than merely survive. It might at least help to clarify what we personally hope to gain from engaging in the TEAN Conference over the next two days.

### Key References

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# Workshop and Round Table Discussions

Wednesday 22<sup>nd</sup> May 2024 at 3.30pm

During this session you have a choice between a workshop and four round table discussions.

## Workshop 89: Room 11

### The Anti-Racism Framework for Initial Teacher Education (or Training)

Vini Lander<sup>1</sup>, Heather Smith<sup>2</sup> <sup>1</sup>Leeds Beckett University, UK. <sup>2</sup>Newcastle University, UK.

The neoliberal post-racial turn and socio-political climate in Britain following the vote to leave the EU has seen the rise of racist nativism and the development of culture wars. Initial Teacher Education / Training (ITE/T) policy has fallen victim to such forces. It has been deracialised devoid of any reference to race, racism, anti-racism or indeed cultural diversity. Set against the regulatory constraints of the Core Content Framework (CCF) we examine how pockets of possibility can be explored and exploited to enhance pre-service teacher education to better prepare new teachers for the ethnic and cultural diversity in schools and how to engage constructively to dismantle structural racism.

This workshop will examine the rationale and research underpinning the creation of the anti-racism framework for ITE/T. The research encompassing a global literature review, a national survey of providers of ITE/T in England and interviews with teacher educators indicates support and willingness to exploit “pockets of possibility” to embed anti-racist curricula and pedagogy to counter the de-racialisation of ITE/T and better meet the needs of student teachers, pupils, and schools. We will share the anti-racism framework, its key features and use. Workshop participants will be invited to discuss the complexities, obstacles and effective anti-racist practices they have established in the pursuit for racial equality within their ITE/T programmes.

#### Key References

Anti-Racist Framework for Initial Teacher Education / Training. Available at: <https://www.ucet.ac.uk/downloads/14636-Anti-Racism-ITET-framework.pdf>

# Round Table Discussion: Room 7

## 11: Reflections on Identity: Narratives from Educators [book launch]

Neil Hopkins<sup>1</sup>, Carol Thompson<sup>1</sup>, Oli Belas<sup>1</sup>, Steve Connolly<sup>2</sup>

<sup>1</sup>University of Bedfordshire, UK. <sup>2</sup>Anglia Ruskin University, Chelmsford, UK.

Previous research (Thompson and Hopkins, 2019) has highlighted the impact of the commercialisation and the KPI culture sometimes at the expense of professional values. In some cases this has led to teachers and education leaders questioning their professional roles and identity. Whilst there have been some attempts to address this through programmes of professional recognition, these initiatives are not as widely recognised as they might be leaving educators with a compromised professional status. Indeed, the rise of professional bodies and recognition for teaching could be seen as an attempt to re-invigorate a profession which has been de-professionalised through performativity measures. (Ball, 2010).

This book seeks to extend perspectives on professional identity in education. Chapters consider the notion of expertise, the impact of managerialism, the importance of communities of practice, and the effects of increased marketisation. Using narratives, the book opens up a 'conversation' about this important topic. Educators and leaders from a variety of settings will explore their experiences and will consider some of the challenges they have encountered as part of identity formation. Contributions have been drawn from teachers and leaders in schools, colleges, universities and specialist training. Chapter authors offer a variety of narratives offering a multi-perspective approach. This will include strategic leadership, operational management and classroom practice, all of which offer insights of interest to educators at various points on the professional journey. The narrative genre provides the opportunity for readers to engage with others' experiences, enabling personal reflection on their own professional identity.

Identity is complex and fluid and it influences all aspects of our work - there is nothing more important. Therefore, opening up a conversation about this key topic is crucial to the enhancement of professional practice and what it means to be a professional in all education settings (Hopkins and Thompson, 2023). We hope that this book inspires readers to reflect on their own sense of identity as well as generating conversations with others. We need to talk!

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# Round Table Discussion: Room 6

## 97 Policy Discourse and Teacher Agency across the UK and Ireland: Compliment or Conflict?

Martin Hagan<sup>1</sup>, Rose Dolan<sup>2</sup>, Maggie McColl<sup>3</sup>, Elaine Sharpling<sup>4</sup>, Lisa Murtagh<sup>5</sup>

<sup>1</sup>St. Mary's University College, Belfast, UK. <sup>2</sup>Maynooth University, Kildare, Ireland. <sup>3</sup>Glasgow University, UK.

<sup>4</sup>University of Wales, Trinity, St. David, Carmarthen, UK. <sup>5</sup>Manchester University, UK.

Anderson (2010:541) defines teacher agency as the teacher's 'capacity to make choices, take principled action, and enact change'. Biesta and Tedder (2006) adopt an ecological approach to understanding agency, suggesting that professional action is largely defined by the context within which the teacher may find themselves. Taking a similar stance, Molla and Nolan (2020) suggest that professional practice emerges from an interplay between systemic expectations, contexts and personal dispositions. To fully understand the link between agency and professionalism therefore, consideration must be given to understanding the connections between the different variables which influence teachers' lives.

The purpose of this round table is to consider the contextual and policy variables across the UK and Ireland, and the extent to which they enhance teacher agency and therefore, professionalism.

Adopting a reflective and hermeneutical stance and using Molla and Nolan's (2020) facets of teacher professional agency as a framework for analysis, along with Ozga's (2000) framework of Source, Scope and Pattern, we examine the policy development and implementation process in each jurisdiction, in order to illuminate their influence upon key issues around agency, professional learning, identity, practice and professionalism. We consider the influence of stakeholders, both nationally and internationally, with a particular focus on the pattern of the relevant policies, what they build on or alter in terms of relationships, and what organisational and institutional changes or developments they necessitate (Ozga, *ibid*).

Findings suggest that, across the UK and Ireland, there is a discourse continuum on teacher education which moves from a reflective professionalism in Ireland, North and South, where there is a strong emphasis on the importance of values and ethics; through to a monitored professionalism in Scotland and Wales, reflecting a concern for stronger, centralised control; to a prescriptive professionalism in England where centralisation and control have become the hallmarks of teacher education policy.

The round table will support a deep discussion and enhanced understanding of the importance of relationships in the policy formation process and the consequences of this upon what Ozga (*ibid*:44) describes as the 'struggle for teacher autonomy and responsibility in a 'social justice' project, set against the modernising, economising project for teachers that seeks to guarantee their efficiency by enhancing their flexibility and encouraging them to accept standardised forms of practice'. Bottom of Form

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## Round Table Discussion: Room 5

This round table discussion includes presentations 67, 52, and 27.

### **67 Exploring school-university partnerships in one ITE programme in the Republic of Ireland: the roles, experiences, and interactions of student teachers, cooperating teachers, and placement tutors**

**Ciara Sloan** Maynooth University, Maynooth, Co. Kildare, Ireland

This doctoral study focused on the problematisation of school-university partnerships at post-primary level in the Republic of Ireland, mirroring international difficulties. Partnerships primarily occur during ITE programmes in the Republic of Ireland and involves placement tutors, cooperating teachers, and student teachers during school placement. Despite the value placed on partnerships between this triad, there are inconsistencies in their dyadic and triadic interactions, with partnerships ranging from anything between dysfunctional to productive (Chambers & Armour, 2012; O’Grady et al., 2018). Tensions can result from differing expectations of the triad in relation to each other's role, particularly if these expectations are not discussed (Johnson and Napper-Owen, 2011; Lillejord & Børte, 2016; Nguyen, 2020), ultimately leading to inequitable student teacher support (Heinz, 2014; Young et al., 2015; Hall et al., 2018; O’Grady et al., 2018; Heinz & Fleming, 2019; Farrell, 2021). This research therefore explored role expectation, as well as interactions amongst this triad in one ITE programme and was guided by two research questions:

- What are the experiences of student teachers, placement tutors, and cooperating teachers in supporting student teachers in the process of learning to teach and the perceived role of self and others in this process?
- How do these experiences illuminate the opportunities and challenges in enhancing school-university partnerships?

The research questions were investigated through an interpretivist methodological approach, involving interviews, focus groups, and questionnaires. The data is analysed using reflexive thematic analysis and is discussed through a social theory of learning theoretical framework.

The findings are divided into three main themes:

1. 'The impact of communication on practice': some participants were unaware of school placement guidelines, while others do not engage with the guidelines. Some participants are reluctant to engage in professional conversations, in part owing to power dynamics or a lack of confidence. 2. 'The complexity of relationships across the landscape of practice' revealed that each member of the partnership is valued but this materialises in different ways. Time is a crucial feature in building relationships, but relationships are fragile, with assessment and the goodwill of schools impacting partner interactions. 3. 'Forming and supporting partnerships': most participants believe partnerships are effective, but partnerships are understood differently amongst participants, with some indicating that partnerships can happen beyond school placement. The themes highlight different levels of access, support, and participation for triad members as they boundary-cross during school placement, with some responsibilities claimed, while others were displaced, resulting in varying levels of partnerships.

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## 52 Trainee Teacher Identity: A research project

**Jo Dobb, Jen Rowan-Lancaster, Deborah Roberts** University of Warwick, Coventry, UK.

Intellectual Curiosity, Creativity and Social Justice are values that we have identified as central to the Warwick Centre for Teacher Education (CTE) curriculum and to our identity as an Initial Teacher Education provider. The additional benefit of this focus on identity and personal values, is often recognised positively by prospective and current trainees who successfully apply and embody these during their PGCE and beyond. In response to our

initial work on embedding the Warwick Teacher Values, we began to question where 'values' come from and what values individual trainees hold and how these all interact on a personal and professional level.

Initial questions and lines of enquiry include:

- What are trainees' individual identities and how do they interact with their professional identities?
- Are trainees comfortable with individual and professional identities or are these identities in conflict?

A current professional identity may likely be developed through the 'golden thread' (DfE, 2022) which consists of the PGCE: CCF (DfE, 2019), ECT years: ECF (DfE, 2019) and the suite of NPQs available for CPD (DfE, 2020). As a University department, our home and International ITE programmes are designed and shaped to encourage a curious and critical response to literature and policy. Therefore, we wish to explore the relationship between a trainees' developing professional identity influenced by the golden thread and, the Warwick Teacher Values. The complexities of identity mean that we do not have a single identity (Ferguson, 2006) Therefore, conflict might easily arise for some trainees (Tsui, 2011) between: the prescriptive expectations of a professional identity presented through policy; the professional identity encouraged by the WTVs; and the unique identities of the trainee which may also include protected characteristics (Equality Act, 2010). In response to these considerations, we are in the early stages of developing a research project and would value presenting our work so far, at TEAN in order to gain perspectives, thoughts and opinions from colleagues in relation to trainee teacher identity; these may help to steer and develop project design.

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## **Presentation 27 Using a pivot model to support the development of professional teacher identity of student teachers**

**Catharine Bleasdale** Open University (Wales), Cardiff, UK.

The presentation focuses on a model designed in response to the findings of a study undertaken as part of a PhD, and which may be useful as a supporting mechanism for professional conversations between student teachers and their mentors or tutors.

Using the Community of Practice (Lave & Wenger, 1991) as the theoretical model, the study explored the development of Professional Teacher Identity (Wenger, 1998, Suarez & McGrath, 2022) during Initial Teacher Education. Narrative inquiry was used to obtain personal reflections of experiences from eight student teachers as they came to the end of a variety of pathways to Qualified Teacher Status. The purposive sample consisted of mature and younger student teachers following an undergraduate, post-graduate or employment-based route to teaching.

The study focused on two research questions, namely:

- How do student teachers perceive their Professional Teacher Identity development during their initial teacher education?
- In what ways does engagement with the Community of Practice of teachers during their initial teacher education affect student teachers' Professional Teacher Identity development?

The use of narrative inquiry provided the opportunity to show the very personal, individualised nature of Professional Teacher Identity development, with vignettes to capture the richness of each journey and to make visible the process of analysis. The thesis as a whole contributes to the field of teacher professional learning generally, and specifically to the area of Professional Teacher Identity development, by drawing attention to individuals' pivot points that identify the relative influence of self and others. The data indicates that although there is movement between a student teacher's need to maintain their own identity and their desire to fit into the Community of Practice (Beijaard et al, 2004), they each possess a personal tipping point where they feel comfortable. The study offers a diagrammatic representation of an individual's pivot that may scaffold the reflections of student teachers, their mentors and tutors to support effective Professional Teacher Identity development during ITE. The study is of interest to providers of Initial Teacher Education generally; the change agenda for the sector in Wales (Furlong, 2015) is the context of the study, but the outcomes will resonate internationally for those involved in ITE provision.

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## Round Table Discussion: Room 4

This round table discussion includes presentations 31, 14, 55, and 62.

### **31 Learning to Unlearn within teacher education – transformative professional learning to challenge and re-frame understandings of a social justice mentality.**

Jen Simpson University of Cumbria, UK.

Concerns around globalisation, global issues and increasing political and social divergence now ‘transcend borders’ (Bryan *et al*, 2009, p.31) and amplify the importance of the need for authentic social justice; not just as a concept but as a practice in critical and independent thinking rooted in a commitment to equity which results in ethical action.

Education plays a potentially pivotal role though, arguably, it has been more likely to sustain predominant frameworks of conceptually unquestioned charity mentality and mythmaking about the ‘other’. Thus, ensuring the continuation of the status quo rather than engaging in the more challenging transformative critical pedagogies required to remove the smokescreen of ‘sanctioned ignorance’ (Andreotti, 2006, p.44).

Additionally, approaches such as active global citizenship have possibly deepened the issues by unintentionally continuing imperialistic thinking and reinforcing stereotypes and prejudices (Andreotti, 2006) as well as creating little developers (Biccum, 2010), able to participate in the global economy but without the skills or experience to critically engage with issues such as inequality and injustice.

In this presentation I argue further that these potentially negative impacts are not only related to the global ‘other’ but the ‘other’ within our local societies and communities, hindering the drive towards a socially-just society. My original, small-scale study designed a transformative professional learning model inspired by Jan Fook (2006) which followed a process of ‘Learning to Unlearn’ to initiate active unlearning or deconstruction, as an essential part of deep learning (Illeris, 2003), which targeted fundamental, personal perceptions to influence professional practice. This innovative model was designed for high impact within a limited timeframe, such as an after-school twilight session, therefore manageable within the constraints of teacher educator timetables, especially if there is a marked impact as a result.

Indeed, the initial qualitative research results with teachers indicated a positive shift in perceptions and increased criticality though additional study and investigation was recommended to further explore the factors which encourage or inhibit this transformational move and how the model of Learning to Unlearn could develop and support this work. In contrast to the original research, my new study aims to explore this in the context of teacher education, with those beginning their teacher pathway, to evaluate the potential to engender a social justice mindset, influence future practice and enable a more equitable education.

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## **14 An enquiry-based approach to the use of carefully constructed workshops as an alternative way of teaching translation to student teachers who learn through the medium of Irish.**

Patrick Blaney St. Mary's University College, Belfast, UK.

The aim of this study was to explore the extent to which a move to an enquiry-based pedagogical approach to the teaching of translation in Modern Foreign Languages, better supported students' engagement, and learning. Watkins & Mortimore (1999:3) describe enquiry-based teaching as, 'any conscious activity by one person designed to enhance the learning of another'. As a practitioner, I was interested in improving my practice and the student teachers' experience regarding the teaching of translation.

This study was conducted with a participant sample of final year BEd student teachers preparing to work in primary settings in Northern Ireland. The students had elected to follow the Irish Medium Education (IME) pathway, meaning the children they teach are immersed in the Irish language. Following institutional ethical approval, all students in the cohort were contacted via email to ascertain their willingness to participate, resulting in a purposeful sample of 16 students.

Adopting an enquiry-based pedagogical approach in the teacher education session, I followed the workshop model advocated by Fitzpatrick & Hunt (2019). They state the lecturer should understand the profile of the students to make sure they can achieve the learning outcomes. They also claim the workshop should be well prepared, the introduction should be brief and that there should be a 'stand and share' after twenty minutes to see how the students are progressing. I followed their recommendations, and I prepared a piece of prose on the story of *Titanic* in advance. I gave the students a list of references to facilitate the exercise.

I adopted an interpretative, qualitative research design as advocated by Creswell (2012), employing three methods for data collection. I asked the participants to complete a short 'audit' questionnaire as recommended by Singer & Cooper (2017) to gauge their assessment of their own translation ability. Following this the workshop exercise was organised and video-recorded to closely observe the students as they engaged in the translation process. Finally, two focus groups, each containing eight participants were conducted. The questions were developed from the initial literature review. The students' responses were collated and analysed to examine common themes emerging.

Generally, the students found the references and page numbers very helpful, and they said it focused the exercise. The 'stand and share' also proved to be a beneficial exercise and refocused the students on the exercise and helped them share their work. The students agreed it was a very useful approach to help them

more towards independent work. This approach could be very effective for student teachers who study through the medium of Welsh and by modern foreign language teachers.

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## 55 Impact of flipped learning approaches and its use with a group of students participating in Initial Teacher Education programmes.

**Mark Seed** University of Cumbria, UK.

Flipped learning (FL) is a technique employed by colleges and universities to help develop students' conceptual understanding prior to in-session learning, allowing for deeper learning during the tutor-facing portion. Recent studies (Chin and Kozimor-King, 2018) have suggested that between 25-52% of students choose not to read assigned texts before learning sessions, only 30% of students feel that they *'should be'* required to read assigned materials, and that 78-82% of students reported not reading or sparsely reading recommended texts that they had purchased for a course. Due to this low level of engagement and apparent motivation, significant problems in relation to the large variation in levels of preparedness of students in the seminar room are manifested.

In this study, the motivation of students to take part (or not as the case may be) in FL activities is explored in relation to students undertaking Initial Teacher Education (ITE) programmes at Master's level. The modes of FL activities are investigated (such as use of video, and a range of written materials) as well as other factors that may have influenced the student experience. This reflective enquiry focuses on a group of 40 students across both campus and distance learning programmes. A qualitative and quantitative analysis of feedback from the respondents has highlighted a range of issues that have implications for teacher practise.

The results of the study support evidence for a student preference for abbreviated reading materials as well as the use of video materials (Lee and Choi, 2019). There also appears to be a strong correlation between engagement in FL and the expectation of presentation or a product of the students' FL to be used within the in-session portion of the learning, which is supported by other studies linked to the use of quizzes and other extrinsically motivational devices (Huang, Hew and Lo, 2019). There is also a strong indication that the busy

schedule of work during an intensive course such as short, 1-year teacher education courses reduces the motivation to engage with FL. Other motivational factors are also exposed during the study.

Finally, a discussion of FL from the perspective of motivation (Gilbert, 2013) and cognitive load theory (Lovell and Sweller, 2020) along with suggested practical implications for future practise are also put forth.

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## 62 Fostering Metacognitive Awareness in Pre-Service Teachers

**Katy Bloom** York St John University, York, UK.

Both the English Core Content Framework [CCF] and the Early Career Framework [ECT] for pre-service and new teachers contain the key evidence statement that they must 'learn that explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success' (DfE, 2019a:17; DfE, 2019b:15), informed principally by the EEF (2017) Guidance Report. Metacognition, the ability to reflect on and regulate one's own thinking processes, is argued to play a pivotal role in both effective teaching and lifelong learning, with suggestions explicit practice is beneficial for disadvantaged pupils (EEF Toolkit). However, student teachers often commence Initial Teacher Education without a robust understanding of metacognitive strategies and their application in educational contexts, and are therefore ill-prepared to explicitly model and teach it, without receiving instruction and practise themselves.

Evidence suggests that effective teaching of self-regulated learning [SRL] and metacognition has two main elements: the direct approach, through explicit instruction and implicit modelling by the 'teacher' and the indirect approach, through creating a conducive learning environment, with guided practise, including dialogue and (scaffolded) enquiry (Muijs & Bokhove, 2020). Further, the evidence suggests that a mix of approaches is necessary to effectively develop SRL and metacognitive knowledge and skills; explicit teaching of strategies and teacher modelling, practise through verbalising, and more open-ended enquiry work during which prompts and scaffolds may be faded to promote more student agency and autonomy.

A semi-longitudinal study was undertaken to enhance metacognitive awareness over Semester 1 and 2 of the academic year. The study sought to utilise a mix of the above approaches throughout a series of 12 Level 4 Initial Teacher Education primary science workshops with the key objectives of empowering pre-service teachers with the knowledge of metacognition, skills development in implementing metacognitive strategies, and fostering a mindset of continuous self-reflection. A multifaceted approach was employed, integrating theoretical

foundations with practical exercises and reflective activities. The methodology included pre- and post-intervention surveys and focus groups on aspects of metacognitive awareness ( $n=131$ ), and post-session debriefing plenary activities. Whilst the intervention is continuing, ongoing evaluations of all data types suggest a positive impact of the programme on student teachers' professional growth, the enhancement of their capacity to engage in purposeful reflection and are modest predictors of their own contemplation of their ability to adapt their instructional methods to meet the demands of the key evidence statement in the CCF.

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# Evaluation or Research Presentations

## Presentation 2: A multimodal model of teacher agency

**Matthew Clarke**<sup>1</sup> Aileen Kennedy<sup>2</sup> <sup>1</sup>University of Aberdeen. <sup>2</sup>University of Glasgow.

This paper explores the issue of teacher agency (Priestley, Biesta & Robinson, 2015). We argue that this is a timely and topical, if not urgent, matter, in a context where agentic scope has been diminished by a highly prescriptive, but narrow and overloaded, curriculum (Education for 11-16 Year Olds Committee, 2023), and by the relentless pressures of performativity and accountability, with consequences now evident in growing problems with teacher recruitment and retention. In particular, we are interested in the tension between discourses presenting teachers as heroic agents of individual emancipation and social transformation, such as those found in recruitment campaigns and Hollywood films, and the erosion of spaces for professional agency brought about by the dominance of discourses and practices of standards and accountability in schools (Taubman, 2009). In order to explore these tensions we draw on the conceptual resources of Lacanian discourse theory (Lacan, 2007; Clarke, 2019; Verhaeghe, 1995) and particularly on recent work in this field articulating agency as something manifesting in multiple modalities (Bunn, Langer & Fellows, 2022). Our approach offers several advantages. First, it encourages us to view discourse as a form of social link and hence to see agency as a socially situated phenomenon, rather than as a personal attribute. Second, it enables us to go beyond reading agency in dualistic, credit-deficit terms and to see agency as adopting multiple modalities within the affordances and constraints of particular discourses. In order to illustrate our argument we draw on data from interviews with novice teachers who graduated from initial teacher education programmes explicitly designed to provide teachers for underserved communities; but, overall, the paper is conceptually rather than empirically grounded and driven.

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## Presentation 7: Wobbly wellbeing and Dyslexia: One school's Experiences

**Helen Ross**, Peter Wood, Elizabeth Malone Liverpool John Moores University

Primary pupils with dyslexia experience more mental health difficulties, anxiety and stress than students who do not (Tarrasch et al, 2016). This often persists into adulthood (Nalavany et al, 2011), but can be reduced where intervention and positive support are implemented for young people (Wilmot et al., 2023). Whilst children with dyslexia have continued with wellbeing challenges since COVID (Webster et al. 2022), few studies have captured the views of dyslexic children and key stakeholders in their lives, regarding wellbeing, its links to dyslexia and the provisions in place in school to support these children.

This presentation reports on the scoping study which forms part of a broader, 3-phase project, exploring the experiences of wellbeing of primary pupils with dyslexia. This presentation specifically focuses on one school's understanding of their pupils' wellbeing its connection to dyslexic tendencies and the provisions in place in school to support wellbeing. This presentation provides the teachers and pupils with a voice. By furthering this understanding ITE providers can better inform and educate future teachers.

The presentation shares a multi-methods approach which drew on (1) focus groups with pupils identified as dyslexic. The focus groups included semi-structured interviews , and due to the additional needs of the pupils and the desire to give the pupils agency and authentic voice additional data collection tools were used. These were: children's drawing, role-play (presented here through photographs) and artefacts; (2) semi-structured interviews with school staff (head teacher, SENDCo, teacher); (3) case studies focusing on key educational stakeholders' perceptions of wellbeing in each child's life.

The findings of the data collection can be grouped into three main themes, which will scaffold the presentation of results. These are:

1. Primary school pupils' discussions/positioning their own well-being in relation to dyslexia and literacy difficulties. 2.) School staff and parents understanding of children's well-being as influencing/influenced by dyslexia. 3.) The interface between policies, provisions and practice to support students with dyslexia, and key stakeholders.

Teacher educators will be able to take away insights into dyslexic pupils understanding of their own wellbeing and literacy difficulties. Through disseminating illuminations to student teachers, they will better be able to plan curriculums which match the holistic needs of dyslexic pupils. The voices of parents and teachers will also be shared, enabling teacher educators to design ITE curriculums which take into consideration all stakeholders' voices to better achieve meaningful inclusive education.

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## **Presentation 9: Lived experiences of teacher education policy reform in England: narratives of compliance, deviance, and resistance**

**Ian Cushing**<sup>1</sup>, Viv Ellis<sup>2</sup> <sup>1</sup>Manchester Metropolitan University. <sup>2</sup>Monash University, Melbourne, Australia.

Since the 1980s, university-based initial teacher education (ITE) in England has faced existential threats to its future via a succession of policies designed to redefine, curtail, and delegitimise the work of teacher educators. These policies have become increasingly prescriptive since 2010, with the UK Government actively disrupting university-based ITE infrastructure and require that teacher educators exhibit complicity with the state's ideological positions on what constitutes 'quality' education, via mechanisms such as the Teachers' Standards, the Core Content Framework, Ofsted, and the Market Review. These reforms have plunged teacher education into crisis (Childs 2013; Ellis 2023), whilst simultaneously crafting a narrative whereby university-based teacher educators are branded as inadequate (Steadman 2023).

In this talk we report on emerging findings from a British Academy/Leverhulme funded study which is exploring the affective, and psychosocial dimensions of ITE reforms in England and what the material, professional, and personal impacts of policy reform are on the lives of university-based teacher educators. Locating our work in critical policy sociology (Savage et al 2021), we reflect on data generated from four regional focus groups with ~70 teacher educators, including early career academics, subject leads, programme leads, and directors of teacher education.

Whilst our findings are emerging, we show how policy reform has rapidly eroded the professional status and legitimacy of university-based teacher educators, with participants reporting how their work has been increasingly surveilled, narrowed, and prescribed under reforms which are perceived as ideological. We explore the psychosocial effects of policy reform on the professional identities of teacher educators and the detrimental impact on their personal lives. We explore how senior leaders within teacher education programmes express disillusionment with the sector as a whole and a perceived failure to collectively resist top-down reforms. We explore teacher educators' perceptions of policy reforms as being part of a broader anti-university rhetoric and as something which is hostile, orchestrated, and by design. We explore feelings of solidarity and resistance amongst teacher educators. Finally, we suggest our findings have serious implications for future policy directions, as well as our understandings of the complex relationship between university-based teacher educators and the state.

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## Presentation 15: A new model of expertise.

Joanne Hill, Linda Enow Birmingham Newman University.

The key issue of this paper is the identification of teaching and teacher education expertise and the development of a model of expertise suitable for the complexity of teaching and teacher education.

This paper is a theoretical merger of two models of expertise development and their application by teachers and teacher educators in understanding expert performance in teaching. The Dreyfus model (Dreyfus and Dreyfus, 1986) has been used to research the development of classroom expertise of teachers, with Collins model (Collins, 2013), focusing on the expertise of teacher educators. A merger is presented in this paper to achieve an interconnected approach in understanding teacher expertise. We argue that the complex, dynamic and specialist nature of teaching warrants a combination of models to interrogate, reflect on, and analyse how superior performance (Taylor, 2019) presents in the disciplines. The strengths and limitations of the Dreyfus and Collins models enable a visible construction of the intricate nature and quality of expert performance as evidenced in our new model. An improved level of clarity results from this combination of models which holds the potential for teachers, to facilitate professional learning towards expertise development. For policymakers, this is important for the explicit identification of policy direction to support pre-service teacher education and in-service teacher professional development.

A key finding is the lack of uptake of existing expertise models by teachers and teacher educators as they do not appear to capture the complexities of teaching and teacher education. Another insight gained from this convergence is the requirement for the staged models of expertise to be inclusive of the esoteric composition of teaching and teacher education. There are tangible and tacit components of teaching and teacher education which warrant more complex and nuanced exploration of superior performance. In the UK and internationally (Goodwyn, 2016), there is a lack of congruence in terms of shared understanding of expertise within education. In other words, there is no uniformity in the language teachers and teacher educators use about expert performance. The resultant impact on student teachers is minimal understanding of how to work towards expert performance, what expertise entails, and the tacit and tangible identifiers of expert performance. For teacher educators, it is imperative that all stakeholders understand how experts are identified and collaborate to produce high-quality pre-service training

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## **Presentation 17: Fidelity vs flexibility: how can in-service teacher education be malleable, within the prevailing context of randomised control trials?**

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Being able to adapt professional learning programmes for in-service teachers is key for both meeting local and individual needs, and for developing teacher agency (Biesta et al., 2015). However, the push in England for Education Endowment Foundation (EEF) randomised control trials seems to promote the delivery of a static programme to participants. The Teacher Assessment in Primary Science (TAPS) project has worked with teachers and teacher educators across the UK and beyond, for the past ten years with a Design-Based Research approach, to collaboratively develop support for teaching and assessment. Out of this a professional development programme has emerged called Focus4TAPS. This programme has been the subject of a successful EEF trial (Mujtaba et al., 2022), an experience that has raised many questions about whether such professional learning opportunities can be more malleable, rather than purely transmissive (Kennedy, 2014).

Now at a 'capacity-building' stage, supporting teacher educators in a national roll-out has required decisions around fidelity and flexibility at each stage. Reflections will draw upon data from internal and external evaluations of the Focus4TAPS programme (Earle 2021; Mujtaba et al., 2022), together with the ongoing experience of supporting teacher educators with 'scaling up'. It is suggested that the core principle of flexibility within formative assessment, can be used to promote decision-making at the levels of class teacher and professional development lead. The flexibility vs fidelity debate also has implications for marginalised communities and the building of primary science capital (Nag Chowdhuri et al., 2022), since a programme developed in one context cannot be assumed to transfer directly to another. With the preparation for another EEF trial well underway, critical reflection regarding the 'delivery' of a programme at scale will be offered to stimulate subsequent discussion.

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## **Presentation 18: Supporting the professional development and practice of dyslexic student teachers**

**Alison Silby, Stephanie Sharp** University of Reading, READING, UK.

This study has been developed in response to the lived experiences of dyslexic student teachers during their school-based placements and the support provided by experienced teachers when developing student practice. Through collaboration and discussion between dyslexic students and experienced teachers, this study broadens understanding of the challenges dyslexic student teachers experience and how best to support them during their school-based placements. This study recognised that no student should feel that dyslexia is a barrier to their success and further highlight the importance of equity in training provision (Phillips & Kelly, 2018). It aimed to support dyslexic students, not only to meet the demands of teaching in a vibrant and fast-paced classroom environment but develop the confidence to adapt their working practices (Brunswick, 2021). Helping students to develop the type of self-awareness to aid working practices both in and outside of the classroom, recognise their strengths and adapt their practice was the central aim of the study.

Although broad in nature, the British Dyslexia Association define dyslexia as, "...a specific learning difficulty which mainly affects the development of literacy and language related skills...characterised by difficulties with phonological processing, rapid naming, working memory, processing speed, and the automatic development of skills that may not match up to an individual's other cognitive abilities..." (BDA, n.d.). Previous studies identify certain challenges dyslexic students may face during school-based placements relate to the processing and interpretation of data and documentation, the planning and evaluation of lessons, and the live modelling or marking of written work (Glazzard and Dale, 2013).

Current challenges experienced by dyslexic student teachers were explored through a series of interviews across both an undergraduate and postgraduate cohort who had received a formal diagnosis of dyslexia. Teachers who had mentored dyslexic students, or had experience of dyslexia themselves, made up the second participant group to gain further insight into supportive practices. Thematic analysis of transcripts generated a range of challenges experienced by dyslexic student teachers when completing their classroom-based placements such as, accessibility of documentation and execution of written feedback to pupils, which correlates with the findings of Jacobs et al. (2021). Key findings suggest an increased understanding of dyslexia by those involved in teacher education and the disclosure of specific difficulties experienced as having a significant impact on the success of student teachers with dyslexia when developing their classroom practice.

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## **Presentation 19: Outdoor Learning within Teacher Education: Building student teacher confidence by modelling how to use an outdoor classroom**

**Jen Ager, Lisa MacGregor** University of Cumbria, UK.

Studies have indicated a decrease in children's outdoor time compared to earlier generations. However, there is a collective desire among children to spend more time outdoors, especially within the school environment (Prince et al, 2022). Research shows that a key limitation in the delivery of outdoor learning in schools is teacher confidence (Barrable et al, 2020). We aim to demonstrate how conducting Initial Teacher Education (ITE) sessions in an outdoor classroom can enrich teacher education, increase confidence and prepare the workforce to meet the evolving needs of children.

An outdoor classroom, on a city centre university campus, serves as a dynamic environment for teacher educators. Explicit modelling of its use by teacher educators aligns to congruent teaching (Swennen et al, 2008), allowing for contextualised theoretical concepts and tangible experiences that extend classroom-based learning and be replicated in practice on a school site.

The presenters research, using a sample of undergraduate and postgraduate student teachers, explored their perceptions of teaching in the outdoors, specifically an outdoor classroom. Evaluations of seminars found that students' confidence in planning, teaching and assessing children outdoors, increased. One example being where the students build dens to analyse children's learning. In addition to consideration of children's learning, this experiential session highlighted the transformative effect of the students own learning of pedagogy, resulting in the establishment of a strong learning community specifically linked to the experience of an outdoor seminar. Observations of this then being enacted in a school context was used as a reflective frame in subsequent campus-based sessions. The concept of experiential learning aligns with various models (Beard and Wilson, 2013), emphasising effective acquisition of procedural and substantive knowledge and engaging in hands-on experiences to foster a practical understanding of teaching methods and theoretical concepts.

This presentation aims to detail opportunities and benefits to developing and using an outdoor classroom and the wide-reaching advantages this can have for students, institutions and the teaching profession. Educational partnerships, marketing and recruitment, course content and community benefits will all be explored, with examples provided by the presenters of the direct impact, making this presentation suitable for a variety of stakeholders.

In summary, the pedagogic approach of using an outdoor classroom in university sessions, is fully transferrable to any school. It supports the professional development of teaching students by increasing their confidence to use the outdoor environment daily for all primary school-aged children (Prince and MacGregor, 2022).

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## Presentation 21: Supporting the academic literacies of student teachers

**Zoe Proctor:** Leeds Trinity University, UK.

An Academic Literacies approach is increasingly being seen as important for student teacher development. Not only for assessment purposes but as a key area of development that supports identity, employability and one that students need more support with, particularly on transition into HE.

The focus in the literature is on theoretical models, tutor perspectives and pedagogy for Academic Literacies meaning there is a distinct lack of student voice and an understanding of their perceptions. Course design should consider how student teachers perceive their development within an academic literacies approach and become research informed professionals with the ability to make evaluative judgements of their own academic performance.

Reflexive Thematic Analysis of student teacher perceptions of academic literacies highlighted commonalities and differences in perceptions of identity and support. Academic Literacies were defined through student teacher's current lived experience of developing and receiving feedback for this area of learning within their programme and through the lens of theoretical models (Lea and Street, 2006) and current research into creative programme approaches (Abegglen et al, 2019). This study found students predominantly view Academic Literacies as visible study skills and mainly surface level features of reading and writing. They also believe that students should proactively seek support to develop their academic literacies.

"It's there if you look for it!" (Student A, Focus Group 2023)

However, clarity of expectations is underdeveloped for students and the responsibility of academic tutors and professional services in providing support is unclear to some student teachers. As a result of contradictory guidance and unclear expectations students still struggle to develop academic literacies with a resulting negative impact on their self-efficacy (Prat-Sala and Redford, 2012) and retention and progression through their course.

The implications for these findings are programmes that support beyond technical skill and develop identity, promote proactivity and purposeful use of academic voice. Making explicit the purpose and benefits of developing Academic Literacies for student teachers should be prioritised and embedded (Thies and Rosario, 2014) within taught content and authentic assessment to support development of student teachers' academic identity. Student oracy (Heron, 2022) and feedback literacy (Carless and Boud, 2018) did not feature in the perceptions in this dataset and further exploration is warranted. Student teachers are at different stages with their readiness to develop conversancy in their discipline and need embedded support in ITE programmes to develop Academic Literacies.

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## Presentation 22: From Faltering to Flowing: One Primary School's Journey Embedding Oral Reading Fluency in Key Stage 2.

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With the publication of the Department of Education's (DE) Learning Leaders document in Northern Ireland in 2016, every educator along the teaching continuum, is now expected to lead change and innovation in their own classrooms. To this end, choosing suitable professional development can be challenging since the expected outcomes of such activity depends on the nature of the approach taken (Kennedy, 2014). Indeed, Cordingly et al. (2015) provide guidance on the hallmarks of robust, effective modes of teacher professional learning. These include, context-specific approaches based on pupils' learning outcomes, grounded in evidence-based curricular and pedagogical knowledge, allowing for experimentation with new ideas. They also advocate the employment

of an external expert to facilitate the process of change management. This theory chimes with Guskey's (2002) view that a change in practice is likely to not only impact pupils' learning outcomes but also colleagues' beliefs and attitudes to such change. With this in mind, this research project was designed to explore the experience of one primary school's staff as they journey through curricular and pedagogical changes in Literacy. The initial focus was on Oral Reading Fluency (ORF) in Key Stage 2, since it has been found to help combine the code-based and language comprehension strands of Scarborough's Reading Rope (2001) together which is essential for the acquisition of skilled reading comprehension (Mehigan, 2013). Over a two-and-a-half-year period, a university tutor acted as a knowledge partner and sounding board to the staff involved as they reshaped their planning and practice in the light of current and evolving research evidence. Emphasis was placed on giving the pupils (n=205) multiple opportunities each week to read for different purposes, audiences and across an increasing variety of genres. Quantitative and qualitative rubrics captured data throughout this timeframe as a means of tracking potential progress in accurate, automatic, and suitably phrased reading. Alongside this, further data was garnered through a focus group interview with a stratified sample (n=18) across the Key Stage 2 cohort. Semi-structured interviews took place with the parent/guardian of each of the focus group participants along with the Key Stage 2 teachers and the principal. Findings revealed that some positive impact occurred regarding ORF scores, pupil attitudes to reading, as well as fruitful reshaping of the wider literacy curriculum and pedagogy. Key lessons learned from this school-college collaborative effort to improve the young participants' reading experiences, skills and attitudes, was also noted.

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### Presentation 23: The Power of Noticing: Unpicking adaptive teaching practice in the mathematics classroom

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Adaptive teaching can be defined as maintaining the same ambitious curriculum for a whole class, whilst taking steps to meet the needs of individuals by responding to specific stimuli (Parsons et al. 2018). Seeking to

understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, are seen as an essential part of teaching. Research consistently emphasises that effective or exemplary teachers are expert in adaptive teaching (e.g., Rosenshine, 2012; Hattie, 2009).

Adaptive teaching is a challenge, but particularly so for student-teachers who are still learning how best to plan lessons and manage behaviour (Gallagher et al., 2022). In this session, we will share our research findings to date on how student-teachers develop their understanding and practice of adaptive teaching in maths lessons to meet the needs of their pupils. This will include initial findings from semi-structured interviews and lesson observations.

The model of noticing (Jacob et al., 2010) was particularly helpful in providing shared language when talking with our student-teachers about adaptive teaching practice. The language of noticing, interpreting and action became central to our on-going research:

- Noticing what is going on in your classroom for each individual child.
- Interpreting what you notice.
- Deciding on an action as a result of this.

(Jacob et al. 2010)

We used Jacob and Spangle's (2017) model to further explore our thinking around this shared language with additional interpretation added for our research purposes.

These starting points led us to design workshop material to support our student-teachers to notice classroom stimuli and to then reflect on the range of strategies that they have available to them to adapt to pupils' strengths and needs both before and during the lesson.

Participants will have the opportunity to explore a framework that supports dialogue around adaptive teaching. In addition, the aim is for participants to gain a different perspective on the challenges in adapting teaching to meet the individual needs of pupils, and perhaps some solutions. The materials designed to support student-teachers with their own development of adaptive teaching strategies will also be shared with participants.

This will be an interactive session, with experiences of student-teachers in both primary and secondary school settings.

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## **Presentation 24: Complexifying teacher education through an agrarian lens: literature review and first implications for ITE in England**

Huw Humphreys University of East London, London, United Kingdom

The work of the new agrarians in the US, UK and India is poorly known in English school education and ITE, owing to its preoccupation with agricultural, communal and local economic practices (Freyfogle, 2007) that seem to have little to do with education. However, new agrarianism (found in the work of Aldo Leopold, Wendell Berry, Norman Wirzba, David Orr, Wes Jackson, Jack Baker, bell hooks, Ellen Davis, David Kline and others) has developed a strong bias in its educational writings towards complex interconnections with the earth and our responsibility to it, health and harmony (of all sorts), a healthful view of work (Berry, 2022), and the responsible relationships of family, place and community (hooks, 2009) that provides an effective riposte to the simplifying demands of standardised schooling and education-for-jobs that English teacher educators are currently enmeshed in. I explore these emphases, and others, through a literature review that defines the educational thinking of the new agrarians and then seeks to apply these perspectives in new ways in the English ITE context (Baker & Bilbro, 2017).

Berry (2003) defines education as speaking against the reduction of complexity and the fostering of rich and complex connections between people, land, non-human creatures. He sees education's proper use as enabling citizens to 'live lives that are economically, politically, socially and culturally responsible' (2003:21). For this reason, agrarians see the setting of necessary limitations on what we can and should do in the world, and see education as not instrumental, but as using all that parents, schools, communities and friendships can offer to the raising and teaching of children and young people.

Finding a 'way-in' to challenging the current ITE dispensation dominated by the restricted purview of the Core Content Framework and the 'what works' movement is not easy, but this contribution will reinforce the complexity of what we deal with as teacher educators, outline some ways of thinking and offer some first practices that might serve us in not just 'training teachers' but enabling them to think and practice in responsible ways that lead to communal, ecological and educational health.

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## **Presentation 25: Using video to support & develop student teachers' reflection within teacher education**

**Catharine BLEASDALE**, Alison Glover, Mathew Jones, Sarah Stewart, Angela Thomas, Trudi Rees-Davies

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The use of video technology in the classroom, for experienced teachers and those in training, has increased in recent years. Video technology has typically been used to record, review and reflect on teaching and learning episodes (Hamal and Viau-Guy, 2019; McCullagh, 2021). Yet, there is growing evidence to suggest it supports deeper reflection that is facilitated by more accurate recall and deeper analysis of teachers' actions in lessons (Gibbons and Farley, 2021; Göbel et al., 2022; Sablić, Mirosavljević and Škugor, 2021). The traditional model of teacher education typically involves university tutors visiting schools to observe and assess student teachers. However, for the Open University teaching qualification the university tutor never visits the student teacher in school. Using video reflection, the student teacher, their school mentor and those responsible for quality assuring the standard of assessment decisions drive improvements for the student teacher's learning community. This presentation will discuss the research findings from a study that worked with student teachers and schools who are part of the Open University in Wales Initial Teacher Education Partnership to explore the use of video technology in lessons.

The study involved more than 100 participants including student teachers, school-based staff and pupils who contributed to one or more of the following; a discussion group, interview and an online survey. A funded school-based participant researcher was also a key member of the research team. Professional conversations and written journals were reported to support student teachers' critical reflection the most effectively, with the use of video technology reported to be inconsistent across schools. This demonstrates a need for guidance to embed the effective use of the tool to support student teacher reflection. Whilst participants identified benefits of video technology to enhance critical reflection, practical drawbacks such as time constraints for re-viewing and technology issues appear to inhibit use. Personal anxiety or discomfort about the use of recordings also hampered engagement. The findings indicate that the use of video technology does offer benefits in respect of its use as a pedagogical tool to support student teacher learning, and that the challenges are not related to the use of the tool for effective student teacher learning, but are more practical or personal. This study is providing the foundation for developing the application of video technology within a PGCE programme through the development of podcasts and short case studies to support further successful use of video reflection in lessons.

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## **Presentation 26: How student perceptions of academic 'ability' at the beginning of a primary education programme (3-11) informed module design.**

Pippa Leslie, Phil Wright University of Cumbria, UK.

Defining the nature of 'ability' is complex, and the use of the term in relation to children's learning and grouping has been a sustained and contested focus of research (Yarker, 2011; Marks, 2013; Education Endowment Foundation, 2018). Previous research has also suggested that learner's beliefs about their own 'ability' can impact on learning behaviours (Dweck and Yeager, 2019), and that social interactions of the classroom influence this (Leslie, 2022). Understanding student perspectives is important when developing trainee teachers' knowledge about such complex concepts. The purpose of this study was therefore to gain understanding of student perceptions in relation to concepts of 'ability' and capability to inform programme design. This study considered students to be an expert source of information about their own experience (Patton, 2015). It sought to rigorously analyse student perspectives on ability and capability and how they consider they have been developed/influenced by their own experiences and observations of teaching and learning. It asked what students' perceptions were and what experiences had influenced their views. It aimed to particularly investigate how they related this to academic 'ability' and the organisation of grouping in classrooms. Data generation included an online survey of a large purposive sample of student teachers, followed by interviews with a convenience sample of six respondents who were willing to volunteer and were available for interview. The study was conducted with fifteen student groups across three of the University's campuses and satellite school-based training provision. A combination of qualitative methods ascertained depth and rich data pertinent to curriculum planning in this specific cohort and transferable to other contexts. Likert scale prompt survey questions, drawn from previous studies, were combined with open prompt free text and interview questions informed by a theoretical framework relating to the concept of 'ability'. During data generation, an interpretative phenomenological analysis approach has been an iterative process, creating a hierarchy of conceptions and understand the influences of lived experience on perspective. Findings point to student perspectives being bounded by their own personal learning experiences, despite acknowledgement of other contextual factors, which often led to incongruent statements of current understanding. Further to this, notions of intelligence were constructed in relation to speed of recall or processing, as well as proof of intelligence or 'ability' only being made manifest through examination outcomes. This presentation probes further into nuances and contradictions that emerged to discuss full implications of findings for programme design.

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## **Presentation 28: Exploring the influence of Intensive Training And Practice (ITAP) on student teachers' pedagogical understanding and professional decision-making in practice.**

**Adrian Copping** University of Cumbria, UK

The Department for Education (England and Wales) has stated that from September 2024, Initial Teacher Education programmes must contain 20 days (postgraduate) and 30 days (undergraduate) of Intensive Training and Practice (ITAP). The aim, as Hewitt (2023) outlines is to intensify the focus on specific areas of pedagogy and strengthen the link between evidence and classroom practice. The National Institute of Teaching undertook a pilot project (2022-23) with four providers of Initial Teacher Education exploring the effectiveness of the ITAP approach to develop student teacher learning. This was evaluated by Marshall et al (2023) from Oxford MeasurEd. The findings related ostensibly to the design and management of the ITAPs and presented clear advice to providers.

This paper reports on emerging findings from an ongoing small-scale enquiry, exploring the influence of the proposed ITAP structure (Introduce, analyse, prepare, enact, assess) on student teachers' understanding and later enactment of pivotal pedagogies. Meijer et al (2011), cited by Allen and Wright (2014) highlight what they term a huge disparity between what is taught in teacher education programmes and what happens in the workplace. Therefore, this gulf can often be a barrier to effective practice enactment.

For this enquiry, as part of their programme, postgraduate primary students engaged with input on a key pedagogy per week (managing behaviour, adaptive teaching, assessment for learning, planning units of work). The following two days were in practice with focused tasks to contextualise the input, the fourth day involved a reflective, independent task. Focus group discussion with participants followed each four-day process. This was followed up with classroom observation of participants in assessed school placement and subsequent interview discussing the influence of the four-day process on enactment. Interviews also explored the influence of contextual factors on enactment. Early findings suggest that centre-based input does provide important frames of reference that help navigate the complexity of classroom interactions. Findings also suggest that where school ethos and aligned pedagogy coheres with centre-based input, student teachers are more easily able to occupy the 'third space' (Daza et al 2021) and adopt the hybrid role of learner and teacher more effectively.

The enquiry aims to understand effective ways to implement the proposed structure and provide context-based evidence to support preparation for new teacher education programmes from September 2024.

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## **Presentation 29: Combining the science and psychology of learning to promote learner agency – starting with self-assessment?**

Phil Wright University of Cumbria, UK

The doctoral study at the heart of this session adopted principles from critical pedagogy (Freire, 1972) to engage teachers in consideration of fixed ability grouping and its reported effects. It sought to offer teachers time and space to explore alternatives to fixed ability grouping. Teachers self-selected onto the project and engaged with two sessions of CPD focussed on Pedagogy for Transformability (PFT) (Hart et al. 2004) – a framework based on core principles of Trust, Co-agency and Everybody. It seeks to enhance children's self-concept and efficacy in learning.

The current drive in Initial Teacher Education is to base all training in the science of learning and how the brain works – not forgetting the constant focus and emphasis on curriculum knowledge – almost to the exclusion of the psychology of learning. Consequently, teaching is increasingly being reduced to a formulaic and instrument endeavour, evidenced through the proliferation of schemes of learning delivered through a series of transmissive, teacher directed slides.

This transmissive approach is commonly seen in mathematics, where mastery resources utilise much of what is known about brain function in the learning process and breaks concepts down into small, carefully sequenced steps, presented through pictorial representations. It seeks to move all children's learning forward at the same pace and is founded on the principle that all children are capable of learning mathematics. However, challenges in developing children's sense of self-concept and self-efficacy, to support their developing mathematical and learner identities, are ignored.

Teachers in this study explored adjustments to their practice on a half-termly basis before sharing their observations and reflections in focus group discussions, over three different cycles. The study concluded with an interview which provided participants the opportunity to share any new or adjusted practices and

understandings. The analysis framework for the transcribed data was structured around Kemmis' (2010) 'doings, sayings and relatings'. Three core themes were crafted from the transcriptions: control, competence and confidence, and were related to the challenges and benefits for both children and teachers of PFT.

An important adjustment to practice emerging from the study concerned the re-positioning of self-assessment within a lesson, as a means of enacting the principles of PFT, and challenging the perceived need for fixed ability grouping. This consideration brings together valuable understandings from both the science and the sociology of learning, moves learning forward in carefully sequenced steps and positively impacts learners' self-concept and self-efficacy (Dweck & Yeager, 2019).

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## Presentation 30: Grading the Practicum: Calibrating assessment of professional competence in initial teacher education

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Teacher quality and competence has been recognised internationally, as being central to effective education, societal wellbeing and economic development (OECD, 2018), and to prepare teachers appropriately, the practicum is a key component of Initial Teacher Education (ITE) (White and Forgasz, 2016). A tension has been identified however between the various roles of the supervising tutor in terms of providing formative feedback in this context whilst also being aware that they are formally assessing student teacher progress (Lunenberg et al, 2014). Pedder and James (2012) argue that explicit assessment procedures allow for new understandings and perspectives to be developed. The purpose of this comparative study was to consider the assessment processes employed in two international jurisdictions: the USA and Northern Ireland, to ascertain how there could be greater calibration of understanding between university tutors and student teachers on the most appropriate means of assessment of competence as displayed in the practicum experience. The comparative nature of this study provided opportunities to analyse the role of core values and institutional forces that shape key processes across different settings.

The study employed a qualitative, interpretive design with data initially being collected from two specialist group, purposive samples (Newby, 2010) of participants in each of the jurisdictions. The first was a group of university tutors and the second, a group of student teachers. The questions related to the application of assessment criteria to observed practical teaching and the opportunities and challenges, arising from the assessment process. Secondly, focus groups of tutors and students were conducted to explore the emerging

issues further. Using a hermeneutical, interpretative approach, data were subjected to descriptive and thematic analysis.

Findings suggest that raising student awareness and clarifying understanding of key expectations led to more lucid understanding of competence. Similarly, enhancing transparency of students' concerns and focusing on providing a distillation of guidance into tangible action plans, led to more productive and useful outputs that students viewed as more coherent and meaningful.

The research is important in terms of informing ITE programme design and promoting greater coherency in supporting professional learning. It is directly relevant to the conference audience in terms of developing powerful pedagogies for teacher education and emphasizing the relationship between the effective development of student teachers and the subsequent quality in teaching and learning that they enact in their professional practice.

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## **Presentation 32: The experiences of trainee teacher parents and the student researchers who help us to understand them: shared understanding to co-construct support**

**Aimee Quickfall, Karl Sykes** Leeds Trinity University, UK

In this presentation we (academic staff and paid student researchers) will share two intertwined stories about a journey to improve the experience for parents who are also teacher trainees, and the 'meta-research' that happened along the way, of the experiences of the project student researchers, who are also themselves trainee teachers.

Parents have a lot to offer the teaching profession, the wealth of experience and understanding that parents bring are positive (Sikes, 1998). However, we are concerned about the wellbeing of teacher trainee parents, in the context of wider teacher recruitment and retention crisis where the drop-out rates of teachers in the first year is increasing year on year (Worth, 2023), when qualified teacher parents clearly face many challenges (Hermann, Gorlewski, Brookover, Walsh, Kozachuk, Deitz and Ciminelli, 2023). In addition, the most recent survey of those leaving the profession found that 27% of teachers who leave each year are women between the

ages of 30 and 39 (Simons, 2016). Every teacher who leaves will have their own story to tell, but it seems likely that a factor is parenthood and caring responsibilities (Quickfall, 2020).

Similarly, student researchers also have a lot to offer our sector and a lot to gain from involvement in research projects, but constraints on this group mean that many (and particularly those from disadvantaged backgrounds) are dissuaded from engaging (Gonye, Hall, Nadasan, Rawlinson, Sari and Underwood, 2019).

The whole research team (2 student researchers and 3 members of academic staff) have been involved in key decisions about the scope, methodology and findings of this study, and student researchers have been involved and informed throughout the project, whilst being protected from the bulk of the time-heavy, repetitive workload (eg transcription, minute taking) so often allocated to student researchers (King and Imai, 2022). We collected quantitative and qualitative data from online questionnaires and focus groups, with both current students and alumni groups. In the presentation we will share an overview of these findings.

Outcomes of this study include recommendations for parent student policy, planned improvements to our programmes, including innovations to optimise participation and access, and improved sources of support so that ITE providers can give trainees the best chance of becoming a successful and happy teacher and parent. In this presentation, we will also share our collective advice on working as a student and staff research team and protecting student researchers from overload.

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## Presentation 34: Reflective evaluation of intensive training and practice during initial teacher education

Daniel Ayres, Huw Humphreys, Anna Gawthorpe, Joanne McWhinney-Tripp, Alice Reedy, Miriam Abdulkadir, Imogen Barraclough, Joy Donaldson, Anushka Sonpal



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Initial Teacher Education (ITE) providers have been required to plan, implement and evaluate a number of Intensive Training and Practice (ITaP) weeks as part of the English ITE curriculum from September 2024 (DfE, 2021). This contribution reports on an ITaP framework, developed from the work of Grossman and others (Grossman, 2018; Schutz et al., 2018, et alia), carried out with PGCE students across a group of primary schools in East London. The pilot used increasingly authentic ‘approximations of practice’ and related strategies to develop student teachers’ knowledge and skills in pivotal aspects of pedagogy each ITaP week.

Evaluative reflections on the process, and resultant learning from the work, are presented from student teacher perspectives, and compared to the ITaP pilot carried out by Marshall et al. (2023). Using the methodology of Mulholland et al. (2023), on the use of student teachers as pedagogic consultants (SPCs), alongside course evaluation, the study shares the mixed opinions of student teachers regarding implementation and outcomes of ITaP, and the tentatively positive conclusions about the impact of the process on their understanding of pedagogy, its practical application in their classrooms, and on their ability to evaluate their implementation of their developing skills.

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### Presentation 35: The meaning and practice of belonging for inclusive practice in initial teacher education

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The UK Equality Act (2010), among other positive movements to advance social justice, protects some disadvantaged minorities from unlawful discrimination, abuse or neglect. This includes LGBTQ+ students transitioning from secondary to post-compulsory education. In my professional role as teacher educator I have noticed some teachers being conflicted by the emergence of gender pronouns, trans identities, and other

gender/sexual diversity identities and expressions outside of heteronormative expectations. This means that although legally, LGBTQ+ students are allowed to access educational spaces, if they are not accepted, respected and supported, their educational experience and outcomes could be less equitable than that of cis-heterosexual peers. For this reason, my doctoral thesis focuses on making belonging a key principle of inclusive theory and practice, rooted on both a lived experience as a queer teacher educator, and observations of contrasting educational contexts where LGBTQ+ lives students can thrive versus some in which stereotypes, stigma and exclusionary practices are still prevalent.

A main concern is the lack of education and preparedness that most teachers have on these matters, as UK Education policy and professional standards for educators make inclusive education an expectation. For example the Standards for Teachers (DfE, 2011), Professional Standards for Teachers and Trainers in Education and Training (ETF, 2022), and Ofsted's (2019) Education Inspection Framework. However, no framework makes overt reference to the situatedness of the needs of minorities such as LGBTQ+ youth, leaving educators to guess, for example, how to best support trans students, why there are new gender pronouns, or the implications of deadnaming. When considering that roughly 7% of the student population is LGBTQ+ (ONS, 2023), educating teachers on this is a matter of priority.

For this reason, and to inform future professional learning for educators, my current research builds on the recently published 'queering habitus' paper (Morantes-Africano, 2023) to explore the experiences and perspectives of 10 self-identified LGBTQ+ students completing post-compulsory education in a large college in the North East of England. The data was analysed through Reflexive Thematic Analysis (Braun and Clarke, 2023) and preliminary findings (N.B. I am in the last stage of writing my doctoral thesis) show a contrasting experience between a challenging time in secondary education versus a more positive one in post compulsory education. Some of the reasons given by participants include the change of context, experiencing diversity regarding gender/sexuality identities and expressions, and feeling respected and supported by their teachers and peers.

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### Presentation 37: Examining knowledge-building for writing instruction in mentoring dialogues in initial teacher education

**Maria Mollstedt** Karlstad university, Sweden, Sweden

The ability to transform disciplinary knowledge into a school subject that can be taught to students and to transform knowledge about classroom practise into more abstract pedagogical reasoning is at the core of teachers' powerful professional knowledge (Gericke et al., 2022). However, it has been argued that the gap between university-based and practise-based courses in initial teacher education can be a barrier to knowledge transformation between different educational contexts (Zeichner, 2010). Although mentoring in teacher education has been extensively researched (e.g. Hobson, 2009), few studies have investigated the processes of knowledge transformation in verbal interactions between student teachers and their school-based mentors. The aim of this qualitative study is to contribute to a better understanding of the potential for building knowledge about first language (L1) writing instruction in mentoring dialogues.

Drawing on the Semantics dimension of Legitimation Code Theory (LCT, Maton, 2014), this study examines how knowledge about L1 writing and writing instruction in secondary school is verbally mediated, co-constructed and transformed in 16 mentoring dialogues between eight mentoring dyads, each consisting of a student teacher of Swedish (as L1) and their school-based mentor/certified teacher of Swedish. In LCT, the concept of *semantic codes* sheds light on the transformation processes in discourse. Semantic codes build on the concepts of *semantic gravity*, which concerns the degree to which meaning is context-dependent, and *semantic density*, which concerns the degree to which meaning is complex (Maton, 2013). Knowledge transformations are conceptualized as movements between these variables along a continuum of strengths. In essence, cumulative knowledge is fostered by recurrent shifts between more concrete, context-dependent discourse (everyday language) and more abstract and generalized, specialized discourse (academic/professional language) (Maton, 2013; 2014).

The result shows that knowledge about writing and writing instruction in the 16 dialogues is mainly conveyed in context-bound and less complex language. When shifts between semantic codes do occur, mentors take "epistemic responsibility" by using more specialized language and making more generalizations, which promotes cumulative knowledge building. The findings suggest that knowledge transformation between different educational contexts can be facilitated by collaboration between university-based teacher educators and in-service mentors, not least through the identification of specialized concepts. The study concludes that LCT provides useful analytical tools to visualize and conceptualize the underlying principles of cumulative knowledge-building in mentoring dialogues in initial teacher education.

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### **Presentation 38: Pre-service and mentor teachers' perceptions of classroom readiness and the influence of placement transition on this.**

**Rachele Newman**, Emma Rawlings-Smith University of Southampton, Southampton, United Kingdom

We are in the midst of a global polycrisis (Mills, 2023), a situation where multiple issues including climate change, Covid-19, austerity and political interference are impacting schools and teacher recruitment/retention, with pre-service teachers being particularly vulnerable. If teachers are to thrive rather than just survive in the early years of their career then it is important for them to be classroom ready when they finish their pre-service year. Attempts have been made at policy level to identify the core professional knowledge and skills needed by beginner teachers by the end of their pre-service year (DfE, 2019) but it is worth questioning how far perceptions of classroom readiness are captured in such policy documents.

A particular challenge that pre-service teachers face during teacher preparation is the practice shock of moving into school placement, which can be exacerbated in the transition between practicum settings, (Hobson, 2010) and the resultant effect on their practice and classroom readiness. Through a case study of pre-service teachers and their mentors, this paper presents the findings of a research project exploring the classroom readiness of pre-service teachers as perceived by themselves and their school based mentors as they transition between practicum settings. Five school based mentors and nine pre-service teachers involved in a university led secondary Postgraduate Certificate in Education programme in the south of England participated in this study, with focus group data collected between April and May 2023. We find that pre-service teachers face several cognitive, affective and logistical challenges when transitioning between practicum settings and these affect their sense of classroom readiness. Of particular note is the disparity in mentor and pre-service teachers' perceptions of the concept of classroom readiness, what constitutes this and the factors that contribute to improved classroom readiness.

The scarcity of literature exploring mentor perceptions of pre-service teachers' classroom readiness, especially in the transition between placements and the lack of consensus as to what it means for pre-service teachers to be classroom ready (Alexander, 2023., Stewart et al, 2021) make this a timely intervention and important piece of research. Not only does our study fill this gap in the literature, it also provides recommendations for pre-service and mentor teachers, schools and policy makers as to how to better support pre-service teachers during these challenging times for teacher recruitment and retention.

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## **Presentation 40: Enquiry at the Heart of ITT: experiential, enquiry-based approaches to support the development of teacher professional identity.**

Karen Beswick, Elizabeth Gregory, Lisa Murtagh

University of Manchester, Manchester, United Kingdom

Teacher education in contemporary England operates within a narrative that positions it as an engine for national economic growth in an increasingly globalised marketplace (Smyth, 2001). This perspective has led to reforms grounded in standards, outcomes, and managerialist ideologies, which prioritise standardisation and prescription over broader contexts of child development (Hordern & Brooks, 2023, Murtagh, Gregory & Beswick, 2023). This contrasts markedly with UCET's vision that values teachers as intellectuals taking an enquiring stance towards their work (UCET, 2020).

This paper explores the value of experiential, enquiry-based approaches to support the development of teacher identity and their understanding of "pedagogies of difference" (Lingard, 2007, p.248). The methodological approach is a qualitative theoretical case study. A case study approach was chosen for its appropriateness in exploring the perceptions of pre-service teachers (PSTs), their school-based mentors and university based staff mentors regarding the potential impact of a two-week placement in schools, with a focus on Inclusion and Special Educational Needs on PSTs' professional identity and their understanding of inclusive practice.

The theoretical lens adopted is Kolb's (1984) Experiential Learning framework, chosen for its capacity to explore learning from experience and application to practice. During the placement, pre-service teachers (PSTs) conduct an enquiry into practice and present findings to peers via a poster. The placement, supported by mentors with expertise in special educational needs and disabilities, provides opportunities for collaborative and reciprocal learning.

Data about the potential impact of this experience on PSTs' identity development and their understanding of pedagogies of difference were collected via focus groups with PSTs, mentors and tutors.

The case study reported in this presentation provides insights for providers and policy makers in and beyond England who seek to support pre-service teachers in navigating the challenges of meeting the needs of all learners and in promoting pedagogies of difference. We illustrate how an enquiry-based practicum, focused on inclusive practice, supported by school-based mentors with expertise in Special Educational Needs and Disabilities, coupled with collaborative and reciprocal learning opportunities with peers and university based tutors, can be a route to emancipation and autonomy for pre-service teachers, as they deepen their pedagogical understanding.

We advocate for the place of sustained critical enquiry into one's own teaching practice, and conclude by highlighting the importance of experiential, socio-cultural and reflective approaches as key to orientation for the development of teacher identity and, concomitantly, curriculum design and pedagogy.

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## **Presentation 41: Student teacher perceptions of history education: a comparison of primary and secondary perspectives**

Ailsa Fidler, **Heather Hatton** Liverpool John Moores University, LIVERPOOL, United Kingdom

This study compares the thinking of student teachers (STs), at the beginning of a primary and secondary Initial Teacher Education (ITE) course in England, about history education and its purpose. The aim is to identify similarities and differences which may support discourse to develop STs' perceptions of history as a school subject.

We set out to consider the following questions:

- How do primary and secondary student teachers view history education and its purpose?
- How do their perceptions of the purpose of history education coincide/differ?

The research builds upon the work of Chapman, Burn, and Kitson (2018), whose study focused on the development of secondary STs' perceptions of the purpose of history education, by providing the first comparison between primary and secondary ST perspectives. It departs from the predominant focus on secondary pupils' perceptions of history (Haydn & Harris, 2010; Harris & Reynolds, 2014) within the literature and contributes to broader discussions concerning differing starting points of STs when they enter the profession (Burn et al 2003; Flores & Day 2006) albeit with a subject-specific focus on history. This study may generate greater understanding and discussion among history initial teacher educators, and ITE practitioners more broadly, about the need for specific input surrounding a subject's purpose and value at the outset of ITE courses.

The findings are drawn from a small-scale, exploratory, mixed methods research study, conducted in a university in the Northwest of England. The research adopted a pragmatic approach, in which qualitative data was collated from a questionnaire containing Likert scale questions and a ranking activity relating to statements about the purpose of history education. Data was then compiled and analysed to identify key themes for discussion.

Contrary to the emphasis on substantive knowledge and the move towards a 'knowledge rich' curriculum in England, analysis of the data revealed that both secondary and primary STs believed that while knowledge of the past was important, history's purpose and value derived from its ability to help individuals understand different perspectives and enable them to make sense of the world in which they live. The findings may suggest the importance of relevance within history teaching as a potential means to motivate and engage learners and perhaps more broadly suggests a need for embedding the concept of

'historical perspective' within the National Curriculum as a means of supporting individuals to better understand the nature and value of the discipline.

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## Presentation 42: Utilising ITE as the driving force to integrate STEAM within the primary curriculum

**Victoria Brennan, Avril Rowley, Simon Lea, Mike Martin, Mahnaz Siddiqui**

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The emergence of Science, Technology, Engineering, and Mathematics (STEM) education in the mid to late 20th century was fuelled by a global race towards advanced technological societies and economic expansion, driven by the imperative to prepare a workforce capable of tackling evolving national and global challenges (Bautista, 2021). Despite the acknowledged economic value of STEM, debates persist regarding its definition, purpose, and impact on education, leading to challenges in its positioning within education (Shernoff et al., 2017; Perignat and Katz-Buonincontro, 2019).

The more recent transition from STEM to STEAM (Science, Technology, Engineering, Arts and Mathematics) education has, therefore, caused additional concerns about potential attenuation of art within this model (Graham, 2021). Its proponents argue that the synergy between arts and science fields enhances student engagement, exploration, observation, celebrating the creative nature of science, promoting personal identity, encouraging communication, and embraces the scientific nature of art and the artistic nature of science (Conner et al., 2017).

However, a universal consensus on STEM/STEAM ideology and philosophy remains elusive, creating a discord between theory and practical implementation in education. Teachers encounter several barriers hindering full STEAM integration, including the disciplinary nature of STEAM education necessitating a departure from traditional, subject-specific teaching methods, thus posing challenges to teachers' knowledge and understanding, along with institutional issues with time, resources and training (Shernoff et al., 2017). Positioning STEAM within the primary environment raises questions about its conceptualisation and the risk of

being perceived as a transient 'buzzword' or 'fad' (Bautista, 2021). This is compounded by teachers' beliefs about STEAM which are shaped by personal educational experiences, impacting the quality of instruction and student outcomes in STEAM-related fields (Anderson, 2015).

This presentation addresses these challenges by drawing upon a newly developed conceptual framework for STEAM education, focusing on key principles for integration within the curriculum and how we can encourage the next generation of teachers to be curriculum architects. Additionally, the research presented explores original case study interview data from student teachers (n=8) participating in a 'STEAM Leader' programme. Initial feedback from student teachers highlights how building a STEAM identity influences attitudes towards future curriculum design and pedagogies. The study advocates for the integration of STEAM into Initial Teacher Education (ITE) programmes to foster a paradigm shift towards STEAM approaches in the primary curriculum.

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### Presentation 43: Enacting international solidarity and the sustained scholarly thought of teacher educators

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This paper is part of the international teacher education research collective (ITERC) Biesta Reading group collaboration and reflects an attempt by a group of international colleagues – as individuals and as a collective –



to reimagine the work of teacher education and our subjectivities as teacher educators. The paper is set within a global policy context where the key purposes of education in neoliberal societies are considered to be the transmission of knowledge and skills to prepare young people for the knowledge-based labour market ('qualification') and the alignment of students with social norms ('socialisation') (Biesta, 2010). However, another key purpose of education, 'subjectification', i.e. providing affordances for students to assume, or take-up, their subjectivity as human 'subjects', is increasingly neglected in contemporary education systems (Biesta, 2021). This neglect affects not just students, however, but teachers too, as the latter are exhorted to focus on achieving results and enforcing compliance at the cost of any focus on the moral purposes of teaching (Santoro, 2018). We therefore foreground subjectification as a focus for teachers and teacher educators against the background of a policy context that is deeply inimical to this purpose.

Globally, neoliberal education policies treat education as a market, encourage competition amongst providers and position other academics and institutions as rivals. Against this background, another focus of ITERC is to foster a collective awareness of the corrosive effects of policy as an act of resistance, reflecting a belief that we gain more when we stand together rather than allowing ourselves to be pitted against one another. Specifically, ITERC has supported us to think 'internationally' about teacher education policy and practice and to recognise the importance of carving out time in our highly accountable workplaces for academic scholarship as a key part of our subjectivities. As members of ITERC, we critique our own contexts, and examine similarities and differences in teacher education policy and practice worldwide, encouraging a sense of solidarity in the face of the individuating and alienating effects of teacher education policy. This approach aligns with our civic responsibility to transform education to serve social justice and equity (Cochran-Smith, 2021; Mayer, 2021).

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### **Presentation 44: The simple view of teaching: Authorised pedagogies, curriculum and the neoliberal learner in preservice teacher education**

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In the context of a global teacher recruitment crisis, the English Department for Education (DfE) has responded by implementing a new, highly prescriptive curriculum for initial teacher education called the Initial Teacher Training Core Content Framework (CCF) (DfE, 2019). The vision of education embodied in this document and the associated construction of the learner is the focus of our presentation. We are interested in this because the way that education and the actors involved in education are referred to, betrays the dehumanising perspectives on people and the educative process envisaged by government. Criticism of authorised, espoused “evidence-based” practices of pre-service teacher education has been the focus of a number of international studies in recent years. Ellis and colleagues’ (Ellis, 2023) work, for example, focusing on what they describe as the current crisis in teacher education suggests that the provision of pre-service teacher education in England is now so tightly micromanaged that it could be considered a state franchise. Brooks (2021) has also recently written about the tensions within teacher education in five countries, focusing on what she terms “quality conundrums” emerging from diverse views of what teacher education should be. Hordern and Brooks (2023) have also presented an analysis of the CCF focusing on the research which has underpinned the document, arguing that the CCF is oriented towards a scientific model of teacher education which marginalises established research and instrumentalises the process of pre-service teacher education. Within this context, we present a new and original analysis of the CCF which focuses on the construction of both learners and learning. Using a combination of content analysis and a novel approach entitled doppelganger as method (Pierlejewski, 2020), we examine the terminology used to describe learners and the process of learning. Doppelganger as method involves identifying doubles within the text and then examining the functions of these doublings as technologies of power. We found that the complex, relationship based, messy act of educating pre-service teachers was reduced to a simple view of teaching in which fidelity to the authorised curriculum content and pedagogy defined quality. This doubling of teacher education into its doppelganger, teacher training, is essentially dehumanising as it denies the personhood of the people involved and the complex, relational aspect of the process.

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### **Presentation 45: The First Steps Towards Creating an Anti-Racist Education Department: Curriculum, Pedagogy and Organisational Structures.**

Alison Morgan, Emily Davies University of Warwick, Coventry, UK.

This presentation considers the current educational context in relation to anti-racist practices. Since the murder of George Floyd in 2020 and the subsequent rapid growth of the Black Lives Matter movement, attention is being paid to understanding the experiences of Black, Asian and Global Majority (BAGM) student teachers both

in higher education and school settings in order to create more inclusive programmes of study. Using the invaluable *Anti-Racism Framework for Initial Teacher Education/Training* produced by Newcastle University, Leeds Beckett University and the National Education Union in 2022, this presentation shares the initial stages of a project in an education department at a higher education institute, outlining the scope and aims of creating an anti-racist department.

According to recent data from the Department for Education (2023a), 36.91% of primary and 35.4% of secondary pupils are from BAGM backgrounds, yet the most recent data on the racial profile of the teaching profession in England shows that in 2022 89.7% of teachers were white (DfE, 2023b). Furthermore, in a survey conducted for the 2021 *Lit in Colour* Report, only 12% of secondary teacher survey respondents and 13% of primary teacher survey respondents reported having received training on how to talk about race as part of their initial teacher training (Elliott *et al*, 2021 p. 7). There is a clear need for Initial Teacher Education providers to ensure their programmes develop a teacher workforce skilled in anti-racist pedagogies and practice.

Underpinned by a departmental teacher value of social justice together with an institutional focus on tackling the awarding gap and marginalisation experienced by BAGM students, the project aims are wide ranging. Adopting Kishimoto's (2018) three foci: curriculum, pedagogy and organisational structures, this project began in 2023 with a departmental audit of data on admissions and attainment, as well as staff development on anti-racist practices before introducing more authentic and inclusive forms of assessment on the Postgraduate Certificate in Education programmes for the 2023/24 academic year. Using quantitative data to explore outcomes for BAGM students, it is hoped that the awarding gap begins to close.

Whilst the project is only in its early stages, this presentation provides the opportunity to share initial data and ideas with teacher educators in order to further progress this vital area of work.

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## Presentation 46: Exploring the Borderland: initial approximations of professional practice in Initial Teacher Education

**Helen Carr, Donna Dawkins, Sandy Wilkinson, Ruth Till** University of Birmingham, UK.

The Borderland (Lofthouse and Wright, 2012: 99) between university and school is an important space for novice teachers. Since the removal of the requirement of prior school experience for Initial Teacher Education applicants, providers need to create space and time in the Borderland prior to the start of placements to support a successful transition to training to teach. These carefully integrated school and university experiences, which we call Introductory Practice, take student teachers into the Borderland between school and university, guided by expert practitioners, supporting them in “dealing with the ‘reality shock’ of being a new teacher” (Grossman, Hammerness and McDonald, 2009: 177). The new Intensive Training and Practice components (ITAPs) of Initial Teacher Training programmes primarily focus on decomposition of pedagogy and practice (DfE, 2023: 23-6). Experiences in the borderland benefit student teachers by providing a low-stakes space where they can engage in approximations of professional practice too.

Our research explored Introductory Practice through interviews and focus groups with student teachers and teachers from host schools. We asked both groups about the benefits and challenges of IP for student teachers; student teachers were also asked which aspects of IP helped them to feel most prepared for starting their extended school placements.

We will present the findings of this research, analysing impact and aspects of Introductory Practice which brought about the development of student teachers’ professional skills and attitudes. We found that the low-stakes borderland environment of IP provided a safe but authentic space to rehearse basic professional expectations of becoming a teacher, supporting student teachers to be more prepared to make a strong start on extended placements.

Our findings are relevant to the new landscape of teacher training from September 2024. ITAPs will make use of the Borderland to develop their practice. By exploring the Borderland and student teachers’ experiences, teacher educators can enhance student teachers’ preparedness for the professional requirements of the school environment

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### Presentation 47: A pedagogy of hope for teacher education

**Sally Elton-Chalcraft<sup>1</sup>, Amber Fensham-Smith<sup>2</sup>, Janet Hoskin<sup>3</sup>, Deborah Sabric<sup>4</sup>, Elizabeth Walton<sup>5</sup>**

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Education is expected to advance social justice. But it is easy to feel hopeless in the face of an unjust system, and in a climate of cost-cutting and teacher attrition. A pedagogy of hope (Freire, 2021) paves the way for change by “showing that another world is always possible” (Tarozzi, 2023:2). This is a political and transgressive hope, and one which puts social justice into practice. This presentation exemplifies four initiatives that can inform a pedagogy of hope for the past, present and future of teacher education.

The history that children learn in school can be contentious serving neither policymakers or historians well. If school history is meant to teach the narrative of the nation's history, then what happens when a group is misrepresented, marginalised or absent? Whose history is it anyway is as contentious a question as the creation of the curriculum itself. This question seeks to explore how school history can be inclusive of silenced voices exploring history from the perspectives of the silenced and embracing their contributions to the narrative.

The University of Cumbria have been evaluating the success of E2M (<https://escape2make.org/>) a charity supporting young people to escape boredom, loneliness, pressure at home or school by making things, making friends and making a difference in the community. In addition, injecting ‘fun’ into learning through the ‘phonometre scale’ is explored in Teaching religious education creatively (Elton-Chalcraft, forthcoming). The phonometre scale and the E2M activities are presented as promising practices and hopeful futures.

Despite legislation proposing that young people and families are now ‘at the heart of’ the SEND process, families of disabled children still have to fight to be heard. Findings from a phenomenological study with six mothers of disabled children with a complex health condition show how they learn to negotiate living in the moment with being aspirational about the future, highlighting how their ideas of hope have changed over time as they disrupt notions of the normative.

The field of Alternative Education (AE) offers rich examples of practices that seek to disrupt, broker, and extend what counts as a ‘good’ education creative opportunity to elevate and co-produce collaborative and personalised curricula. Drawing on the development of an alternative education and community education Open Learn HUB (Open University), this initiative considers the role of authentic partnerships and knowledge exchange to support the re-engagement and educational outcomes of excluded children and young people in AE.

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## Presentation 48: Decolonising Initial Teacher Education and anti-racist education in ‘white spaces’: feelings of uncertainty and optimism

Sophie Vauzour, Laura London University of East Anglia, Norwich, United Kingdom

The report *Race and Racism in Secondary Schools* highlights that by ‘their own admission, many teachers are ill-prepared to teach in ways that promote anti-racism’ (Joseph-Salisbury, 2020, p. 2). Whilst the issue is complex and decolonising teacher education will not on its own offer a comprehensive solution to tackle the problem of racism in education (Keval, 2019; Panford, 2021), it is essential to develop student teachers’ awareness of systemic racism, racial literacy, and confidence in their ability to teach in a way that promotes anti-racist education (Lander, 2014).

Our region does not have high levels of ethnic diversity. In this context, schools, and indeed the programme itself, are predominantly ‘white spaces’. The project to decolonise our post graduate teacher education programme aimed to cultivate the racial literacy of tutors and student teachers. The research explores the impact and challenges of the project from the perspectives of the student teachers and tutors involved, and establishes the next steps to decolonise the programme.

A self-study approach was adopted, as the tutors’ and student teachers’ perceptions were recorded in diaries. Reflexive Thematic Analysis was selected due to its flexibility and the fact that the researchers’ position and subjectivity are recognised as an integral and necessary part of the process. Reflexive Thematic Analysis involves the researchers drawing upon their experiences, knowledge and positionality and ‘critically interrogating’ how this influences their interpretation of the data (Braun and Clarke, 2021, p. 4).

The research highlighted that the project had a positive impact on the participants’ racial literacy and allowed them to look critically at resources and curriculum. The research also identified many challenges in decolonising subjects in secondary schools; for instance, the considerable variation in approaches taken by different departments and the underrepresentation of individuals from ethnically diverse communities on the course, but also in the wider teaching and teacher educator workforce. Finally, the research revealed areas where more progress was needed, for example supporting student teachers further in recognising microaggressions and dealing with racist incidents.

Decolonisation ‘is an on-going, and an unending process; it is a collective journey and one that has not yet arrived’ (Dei, 2016, p 37). In this workshop, we are hoping to support colleagues in similar contexts, by sharing our (and our student teachers’) experience, ideas and resources, and discuss the next steps planned for this journey.

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## **Presentation 49: Student teacher identities and a dialogic approach to practice: Dynamic landscapes and ongoing journeys**

Laurel Smith Sheffield Hallam University, Sheffield, United Kingdom

Despite extensive research and depth of understanding about the value and features of dialogic learning, predominantly monologic interactions persist in classrooms within the UK and teaching practices seem to resist transformational (Sachs, 2011) shifts towards dialogic teaching. Whilst prior research has often focused on dialogic interactions as a pedagogical approach, moving beyond an interactional consideration of classroom dialogue suggests that teachers' dialogic stance, identity, and sociocultural and socio-historical expectations of professional identity may offer insight for understanding why monologic patterns persist (Sherry et al., 2019).

However, whilst attitudes and beliefs are recognised as highly influential in the development of dialogic teaching practices, little is known about how student teachers' own educational experiences and personal and professional dialogic experiences shape these (Groschner et al., 2020). This presentation draws from a current doctoral study which seeks to address this significant gap within educational research and recognises that the challenges of realising the benefits of a dialogic approach may be inherently bound up in questions of identity. It seeks to challenge a narrow pedagogic focus and instead positions dialogue as mediating the construction of self (Alexander, 2008) and identity as socially co-constructed through classroom discourse, which shapes and is shaped by teachers' conceptions of self (Sherry et al., 2019).

Exploring how dialogue and dialogic practices relate to the landscapes of student teachers' identity construction is of significant importance for teacher education, if we are to move beyond the limits of our "inherited educational culture" (Alexander, 2008:18). Thus, the study aims to understand how student teachers' past dialogic experiences, and their positioning in relation to dialogue, influence their navigation of dialogic spaces and possibilities within their teaching practices and professional roles. In this presentation, I will share the development of an innovative and creative visual mapping approach - as a research method and as a possible reflective, multimodal model for teacher educators to use with their students in exploring the complexities of dialogic teaching as an area of practice. I will reflect on the pilot study findings which suggest that navigating the dialogic possibilities of teaching is a complex ongoing 'journey', a dynamic negotiation between self and other within professional dialogic spaces. These initial findings seem to support the need for broader conceptualisations of dialogic practices and suggest the visual mapping approach offers rich possibilities for understanding both student teachers' identity construction and their perceptions and experiences of dialogue within their professional roles.

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## **Presentation 50: Empowering coherence in the structuring of professional practice knowledge for mentors and mentees using Legitimation Code Theory**

Diane Swift Keele University, Keele, United Kingdom

The form that professional practice knowledge takes has an impact on the professional identities of both mentors and mentees (Kuhlee and Winch, 2017). When teaching is positioned predominately as a craft, outcome based observed performances tend to be prioritised. In contrast when key concepts that cohere professional knowledge are drawn upon, seemingly disparate contexts are connected through dialogues. Mentors have a key role to play in such dialogues and yet the significance their role in the structuring knowledge has been under appreciated (Mena et al, 2016). This presentation will share how Legitimation Code Theory (LCT) (Maton, 2014) was drawn upon to analyse a range of knowledge structuring interactions that took place between eight pairs of mentors and mentees in a school centered initial teacher training partnership in the West Midlands of England. In LCT, the Semantic dimension explores the context-dependence and complexities of practice through two key concepts, those of semantic gravity (context-dependence) and semantic density (complexity) (Maton, 2014). Using a semantic gravity LCT profiling tool, visualisations of the dialogues were created. After viewing these, mentors and mentees more consciously referenced concepts such as assessment, challenge, pedagogy, curriculum, and relationships for learning. Consequently these colleagues noted an increased flow between knowledge that was observable and knowledge that was professionally significant but only accessible semantically. This is because such conceptual knowledge has different time and space characteristics to that which is immediately visible (Maton, 2014). By accessing specialising and organising concepts within practice via the profiles, mentors and mentees felt that they were enabled to both draw on and contribute to professional knowledge in a more dynamic way, increasing their epistemic agency. A lack of autonomy and agency are two of the factors that have been cited in contributing towards teachers leaving the profession (Perryman and Calvert, 2019). It will be argued that, by using conceptual knowledge in practice more overtly, through visualisation mechanisms such as the LCT profiles, increased access to the distinctive knowledge that coheres our profession can be enabled. Such knowledge structuring can empower professionals and reduce the epistemic injustices (Fricker, 2007) that limit the profession when observed practices are overly prioritised. The session will share how the profiles were created and used in order that delegates can consider implications for their own mentoring and teacher education programmes.

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### **Presentation 53: "Because We Exist" - The Impact of Using Diverse Children's Literature on Student Teachers' Knowledge and Confidence**

**Kalsoom Akhtar, Beth Marley, Catherine O'Leary** University of Birmingham, UK.

To share with Initial Teacher Education (ITE) colleagues findings from our mixed methods research project, exploring how student teachers' subject knowledge and self-reflective practice can be supported by raising the profile of Black, Asian and Minority Ethnic (BAME) representation in diverse children's literature. The project is a result of feedback from the Primary ITE BAME focus group of students, who found a limited selection of picture books with diverse central characters available in their placement schools.

Research has highlighted a lack of representation within children's literature, (e.g.; Crisp et al, 2016; National Literacy Trust, 2020; Centre for Literacy in Primary Education (CLPE), 2022). The CLPE (2020) claims it is important for children to experience different realities in books, as well as making connections with protagonists, offering opportunities for readers to challenge prejudice and broaden understanding. Responding to this, our project focused on developing independent critical thinkers by expanding the selection of diverse children's literature available to ITE students. Preparing students for diversity and equity in society has been identified as crucial, particularly within teacher education (Cochran-Smith and Villegas, 2015; Hartsfield, 2021).

The intervention involved 73 primary school student teachers studying for a Post-Graduate Diploma in Education (PGDipEd). The study adopted a mixed methods approach, employing pre- and post- intervention surveys, focus group interviews and analysis of students' written reflections.

The findings demonstrated a significant impact on student teachers' subject knowledge and confidence in using the literature, highlighting how we as Teacher Educators can contribute towards an experience that educates the whole student. The presentation will explore recommendations from the study and there will be an opportunity to discuss the book titles used as part of this project.

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## Presentation 54: Agency with technology in teacher education

John Gordon, **Kristi Nourie**, **Helen Steward** University of East Anglia, Norwich, United Kingdom

This presentation shares interim results of our UK survey 'Enhancing teacher agency with technology' and the related conceptual framework we developed for understanding professional agency with technology which underpins the survey design. We focus on results indicating distinctive aspects of student teacher and mentor experience, relative to other teacher profiles and career stages, and invite colleagues to discuss their understandings of teacher agency with technology in teacher education. By doing so, we include teacher educator, mentor and student teacher perspectives on agency with technology and develop understanding of agency in the context of teacher education programmes.

Teacher agency relates to the capacity of individual teachers and the actions they take in their contexts of work. Research identifies teacher agency (Priestley et al, 2013) and technology (OECD, 2018) as factors in educational transformation and improvement, but does not link them systematically or elaborate their potential when combined. Two recent surveys map teacher agency but do not address its links with technology (Imants and der Val, 2020; Cong-Lem, 2021). In our project\*, we link them in our exploration of how much agency, choice and influence teachers have over the EdTech they use professionally. Our research aims to move beyond surveying teachers' attitudes and beliefs about using technology (Tondeur et al, 2016) to offer an actionable model for use in teacher education and development, to support agency for effective use of EdTech. We hope that by engaging TEAN colleagues in discussion at the 2024 conference, their voices and experiences can inform design of that model, which we aim to share at the following 2025 conference.

*\*Part of the Economic and Social Research Council's Education Research programme*

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## Presentation 56: On why ‘subjectification’ matters and how to regain agency in initial teacher education

Sally Elton-Chalcraft<sup>1</sup>, Anne Miller<sup>2</sup>, Michelle Ocriciano<sup>3</sup>, Margaret Marshman<sup>3</sup>, Jana Visnovska<sup>3</sup>, Katie Biggin<sup>3</sup>

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The increasing pressure in Western countries for qualifications and improved PISA and other high-stakes testing (supposedly demanded by the media, politicians, and policymakers) has shifted the focus from teaching to learning. Biesta (2022), an educational theorist who has put forward three domains for education (qualification, socialisation, and subjectification), challenges the educational shift and characterises this evolution as "learnification," - the framing of all educational aspects in the language of learning, thereby prioritising the learning process over the content and reasons for learning. We argue that 'learnification' is dominating the space within which initial teacher education takes place today, and we consider this problematic because the purpose of education has become sidelined; the student has been diminished to a learner (Biesta, 2022), and it has caused a politically motivated surveillance of teacher education (Heck, 2022). As part of the ITERC Biesta Reading group collaboration, our presentation explores Biesta's notion of subjectification – the attributing of agency and active engagement to the student in educational contexts and how this shapes the underlying power dynamics and relationships in teacher education.

Demonstrating through exemplification, we show how students can regain their agency when they become the subjects of their own life. Through an exploration of the purposes of education, freedom, and democracy and how this could re-enter initial teacher education, we hope to address Papastephanou's (2020) concerns about the 'elusive' nature of Biesta's theoretical framework and Biesta's partial or axiomatic interpretations. To address MacAllister (2016), another critic of Biesta who argues that the trifold lens is normative and would benefit from considering alternative perspectives on the purposes of education, we demonstrate how Biesta elevates the discourse by re-appraising the purpose of Teacher Education and critiquing various objectives that guide teacher education programs.

We share our insights into subjectification as teacher educators from various international educational backgrounds, including examples from primary mathematics, senior English, Religious Education and democracy in the classroom. We critique how teacher educators can support student teachers, mediate governmental policy, and utilise the heart, head and hand approach, illustrating how the overt attention to subjectification as an educational purpose can make a difference to students' classroom experiences and their education (Biesta, 2017). We draw implications from these examples for teacher education in the respective subject domains and illustrate how attention to subjectification in education relates to the broader concerns of freedom and democracy.

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## **Presentation 57: Can research contribute to the development of historical and critical consciousness through narrative in school-led teacher training?**

Nick Mead Oxford Brookes University, Oxford, United Kingdom

Current research using the Gramscian Dialectic (Gramsci 1971) and Historical Consciousness (Rusen 1993; Gergen 2005) demonstrates a clash of ideological values between neo-liberal instrumentalism, aimed at aligning school-led teacher education with school improvement and historic narratives which embed teacher education within the civic, social democratic values of the training universities (Mead 2023). Such a clash of ideological values might re-generate a Gramscian values-based dialectic in current teacher education which can contribute to the development of the moral and political values of trainee teachers. However, a problem arises for school-led only training routes if there is no historic social democratic narrative informing historical consciousness. Are trainees and teacher educators entirely subject to the neo-liberal values of the 'operative structures' of political ideology?

The aim of the research was to identify in school-led training the nature of any narrative which might be the vehicle for historical consciousness and that would generate the synergies of a Gramscian Dialectic, modifying intransigent neo-liberal policies and thereby contributing to the transformation of "common sense" into critical consciousness", essential to the development of the moral and political values of trainees (Gramsci 1971; Adamson 1978).

Following the first round of the UK government's teacher training Market Review (UKGov2021) which involved providers receiving or not re-accreditation according to their compliance with a set of 'quality requirements', 179 providers were re-accredited, 104 of which are school-led Initial Teacher Training (SCITT) and 59 are university-led with 16 new entrants (DfE 2022). The methodology employed was an electronic sweep through three identified SCITT sources: the 104 school-led providers' websites, lead school websites and latest Ofsted reports. Categories of data synthesis used across the three SCITT sources were: "vision and values", "vision and history" "course aims" and "course content". Within these categories, a degree of triangulation between the three sources was sought.

The findings demonstrate the features of compliance to a set of "quality requirements" which results in a hegemonic neoliberal corporate and business narrative, the historical consciousness within which is that historic "other traditional university routes into teaching" are less efficient and effective in addressing pupil disadvantage. Secondly, There is evidence, found particularly in the distinctive values of some SCITT lead schools, that the hegemonic narrative is modified by a deeper historical consciousness which has its roots in social democratic values.

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### Presentation 58: Mentoring and the mentees experience in preservice teacher training and education.

Suzanne Simpson Leeds Beckett University, UK.

Being mentored by experienced, expert professionals in the field forms a pivotal element of the training entitlement of all pre-service teachers (PSTs). Mentors are necessitated to perform a wide variety of demanding roles within a culture of flux, frequently with little or no specific mentor training (beyond operational). It is widely agreed that the "nature of school mentoring is hugely important for the way PSTs understand and conduct their learning" (Lofthouse et al, 2021, p25). Nevertheless, as identified by MacPhail, Tannehill and Ataman (2021), there is a lack of guidance on the skill set, agreed behaviours and competencies which a person in such a role should possess and demonstrate. Additionally, those that have been agreed (e.g. as briefly noted in the National Standards for school-based initial teacher training mentors (Department of Education, 2016)) - or can be identified – are, as Deleuze and Guattari (1989) would describe, 'rhizomatically' associated. In addition, school mentors (of varied experience, expertise and responsibility) work in particular institutions with divergent cultural, philosophical and pedagogical perspectives, demands and priorities; "this fragmentation demonstrates what institutional theorists call loose coupling" (Meyer & Rowan, 1977 and Weick, 1976 quoted in Buchanan, 2020, p.82).

My research focus is to explore how the fragmented 'systems' at different levels shape the experience, practice, support, challenge and development of PSTs. With a focus on effective use of dialogue, I am specifically interested in the micro level of the teacher education ecosystem in its cultural cognitive (forms of feedback and social relations) aspects (Buchanan, 2020).

The research I present was conducted through an interpretivist paradigm using a mixed methods approach. Notions of 'growth', 'symbiosis' and, 'ecological systems' (divergent to a pervading culture of performativity)

were fundamental to the research process therefore trees - as 'contextual metaphors' - were animated to support mentees' professional reflections. Responses were anonymously recorded and thematically grouped. Extracts of the integrated product (an animated video, now used in mentor training with partnership schools) will be shared.

Amid political pressure to continually advance standards, these findings can help to shape and develop how a sharper focus on what constitutes effective mentoring can be embedded as a central protocol into the teacher education curriculum to support the propagation of critically informed, highly effective teachers of the future. This research will be of interest to an international audience because it raises issues requiring interrogation about the training and development of PST's, the purpose of their mentoring and the requisite constituents of effective mentoring.

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## Presentation 59: Talking teaching and educational reform: Constellating how new teachers interpret lessons

**Dale Langsford** University of the Witwatersrand, Johannesburg, South Africa

When schooling systems are in crisis, new teachers shouldn't merely reproduce the status quo. The challenge for teacher educators is to prepare teachers who can recognise what teachers do and why. Ideally, they should have the 'critical sensibilities' (Waitoller & Kolzeski, 2010) to see alternative, possibly more effective options. Using constellation analysis, from Legitimation Code Theory (Maton, 2014), I investigate what pedagogically-focused conversations reveal about how new teachers observe and evaluate other teachers' lessons.

Pedagogically-focused conversation – done right – can potentially improve teachers' practices (Segal, Lefstein & Vedder-Weiss, 2018). Two groups of newly qualified teachers were invited to participate in this study. Four participants had completed a full-time bachelor's degree in teaching; three had completed a teaching qualification through distance learning while assistant teachers in schools. Participants watched a lesson recording and, thereafter, discussed it in a focus group discussion.

I used constellation analysis to cluster the focus of their discussions into themes. Then, I allocated strengths of semantic density, a concept from LCT, to each constellation. Semantic density is relatively stronger when more formal, teaching-specific ideas are networked with each other. Semantic density is relatively weaker when more everyday ideas are presented as discrete, atomistic statements.

I found that one group's conversation formed a more complex, integrated network of practice; the other's formed a series of disconnected nodes, suggesting that new teachers who can draw on a shared conceptual language can better describe and discuss salient aspects of the lesson and where it could be revised or developed. Although both groups presumably had access to concepts from their teacher education, those in the school tended to be less versed in participating in pedagogically-focused discussions, possibly resulting from teachers' tendency to perform practice rather than talk analytically (Loughran, 2019). Participants who had come through a full-time contact program demonstrated access to shared conceptual language, enabling them to recruit relevant concepts to interpret and appraise the observed lesson.

The findings of my study raise a caution amidst calls for online/hybrid teacher preparation. The importance of preservice teachers developing the capacity and critical sensibilities required to analyse and appraise teaching gained through lectures and tutorial interactions in a contact programme should not be underestimated, suggesting that access to teaching- and learning-specific ideas, theories, and principles – a conceptual toolkit (Winch, 2012) – enables new teachers to imagine more effective, responsive, just teaching practices, creating conditions of possibility for transforming practice in a schooling system in crisis.

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## Presentation 60: Academics Anonymous: Study group methodology as an antidote to performativity

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Education and teacher education worldwide has been increasingly subjected to the instrumentalised and competitive pressures of performativity and accountability, which are monitored and maintained by quantitative technologies of individuation, measurement and comparison (Ellis, 2023). Consequentially, there has been a growing sense of professional demoralisation, reflected in a loss of touch with the moral purposes of teaching (Santoro, 2018), and subsequent alienation among teachers and teacher educators, characterised by feelings of "indifference, instrumentalisation, reification, absurdity, artificiality, isolation, meaninglessness, [and] impotence" (Jaeggi, 2014, p. 5).

We report on our work as members of an international teacher education research collective (ITERC) and discuss how a reading group set up to explore Biesta's (2021) *World-centred Education* has provided us with an antidote to the alienation of being an academic in today's narrow world of higher education, via a collaborative space to do enjoyable scholarly work while thinking 'internationally'. Our reading group was a self-selected collective of scholars working in multiple countries who met weekly online to discuss a chapter in Biesta's book. This practice held members to account for reading the key text and supported individuals to think deeply and develop their scholarly knowledge on the purposes of education. Yet, perhaps paradoxically, and in an attempt to enact a study group methodology, there is no intended outcome from this activity. A study group intentionally resists our contemporary universities' capture by capital's logics of commodification - antagonistic to the productivist, instrumentalization of what we might do together. A study group is a 'we' without entry requirements - anyone can be a part of a study group - you do not need to be an academic or 'in' a university. A study group is committed to 'free use' (Lewis, 2020) subverting university infrastructures for work with no necessary ends.

In the study group, we have glimpsed the possibilities for a fragile, yet tangible sense of solidarity - a tentative unfolding collective work 'above' the nation state. We feel to be bundling trajectories (Massey, 2005) together while seeing the tangents of these as possible lines of flight forming spatio-temporalities of our own unplanned design. What has emerged is a nascent desire to become involved in and create an internationalising scholarly practice. The other Biesta reading group papers detail the impact of critical, diffractive analysis of our practice encompassing ITERC's broader concerns such as alienation, non-hierarchical teacher education, pedagogies of care (collectivist/ community) and counter-performativity.

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### **Presentation 63: Fostering Critical Pedagogy: The Benefits of Integrating Debates on Current Educational Topics in Trainee Teacher Programmes.**

Sarah Cummins Leeds Trinity University, UK.

In this presentation I will share the journey of final year primary education trainee teachers enhancing their knowledge and understanding of current topics in education through debating. In an ever-evolving educational landscape, preparing future educators goes beyond imparting pedagogical skills; it demands the cultivation of critical thinking, adaptability, and nuanced understanding of contemporary educational issues (Glazzard & Stones, 2021). This presentation explores the transformative potential of incorporating debate sessions into trainee teacher programmes, focusing on current topics in education. By engaging trainee teachers in thoughtful



discussions on subjects such as inclusive education, the impact of poverty, and political influence, we aim to enhance their analytical abilities, communication skills and ability to form evidence-based arguments.

This presentation will delve into the theoretical foundations of integrating debates within teacher training curricula, drawing on educational psychology (Lord, 2022), communication theory, and pedagogical research (Dewey, 1997). Practical insights will be shared through case studies and success stories, highlighting how the incorporation of debate formats has positively influenced trainee teachers' professional development.

Key areas of the presentation will include impact of debate on critical thinking skills, the development of effective communication strategies, and the cultivation of research and analytical abilities (Bower, 2021). I will offer valuable insights into structuring and implementing debate modules, fostering an environment that encourages open dialogue and collaborative problem-solving.

This presentation will offer a comprehensive understanding of the benefits associated with integrating debates on current educational topics into trainee teacher programmes. Ultimately, this approach not only enriches the learning experience for trainee teachers, supports the development of teacher agency but also contributes to the development of a more dynamic and reflective teaching workforce (Brookfield, 2017) capable of navigating the complexities of modern education.

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## Presentation 64: Teacher educators moving from 'not racist' towards antiracist: an autoethnographic study of aiming to 'do' rather than 'document'

**Heather Earnshaw** Edinburgh Napier University, UK.

As a team of educators, we wanted to move in a real and meaningful way from 'not racist' towards 'antiracist'. One of us had been tasked with developing our institutional action plan following the publication of the National Anti-racism Framework for Initial Teacher Education (ITE) by the Scottish Council of Deans of Education (SCDE, 2023). We started to write, to create 'steps' to be ticked off, but kept coming across the pitfalls that other writers have described of 'doing' diversity and inclusion by document; of "doing the document rather than doing the doing" Ahmed (2012). We were concerned to avoid the performative and to write something that led to sustained and sustainable shifts in individual practice and to the student experience.

We started to reimagine our action-plan writing model from one where an individual undertook a paper exercise, to be presented and signed off, a 'fetish' (Ahmed, 2012), to something more collective, more organic,

and more deeply personal. We each needed to engage with “unlearning” and “unpacking” our “embedded thinking” (Arshad, 2019). And, as a fairly homogenous group, we needed to be mindful too of Arshad’s (2019) warning that it is easy, without the corresponding lived experiences, to fall into the trap of discussing diversity and inclusion issues in an “intellectual sense” only. DiAngelo (2010) describes setting out to help her students to understand multicultural education as “a complex, life-long process rather than as an event”. We wanted to engage with the process then, rather than staging an event. And we wanted to ‘do’ the process together but allow for individual meaning-making.

Here we offer an autoethnographic exploration of our experiences, as a small team who work with pre-service teachers in Scotland, as we tentatively embarked on this journey. Our action plan became reconceptualised from artefact to vehicle: shifted to a messy document - never intended to become tidily complete – but rather something to prompt, provide some structure, track where we’d been and record where we might go next. It was the vehicle to the ‘doing’. We will describe the activity, the conversations, an indication of our shared and individual learnings, and tentative thoughts about the micro- and macro-impacts on our individual and collective practices as teacher educators.

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## Presentation 65: Walking and Talking: teacher educators exploring professional identity through walking interviews

Sarah Hindmarsh, Diana Tremayne, Alina Kalina-Kalnaraja, Suzanne Corazzi, Matthew Wilson

Leeds Beckett University, Leeds, United Kingdom

### Conference Themes

Supporting the professional learning and career development of teacher educators

### Presentation Format

Evaluation or Research Presentation

### Abstract

Teacher educators in the School of Education at Leeds Beckett University have explored the walking interview method to capture their lived experiences and explore their professional identities. An interest in the

development and expression of professional identity in teacher education, itself regarded as relational and dynamic, was the starting point for this work (Beijaard et al., 2004).

The team of educators were keen to explore the walking interview method with its potential to build rapport and empathise with another's experience and perspective (Carpiano 2009; King and Woodroffe, 2019). The intention was to allow personal biographies to unfold through dialogue, which can take place more easily and naturally while walking in the natural environment than it can in a more traditional face to face setting.

Whilst walking, pairs of teacher educators used audio recording to capture conversation. A set of semi-structured interview questions was devised by the participating group to provide a framework for conversation which allowed for a more dynamic flow as participants were free to wander and to talk freely (Ross et al., 2009) As the conversation moved between topics and moods, it incorporated the more profound and mundane. Question starters such as 'what three words would you use to describe yourself?' and 'what keeps you in education?' facilitated the conversations.

Analysis of the transcribed talk revealed that professional identities, their influences and the values which shape them, were explored within open, honest and sometimes searching conversations. Key themes which emerged were the layered identities we hold as professionals and the expression of our core values, rooted within a deep commitment to our work and to the students we nurture.

Walking together in the natural environment away from our usual workplace was regarded as important in this study, but the specific nature of the place, its familiarity and particular features was not regarded as significant in our study. The impact of place, applying a geographical lens to this research, is an area for further consideration (Evans and Jones, 2011).

The team intends to further develop the understanding of this method and its potential use with teacher educators new to role. They are keen to explore the use of the walking interview method to support the professional formation of teacher educators and its potential future use with teacher education students.

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## Research (ir)relevance for student teachers: the role of epistemic beliefs and emotions

Gillian Peiser\_\_Liverpool John Moores University, [UK](#).

Against a policy backdrop rendering the status of educational research precarious (Barrett and Hordern, 2021), and the historic challenge of the theory-practice divide in Initial Teacher Education (ITE), this paper reports on the qualitative element (semi-structured interviews (n=14)) of a national, mixed-methods study that investigated student teachers' (STs) views about educational research. In contrast to much existing literature, which has documented the influence of contextual factors or curriculum design, this study adopted a social-psychological perspective, implementing conceptual frameworks of epistemic beliefs (EBs) and emotions (EEs). It builds on the work of Author et al. (2022), revealing how aspects of STs' prior socialisation impacted views, and how emotions STs experienced whilst engaging with academic assignments during ITE, also influenced attitudes.

EBs are defined as theories and beliefs individuals hold about knowing, how they come to know, and the way in which these beliefs influence cognitive thinking (Hofer and Pintrich, 1997, 88). EEs connect with beliefs since they result from appraisals about the degree of alignment between new information and existing beliefs and knowledge structures (Muis et al. 2018, 169). These emotions are likely to involve curiosity, enjoyment, surprise, confusion, or frustration, aroused by learners' appraisals of novelty, complexity, usefulness, and feelings of control (Pekrun et al. 2016). Whilst models of EEs have been largely considered in relation to self-regulated learning, Author et al.'s (2022) study illustrated how these strongly influenced ST's views about educational research. For example, when STs engaged with subject pedagogy research related to their teaching subject specialism (and prior study), they experienced positive feelings of control and value. These contrasted with negative feelings when research texts were perceived as abstract, did not relate to existing schema and there was a perceived absence of application to practice. This study adopted Schommer's (1990) model on EBs, including four dimensions: knowledge stability, structure, source and speed of learning and Muis et al.'s (2018) model on EEs.

The interviews enquired about STs' academic experiences prior to ITE, specific experiences of engaging with educational research, and questions seeking to explain demographic variability of views found in the survey data. The data were analysed using a combination of deductive and inductive coding. The findings revealed firstly the strong influence of prior academic experiences on EBs and secondly, how positive EEs occur when STs can translate research to practice and are curious, intrinsically interested in research and have a strong orientation to professional learning.

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### **Presentation 68: The impact of the *Natural Curriculum* immersive outdoor learning programme on primary student teachers' nature relatedness and willingness to teach outdoors.**

Avril Rowley Liverpool John Moore University, UK.

Education is crucial for fostering the climate and nature literacy of young people, enabling active participation in discussions on global climate change and addressing the nature crisis. Teachers play a crucial role in imparting knowledge on global warming, climate change adaptation and nature recovery (DfE, 2023). However, many teachers feel ill-prepared, caught between curriculum demands for core subjects and their own lack of connection to nature and expertise to incorporate outdoor pedagogies to teach about the environment. This presents a fundamental challenge: if our dedication to conservation relies on an emotional bond, how can teachers lacking a connection to nature effectively instil a love for the environment in children?

The entry of new teachers into the profession becomes pivotal in addressing these challenges. Future teachers must be equipped with the skills and confidence to use outdoor pedagogies across various subjects, fostering climate and nature literacy, strengthening pupils' connection to nature, and promoting overall wellbeing. This is particularly critical as current generations of children and young people – including those embarking on Initial Teacher Education courses - face limited exposure to green spaces, 'toxic childhoods,' and the emerging issue of a Nature Deficit Disorder. Initial Teacher Education (ITE) providers encounter growing challenges due to the demands imposed by the Core Curriculum Framework (DfE, 2019) and OfSTED, impacting their capacity to allocate time for the integration of outdoor learning into their already demanding programmes. This raises the question of how, amid these constraints, they will be able to find the time to incorporate the 'natural' elements into the curriculum.

This project investigates the impact of the *Natural Curriculum* (Rowley, 2023) lectures and immersive workshops on the Nature Relatedness (NR) (Nisbet and Zelenski, 2013), motivation and competence of student teachers to plan and deliver outdoor lessons (Barrable and Lakin, 2020). Conducted over one academic year with 225 primary student teachers, the study measures the impact of *Natural Curriculum* sessions on their awareness of outdoor pedagogies and their own NR. By collecting data on their experiences, attitudes, and professional development in outdoor sessions, the study establishes connections between these aspects and the student teachers' NR and their willingness to teach outdoors. Importantly, it demonstrates the feasibility of embedding these approaches into the requirements of the ITE CCF and offers a unique perspective to a research area primarily focused on children's wellbeing and academic outcomes in outdoor learning environments (Cont, Rowley, Knowles, and Bowe, 2023).

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## **Presentation 69: Supporting Transgender and Non-binary (TGNB) student teachers on placement: researching lived experiences**

**Francesca Knight** University of Sussex, Brighton, United Kingdom

Research indicates that one in two people deny that individuals can identify with any labels other than 'male' or 'female' (Mermaids and Censuswide, 2021). It is arguable that our society and education systems remain largely CIS normative (Bancroft & Greenspan, 2022). Reassuringly, there appears to be a steadily growing body of research into the experiences of TGNB adolescents within schools (see Paechter & Carlile, 2021 and Bower-Brown, Zadeh & Jadv, 2020). Additionally, national unions have clear guidance for both employers and employed teachers identifying as TGNB (NEU, 2020). However, as a teacher educator with two TGNB identifying student teachers under my supervision, there appears to be a gap in guidance and policy specifically related to student teachers who find themselves in a hinterland somewhere between being students and professionals.

Seeking to develop both my own practice and that of my institution, my main motivation is to remove some of the additional barriers that seemed to arise for my TGNB identifying student teachers. For example, both student teachers requested that I communicate on their behalf to their schools their pronouns and titles and one of them became incredibly anxious around dress code. Yet more concerning was the experience of a transphobic incident within the first week of placement for one of the aforementioned student teachers.

Whilst this research is currently in its infancy, I intend to gather data prior to the conference with a view to addressing the following overarching research question: How can we develop teacher education policy and practice to support TGNB student teachers?

Semi structured interviews will allow me to gain insight into the lived experiences of TGNB trainees whilst also considering the limitations of such a small scale study which risks both essentialising the views of participants and electing them as unwilling spokespeople for TGNB individuals. Interviews will then be transcribed, with data analysed through the coding of themes. The presentation will allow a safe space for delegates to discuss key terminology and considerations as well as to reflect on, most importantly, how we as teacher educators can best

support individuals from this community. Despite the small scale nature of this study, I hope to instil a degree of optimism that we as teacher educators, through listening to the experiences of others, can pave the way to ensure teacher education is inclusive to all.

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## Presentation 70: Embedding Character Education with Initial Teacher Education: Theory and Practice

Michael Fullard<sup>1</sup>, Julie Taylor<sup>2</sup> <sup>1</sup>University of Birmingham, UK. <sup>2</sup>University of Warwick, UK.

Research has shown that the majority of teachers choose to enter the profession due to altruistic motivations (see: Sanger and Osguthorpe, 2011). Those entering Initial Teacher Education (ITE) will cite the desire to develop good people, to inspire, to foster a love of learning, to attend to the welfare of young people and to ultimately make a difference to children's lives. In other words, it is the desire to support pupils' character development that underpins why most teachers enter the profession.

Previously the tendency of education reforms to prioritise academic attainment and preparation for employability in schools has led to a lack of clarity around what the role of the teacher encompasses. Due to the dominant discourses around school assessment scores and the accountability of teachers and schools, teachers entering ITE would be forgiven for considering that teaching is a profession predominantly concerned with educating pupils for academic success (Arthur *et al.*, 2015). This, coupled with the view that teachers are inevitable role models for pupils (Campbell, 2008) whose attitudes, dispositions, and behaviours are constantly on display and under scrutiny often leads student teachers to question what a 'good' teacher looks like. Therefore, those involved in the provision of ITE shoulder a responsibility to ensure that student teachers understand that their role is not simply about supporting pupils' academic attainment or about preparing pupils for the workforce, the role of an educator goes beyond this; education, and by extension teaching, is also fundamentally concerned with the character development of pupils (Arthur *et al.*, 2018).



ITE inevitably influences and shapes the professional practice of student teachers, as well as their understanding of their role. By drawing on the research of the Jubilee Centre for Character and Virtues, University of Birmingham, alongside examples of the practical applications of this work within the primary ITE programme at the University of Warwick this presentation will seek to provide the theory and practice behind the implementation of character education within ITE. The content of this presentation will be based upon the *Character and Initial Teacher Education: A Practical Guide* (Carden *et al.*, 2023) and will argue that embedding approaches of character education across the core components of an ITE programme enables student teachers to better understand their role, offers student teachers a clearer example of what it is to be a 'good' teacher and provides student teachers with the best possible start to a flourishing career.

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## Presentation 71: The role of the external examiner in UK university teacher education courses

Andy Hind<sup>1</sup>, Andy Howes<sup>2</sup> <sup>1</sup>University of Warwick, UK. <sup>2</sup>University of Manchester, UK.

This presentation will share initial findings from a focus group study exploring the ways in which the external examiner role strengthens the quality of initial teacher education in England. There is an absence of research that explores the specific context of external examiners in university-based teacher education. The last thirteen years have seen an ideological challenge to university input to teacher education, first with the introduction of School Direct and more recently with the requirement to comply with increasingly centralised prescription of the content of teacher training courses through the ITT market review. Within this context, the role of external examiner is maintained in university led teacher education courses. The role is both aligned with university quality assurance and governance processes for all award bearing courses, and the assessment of professional practice for the award of Qualified Teacher Status (QTS).

Literature on the external examiner role in the UK does include studies that have used qualitative methodologies to explore the complexity and challenges of the external examiner role (e.g., Hanan and Silver, 2006; Gaunt, 1999) where it extends beyond academic standards in the context of clinical practice in the context of nursing and midwifery (e.g., Jinks and Morrison, 1997) and degrees in medicine (Walters *et al.*, 1995). Other studies are personal discussion or position papers. Bloxham and Price (2015), for example, challenge the efficacy of the role in establishing and representing a consensus in standards through the role. In other research studies

there is a focus on the grade assurance aspect in relation to grade inflation or sustainable systems for external examining during a time of expansion in higher education (e.g., Yorke, 1996). As yet, no studies focus on the complex and externally inspected context of teacher education.

Through semi-structured focus groups with external examiners for teacher education courses and with course leaders responsible for quality assurance of courses, this study aims to identify the motivations for undertaking the examiner role in teacher education, how the role is understood by external examiners and how the role is experienced in the context of formal inspection of ITT, examining of professional practice and intersection with university-wide quality assurance practices.

The findings of this study have the potential to inform leadership of ITE programmes through a deeper and more considered perspective on the benefits and strengths of the external examining role in strengthening teacher education with a strong intellectual basis.

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## Presentation 72: From Head to Toe: the power of the creative moving body as an effective and memorable pedagogical strategy for learning in the English and Maths curriculum

**Sarah Hall, Sarah Gough** University of Central Lancashire, Preston, United Kingdom

*From Head to Toe* is a research project working with teachers and pupils to explore potential enhancements in learning within the Key Stage 2 Curriculum: English and Maths. Through the development of collaborative practices between Dance Artists and Teacher Educators, a range of bespoke, investigatory approaches and pedagogies developed with the aim to produce memorable learning experiences for young people that can be embedded into the everyday practice of a Primary School and also promote movement as a means of self-expression, of cultural awareness and of physical and psychological health.

The project benefited from the use of specialist curriculum and facilitation knowledge of Teacher Educators blended with the creative, choreographic attributes of Dance Artists. Forging a shared investigation, we devised explorative workshops and lesson content, supporting pupils to independently recall rhythms, patterns, movements, and visualisations, forging further associations with learning in written tasks.

Our work is participant-led, with young people’s voices at the heart of our decision making. Through ongoing reflective monitoring and refinement, we now recognise key features of our flexible classroom and workshop style, evolved through a foundation of trust between all partners.

The practice-as-research method of this investigation produced effective pedagogy now embedded into teachers' everyday facilitation choices which captures attention and focus, increases recall beyond the initial learning experience and empowers pupils to enjoy, have autonomy within and increase confidence in their learning.

Funded by Paul Hamlyn Foundation.

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## Presentation 73: Student Teachers' (un)changing voices from school placement over a fifteen year period.

**Sarah O'Grady<sup>1</sup>, Rose Dolan<sup>2</sup>** <sup>1</sup>Dublin City University, Ireland. <sup>2</sup>Maynooth University, Ireland

Framed by Lave and Wenger’s (1991) situated learning theory, this paper presents results from a longitudinal study that explores the experiences of student teachers on placement in Ireland, with a particular focus on the school support structures made available to them and those that they avail of while on placement.

While school placement in Ireland is now “considered to be the fulcrum of teacher education” and a “shared vision for school placement” has been agreed by stakeholders (Teaching Council, 2019, p. 7), the role of the school in initial teacher education continues to be reliant upon “a spirit of volunteerism” (O’Grady, 2017). Despite an expectation that all recognised post-primary schools will accommodate student teachers on placement (Teaching Council, 2019, 2021), Higher Education Institutions in Ireland continue to be reliant on schools to provide formative placement experiences for student teachers. An “overarching tone of desirability, rather than obligation” (Gorman and Furlong, 2023, p. 8) persists in policy resulting in continuing inconsistencies in the experiences of student teachers on placement.

This study explores

1. how the teacher education policy landscape has changed in Ireland over the last 15 years;

2. the extent to which the experiences of student teachers on placement have changed at key points in time over this period;
3. the formal and informal supports the school supports made available to and availed of by student teachers.

This paper compares data gathered from three cohorts of student teachers, spanning a 15-year period. Quantitative data were analysed to generate both descriptive frequencies and cross-tabulation results while thematic analysis was used for qualitative data.

Despite recent changes in national teacher education policy, the situated learning experiences of student teachers on school placement continues to show significant variation. However, the findings also indicate an increase in the number of schools providing deliberate supports for the student teachers and show how student teachers are actively engaging with teachers beyond the student teacher/co-operating teacher dyad.

This paper concludes by offering suggestions to teacher educators about the ways in which student teachers can be encouraged to enhance their situated learning experiences and presents examples of activities that can be implemented across school university partnerships. It is anticipated that the paper's findings and recommendations will also be of interest to schools and policy makers.

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## Presentation 74: Action, Change, and Co-teaching: Professional Relationships and Professional Learning during the Induction of Newly Qualified Teachers.

**Ciara Uí Chonduibh** Navan Education and Support Centre, Meath, Ireland

The induction stage of teacher education in Ireland has recently undergone momentous change to include the formal induction of Newly Qualified teachers. This formal induction involves a group of practicing, experienced teachers who facilitate and support this phase of teacher education for Newly Qualified Teachers (NQTs) at school or local level, and has been introduced in a phased rollout from 2017 until 2021 (Teaching Council, 2016). This model replaced an external probationary evaluation conducted by an Inspector from the Department of Education. Key actors at school level and teacher trade unions raised many concerns, including those about potential tensions arising from the move from an external process to an internal one (INTO, 2012). The conceptual framework for the research was developed using Maxwell's (2005) four sources, and considered

elements of professional development analysis, dimensions of communities of practice, and the role of the researcher and participants are identified, and the influence of collaborative action research as a methodology, amongst other reflections. A central innovation of this research was an exploration of co-teaching as a potential pedagogy which could be used by mentors and other experienced teachers during this new model of teacher induction to negotiate the development of professional relationships whilst engaging in this important aspect of teacher education. This research was conducted in a wide range of schools; Irish medium, disadvantaged, urban, rural, and special schools. Collaborative action research (CAR) engaged the participants in co-teaching lessons and professional development meetings across school settings. The research identified opportunities for professional learning and shared professional responsibility between NQTs and mentors. Collaborative practices were developed and fostered in school and across school settings which impacted on participants' professional learning. Findings suggest that tensions which NQTs and mentors face whilst establishing a professional relationship were dealt with during reflections on practice and participation in co-teaching. Sharing of professional responsibility and professional conversations, whilst still fostering needs of teacher education during induction, also added to the continuing professional learning of mentors. Recommendations include the implementation of CAR and co-teaching to create a space for participants to reflect upon and build their professional relationships and in turn encouraged reflective practices.

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### **Presentation 75: Linking the preparation of beginning teachers for inclusive future practice with constructions of the teacher as 'agent of change': challenges and opportunities**

**Louise Gazeley<sup>1</sup>, Jean Hopman<sup>2</sup>, Jo Westbrook<sup>1</sup>, Jinny Menon<sup>3</sup>, Simmee Chung<sup>4</sup>, Oksana Razoumova<sup>5</sup>**

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This presentation brings together an interest in the preparation of beginning teachers for inclusive future practice with constructions of the teacher as an 'agent of change.' Pantić (2015, p.760) notes that: "Empirical evidence about the ways in which teacher agency operates in schools and beyond is scant, partly due to the lack of conceptual clarity about the nature and purpose of teacher agency and change." To add to the complexity, teacher practices may defy ready categorisation as either inclusive or exclusive (deMatthews & Mawhinney, 2014), in part because education systems internationally are still caught up in the continuing interplay between highly context specific, historic and current processes of inclusion and exclusion (Armstrong, Armstrong & Spandagou, 2010). So & Park (2022) further note that the term 'agent of change' can also be used quite narrowly within school-reform agendas to suggest the need for teacher compliance with top-down policy

agendas, an expectation that militates against improved inclusion as policies can sometimes be part of the problem (Done & Andrews, 2020). The presentation introduces the case of Chloe, a recent graduate of the Inclusive Practice Project in Scotland who reflects that she has “*always been committed to inclusion*” (Florian & Spratt, 2013, p.32). Chloe demonstrates both agency and inclusivity by introducing a range of changes to classroom practices designed to minimise exclusion. The case opens up the important question of how professional experiences that include training come together with personal attributes (attitudes, beliefs, values, motivations and emotions) and life experiences, forming the ‘inclusive orientation’ that drives teachers to be(come) change agents. The presentation concludes that a better understanding of how areas of ‘resonance’ and ‘resistance’ are both developed and supported is potentially useful. It concludes with some reflections designed to stimulate debate about the role of teacher education in developing teachers’ ‘change potential.’

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## **Presentation 77: Training and retaining great teachers. How can a culture of fearless feedback create a positive and professional school environment, affecting teacher effectiveness and retention.**

**Georgina Newton, Jeanie Davies**\_\_University of Warwick, Coventry, United Kingdom

This presentation will explore the rationale, methodology and results of a simple feedback model pilot, together with the impact upon retention and resultant school culture. Feedback, as a mechanism of teacher appraisal and coaching programs builds on the firmly held belief, established through Hattie’s research, that its effectiveness surpasses all other methodologies (Hattie, 2009). However, the way we respond to feedback as adults is not universally positive resulting in a range of reactions: acceptance, modification (confirmation bias) or outright rejection (Burns, 2023). This can be connected with a range of factors ranging from the social conditions of the school to the personality type of the individuals concerned (Johnson *et al.*, 2012).

In 2021 the authors commenced a project aiming to address school culture issues, training leaders to create trust-based cultures, in which staff will flourish and stay (Schoolgenie, 2021). The 8 day training programme, that took place over a school year, created the pre-conditions for a trusting culture, including elements of self-awareness, coaching skills, transactional analysis, growth mindset and creating a culture of feedback.

Davies (2020) found that the ability to give and receive robust, curious feedback was a precondition to building trust in a school culture. Within this presentation we go beyond the narrow confines of feeding back on classroom practice and address the wider issues of adult culture within school. Even a simple feedback model can structure a conversation which enables people to speak, hear, be curious and resolve issues, giving a platform for the flow of what might be perceived as both positive and negative information. The use of a feedback model communicates culture. It embodies the message 'this is how we behave around here'. In the study, school leaders responded to the training by embedding this practice in their schools, aiming to create the conditions for growth and human flourishing.

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## Presentation 78: Ecopedagogies: education for climate and social justice

**Clare Harding, Victoria de Rijke**, Edina Kulenovic, Fiona Bailey, Michaela Griffiths, Rebecca Lerman, Anne Mulligan, Shukri Mohammed, Philip Jefferies

Middlesex University, London, United Kingdom

The term 'ecopedagogy' grew out of discussions at the second Earth Summit held in Rio de Janeiro, Brazil in 1992 and influenced by the philosopher-educator Paolo Freire. Misiaszek (2020) describes ecopedagogy as teaching to understand the social aspects of environmental issues, from local to global perspectives, as well as through the scholarship of multiple disciplines, and suggests it is essential to determine actions for lasting changes toward environmental wellbeing and planetary sustainability. The main purpose of ecopedagogy, according to Kahn (2010), is to educate children to engage with the difficulties they face in today's world with action, creativity and dialogue in order to move towards sustainable growth, based on respect for nature, the rights of all, justice and a culture of peace. He proposes that ecopedagogies should focus on critical thinking to promote active and responsible citizenship and suggests that ecopedagogies are the only route to decolonised, sustainable futures for education.

Middlesex University's primary teacher education programmes have for many years included ecopedagogies, despite the restrictive national curriculum, by engaging in a series of themed interdisciplinary project weeks such as 'River', 'Belonging' and 'No Planet B', where humanities subjects such as Geography, History and Citizenship lead the teaching and learning, whilst integrating other subject skills and values. Students explore ways that they and their pupils can develop ecological awareness, voice environmental

concerns, take creative and social action and develop confidence for present and future agency. This is in the belief that establishing early life connections with ecological surroundings is significant given that, as bell hooks (2009) states, 'estrangement from our natural environment is the cultural context wherein violence against the earth is accepted and normalized'.

This session will showcase the interdisciplinary ecopedagogies used in teacher education at Middlesex and evaluate the impact these have on beginning teachers and their present and future pupils.

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## Presentation 79: Exploring Biesta's notion of pointing: Teacher educators collaborating to resist the status quo

Pippa Leslie<sup>1</sup>, Janet Cochrane<sup>2</sup>, Deborah Heck<sup>2</sup>, Ann Robertson<sup>2</sup>, Karyn Smith<sup>2</sup>, Margaret Marshman<sup>2</sup>

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This paper has its origins in our membership in an ITERC Biesta reading group collaboration, centred around discussions of Gert Biesta's (2022) book, 'World-Centred Education'. As academics working in teacher education across Australia and the UK, our collective examination of Biesta's idea of 'pointing' has reshaped our professional outlook, steering us away from the conventional pursuit of a secure, predictable education system (Biesta, 2014) towards one that acknowledges the inherent complexity and risk of treating students as subjects rather than objects. Our reading group provided a forum to resist the normative, controllable aspects of academia and, instead, promote a collaborative exchange of ideas, in line with Lewis's (2020) advocacy for study groups.

Our work emphasises 'pointing' as teaching that prioritises methodology over educational goals and objectives. 'Pointing' holds a moral dimension, calling educators to exercise their professional judgments regarding what students might find understandable, appropriate, and connectable to their lives (Biesta, 2022). The reading group allowed us to reconsider our own practices as we delved into Biesta's belief that educators should (re)direct students' attention (by pointing) to the (potential) embrace of their subjectivity in the world. Our discussions also addressed the ethical obligations of truth, respect, and liberty that ensue from framing teaching through the lens of communication rather than control, and considered ways we might shift our educational practices to prioritise practical judgement and wisdom over control and measurable outcomes.

Our presentation will share how our commitment to 'pointing' provides a canvas for us to rethink our educational roles, challenging the predominant education paradigms centred on control, outcomes, and techniques. As educators our roles include: tutoring, course coordinating, advising and supporting school



leaders, and influencing education policy. In sharing our work as educators embracing this shift, we highlight the significance of 'pointing' in fostering educational experiences that resonate deeper than policy directives. Through exploring the 'beautiful risk of education' (Biesta, 2014), we are challenging ourselves to embrace inherent unpredictability as not just an integral part of the educational process but also as an opportunity for educator autonomy and agency. This risk becomes the very element that injects meaning into education and empowers us as educators to act as public intellectuals (Heck, 2022), influencing education beyond the confines of policy implementation. We seek to inspire a renaissance of the educator's role, one that transcends traditional constraints and reimagines the impact of our practice in the broader educational landscape.

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## Presentation 80: Supporting change and developing agency: promoting collaborative knowledge exchange across a teacher education partnership

**Cath Jones, Lisa Taylor** University of South Wales, Newport, United Kingdom

The paper surfaces experiences, strengths, and challenges of partnership working from the perspective of higher education institutions (HEIs), schools, initial teacher education (ITE) students, and other stakeholders.

As in other countries, ITE partnerships in Wales have undergone significant changes through a new model of accreditation. From an international perspective, the type of cooperation between schools and universities that takes place in Wales is ambitious and innovative. Numerous programmes run by individual universities involve collaborations of a similar nature (see Burn and Mutton, 2015); however, the Welsh system represents the first instance of a country as a whole adopting this approach and enshrining it in legislation (Furlong, 2020:38). The new way of working has encouraged us to think about: the implications of education policy and government expectations, our identities; our roles; how we engage with collaborative professional learning and practitioner education; the challenges of partnership working, what impacts upon the partnership and how we address issues together. Adams (2023) and Biesta (2006) consider the importance of agency and central to this paper is the discussion about creating a brave space for critical conversations. Authentic collaboration and joint accountability are both challenging and rewarding, and require on-going reflection, monitoring, evaluation, and development

We have used participatory rich pictures to explore our partnership working allowing different stakeholders to safely voice their views. The investigation of partnership working is built on the premise that collaboration is

messy and challenging and that we must have time and trust for 'systems thinking' to explore what is happening in the partnership. The paper considers challenging each other; sharing conversations about cultural changes; developing trust; and reflecting and acting on our approaches. It is an appraisal of the 'wicked issues' and how we can work in partnership to create a 'third space'. (Darling-Hammond, 2010) . It will present a balanced evaluation of the constructive and challenging experiences of genuine partnership working.

As part of our exploration of critical collaborative conversations we have considered:

- Supporting the discussion of messy issues and creating brave spaces
- Valuing all stakeholder views, being transparent and enabling recommendations for change
- Considering the opportunities for professional learning for all stakeholders and setting the example by following the vision and values
- Enabling the growth of each stakeholder by exploring identities, redefining roles and responsibilities to align with the vision and values

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## 82 Part insider/part outsider - Identity confusion in collaborative Initial Teacher Education partnerships

**Cath Jones**, Lisa Taylor, Christopher Williams, **Sallyann Seaward**, **Sharon Phillips**, [Rachel Ford](#)

University of South Wales, Newport, United Kingdom

The challenges of transitioning from teacher to teacher educator in a university setting have been the subject of extensive research which suggests a complex of factors that mitigate against the development of research roles and identities (Boyd, Murray and White, 2021).

The search for credibility as a new employee in the HEI setting (Boyd and Harris, 2010) leads some to seek to retain a teacher identity that supports self-efficacy in this environment, privileging this over the research dimensions of the role. This is challenging enough but the move to more extensive partnership working models between Initial Teacher Education (ITE) and schools has added additional complexities concerning teacher educator identity.

Teacher educators' identities have been defined as multiple and shifting (Davey, 2013):

...identity is not a singularity but is better conceived of as overlapping, dynamic, unstable, and relative. It involves multiple 'selves,' each continually reconstructed and re-expressed in the various personae and responsibilities take[n] on during our course of work (p. 117).

Extensive research points to teacher-educator identities as multi-faceted (Lunenberg et al 2014), with dominating features being related to the affective and professional aspects of teaching student teachers and partnership work with schools.

This paper is a case study based on interviews and focus groups with teacher educators who have moved into higher education at a time when boundaries and roles have become blurred. Using a Theory of Change (ToC) methodological approach (Laing & Todd (2015) it focuses on individuals who are core to that change. The sample is a group of teacher educators who have moved from schools to higher education. Semi-structured, recorded interviews of approximately one hour are being conducted with each case study participant, giving participants opportunities to answer questions while also discussing unanticipated issues of importance to them. 'Sense-making' discussions are taking place between interviewer and interviewee based on the interview transcript, This is followed by a focus group discussion. This discussion will be based on images that participants choose to illustrate their perception of their identity.

The analysis aims to provide insights into identity, roles and responsibilities, and the challenges of feeling part outsider/part insider in an ITE HE/Schools partnership.

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### **Presentation 84: Changing careers into secondary school teaching in England: key findings and recommendations from a longitudinal interpretative phenomenological analysis of the experiences of five ex-military personnel on the Troops to Teachers programme in England.**

**Audrey Wood** University of Bedfordshire, Bedford, United Kingdom

Teacher recruitment and retention has reached crisis point in the UK, with a year-on-year shortfall in recruitment and high levels of attrition leading to the UK government coming up with a variety of plans to solve the problem (Noble-Rogers, 2020). The recruitment of mature entrants into teaching from other areas of

employment has been viewed as one potential solution, with the expectation that they would be able to transfer their practical experiences and existing skills into classroom practice with ease (See & Gorard, 2020).

In 2012 the UK Troops to Teachers (TtT) initial teacher education programme was introduced by the UK government (Burki & Burkard, 2011). It was designed to enable ex-military personnel to gain a degree in education and re-train as teachers in England. Using a longitudinal interpretative phenomenological analysis methodology (Smith & Nizza, 2022), the experiences of five career-changing secondary school teachers on the TtT course were analysed during their course and at the end of their newly qualified teacher (NQT) year.

The study sought to facilitate a greater understanding of the experiences of second-career teachers who traditionally have a high attrition rate (Wilkins, 2017). Key findings illustrate the important role that the school community and mentors play in supporting the developing teacher, and the particular challenges second-career teachers (SCTs) face in returning to novice status from the position of expert. Significantly, good relationships with pupils and the psychic rewards of teaching were found to be central to enabling the participants to remain in the profession when faced with other challenges. Most importantly, it seems that whatever previous experiences a second-career teacher may bring with them, nothing prepares them for the specific challenges of being a secondary school teacher, which can only be managed through classroom experience.

The paper will share key findings and recommendations for practice and policy, specifically the importance of preparing SCTs for the challenges they will face, and building in time for support and reflective conversations about the career-change process and return to novice status. It also contributes to methodological debates around the use of IPA in a longitudinal design (Neale, 2021) to aid understanding of how expertise in teaching evolves.

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## Presentation 85: Research / practice exchange presentation: Place, Craft and Neurodiversity

Aonghus Gordon<sup>1</sup>, Chloe Hindmarsh<sup>2,3,1</sup>, Laurence Cox<sup>1,4</sup>

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Drawing on four decades of experience in the development of educational provision at Ruskin Mill Trust (RMT), the group will explore the relevance of Practical Skills Therapeutic Education (PSTE) to the international community of teacher educators at TEAN.

The significance of place is fundamental to shaping the educational offer. Each RMT location undertakes a genius loci audit drawn from Goethean observation to consider how to work with the place and geographically significant activities with those who inhabit it. Examples of this are spoonforging in Sheffield, glassmaking in Stourbridge and working with wool in the Cotswolds (Gordon & Cox, 2024). Children and young people from the neurodiverse community have engaged with craft and overcome barriers to learning, working towards positive engagement with the world (Gordon & Cox, 2024). The benefits of working with our hands and on the land will be explored theoretically and practically in the session (Gordon & Cox, 2024; Korn, 2013; Marchand, 2021).

We will brief attendees on the RMT method, curriculum, and the commitment to professional development and research. This will be achieved through the exploration of the development of the method of PSTE for the practitioner community and external participants on the MA in PSTE (Ruskin Mill Centre for Practice, 2023). The faculty at Ruskin Mill are from multi-disciplinary backgrounds and are actively engaged in research in UK and international contexts into the RMT method, underpinned by the insights of Rudolf Steiner, John Ruskin and William Morris (Gordon & von Bülow, 2012). Further information on our research connections and activities are available on our website and case studies can be found in our Field Centre Research Journal <https://rmt.org/research/>.

This session will be participatory, with activities for participants to directly experience the PSTE method and opportunities to feedback, discussing this with the group. A handout with key information and signposting to further ways to connect with the trust, and copies of Place, craft and neurodiversity will be available (2024).

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### Presentation 86: Writing texts to support pre-service and early-career primary teachers - exploring practical principles

**Tony Eaude** University of Oxford, Oxford, United Kingdom

This session is based on a critical evaluation of my experience as an author of books and chapters for pre-service students and early career primary teachers (eg Eaude, 2012, three chapters in Ogier, 2019). It is intended as an exchange of ideas about what makes a text valuable, so that teacher educators understand some of the challenges and some key principles for authors (or potential authors) can be identified.

While writing well is always difficult, doing so for this audience is particularly so, especially once teachers are in-service and usually are too busy to read books or articles. Some challenges are fairly obvious, such as the amount of information students are expected to absorb and remember, the expectation that they are often expected by schools to adopt a particular approach, the need to deal with uncertainty and survive (Maynard and Furlong, 1995), lack of time, and exhaustion. Less obvious are the recognition that authors' own experience is limited and their assumptions based mainly on their own culture and experience, that classrooms, especially in primary schools, are 'dilemmatic spaces' (see Berlak and Berlak, 1981) so that professional judgement is necessary, that contrasting views of teacher professionalism are often conflated (see Eaude, 2018, 153-156) and that teacher education (understandably) tends to focus too much on immediate issues such as current curriculum priorities and 'behaviour management' rather than longer-term ones such as how young children learn and different ways of motivating them.

I shall suggest that there is a danger of texts oversimplifying, when teacher education is not only about preparing students to teach in the current context, but in several different ones, both now and in the future; and of using over-complex language which may put readers off and lead to them seeing theory as remote from, and unhelpful in terms of, practice. However, at least some recognition of the need to consider the possible contribution of psychology, philosophy and sociology of education helps to broaden readers' horizons.

A brief handout will be provided suggesting (tentatively) twelve key principles, to open up discussion - and hopefully enable learning from each other. These will cover aspects such as tailoring writing to particular audiences, using the author's own experience and expertise, drawing on a range of (possibly conflicting) research, looking for links with readers' previous experience and being prepared to take account of feedback.

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## **Presentation 87: The Redress of Poetry: Re-Imagining the Place of Poetry in the BEd English/ Literacy Curriculum.**

**Brian Hanratty** St Mary's University Belfast, Belfast, United Kingdom

The re-imagining of the place of poetry in the BEd English/ Literacy curriculum is prompted by an awareness that, within that context, poetry has been marginalised in recent years and by a conviction also that, even when taught, it is done so badly, with a focus on language development, rather than on fostering an awareness of poetry's imaginative wonder. In *The Redress of Poetry* (1995), Seamus Heaney observes that 'Poetry cannot afford to lose its fundamentally self-delighting inventiveness, its joy in being a process of language as well as a representation of things in the world.' (5). Using Heaney's words as both catalyst and springboard, I want to strongly argue for putting poetry centre-stage in the BEd English/ Literacy curriculum, but also for arguing that poetry's imaginative richness and wonder should be highlighted and that the enjoyment of poetry should be seen as an end in itself.

With that focus as a central paper a range of ideas which will help to underpin that necessary re-imagining. Firstly I will explore some fascinating definitions of poetry. Secondly, I will consider some right and wrong ways to teach poetry and, in particular, I will make the case for encouraging students to respond to the music of poetry, to what T.S.Eliot called in *The Use of Poetry and the Use of Criticism* (1933), "the auditory imagination." (118). Complementing that idea, I will endorse Ted Hughes's and Robert Pinsky's emphasis on the dying art of the memorisation of poetry. Thirdly I will explore two poems in some detail - namely, Heaney's 'When all the others were away at Mass' (*Clearances, The Haw Lantern*, 1987) and T.S.Eliot's 'The Journey of the Magi' (*Selected Poems* 97-98). In conclusion of this summary, I want to highlight a few of the definitions of poetry highlighted above. In his booklet, *Enjoying Poetry* (1956), C.Day Lewis emphasised the importance of reading poems aloud and responding, initially, to their musicality. Heaney in an essay entitled 'Learning from Eliot' (*Agenda* 1989) suggests that, despite their initial obscurity Eliot's poems can eventually "become in the end a familiar path within you, a grain along which your imagination opens pleasurably." (1a). Finally, Emily Dickinson (quoted in Paul Muldoon's *The End of the Poem*, 2006) observes startlingly: "If I feel physically as if the top of my head were taken off, I know that is poetry." (116)

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### Presentation 88: Video-stimulated teacher recall interviews for powerful professional learning and generation of rich collaborative research data

Pete Boyd University of Cumbria. University of Hertfordshire.

Understanding the complexity of classroom teaching is important for both professional development and educational research. Classroom video, especially if it includes effective sound recording, can provide rich data that allows repeated observation and analysis. Stimulated recall interviews involve recording the teacher as they watch back a video of their lesson on a laptop and are able to pause, rewind or fast forward the video and focus in on what they consider to be significant moments or sections. The interviewer sits to one side and may use semi-structured interview prompts to influence the generation of data (Lyle, 2003). Generating rich classroom

data using this method has the benefit of being a professional development activity for the teacher, so that their giving of precious time contributing to a research project is at least paid back to some extent (Lewis, 2014). The method involves the teacher in data generation but also to some extent in analysis of classroom teaching, so it contributes to the design of 'close to practice' collaborative research (Wyse et al., 2018).

In this presentation I will briefly introduce the use of video-stimulated recall method in collaborative research with teachers, including ethical, power, and knowledge issues. However, I will then focus on the related issues of using hybrid thematic analysis and presenting such a qualitative analysis transparently and convincingly within the constraints of a journal paper. It is possible, but not easy, to design, complete, and publish high quality close to practice educational research. A collaborative method of data generation such as video stimulated recall teacher interviews can contribute towards this. I will draw on lessons learned from an earlier and a later project using the method (Boyd, 2014; Boyd & Ash, 2018). Looking forward, I will speculate on how presentation of classroom teaching analysis might be strengthened by using an open access online lesson video to accompany a research paper (Ash & Boyd in progress) and by the application of Legitimation Code Theory (LCT) within the approach to analysis (Ash, in progress).

The session offers teacher educators an introduction to a method useful for professional coaching and/or rich research data generation, but within a wider critical consideration of issues and principles on completing and publishing high quality close to practice research.

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## Presentation 98: The Disappearing Identity of Teacher Educators

**Bethany Kelly** University of Buckingham, UK.

I have previously argued for the centrality of leadership identity in the recruitment of future school leaders and associated problems of a lack of focus on leadership in teacher education. Influenced by Gecas (1989) and



Ibarra (1999), I defined identify as needing a dual focus on recognising a sense of self as well as acknowledging others' perceptions. Identity has been central to my work as a Teacher Educator. Working with teachers, some see me as working for a university so fail to acknowledge my teacher identity. When I turn to colleagues in the university, I am not considered, by some, to be an academic, but have the apparently lesser designation of teacher. My professional identity is then called into question. This has led me to survey colleagues in similar roles in a number of universities to discover whether I am alone in experiencing dual identities.

The work to bridge the gap between research and practice in Education continues to be problematic. Many students are content to digest second-hand accounts, or commentaries on research written by those without direct experience. Researchers continue to pursue projects that may or may not have a direct impact in the classroom and yet some introduce important findings in a watered-down way to be made palatable. Declarations of war are made in social media exchanges that only teachers in the classroom can really understand teaching.

It could not be a busier time in teacher education, we have a new ITT framework about to be implemented from this September with unknowns as to how this will be monitored. I have witnessed the pressure on university provision with well-established departments shutting alongside the rise of school-centred provision. The gap between research and practice, particularly when working with Teacher education, is on-going, described as a 'marshy divide' (Hennessy and Lynch, 2019). What does this mean for the future of teacher development, and what is the impact on the next generation of educational leaders. Is there a wedge between research as a reflection of practice and a prescribed pathway dependent upon those who have the ear of political decision-makers. Teacher Educator identities are being questioned and our values challenged. Teacher Educators are an endangered species and our identities could be disappearing. If we are witnessing the demise of Teacher

Education in the UK, what happens now? If Teacher Educators disappear from the university landscape what then for the Teacher Practitioners?

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## Presentation 99: Spinning silk cocoons: creating brave spaces for connective professionalism and critical pedagogies

**Sheila Ball** Leeds Beckett University, UK.

The increasingly pervasive performativity culture in education is threatening thinking.

Record numbers of teachers are leaving the profession however, this is not a new problem. Despite joining the profession to make a difference to children and young people's lives, unmanageable workload, lack of work-life balance, target driven culture, ill health, government policy are cited as the key drivers for leaving or wanting to

leave (Perryman & Calvert, 2020). Since the pandemic, there has been a significant rise in student absence. For too many, schools are becoming places where people don't feel they belong.

Dewey in 1916 and Rogers in 1954 advocated for schools to develop children's capacity to think, however, little progress has been made. More recently Kline has stated that 'we are living in an epidemic of obedience' (2009: 1).

Creating the conditions for adults, children and young people alike to explore, consider, deliberate, critique is vital in combatting the evaluative gaze and enabling schools to be spaces for human flourishing.

Informed by critical participatory action research, practitioner enquiry and development work my research uses Kline's Thinking Pairs and Transforming Meetings strategies as methods to understand how educators in a school in Cairo are applying Kline's Thinking Environment (2009).

Drawing on the methodological framework of crystallisation, data were analysed in different ways to create a 'deepened, complex, thoroughly partial understanding' (Richardson, 2000: 14). In so doing, a new theory of connection has emerged.

It would appear that Kline's Thinking Environment strategies have much to offer in terms of operationalising connective professionalism (McGrath, 2023) to create brave spaces for thinking as well as supporting critical pedagogies enabling all in education to become 'apprentices of listening rather than masters of discourse' (Fiumara: 1990: 57).

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## Presentation 100: Developing professional knowledge for teacher educators – and everyone they teach

**Jean Murray** University of East London, UK.

Teacher educators have a unique role in developing professional knowledge for many different types of learners. This role includes – but is not limited to – their responsibilities to oversee the development of creative, adaptable and multi-skilled teachers for the diverse contexts of twenty first century educational institutions (Murray et al., 2016). In order to undertake this role - and the diverse tasks and multiple identities it involves - it is vital that teacher educators see themselves as lifelong learners, able to respond to rapidly changing

educational environments. Without this emphasis on their own lifelong professional learning, teacher educators as a professional group risk being marginalised and even positioned as irrelevant in the broad educational landscape. Facilitating high quality professional learning for teacher educators is therefore key to high quality education overall.

This presentation will explore some of the ways in which collaborative work with teacher educators across Europe enables the exploration of core questions about the knowledges, skills and understandings needed for high quality professional learning. This in turn has the capacity to create learning opportunities – both formal and informal - enabling teacher educators to work with and for diverse types of learners in widely differing educational contexts (Kidd et al., 2019; Lunenberg et al., 2016). In particular, the presentation will look at opportunities to forge and maintain international development networks within teacher education work, using themes of diversity and difference to create professional learning opportunities for every career ‘stage’ from induction onwards (Boyd et al. 2021). The promotion of common understandings across contexts, the co-development and co-evaluation of collaborative learning and capacity building for the teacher education sector nationally and internationally will be key themes here.

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## 101 Primary teachers' conceptualisations of good practice around interacting with parents: early findings from narrative research.

**Susan Soar** University of Sussex, Brighton, UK.

Parents have a legal right to participate in their child’s education (Education Act, 1996) including the right to receive information about their child’s progress, such as annual pupil reports. Yet guidance for schools does not specify how this relationship should be handled in practice, leaving it to be navigated – somehow – by individual schools and teachers. This is in contrast to the early years curriculum in England, where ‘positive relationships’ are one of the four overarching principles of the statutory framework (DfE, 2024). These guiding principles for early years settings also state that ‘children benefit from a strong partnership between practitioners and parents and/or carers.’ (DfE, 2024). However, the early years of school, Reception to Year 2, straddle both regulatory spaces. Research also suggests that teacher education may not adequately prepare teachers for working with parents, due to pressures on the training curriculum (Mutton et al, 2018). So how do teachers in the early years of school construct, form and develop their conceptualisations of ‘good’ practice in how they interact with parents?

The research was carried out within a qualitative research paradigm and, building on the narrative 'turn' in qualitative inquiry (Clandinin and Connelly, 2000), used narrative approaches, including timeline mapping, to draw out the stories of 15 experienced teachers. These included their accounts and reflections on formative experiences, teacher education, professional trajectories and the people, events, experiences and policies that have influenced this area of their professional practice.

The presentation will share early findings from fieldwork and reflections on methodological approaches, including the opportunities presented by participant-created research artefacts. Insights emerging from the research include how teachers form ideas of how to best handle face-to-face interactions, such as speaking to a parent at the end of the day, alongside the constructive or disruptive influence of communications technologies. To uphold ethical guidelines, informed consent was negotiated with the teachers involved and refreshed during the research. Pseudonyms have been used in place of the names of participants. This research has been carried out to find out what influences this aspect of school-home partnerships, with implications for teacher education and continuing professional development.

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## Presentation 102: Enhancing Mathematics and Science Education through Problem Posing and Problem Solving: The Development of a Formative Assessment Toolkit

Lorraine Harbison<sup>1</sup>, Geraldine Parks<sup>2</sup>, Shauna McGill<sup>3</sup> <sup>1</sup>Dublin City University, Ireland. <sup>2</sup>St Marys University College, Belfast, UK. <sup>3</sup>Ulster University, Belfast, United Kingdom

In mathematics and science education, effective formative assessment of students' problem posing and problem-solving abilities remains a challenge for educators worldwide (e.g. Malaspina, Torres, & Rubio, 2019). This paper presents the evolution and implementation of a formative assessment toolkit, MathScify.org, designed to address these challenges within an all-island context, featuring the collaborative contributions from three universities, one from the Republic of Ireland and two from Northern Ireland. The toolkit comprises engaging tasks and research-based rubrics, encapsulated in a website, aimed at supporting teachers' assessment practices.

Drawing upon international frameworks such as TIMSS (Trends in International Mathematics and Science Study), the project aligns cognitive domains, including "knowing," "applying," and "reasoning," with an added emphasis on "communication" (Hufferd-Ackles, Fuson, & Gamoran Sherin, 2004). The presentation discusses the challenges encountered in designing the toolkit to suit various cultural settings and national curricula while ensuring its applicability across different educational levels.

Two research projects underpinning the toolkit's development are reported, emphasising the importance of engaging students in authentic mathematical problems that foster decision-making, explanation, justification, and creativity (English & Gainsburg, 2015; Lesh, & Doerr, 2003). The trials of problem-posing tasks in case-study schools demonstrate students' progression along a research-informed learning trajectory, showcasing increased sophistication in problem formulation, solution pathways, and reasoning abilities.

Furthermore, the presentation emphasises the pedagogical shift towards presenting mathematics as a sense-making activity, promoting student agency and ownership in mathematical content creation. Integrating writing and narrative elements into mathematics education, exemplified by stories crafted by preservice primary teachers, enhances students' conceptual understanding and creativity while fostering language development in mathematics (Graham, Kiuahara, & MacKay, 2020).

Synthesising findings from these endeavours, the presentation underscores the toolkit's role in engaging all learners in mathematical and scientific inquiry. It offers evidence-informed guidance for teachers to assess students' progress, document achievements, and plan next steps effectively. Moreover, the availability of tasks in multiple languages invites contributions from the Teacher Education Advancement Network, fostering collaborative efforts to advance assessment practices supporting mathematics and science success for all learners.

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## Presentation 103: A self-study of teaching teachers using Epistemic Insight

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Epistemic Insight (EI), defined as knowledge about knowledge (Billingsley et al, 2018) examines how distinctive forms of disciplinary knowledge can interact providing solutions to real world problems Utilising an interdisciplinary approach EI seeks to critically examine the current subject compartmentalization in the school curriculum, which leads to a siloed nature of school education within the UK and as a consequence a siloed education for preservice teachers (Billingsley et al, 2024). In introducing EI to preservice science teachers, we have identified the need to examine our practice as science teacher educators by refining views on the nature of science. Adopting EI within our teaching challenged us as teacher educators to re-examine the structure of our programmes. By adopting EI's framework of examining questions with an interdisciplinary focus, we identified that our views on the foundations of scientific knowledge are not aligned despite the experience of the authors in science teacher education. This finding is illuminating given recent neoliberal shifts to standardise teacher education in England as implemented through the market review of ITT that is currently scrutinising curriculum providers curriculum materials (Mutton & Burn, 2024).

Thus, in this paper, we seek to problematise the nature of teaching teachers about EI. Berry (2008) reminds us that efforts to address problems using self-study do not lead to simple solutions. Introducing a self-study model that draws on the idea of the tension between the actions and intent of teaching about EI, we examine our practice as teacher educators critically to explore the differences in understanding the nature of science. Our self-study is framed by analysing podcasts that discussed the dissemination of EI across distinct initial teacher education courses. Triangulating this with lesson studies enabled us to examine how our views of the nature science manifest in teaching practices and illuminate the tension between actions and intent. This paper, therefore, examines how we use our engagement with EI as a research -informed pedagogic framework to prompt pedagogic practice as science teacher educators. We argue adopting EI as a pedagogic framework not only supports preservice teachers to critically examine the compartmentalisation of Education, but further promotes deeper epistemically insightful understanding of how individual disciplines are distinctive. This in turn refines the practice of teachers and teacher educators alike.

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### **Presentation 104: Using Life History Narratives to analyse the relative absence of Black teachers in positions of leadership in schools in London.**

**Lorraine Anim-Addo** University of Sussex, Brighton, United Kingdom

Many teachers are leaving the profession due to work-related pressures. In addition to work pressures, research shows Black teachers claim they regularly experience racial discrimination. They feel a sense of

isolation, lack support and career progression (Tereshchenko et al, 2021). 96 percent of school leaders are white (British/other). This is concerning because there are arguably not enough Black teachers in the profession and the few who stay, [fail] often do not progress to become formal leaders/managers in schools in England. This is problematic, particularly in areas of London where Black students make up 35 percent of the secondary school population. Schools are becoming more diverse, yet the teacher workforce and leadership of schools have not changed to reflect that.

I purposively sought to capture the experiences of teachers as potential leaders and current school leaders, who identify as Black, to try to understand the relative absence of Black leaders. I generate and analyse Life History Narratives as a method of capturing and understanding the stories of 18 participants (men and women – exploring intersectionality (Crenshaw, 1991)) to answer my main research question: How do Black teacher narratives contribute to nuanced understanding the relative absence of Black teachers in positions of leadership in London schools?

Using Critical Race Theory (CRT) as my theoretical lens to illuminate and critique racism, and other forms of oppression. CRT is a critical theoretical approach that acknowledges systemic racism, offering a lens “through which to make sense of, deconstruct and challenge racial inequality in society” (Rollock and Gillborn, 2011). The findings provide insight into how the lack of representation of Black leaders creates an absence in schools for *all* students and teachers, thus wider society, and it matters. It partly matters because young people do not see examples of Black people having the skills and the right to lead. Perhaps even more importantly it means that Black teachers continue to feel isolated, lacking the networks, offered roles that limit their decision-making power, perpetuating stereotypes that continue to marginalise, and further inequalities both in England schools and wider society.

In this presentation, I will evaluate the contribution of Life History Narratives in research of this nature (Anim-Addo, L, 2024) and discuss how we might use these narratives as an effective method of recognising our ever-present interconnected histories and cultures and a tool that challenges/questions how we see ‘leadership’, helping to re-shape and influence education in our schools to meet the needs of all.

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## 107 Developing a Coherent Methodology: Lessons from my doctoral thesis

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Designing a research study where there is a coherent alignment within the methodology is complex and requires careful thought and planning. Within education, there is often an unnecessary emphasis upon either positivist or constructivist viewpoints, leading to what has been referred to as “knowledge blindness” (Maton, 2014: 4). On the one hand, much of education research can be seen to take a constructivist stance where the focus is not on knowledge itself, but on the knowers and their relationship to knowledge. In contrast, positivism presents knowledge as value free, decontextualized, and absolute in nature, a sort of currency to be dealt with (ibid., 2014). Social realists argue that, instead of this either/or approach, it is better to adopt a “both/and” approach (Maton and Moore, 2009: 2). In practice, this means conducting research on the basis that there is such a thing as knowledge (knowledge exists) but that we access this in a socially bound way, knowledge is a social phenomenon (ibid., 2009). Alongside this, Bernstein (2000: 445) has identified a “discursive gap” that often exists between the underpinning theory used in research studies and actual data produced. This can lead to a disconnect between theory and empirical data analysis, prompting questions about the validity of theoretical frameworks applied. Within my doctoral research, I aimed to avoid these common flaws by designing a methodology that had coherent alignment between the theoretical framework, philosophical underpinning and actual data generated. Alongside this, my decision to conduct a case study of a single primary school teacher meant that I needed clarity over the validity and generalisability of my study with a robust methodology to support this. To do this, I developed a study from a social realist perspective, applying Legitimation Code Theory (LCT), and used critical realism as a philosophical “under-labourer” to provide an epistemological framework (Joseph, 2002: 25). This involved applying an innovative three-phased approach to data analysis, which utilised Thematic Analysis, the use of ‘data instruments’ applying deductive analysis, and the application of LCT to conduct retroductive analysis. In this session I will talk through the process of designing this methodology and reflect on the need for researchers to develop a deep understanding of the connection between the focus of research, theoretical framework, empirical data, and philosophical underpinnings.

### Key References

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