Usage guidelines

2nd TEAN CONFERENCE

THE IMPORTANCE OF EDUCATION

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'TEAN and ESCalate working together for the future of teacher education'

MANCHESTER CONFERENCE CENTRE

MAY 20TH 2011

CONFERENCE BOOKLET

Table of Contents

Conference Programme

Our conference has an extensive range of input and presents a vast array of ideas which will raise many questions and open up myriad avenues for you to explore. Evidently it is not possible within the constraints of a busy conference day to go into everything in depth, but we hope that this flexible plan will allow you to select a programme which is appropriate for you.

There are 5 sessions during the day, the first one of which is the keynote from Professor Jean Murray. The other 4 sessions are spread throughout the day so it is expected that you will pick and mix your sessions according to your interests. There is no need to sign up for a session, but be aware that the capacity of each room may dictate the numbers who can be accommodated. Presentation sessions will be in two halves (i.e. 20 minutes presentation, then 10 minutes discussion immediately before the next presentation starts) – this means that you can attend the first half of one presentation session and then the second half of another if you wish.

Lunch will be available from 12.00 until 14.00 so that you can dine when you wish.
All refreshments will be served in Weston room 1

9.15 – 10.00	Registration (refreshments available)
10.00 – 10.15	Welcome
10.15 - 11.10	Keynote address with question time
11.10 - 11.30	Refreshments
11.30 – 12.30	Session 1 Presentations
12.00 – 14.00	Lunch is available between these times Poster display and stalls Weston Room 1
13.00 – 13.45	Session 2 Symposium presentation and Round tables
14.00 – 14.45	Session 3 Workshops
14.45 – 15.00	Refreshments available
15.00 – 16.00	Session 4 Presentations
16.00	Close

TEAN Conference

Friday 20th May 2011 – Manchester Conference Centre
Conference Programme

09:15 am	**Registration** (foyer) & **Refreshments** (Weston Room1)
10:00 am	**Welcome**
10:15 am	**Keynote Presentation Professor Jean Murray, University of East London (**Weston Theatre)
11:10 am	**Refreshments (Weston Room 1)**
11:30 am 12:30 pm	**Presentations**

Session 1 - Presentation (11:30) **1A1 Room: Conference room 1** **How *do* I get started with research? Confronting the challenge of becoming research active** **Lead Presenter:** Gill Adams – Liverpool John Moores University	**Session 1 - Presentation (11:30)** **1B3 Room: Conference room 5** **An Evaluation of the use of Transactional Analysis in Secondary Education** **Lead Presenter:** Karen Stuart – University of Cumbria	**Session 1 - Presentation (11:30)** **1C5 Room: Conference room 6** **I really want to teach! Preparing students for teaching and learning** **Lead Presenter:** Lisa Murtagh – Edge Hill University	**Session 1 - Presentation (11:30)** **1D7 Room: Boardroom Level 6** **'Help! My tutor's teaching with me': Exploring a co-coaching model of school partnership within teacher education.** **Lead presenter:** Adrian Copping – University of Cumbria
Session 1 - Presentation (11:30) **1E9 Room: Weston room 2** **Success against the Odds: Narratives from ITE students who are first generation in Higher Education** **Lead Presenters:** Rose White & Fran Paffard– University of Cumbria	**Session 1 - Presentation (11:30)** **1F11 Room: Weston room 3** **Aesthetic considerations in teacher education** **Lead Presenter:** Martin Griffiths – University of Manchester	**Session 1 - Presentation (11.30)** **1G13 Room: Weston theatre** **A Scottish Professional Body Perspective on the Importance of Higher Education in Teacher Education** **Lead presenter:** Tom Hamilton - GTCS	
Session 1 - Presentation (12.00) **1A2 Room: Conference room 1** **The work of Teacher**	**Session 1 - Presentation (12:00)** **1B4 Room: Conference room 5** **E-pedagogies for inclusion**	**Session 1 - Presentation (12:00)** **1C6 Room: Conference room 6** **Secondary PGCE student**	**Session 1 - Presentation (12:00)** **1D8 Room: Boardroom Level 6** **Lesson observation feedback: what constitutes good practice**

	Educators: Findings from an ESCalate-funded study **Lead Presenter:** Viv Ellis – University of Oxford	**Lead presenter:** Nigel Beacham – University of Aberdeen	**teachers' career aspirations: implications for teacher educators** **Lead Presenter:** Joan Smith	**in the view of teacher educators & trainee teachers?** **Lead Presenter:** Karen Lockney – University of Cumbria
	Session 1 - Presentation (12:00) **1E10 Room: Weston room 2** **The role of Higher Education in Teacher Education for professional and employability development: the voice of trainee student teachers** **Lead Presenter:** Fengqiao (Vanessa) Cui – Liverpool John Moores University	**Session 1 - Presentation (12.00)** **1F12 Room: Weston room 3** **Confidence, risk, and the journey into praxis: work-based learning and the teacher education curriculum** **Lead Presenter**: Alison Iredale – University of Huddersfield	**Session 1 - Presentation (12.00)** **1G14 Room: Weston theatre** **Developing a Research Informed Pedagogy for ITE** **Lead presenter:** Simon Hoult – Canterbury Christ Church University	
12:00 pm 14:00 pm	**Lunch** (Weston Room 1)		**Posters on Display and Exhibition Stands**	
13:00 pm	**Symposium Presentations and Round Tables**			
	Session 2 - Symposium presentation (13:00) **2A15 Room: Weston theatre** **How to Help ITT students Develop and Apply a Personal Philosophy of Education in Multiple Contexts** **Lead presenter:** Hilary Cooper – University of Cumbria	**Session 2 - Round table (13.00)** **2B16 Room: Conference room 1** **"The Legacy of MTL"** **Lead Presenter:** Dawne Bell – Edge Hill University	**Session 2 - Round table (13.00)** **2C17 Room: Conference room 5** **'Race', Ethnicity and the UK Student Teacher. What is current good practice in ITE institutions and how should we face the neo-traditional curriculum of the future?** **Lead Presenter:** Sally Elton-Chalcraft – University of Cumbria	**Session 2 - Round table (13.00)** **2D18 Room: Conference room 6** **Standardising expectations of PGCE students across a partnership and the role of the university in this** **Lead Presenters:** Rene Koglbauer and Debbie Redshaw – Newcastle University
	Session 2 - Round table (13.00) **2E19 Room: Boardroom level 6** **Initial findings from an investigation into the understanding and implementation of state**	**Session 2 - Round table (13.00)** **2F20 Room: Weston room 2** **Knowing me, knowing you: the impact of teachers' emotional knowing on themselves and their learners**	**Session 2 - Round table (13.00)** **2G42 Room: Weston Room 3** **Computer Simulation: What can we simulate? What should we simulate?**	

	guidance and policy on creativity by intending and recently qualified teachers **Lead Presenters:** Elizabeth Smears – Liverpool John Moores University Sue Cronin- Liverpool Hope University	**Lead Presenter:** Eamonn Pugh – University of Cumbria	**Lead presenter:** Graham Lowe – Birmingham City University	
14:00 pm 14:45 pm	**Workshops**			
	Session 3 (14.00) **3A21 Room: Conference room 1** **Approaches to 'Modelling' as a Strategy for Teacher Educators: challenging current conceptions and practice** **Lead Presenter:** Pete Boyd – University of Cumbria	**Session 3 (14.00)** **3B22 Room: Conference room 5** **"I've put it on blue paper, what more do you want?" Investigating dyslexia-friendly practices in teacher education.** **Lead Presenter:** Sue Griffiths – University of Northampton	**Session 3 (14.00)** **3C23 Room: Conference room 6** **"*Qui Docet Discet*" (Those who teach learn) – how peer teaching can help prepare student teachers for the classroom** **Lead Presenter:** Judith Kneen – Newman University College	**Session 3 (14.00)** **3D24 Room: Weston room 3** **Trainee teachers' experience of reflection: personal and social constructions of practice.** **Lead presenter:** Liz McKenzie – University of Plymouth
	Session 3 (14.00) **3E25 Room: Weston room 2** **Developing the role of the subject mentor in enhancing trainees' pedagogic subject knowledge** **Lead Presenter:** Adrian Warhurst – Newman University College	**Session 3 (14.00)** **3F26 Room: Boardroom level 6** **Making Collaboration Count: can assessment be constructively aligned to recognise and reward collaborative activity?** **Lead presenter:** Kathy Wright – UEL	**Session 3 – Workshop (14:00)** **3G27 Room: Weston theatre** **Inspiring Student Teachers as autonomous learners to develop skills in communication and collaborative enquiry through Problem Based Learning** **Lead Presenter:** Seán Doyle – Liverpool John Moores University	
14:45 pm 15:00 pm	**Refreshments (Weston Room 1)**			
15:00 pm	**Session 4 - Presentation (15:00)** **4A28 Room: Weston theatre** **Sharing the Passion: If teachers love books then children will too.**	**Session 4 - Presentation (15:00)** **4B30 Room: Conference room 1** **What are the challenges for students who 'try' teaching?**	**Session 4 - Presentation (15:00)** **4C32 Room: Conference room 5** **Time to think? Perceptions of the role of HE in teacher education**	**Session 4 - Presentation (15:00)** **4D34 Room: Conference room 6** **Why might ITE courses pursue student teachers' dual engagement, as adult learners and student teachers, with**

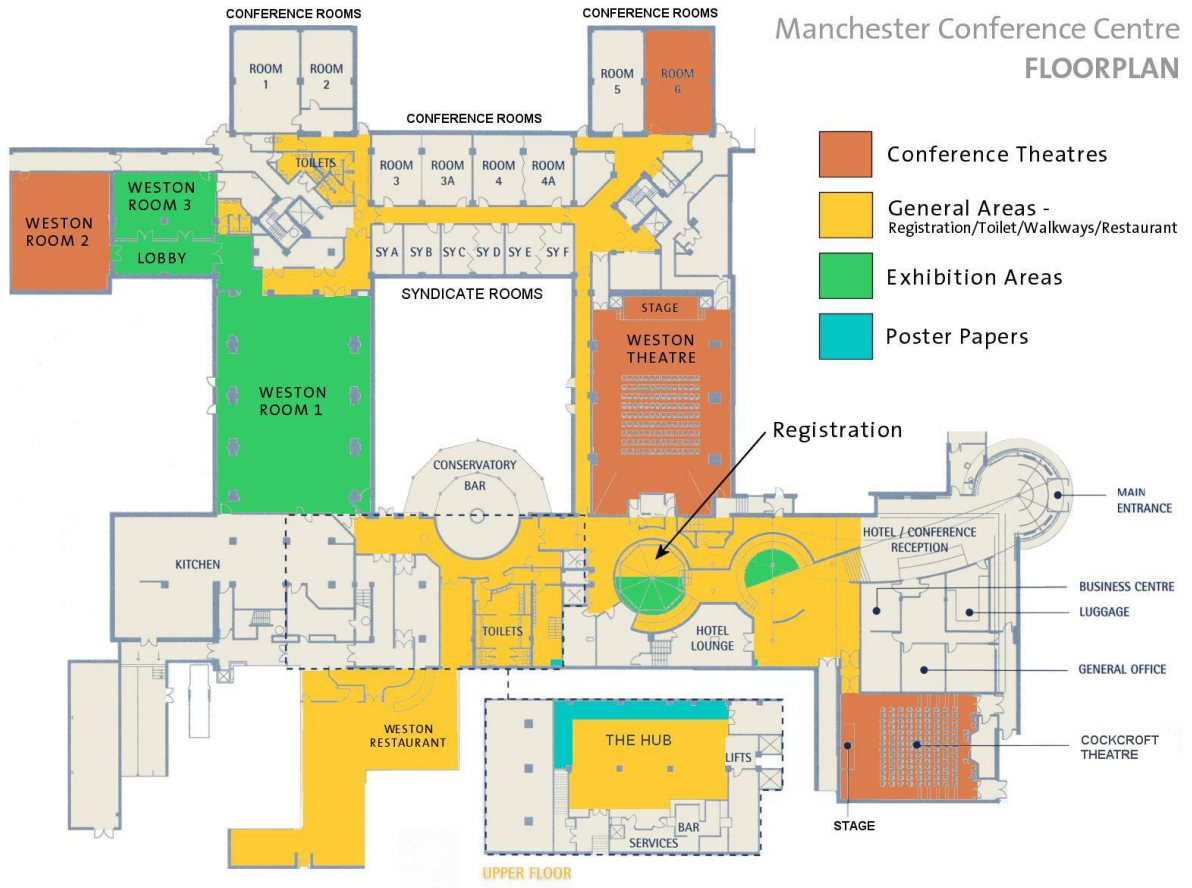|				
	Lead Presenter: Finola Utton & Nicola Bishop – University of Cumbria	**Lead Presenter:** Christine Lewis – Edge Hill University	**Lead Presenter:** Tracy Whatmore – Newman University College	**Assessment for Learning?** **Lead Presenter:** Donna Hurford – University of Cumbria
	Session 4 - Presentation (15:00) 4E36 Room: Boardroom level 6 **How can an online video analysis tool enhance the learning experience of student teachers' within an initial teacher education institution-host school partnership?** **Lead Presenter:** Irene Bell – Stranmillis University College	**Session 4 - Presentation (15:00) 4F38 Room: Weston room 2** **The significance of education theory in student teachers' practice** **Lead Presenter:** Mike Martin – Liverpool John Moores University	**Session 4 - Presentation (15:00) 4G40 Room: Weston room 3** **Social and emotional aspects of learning: Complimenting, compensating and countering parental styles.** **Lead Presenter:** Peter Wood – Lancaster University	
	Session 4 - Presentation (15:30) 4A29 Room: Weston theatre **Teacher education for primary languages: higher education's role in employment-based routes** **Lead Presenter:** Vivienne Griffiths – Canterbury Christ Church University	**Session 4 - Presentation (15:30) 4B31 Room: Conference room 1** **The other half of the course: fostering student engagement in Secondary PGCE Professional Studies** **Lead Presenter:** Joan Smith – University of Leicester	**Session 4 - Presentation (15:30) 4C33 Room: Conference room 5** **The role of higher education in teachers' values education** **Lead Presenter:** Nick Mead – Oxford Brookes University	**Session 4 - Presentation (15:30) 4D35 Room: Conference room 6** **Critical Partnerships: Using Peer Support to Develop Skills in Writing at Masters Level** **Lead Presenter:** Sue Forsythe – University of Leicester
	Session 4 - Presentation (15:30) 4E37 Room: Boardroom level 6 **15 minutes of fame: developing critically reflective practitioners through the use of video** **Lead Presenter:** Andrew Csizmadia – Newman University College	**Session 4 - Presentation (15:30) 4F39 Room: Weston room 2** **Teaching, learning and researching: A reflective journey into increasing the efficacy of our own mentoring practices** **Lead Presenter:** Julie McAdam – University of Glasgow	**Session 4 - Presentation (15:30) 4G41 Room: Weston room 3** **"I'm in a grammar school – not a great deal of diversity here!" An HEI led partnership project to develop employment based initial teacher education to address a key priority.** **Lead Presenter:** Kerry Jordan-Daus – Canterbury Christ Church University	
16:00 pm	**Close**			

Conference planner
Use the table below to plan your conference.
Remember that lunch will be available from 12.00 until 2.00.

Session	Time	Code	Lead presenter	Room
Session 1 Presentations	11.30			
Session 1 Presentations	12.00			
Session 2 Symposium presentation / Round tables	13.00			
Session 3 Workshops	14.00			
Session 4 Presentations	15.00			
Session 4 Presentations	15.30			

CONFERENCE ROOMS

ROOM 1

ROOM 2

CONFERENCE ROOMS

ROOM 5

ROOM 6

CONFERENCE ROOMS

TOILETS

ROOM 3

ROOM 3A

ROOM 4

ROOM 4A

WESTON ROOM 2

WESTON ROOM 3

LOBBY

SY A SY B SY C SY D SY E SY F

SYNDICATE ROOMS

WESTON ROOM 1

CONSERVATORY BAR

KITCHEN

STAGE

WESTON THEATRE

Registration

MAIN ENTRANCE

HOTEL / CONFERENCE RECEPTION

BUSINESS CENTRE

LUGGAGE

GENERAL OFFICE

TOILETS

HOTEL LOUNGE

WESTON RESTAURANT

THE HUB

LIFTS

BAR

SERVICES

COCKCROFT THEATRE

STAGE

UPPER FLOOR

Conference Theatres

General Areas -
Registration/Toilet/Walkways/Restaurant

Exhibition Areas

Poster Papers

8

Keynote – Weston theatre

Professor Jean Murray

The Cass School of Education, The University of East London

This is a very appropriate time to be considering the importance of Higher Education in teacher education across the four countries of the UK. The last year, for example, has seen the Donaldson Review in underline the centrality of Higher Education Institution in Scottish teacher education and urging the wider involvement of the universities. In contrast, the messages of the White Paper in England have indicated a shift, away from the Higher Education Institution / school partnership models established over the last twenty five years and towards more employment-based and fast-track routes. In Wales Higher Education provision, which had been re-organised following the Furlong Review, now faces further turbulence in the university sector. In Northern Ireland some important issues about the future shape of teacher education, including the question of balancing teacher supply and demand, remain low on the policy agenda, whilst some Higher Education providers face considerable institutional changes. In all four countries then there are real challenges for Higher Education Institution-based teacher education in the immediate future.

Working from William Taylor's (1984) identification as 'Janus-faced', this presentation draws on an exploration of the current and historical contexts for teacher education across the UK. It then moves on to pose some fundamental questions about the purposes and values underpinning teacher education, its place in the Higher Education sector and its contribution to the school sector. What kinds of teachers do we need for the schools and colleges of this and succeeding decades? What provision is therefore needed for teacher learning both pre- and in-service? What are the distinctive roles of Higher Education in teacher education? How do these relate to the purpose and values of teacher education? Why has it been possible for the place of Higher Education in teacher education to be questioned repeatedly, in England in particular? After a consideration of these questions, the presentation concludes with suggestions for strengthening the quality of provision for teacher learning in both Higher Education and schools.

Presentations 1

Presentation sessions in this section are loosely themed wherever possible or individual. There are two distinct halves (i.e. 20 minutes presentation, then 10 minutes discussion immediately before the next presentation starts) – this means that you can attend the first half of one presentation session and then the second half of another if you wish.

Session 1 - Presentation (11:30)
1A1 Being a Teacher Educator - Session lead: Viv Ellis
Room: Conference room 1

How *do* I get started with research? Confronting the challenge of becoming research active

Lead Presenter: Gill Adams – Liverpool John Moores University

Co-presenter: Michael Inglis – Liverpool John Moores University

Aim: The aim of this presentation is to contribute to the growing debate about the particular needs of beginning teacher educators. By considering an alternative perspective on teacher education, we will focus on a key concern for teacher educators: becoming research active.

Content: Becoming a teacher educator involves the development of various sub-identities; crucial amongst these is that of researcher (Swennen et al., 2010; Griffiths et al., 2010). But how are teacher educators supported to develop as researchers? We will share reflections on two cases of support for beginning teacher educators: one from England and the other from Ethiopia.

Teacher educators need to develop the skills and confidence to engage in research on a variety of levels and with a range of foci in order to contribute to the development of a research-informed teaching profession (Murray et al, 2009; Tanner and Davies, 2009).

Our reflections on leading and developing a diploma programme for teacher educators in Ethiopia were revisited following our experience in England as teacher educators, and as students on a Post Graduate Certificate in Learning and Teaching in Higher Education course. We will use these experiences as examples of approaches to support teacher educators to become research active, building on collaboration and support through coaching and mentoring. For those in the early stages of their careers, research typically centres on their teaching. Whilst both programmes involved teachers in enquiry into their own practice, a focus on collaborative action research was viewed as particularly significant.

Suggestions are made for strengthening programmes for nurturing new teacher educators, building on recent initiatives to support those with some existing experience of research (e.g. the Teacher Education Research Network in the north west of England).

The role of HE in teacher education: The presentation highlights the role of sustained award-bearing HE courses in supporting beginning teacher educators to engage in research. This contributes to the Government's aim of providing high quality research to support school improvement (DfE, 2010, para. 7.14)[1] and continuing to ensure that newly qualified teachers are research informed.

Hoped for impact on practice: This paper will be of interest to all teacher educators. It aims to reduce the isolation commonly felt by new teacher educators as they develop their professional identity from school teacher to teacher educator, particularly with respect to becoming research-active.

The country/ies to which the presentation relates: The presentation is based on work in England and in Ethiopia but is of relevance to teacher educators wherever they work.

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[1] Department for Education (2010), *The Importance of Teaching: The Schools White Paper*, [online]. Available at
http://publications.education.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=CM+7980& (last accessed 2/12/10)

Session 1 - Presentation (12.00)
1A2 Being a Teacher Educator – Viv Ellis
Room: Conference room 1

The work of Teacher Educators: Findings from an ESCalate-funded study

Lead Presenter: Viv Ellis – University of Oxford

Co-presenters: Jane McNicholl – University of Oxford

Aim: We will present the results of a small study into the nature of teacher educators' work in different institutional and national contexts in the UK. Furthermore, our aim is to show how context enables and constrains this work and how teacher educators perceive their situations and exercise their agency differently.

Content: We will outline our research design and the process of generating data across 12 different research sites. We will show how our analytic attention to language and teacher educators' use of tools or artefacts allows some insight into the object of their activity and the motives. An important feature of the project was the participatory nature of the analysis and we will show whether and how a particular methodology extended our understanding or the research problem and participants' own awareness and control. Our previous research showed how the higher education-based teacher educator in England is produced as a category of academic worker, either as 'hybrid' or as 'exceptional'. This presentation will use those ideas in discussion of the whole project – a project that extended our research from England into the Scottish context in order to better understand the historical evolution of the different teacher education systems. The presentation will foreground teacher educators' activity as *work*, as labour within specific material conditions in sociocultural context. As such, it will include discussion of the situation of teacher education within higher education systems in the UK.

The role of HE in teacher education: The role of higher education in teacher education is the overarching theme behind our research. We have chosen to investigate this by looking at the nature of teacher education activity as work as well as how this category of work is interpreted in different Higher Education Institutions in two national UK contexts.

Hoped for impact on practice: Our research aims to stimulate a discussion about the material conditions of work of teacher education as a university-based discipline. We hope it will enable us to develop teacher education practice in the 21st century.

The country/ies to which the presentation relates: In this country the current and pervading political context is increasingly calling into question the role of universities in teacher education. Given that our research is into the nature and material conditions of teacher educators' work in England and Scotland, it is likely that it will contribute to the evidence base underpinning this debate. Although our research pertains to the UK context, it is also likely that it will resonate in many other countries where universities are involved in the education of teachers.

Session 1 - Presentation (11:30)
1B3 Individual papers - Session lead: Nigel Beacham
Room: Conference room 5

An Evaluation of the use of Transactional Analysis in Secondary Education

Lead Presenter: Karen Stuart – University of Cumbria

Co-presenter: Ali Alger – Brathay Trust

Aim: To share the findings of a project that enhanced secondary pedagogy by using transactional analysis in a teacher and pupil development project

Content: This presentation will provide an overview of Transactional Analysis and its relevance to secondary education – for pupils, teachers and school improvement. Transactional Analysis (TA) is a field of psychology that looks at the 'transactions' that go on between people when they communicate. Self awareness and understanding of others enables individuals and groups to develop effective and powerful communication and a better climate in the workplace.
We have taught TA to children and young people from 11 – 25 in both group and whole class settings. We have also used TA in CPD with teachers, and we have taught teachers alongside their pupils. We have found that children, young people and teachers with TA skills have better self awareness, increased understanding of others and as a consequence better relationships. We have found impact on attendance, attainment, personal and professional lives and school climate overall.
In this session we will provide an overview of the development of the project and share evidence of impact. We will conclude with recommendations for practice and a discussion of 'how to make marginal but worthwhile projects mainstream – the role of HE'

The role of HE in teacher education: The project was delivered in schools by a National Charity for youth work (Brathay) and supported by the University of Cumbria. As such it is an example of an effective partnership between the 3rd sector, schools and HE. The pedagogical approach advocated is valuable as an approach to teacher education itself, is an approach that should be taught in initial teacher training, and as a subject for pupils to learn.

Hoped for impact on practice: More teachers will adopt the TAPACY and TAPATE awards (transactional analysis proficiency award for children and young people / teacher educators)

The country/ies to which the presentation relates: International in nature.

Session 1 - Presentation (12:00)
1B4 Individual papers - Session lead: Nigel Beacham
Room: Conference room 5

E-pedagogies for inclusion

Lead presenter: Nigel Beacham – University of Aberdeen

Aim: Recently, the University of Aberdeen has pioneered an approach to initial teacher education to ensure that teachers have the pedagogical knowledge to respond to the challenges of inclusive education. Building on this work, this paper presents the findings of an approach to develop e-pedagogies for inclusion for newly qualified teachers.

Content of presentation: The paper presents the findings from the recently completed ESCalate research and development project 'Developing E-pedagogies for Inclusion'.
It begins by presenting the rationale for undertaking the work and the theoretical frameworks 'Transformability' and digital inclusive 5Cs framework upon which the work was based. The key concepts - inclusive education, practice, pedagogies and digital inclusion - are defined and relating literature covered. The development of a modified framework for participation is described based upon the theoretical frameworks above.
After presenting the main aims and objectives of the project, the paper presents the following key research questions and the methodology used to answer the questions.

- To what extent are NQTs aware of the impact e-pedagogies can have on inclusive practices?
- To what extent are Information and Communication Technologies (ICTs) considered and used in inclusive pedagogies by NQTs?

The paper describes the two main stages of the project, namely, the scoping survey which explored the ways in which digital technology was used by NQTs as part of their e-pedagogies for inclusion, and the follow-up study which aimed to gain a greater understanding of the actions performed by the NQTs in terms of how they accommodated individual differences when using ICT while avoiding or minimising actions that would stigmatise or mark some pupils as different. Findings from the two stages are then presented followed by some of the implications for practitioners. The findings suggest the need for NQTs to more closely consider using ICT for all not just for most or some, and to consider the affordances ICT conveys in terms of barriers to inclusion.

The role of HE in teacher education: The project's findings support the important *role of HE in teacher education by*:
- better preparing pre-service teachers for inclusion through research-led practice;
- improving teacher educators' practices by working with and through others; and
- improving researchers' understanding of theory in practice by building closer links between HE and schools.

Hoped for impact on practice: Delegates will discover how the work impacted on the inclusive practices of:
- pre-service teachers involved in the study by enhancing their pupils' capacity to learn;
- teacher educators who provided ITE at the University of Aberdeen and the visited schools;
- a small team of US researchers developing augmented-reality applications for education.
and will consider how this could relate to their situation.

The country/ies to which the presentation relates: General

Session 1 - Presentation (11:30)
1C5 Teaching as a career – Session lead: Lisa Murtagh
Room: Conference room 6

I really want to teach! Preparing students for teaching and learning

Lead Presenter: Lisa Murtagh – Edge Hill University
Co-presenters: Karen Morris – Edge Hill University
Polly Thorpe – Edge Hill University

Aim: The aim of the paper is to share ways in which to better prepare Initial Teacher Training (ITT) students for their first school based experience and their first written assignment.

Content: A key concern for Higher Education (HE) relates to retention and Ozga and Sukhnandan (1998), for instance, point to the lack of preparation for HE as a major factor for student non-completion of university courses.

The pre-HE ITT module, which forms the basis of this paper, is designed to facilitate opportunities for pre-entry students to engage in independent school-based tasks to prepare them for the demands of school-based experiences in the first year of their degree programme. Students are required to compile a detailed portfolio, similar to those submitted in part fulfilment of the BA (Honours) Primary Education degree programme at the host institution. In doing so, students receive detailed feedback, aimed at developing their skills as reflective practitioners. The module also demands that students submit a written assignment, on which they again receive feedback, designed to support them with their academic writing. The module is demanding and requires significant commitment on the part of the student.

This paper shares the motivational factors that underpin students' rationales for undertaking the module and perceived impact on their understanding of teaching and learning. The findings of this study are of importance to other areas of HE. As the number of students entering HE rises and the nature of these students becomes more diverse, so the range of student needs increases. The presentation draws attention, therefore, to the role of HEIs in providing a range of pre-entry activities for potential students.

The role of HE in teacher education: This paper focuses on key aspects of teaching and learning in HE: independent learning, assessment and school-based training. It reinforces and celebrates the fundamental role that ITT in HE plays in supporting student transition - as teachers themselves, lecturers in ITT are able to lead the way in meeting the needs of learners.

Hoped for impact on practice: Delegates attending the presentation can see how they can:
- enhance pre-HE transition and continue to develop strategies to scaffold students' understanding of teaching and learning
- impact positively on retention
- impact positively on student achievement

The country/ies to which the presentation relates: This paper relates to all of the countries in the UK.

Session 1 - Presentation (12:00)
1C6 Teaching as a career - Session lead: Lisa Murtagh
Room: Conference room 6

Secondary PGCE student teachers' career aspirations: implications for teacher educators

Lead Presenter: Joan Smith

Aim: The paper considers the initial findings from a study on student teachers' career aspirations and motivation to teach. It draws on a whole-cohort questionnaire, as well as life history interviews with 5 male and 5 female student teachers, conducted during the first few weeks of the programme.

Content: The presentation reports on some of the initial findings from the first phase of an investigation into student teachers' motivation and career aspirations. The project builds on a wider study on the life histories and career decision of forty female teachers in UK secondary schools (Smith 2007), from which it emerged that the great majority of women teachers interviewed were adamant that they would not consider headship as a career option. The aim of the 'Student teachers' aspirations study', which involves both male and female students, is to investigate whether there are indications of gender differences in student teachers' aspirations, and longer-term, to track the sample through the first 2-3 years of teaching in order to identify key influences on their career orientations.

Drawing on research on motivation and factors influencing decisions to teach (for example, Kyriacou and Coulthard (2000); Priyadharshini and Robinson-Pant (2003); Smith (2007; 2008); Roness and Smith (2009)), the study will investigate whether there are links between the nature of the student teachers' motivation (intrinsic, extrinsic and altruistic) as reflected in the narratives, and their career aspirations. Perceptions of leadership and the headship role will be considered, with a view to ascertaining whether differences are apparent between male and female student teachers at this stage of their careers.

Finally, implications for practice in Initial Teacher Education will be considered, and strategies being trialled at the University of Leicester shared.

The role of HE in teacher education: The proposal highlights the need for ITE providers to prepare student teachers to plan career trajectories, and to offer opportunities for them to gain insights into the work of school leaders, with a view to raising aspirations and addressing the shortage of aspirants to headship.

Hoped for impact on practice: The findings of the study will inform future content of the 'Career Development' strand of the PGCE at Leicester.

The country/ies to which the presentation relates: The context for the study is a UK university, but will have relevance to the Welsh context and transferability to Scottish and Irish institutions. Consideration is being given to a possible joint project with a Teacher Education Institution in Jamaica.

Session 1 - Presentation (11:30)
1D7 In the classroom - Session lead: Adrian Copping
Room: Boardroom Level 6

'Help! My tutor's teaching with me': Exploring a co-coaching model of school partnership within teacher education.

Lead presenter: Adrian Copping – University of Cumbria

Aim: The aim of this paper is to examine the learning that arises from a university tutor team-planning and teaching with a group of students on a one week saturation placement, employing a co-coaching approach. Inherent in this is the consideration of how this method supports integration of theory and practice.

Content: The presentation will largely share findings from a small scale research project. The context for the project is a Masters level module on the full time PgCE primary course at the University of Cumbria. The module explores creative teaching, thinking and integration of subjects. It is based around a non-assessed one week saturation placement (26 students per school, planning a themed week with the school staff). The research involves me as module tutor facilitating learning through taught sessions in university and then planning and team teaching with a small group of the students on the saturation placement. The presentation will explore the experience from the students' perspective in terms of their integration of theory and practice, working with their tutor in a school context and the general impact on their learning. It will explore the experience from the school's perspective in terms of the benefits or hindrances in having a university tutor working and teaching with them. It will also explore my own learning and reflections on the process. The presentation will conclude with a consideration of the wider context of co-coaching: tutors working with their students in school as a model of school partnership and the professional development opportunities it could provide.

The role of HE in teacher education: One of Higher Education's vital roles in teacher education is providing the theoretical underpinning, the 'why' to the 'what' and 'how' of the practice of teaching. It also must provide the opportunity to integrate that theory with practice. This presentation explores a model to support that integration process.

Hoped for impact on practice: My hope is that through this research there will be more blurring of the lines between theory and practice and that models of partnership with schools currently used could be expanded to include co-coaching as an approach. My hope is also to support university tutors to be more current through this professional development opportunity.

The country/ies to which the presentation relates: Mainly UK but any country where part of a student teacher's experience is to spend part of their course in a school context.

Session 1 - Presentation (12:00)

1D8 In the classroom - Session lead: Adrian Copping
Room: Boardroom Level 6

Lesson observation feedback: what constitutes good practice in the view of teacher educators and trainee teachers?

Lead Presenter: Karen Lockney – University of Cumbria

Co-presenters: Anna Bartrum – University of Cumbria
James Burch – University of Cumbria

Aim of presentation: To report on comparisons made of different approaches to teacher educators' lesson observation written feedback of student teachers, including digital material, as part of a discussion of good practice in this area. To explore whether or not there is common ground in the perspectives of teacher educators and student teachers in this respect.

Content: The presentation discusses whether or not there is any agreement amongst teacher educators and amongst trainee teachers as to what makes good practice in written lesson observation feedback. Several different approaches to written feedback have been compared by lecturers and shared with groups of students in order to explore approaches and responses to these. Student feedback was sought to evaluate ways in which they may engage with feedback, and to explore what they perceive as being useful. The use of digital material to exemplify points raised was also examined in order to explore the potential of this approach. The paper draws on the research of Lock and Soares (2005) into student teacher response to lesson observation feedback and extends this to compare practice across different curriculum areas and to explore student response to digital material.

The role of HE in teacher education: The paper seeks to exemplify the work of HE teacher educators in supporting their students not only to meet the current standards for QTS but to think independently about teaching and learning across different individual school contexts.

Hoped for impact on practice: It is hoped this paper will

- stimulate discussion regarding good practice in lesson observation
- and form part of teacher educators' ongoing work to examine and potentially develop their own practice in the light of the work of their colleagues and with reference to the perspectives of student teachers.

The country/ies to which the presentation relates: This research was conducted in a UK context but the general findings should be applicable to other countries' contexts.

Session 1 – Presentation (11:30)
1E9 Student voice - Session lead: Rose White
Room: Weston room 2

Success against the Odds: Narratives from ITE students who are first generation in Higher Education

Lead Presenters: Rose White – University of Cumbria
Fran Paffard – University of Cumbria

Aim of presentation: This presentation captures the narratives of 3rd Year ITE students who are the first generation into higher education. These students took ownership of the research process to develop their own case histories and reflect on barriers they have overcome. It provides a platform for the student voice to be heard, giving their perspectives on the difficulties and benefits of accessing higher education.
Content: Current debates on access to HE for students from disadvantaged backgrounds propose barriers and solutions but often have their own agenda. This small scale participant research engaged students in initial discussions, they decided the parameters of their reflections, and have supported each other in developing and challenging preconceptions, and in collating their experiences.
Students reflected on the importance of their experiences at University both for their sense of self and for their future career as a teacher. Some of the participants came through the Foundation Degree route and come to University from a background working as a teaching assistant or nursery nurse. This study also enabled students to reflect on the impact for education of having mature experienced practitioners joining HE as potential teachers.
The research mirrors 'Success against the Odds' (1996) in providing histories open to interpretation rather than analysis of students who have overcome obstacles in succeeding in HE. Students have collated their own montages, quotes, and films in their reflections on their experiences.
The presentation will outline the process undertaken, display the students own narratives including video, transcripts of discussions and montages. Some tentative interpretations of the case studies are drawn.
This will be contrasted with a brief overview of influential recent research and of current political policies. Participants will be invited to consider the likely impact of recent legislation and to compare the students' views with current research findings and with party policies.

The role of HE in teacher education: The research focuses on student perceptions of Higher Education and invites them to consider what factors have had impact on their progress as students. It also invites delegates to compare these views to current preconceptions about students from non-traditional backgrounds and the appropriate strategies to enable a more 'level playing field'.

 Hoped for impact on practice: The presentation seeks to raise the status of the student voice in this debate. It will provide an opportunity for participants to consider their own strategies for listening to student perceptions, to potentially replicate the study, and to take forward ideas for recruiting and supporting students from non-traditional backgrounds.

The country/ies to which the presentation relates: This is an issue that is relevant across all participating countries.

Session 1 - Presentation (12:00)
1E10 Student voice - Session lead: Rose White
Room: Weston room 2

The role of Higher Education in Teacher Education for professional and employability development: the voice of trainee student teachers

Lead Presenter: Fengqiao (Vanessa) Cui – Liverpool John Moores University

Aim: As part of an ongoing postgraduate research project, this presentation aims to explore undergraduate final year trainee student teachers' attitude, understandings and experience in relation to their professional and employability development during their university degree programme through the use of in-depth reflective interviews.

Content: Summary overview of current research on the role of HE in TE, particularly in relation to trainee student teachers' understandings and experiences. This will highlight the importance of higher education in relation to providing sound academic knowledge, skills and competences for 21ˢᵗ Century teachers. It will also cover some of the key practices at the moment (e.g. placements, mentoring, etc), and their pros and cons.

Methodological reflection on close-up research in higher education teacher training context. This will particularly focus on some of the practical benefits and challenges this research has encountered in relation to reflecting on national and institutional practices via exploring students' understandings and experiences. It will also reflect on how the research findings can inform curriculum interventions and enhance current practices in the respective programme.

Discussing the key themes from interview data. This will practically cover the following three areas:
1. What do final year trainee student teachers value in relation to their professionalism and employability?
2. How do they value their university degree programme experiences in relation to the development of professionalism and employability?
3. How does this fit into TDA's professional standards?

The role of HE in teacher education: The primary focus of this presentation is to examine the important role of HE in teacher education in relation to developing professionalism and employability from trainee student teachers' perspective.

Hoped for impact on practice: This research aims to inform curriculum interventions to better engage undergraduate PE trainee teacher students' professional and employability development.

The findings could also inform teaching education in general on the value of HE in relation to professionalism and employability development from students' perspective.

The country/ies to which the presentation relates: Although this research is undertaken in one specific subject area in a North West University in England, the content is relevant to all the areas in teacher training for all UK countries.

Session 1 - Presentation (11:30)
1F11 Extending professionalism - Session lead: Martin Griffiths
Room: Weston room 3

Aesthetic considerations in teacher education

Lead Presenter: Martin Griffiths – University of Manchester

Aim: In the current climate of test-score-driven schooling, it is easy to lose sight of the fact that implicit within our discipline areas are a whole host of aesthetic considerations. In this paper I consider the potential dilemmas faced by teacher educators wishing both to explore and to highlight aesthetic aspects of their subject areas whilst simultaneously having to satisfy their students' perceived needs regarding the pragmatic business of modern-day teaching.

Content: Whenever anyone asks me why I 'do' mathematics, I usually reply with something along the lines of "Because it gives me genuine pleasure". There can be little doubt that this 'pleasure' is a manifestation of the mathematical aesthetic. Others' aesthetic sensibilities might be engaged by a Shakespeare sonnet, a piece of architecture or the rhythm of a particular language.

The general notion of the aesthetic will be explored briefly, noting that it does not necessarily imply a form of visual beauty. Indeed, in some sense any non-utilitarian activity might be deemed to be an aesthetic undertaking, and I shall in fact be talking in these broader terms. This is then considered specifically within the context of initial teacher education. So much of schooling is currently functional, utilitarian and driven by examination success, that many students appear not to regard aesthetic considerations as relevant to their role as teachers, with some even completely overlooking these aspects. There is thus the potential for a dichotomy between the educators' ideals and the students' realities.

We may of course ask: Does this really matter? Drawing on the work of the Canadian educator Nathalie Sinclair, amongst others, I will argue that it does indeed matter. Sinclair believes, for example, that the interplay between aesthetic, cognitive and affective processes is in fact a vital ingredient in certain aspects of pupil learning. Furthermore, it is thought that the aesthetic possesses motivational, evaluative and generative roles, in addition to being a driving force with respect to creativity.

I will give examples of situations in which the aforementioned dichotomy appears to have manifested itself, and reflect on some of the issues that have arisen as a consequence. Finally, I consider the implications this may have for our teacher training courses, and indeed for education more widely.

The role of HE in teacher education: University teacher educators are, both through their academic standing and their wealth of school-teaching experience, in the privileged position of being able to exert a strong positive influence on their students' philosophy of teaching. In particular, they have the opportunity to further students' appreciation of the aesthetic aspects of their field and to demonstrate the scope of the aesthetic as both a generative and a motivational tool in the classroom.

Hoped for impact on practice: I hope first to highlight the fact that the current educational climate would seem to be influential in terms of eroding the development of aesthetic sensibilities amongst our student teachers. The next step would be to explore ways of reversing this seemingly inexorable trend. This might in turn foster more instances of inspirational teaching and, ultimately, both teacher and pupil creativity.

The country/ies to which the presentation relates: The content of this presentation is certainly relevant to all of the four UK countries (and possibly further afield).

Session 1- Presentation (12.00)
1F12 Extending professionalism – Session lead: Martin Griffiths
Room: Weston room 3

Confidence, risk, and the journey into praxis: work-based learning and the teacher education curriculum

Lead Presenter: Alison Iredale – University of Huddersfield

Co-presenters: Wayne Bailey – University of Huddersfield
Kevin Orr – University of Huddersfield
Jane Wormald – University of Huddersfield

Aim: This paper aims to explore notions of confidence and risk in the context of professional knowledge and practice for trainee teachers in the lifelong learning sector. It will argue that the inculcation of confidence through risk-taking is an imperative for an emancipatory journey into praxis.

Content: This paper explores notions of confidence and risk in the context of professional knowledge and practice for teachers in the lifelong learning sector. It draws upon Marianna Papastephanou's (2006 and forthcoming), work on school teachers and discourse, who argues for the "accommodation of risk in the teacher–pupil relationship and against the managerial narrowing of educational endeavour to the sphere of the secure and the predictable" (2006: p48). She also raises important points about risk in education more generally, *"What is missing from such discourses is the acknowledgement of unpredictability and non-calculability (true risk, that is) as an inherent, disruptive and creative force of teaching and learning, as many educational philosophers have convincingly pointed out"* (2006: p50). In this respect confidence, whether imbued in the self or inculcated by the processes and products of continuing professional development, correlates with both the developing teacher's capacity to take risks and their vulnerability when submitting to both course assessment and work-based audits of practice. The paper suggests a tension between learner participation in a higher education course of study, and corresponding participation in skills development in the workplace for trainee teachers, whether on placement or in-service. In this respect the nature of professional knowledge and practice, confidence, and work based learning (WBL) are discussed. This paper will argue that the inculcation of confidence through risk-taking is an imperative for the journey into praxis.

The role of HE in teacher education: It explores the tension between learner participation in a higher education course of study, and corresponding participation in skills development in the workplace. While the focus is on teacher education in the Lifelong Learning sector, colleagues in the school sector will recognise these tensions, and the discussions relating to confidence and risk for trainee teachers and their journey into praxis.

Hoped for impact on practice: It is hoped that the discussions will cause colleagues to strive for a greater emphasis on the inculcation of confidence and risk-taking between the workplace (placement or in-service), and the teacher education curriculum as an imperative for an emancipatory journey into praxis.

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

Session 1 - Presentation (11.30)
1G13 The importance of Higher Education in Teacher Education - Session lead: Simon Hoult
Room: Weston theatre

A Scottish Professional Body Perspective on the Importance of Higher Education in Teacher Education

Lead presenter: Tom Hamilton - GTCS
Co-presenter: Mairi McAra - GTCS

Aim: The aim of the paper is to explore through the lens of the General Teaching Council for Scotland how the Scottish system has developed a strong commitment to higher education involvement in teacher education and to look to the future of how that involvement will be maintained and enhanced.

Content: The role of the GTCS in all stages and levels of teacher education in Scotland will be outlined.

Consideration will then briefly be given to the antecedents of and where the university system currently stands in relation to Scottish teacher education. All initial teacher education in Scotland is rooted in the university system and involves local authorities and schools in a partnership model. University involvement thereafter in teacher education continues for particular programmes and qualifications to meet certain teacher education Standards but is otherwise largely ad hoc with individual teachers opting into the various post graduate programmes and qualifications available.

The impact and influence of the recent publication, Teaching Scotland's Future: Report of a review of teacher education in Scotland (January 2011) (the Donaldson Report) will be fully considered.

(http://www.reviewofteachereducationinscotland.org.uk/Images/TeachingScotlandsFuture_tcm4-642461.pdf)

Donaldson clearly emphasises the ongoing commitment in Scotland towards higher education involvement in teacher education and the presentation will specifically consider some of his recommendations which directly involve or impact on the university provision of teacher education at the various levels of initial teacher education, teacher induction, accomplished teacher, leadership and up to headship.
Within this developing system the future role of the GTCS will also be explored.

The role of HE in teacher education: The presentation will be of general interest to Scottish participants but for those from other parts of the UK, where teacher education is seemingly following a different and divergent pathway in terms of professional development, it will offer an opportunity to compare and contrast systems.

Hoped for impact on practice: It is intended that the presentation, through comparison and contrast, will give participants an opportunity to explore and reflect on the challenges and opportunities their own systems provide for the important role of higher education in teacher education.

Country/ies to which the workshop relates: Scotland and its teacher education system is clearly central to the proposed presentation but the intention is that what is said and discussed will have resonance for participants from elsewhere in the UK or indeed from overseas.

Session 1 - Presentation (12.00)
1G14 The importance of Higher Education in Teacher Education - Session lead: Simon Hoult
Room: Weston theatre

Developing a Research Informed Pedagogy for ITE

Lead presenter: Simon Hoult – Canterbury Christ Church University

Co-presenters: Paul Skinner – Canterbury Christ Church University

Aim:
1. To explore the concept and suitability of higher education research informed teaching to initial teacher education
2. To explore ways that student teachers' learning in a 'research mode' may influence the design of PGCE sessions, overall structure and assessment.
3. To argue that university-led ITE partnerships are crucial in developing a critical and reflective approach to research informed pedagogy and ITE as a whole

Content: The paper presents work in progress which is part of an ESCalate funded project to investigate researched informed pedagogy for ITE. Using Australian models focussed on cementing the research teaching nexus the presentation takes the research informed teaching model of Healey (2005) and looks at the potential of its application to ITE through a research informed pedagogic approach. This model is critiqued in a professional learning context particularly through the works of Loughlin and Russell. Its influence is considered from the small scale (individual session) and large scale (programme structure and assessment) as well as its potential influence on the pedagogic practices of student teachers in school. This is exemplified by a play writing project where student teachers learn/research about 'behaviour for learning' through acting and participating in the play. A key conclusion is the potential of deep learning through research-informed pedagogy and the need for university-led ITE partnerships to be dominant to enable this form of learning to be most effective.

The role of HE in teacher education: It is argued, and exemplified, that student teachers' learning is enhanced through a university-led ITE partnership. This allows an integration of school and university sessions to develop enquiry and reflection through learning in a research mode.

Hoped for impact on practice: It is anticipated that the session will help provoke the sort of questioning that the models have done to our emerging approach to ITE. The process has rooted our thinking to develop our approach in HE/professional learning research from the individual tutors' teaching to the way we assess and structure the PGCE.

Country/ies to which the workshop relates: The focus of the presentation is international, drawing on a range of international research (particularly Australian) to underpin its approach. The need to justify the role of universities in ITE in England in the current political climate will be most pertinent to colleagues from national institutions.

Session 2 Symposium presentation and Round Tables

Within this session there is:

A symposium presentation

This presentation will last 45 minutes.

Round tables

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

Session 2 - Symposium presentation (13:00)
2A15 - Session lead: Hilary Cooper
Room: Weston theatre

How to Help ITT students Develop and Apply a Personal Philosophy of Education in Multiple Contexts

Lead presenter: Hilary Cooper – University of Cumbria
Other presenter(s): Andrew Slater – University of Cumbria

Aim: The aim is to raise student teachers' awareness of the complex judgements and decisions they need to make, which underpin all aspects of their practice and help them make such judgements, based on reflection, critical analysis and discussion of their reading and experience, in order to mediate changing statutory requirements and particular circumstances.

Content: The presentation will begin with the importance of understanding the history of primary education in order to take an objective and long term view of change and the need to learn, through philosophical enquiry; how to ask questions about, debate and challenge educational theories, practices and policies, in order to make complex decisions and judgements about the foundations of practice; planning, assessment and the learning environment.

The paper then considers how judgements can be made in relation to aspects of inclusive practice (maturation, cultural, and ethnic background, personal and social development), in order to promote equality of opportunities.

The paper concludes with structured frameworks which students can use to explore educational issues in professional contexts, which will take their reflective and critical thinking into their QTS year and beyond. Throughout, the paper shows how students can develop informed and dynamic educational philosophies and apply them to practice in a range of contexts.

There will be opportunity for discussion after the presentation.

The role of HE in teacher education: The paper identifies the aspects of Initial Teacher Training which are difficult to develop outside Higher Education Institutions and which are essential in making informed professional decisions. This is particularly important in view of a proposed increase in school-based training and of the concept of teaching as a 'craft'.

Hope for impact on practice: The hoped for impact is that all ITT course developers in Professional Studies will stress the need to embed professional, critical thinking in their courses and raise awareness of the increased importance of making these dimensions central in proposed school-based courses

The country/ies to which the presentation relates: This contribution is based on a book, *Professional Studies in the Primary School*, (Sage, in press) and is of relevance to all countries.

Session 2 - Round table (13.00)
2B16 Round table discussion
Room: Conference room 1

"The Legacy of MTL"

Lead Presenter: Dawne Bell – Edge Hill University

Co-presenters: David Wooff – Edge Hill University
Christopher Hughes – Edge Hill University

Aim of discussion: The aim of the roundtable is to provide a forum that will facilitate and encourage discussion between colleagues from a range of backgrounds to engage in lively debate around the session's title and focus question; Is teaching still going to become a Masters level profession?

Content: In 2010 MTL was 'the' hot topic. In 2011 things have clearly cooled.
A casualty of the coalition governments spending review the subsidy for the Masters in Teaching and Learning (MTL) has been withdrawn. Building upon the round table presented at the previous TEAN conference (Glasgow Caledonian University, 2010) this session will begin with a short presentation deigned to re-cap and inform colleagues present of the current status of MTL.

Following brief introductions of colleagues present (in order to identify their perspectives as stakeholders), the session will move quickly into an open forum where colleagues will be encouraged to articulate their thoughts, opinions and ideas around the session's theme.
Whilst it is not possible or desirable to predict potential debate, the following outlines issues and themes which may arise; Perspectives and perceptions; the currency of MTL as a qualification and the implications for NQTs and recently qualified teachers currently undertaking the degree; Funding - What next and who will pay? Voluntary or mandatory study; Facilitation - Implications for school based mentors, work load, classroom practice and Continual Professional Development (CPD).

The role of HE in teacher education: Ensuring teachers develop throughout their career is essential in maintaining a high quality education system. The acquisition of a higher degree is one way in which teachers can engage in CPD and this clearly lies within the remit of Higher Education (HE) and as such links very clearly to the conference theme.

Hoped for impact on practice: In providing a forum for discussion it is envisaged that through debate, interested parties from various educational stand points, will gain an understanding of the perceptions of other stakeholders. It is hoped that delegates will use outcomes to inform their own work and thus impact positively upon their practice.

The country/ies to which the round table relates: The previous round table (TEAN 2010) highlighted this topic as an area of interest for colleagues working within the field of education from across the British Isles. Notably a large number of contemporaries not currently involved in MTL, but who were keen to be informed of developments in England, attended with a view to informing their own practice.
It is anticipated that this session will ignite similar levels of interest amongst colleagues.
As previously noted, attendance may include colleagues from other countries making the discussion and any findings potentially of International consequence.

Session 2 - Round table (13.00)

2C17 Round table discussion
Room: Conference room 5

'Race', Ethnicity and the UK Student Teacher. What is current good practice in ITE institutions and how should we face the neo-traditional curriculum of the future?

Lead Presenter: Sally Elton-Chalcraft – University of Cumbria

Co-presenter: Diane Warner – University of Cumbria

Aim of discussion: To share good practice on how 'race' and ethnicity issues are raised with student teachers as part of their teacher education courses/modules and explore how this will be affected by the future challenges of a narrow skills-based curriculum, posed by the Coalition Government.

Content: Presenters will outline their input on the Diversity programme at the University of Cumbria and discuss research in which they are engaged in this area. There will be an opportunity for delegates to share with others concerning the strengths and issues surrounding 'Diversity' sessions in their own institutions; characteristics of what HEIs offer to teaching students; issues inherent in predominantly white HEIs and schools, future implications for teacher education; overcoming 'tokenism' to aim for a 'critical multiculturalist'-type approach.

There will also be opportunity to consider and discuss how a social diversity agenda in HEIs and schools can adapt and move forward as proposed schools' curricula move towards a conservative-traditional approach.

Delegates should be able to take away ideas for their own institutions and be introduced to (or reminded of) a range of resources (www.multiverse.ac.uk etc)

The role of HE in teacher education: Discussing issues of racial and ethnic diversity within ITE is of vital importance because it prepares them to operate, live and think in our diverse society and across the World.   Students come to ITE or GTP programmes with varying levels of teaching skills and understanding but the HEI role, like any educational institution, determines to broaden and expand thinking so that student teachers understand the self-examination of personal prejudices and narrow thinking is a continual and necessary process.

We argue that this area needs to be firmly anchored in research and we would like to explore to what extent this is the case in our HEIs.

Hoped for impact on practice: This should encourage tutors to engage with the important issue of Diversity (specifically in the Race and ethnicity area) and think about ways to enhance current practice and introduce further/initial approaches.

Session 2 - Round table (13.00)
2D18 Round table discussion
Room: Conference room 6

Standardising expectations of PGCE students across a partnership and the role of the university in this

Lead Presenters: Rene Koglbauer and Debbie Redshaw – Newcastle University

Aim of discussion: The aim of the Round Table Discussion is for us to present our findings so far and to open up a discussion as to how we can gain standardised expectations across a partnership – reflecting on good practice and the perspectives of teachers and teacher educators from other partnerships.

Content: We have both recently taken up employment as course leaders in secondary PGCE subjects at Newcastle University and are in a good position to use our classroom experience and our progression so far to consider expectations of PGCE students on their first teaching practice. We will introduce ourselves and our journey so far. We will inform our peers of the steps we have taken so far to arrive at our current briefing paper; including how we worked with teacher educators and school colleagues within our own partnership group. We will look at these findings in relation to the recent 'white paper'. We intend to distribute our findings so far to delegates and then open up a discussion. The main direction of the discussion will be feedback on the process we have gone through so far and next steps. A framework for this discussion will be provided but will not necessarily be adhered to. We will discuss how we can take this research further in our own partnership first of all and then to other partnerships throughout the country.

The role of HE in teacher education: By reflecting on the 'white paper' proposals, this Round Table Discussion reinforces the important role of Higher Education in maintaining standards in Teacher Training across a partnership. It offers a chance to discuss current good practice and the importance of the university and school partnership in Initial Teacher Training.

Impact on practice: We hope to share good practice and allow all participants to reflect on current practice so that progress can be made. Through this discussion we hope to make further progress in moving from classroom teacher to teacher educator.

Country/ies to which the round table relates: The research is located in England but is relevant to teachers elsewhere.

Session 2 - Round table (13.00)
2E19 Round table discussion
Room: Boardroom level 6

Initial findings from an investigation into the understanding and implementation of state guidance and policy on creativity by intending and recently qualified teachers

Lead Presenters: Elizabeth Smears – Liverpool John Moores University
                            Sue Cronin- Liverpool Hope University
Co-presenter: Sandra Hiett – Liverpool John Moores University
                            Jeff Adams – Chester University
                            Sally Elton- Chalcraft – University of Cumbria
                            Barbara Walsh – Liverpool John Moores University
                            Grant Stanley – Liverpool John Moores University

Aim of discussion: To present initial findings of the first phase of an Esmée Fairbairn funded research project on creativity and education. The study investigates the understanding and implementation of state guidance and policy on creativity by intending and recently qualified teachers and intends to make recommendations for the improvement of creative teaching.

Content: The presentation outlines this longitudinal study over three years following and tracking the experience and perceptions of the implementation of a creativity-focused curriculum of a group of trainees from the outset of their training to the completion of their first two years in professional posts. The research framework is developed through a large-scale mapping exercise, providing a snapshot of views and perceptions of an entire intake of postgraduate ITT trainees across all subjects and four large training institutions. An initial questionnaire survey has been administered to a large sample, comprising all the cohorts of postgraduate ITT trainees (Early Years, Primary and Secondary) from all four institutions: (>1000 trainees) in the 2009-10 academic year. The data that this initial exercise yields provides statistical evidence of trainee teachers' perceptions and expectations of the statutory guidance for creativity at the outset of their training programme. From within this initial framework the in-depth qualitative data is collected from a sub-sample of participants from the four institutions who represent some of the core and foundation National Curriculum subjects, and the major phases of training (Early Years, Primary and Secondary). Longitudinal qualitative research is currently underway and is engaging in depth with a subsample of the larger initial sample study. The findings of this study will result in the identification and dissemination of an agenda for initial teacher training and the induction of newly and recently qualified teachers in support of their emerging pedagogic practices in respect of creativity.

The role of HE in teacher education: The research project will explore the initial findings of this study which marks the beginning of a process that can result in the identification and dissemination of an agenda for initial teacher training, its relationship to learning environments and in particular Higher Education, and the induction of newly and recently qualified teachers in support of their emerging pedagogic practices in respect of creativity.

Hoped for impact on practice: Hope to impact on practice by raising the profile of creativity in education; creative teaching practices, learning creatively and teaching creatively. It will illustrate the barriers and opportunities faced by new and recently qualified teachers and illuminate strategies used to address constraints and inform on best practice.

The country/ies to which the round table relates: Relates to England, though cross-reference to other UK countries is made, and to Australian literature.

Session 2 - Round table (13.00)
2F20 Round table discussion
Room: Weston room 2

Knowing me, knowing you: the impact of teachers' emotional knowing on themselves and their learners

Lead Presenter: Eamonn Pugh – University of Cumbria

Aim of discussion: For the participants to:
- review the impact of their own emotional competence on themselves as teacher educators and on their learners
- identify first steps within a teacher education curriculum to support their student teachers in developing their emotional knowing.

Content: Participants will receive an introductory guide to the vocabulary of emotional aspects of teaching and engage in a related concept mapping activity.
Short activities will address how we relate to our learners, the feelings we want to model and how well we know ourselves as teachers. Discussion will follow on our behaviours as evidence of our emotional competence (or the higher level emotional knowing). We will consider the emotional awareness behind our actions and consider how we can use that information to amend our behaviours and enhance our teaching.
We then consider the value to student teachers of an ITE curriculum that includes emotional aspects of teaching, to start a discussion which shares participants' experiences and ideas of how such inclusion could be auctioned. The presenter will briefly describe his recent action research to support student teachers in developing these emotional aspects in their own teaching on school placement. One key problem participants will address is finding the most appropriate approaches to formative assessment of these developing aspects; more key issues may emerge.

The role of HE in teacher education: HE institutions could make a distinctive contribution to individuals who seek improvement of the emotional aspects of their teaching. This proposal addresses a neglected area of professional development for teacher educators, student teachers and serving teachers. HEIs are well placed to support this development on our ITE and Masters programmes, using their expertise in action research approaches.

Hoped for impact on practice: Further inclusion of emotional aspects of teaching:
- in the modelling of good practice by participants to their student teachers and other learners.
- on our ITE and Masters programmes

The country/ies to which the round table relates: Though based on research conducted at an ITE provider and partnership schools in the NW of England, the presenter argues that emotional aspects of teaching must be assessed and developed within a situated environment. All teachers and learners respond to feelings as well as thoughts and need to take into account variables such as the mood of the learners or even the weather outside. As such, the presentation has equal relevance across the UK and globally. The presenter's own research draws, for example, on Alan Mortiboy's work at Birmingham City University on emotionally intelligent lecturers, on Dely Lazarte Elliot's study, for the Scottish FE Unit, of Thai lecturers situating emotional intelligence in HE and on Janet Kremenitzer's call at Harvard for student teacher support by scaffolding reflection on emotional aspects of teaching and infusing it into their teacher preparation programmes.

Session 2 Round table (13.00)
2G42 Round table discussion
Room: Weston Room 3

Computer Simulation: What can we simulate? What should we simulate?

Lead presenter: Graham Lowe – Birmingham City University

Aim of discussion: To engage delegates in a debate surrounding the ethical and philosophical questions underpinning the developing use of computer simulation in Initial Teacher Education

Content: Initial Teacher Education Student perceptions of a 'theory/practice divide' remain problematic and there are parallels between the initial training of teachers and the initial training of nurses. Bligh & Bleakley (2006) posit the idea of simulated experience as a 'Third Space' between faculty and work based experiences. Computer simulation has a much longer history in medical education than in teacher education and is driven largely by the ethical imperative, 'Do No Harm'. A similar ethical imperative is also a driver in the longest established sphere of computer simulation based training – the military.

Delegates will be oriented to the discussion by viewing a computer simulation that has been created with the intention of helping bridge the 'theory/practice divide' (see poster presentation at this conference). Following the conference, delegates will be able to continue to access this software via the Internet.

The round table discussion will explore the ethical and philosophical background to the design and implementation of computer based simulations and in particular will encourage colleagues to consider the following key questions:

- Do we have an ethical imperative when it comes to practice based work?
- What value can simulation have in ITE?
- What should and should not be simulated?
- What is the place of reflection within simulated activity?
- Could/should practice based elements of ITE move out of school and into the virtual world?

The role of HE in teacher education: The simulation of real-world experiences presented via a computer can enable students to reflect on outcomes of their decisions in a safe environment. Students may be able to make, and learn from, errors without any negative impact on real children in a way that is impossible in solely school based training.

Session 3 – Workshops
Workshop sessions involve significant participation from the audience. They last 45 minutes.

Session 3 (14.00)
3A21 Workshop
Room: Conference room 1

Approaches to 'Modelling' as a Strategy for Teacher Educators: challenging current conceptions and practice

Lead Presenter: Pete Boyd – University of Cumbria

Aim of workshop: Research suggests that teacher educators for school and post compulsory phases hold a range of conceptions of 'modelling' as a strategy for teacher education. The aim of this workshop is to engage participants in sharing their practice and comparing it to a framework developed from review of the literature.

Content: Many teacher educators claim to use congruent teaching or modelling as teaching strategies but few of them agree on what these terms mean and how they impact on student teacher learning and their subsequent classroom practice. The workshop will provide an overview of previous research on modelling by teacher educators and propose a framework based on it. It will require participants to share their practice especially with regard to their use or lack of use of modelling in any of its many forms. Participants will apply the framework to their own practice.

Through evaluation of the framework and of practice the workshop aims to provoke new thinking for all participants on this teaching strategy. It aims to provide insight into previous research to inform the further development of practice and of further enquiry. The workshop will also aim to position modelling within a broader understanding of teacher knowing and a pedagogy for teacher education.

The role of HE in teacher education: Modelling is just one link that exists between 'taught sessions' in higher education and workplace learning by student teachers through their own teaching. It is a strategy used in teacher education to strengthen the link between these two learning environments and between the different kinds of knowing developed in each.

Hoped for impact on practice: The workshop aims to challenge the current conceptions of 'modelling' held by participating teacher educators and to provoke them to experiment with modified approaches. Through this it aims to strengthen the experiential learning of student teachers in taught sessions and make it more influential on their own classroom practice.

Workshop structure:
Welcome, purpose and ethical code – 5 mins
Task 1: conceptions of modelling in teacher education – 5 mins
A proposed framework for modelling – 10 mins
Task 2: sharing practice and applying the framework – 15 mins
Plenary: evaluating practice and the framework - 10 mins

The country/ies to which the workshop relates: The workshop is relevant to teacher educators in all countries.

Session 3 (14.00)
3B22 Workshop
Room: Conference room 5

"I've put it on blue paper, what more do you want?" Investigating dyslexia-friendly practices in teacher education.

Lead Presenter: Sue Griffiths – University of Northampton
Co-presenters: Liane Purnell – Newman University College

Aim of workshop: Using teaching materials which are accessible to students with dyslexia is a requirement, yet how to achieve this effectively and efficiently? This workshop will review the self-audit checklist developed from research undertaken and consider it as a tool to evaluate own practice and support students' learning.

Content: Dyslexia is the largest category of disability in HEIs and what lecturers do to model inclusion in teaching and support student learning can be beneficial for all ITE students and may raise student awareness for their own classroom practice.

The researchers, who are ITE lecturers based in different institutions, carried out research exploring how to adapt teaching materials and remove potential barriers to inclusion in learning for students with dyslexia. In this workshop, following a short presentation on the research project, participants will be actively engaged in exploring the teaching materials and methods trialled with ITE students. Exemplar materials will be provided for participants to adapt in small groups following the checklist devised from the research project and Pavey (2010)[2]. Participants will be encouraged to consider how they might adapt their own teaching materials and to share their ideas, experiences and resources in a whole group discussion. Identification and implications for practice, including dissemination to students, academic and dyslexia support colleagues, and potential ways forward will be explored. Future networking opportunities to develop this research further will be investigated.

The role of HE in teacher education: HEIs provide supportive environments for student teachers to prepare for future challenges in the classroom. Modelling, promoting and sharing inclusive teaching practices can raise staff/student awareness, inform and support students in classroom practice and bridge the gap between theory and practice by exploring issues in ways not possible in schools.

Hoped for impact on practice: To raise awareness of the needs of ITE students with dyslexia and to work collaboratively with participants to develop confidence and share practical ways of adapting teaching materials and support student learning. Lecturer modelling and promotion of inclusive practices may impact on student classroom practice.

Workshop structure:
- Introductory presentation by the presenters on the research project's aims and findings
- Presentation of checklist and exemplars of adapted dyslexia-friendly teaching materials
- Practical small group activity adapting exemplar materials
- Whole group feedback/discussion: How useful was the checklist? Would this work at your institution? What would need to change? Potential barriers?
- As a whole group identify opportunities for networking and identify ways forward

The country/ies to which the workshop relates: This workshop has international relevance. Although the research is based in England it has implications for teacher educators elsewhere. The issues explored have resonance for all working in higher education and are generally applicable to enhancing student learning in other countries.

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[2] Pavey, B., Meehan, M., Waugh, A. (2010) *Dyslexia-Friendly Further & Higher Education.* London: Sage.

Session 3 (14.00)
3C23   Workshop
Room: Conference room 6

"*Qui Docet Discet*" (Those who teach learn) – how peer teaching can help prepare student teachers for the classroom

Lead Presenter: Judith Kneen – Newman University College

Co-presenter: Elaine Pattison – Newman University College

Aim of workshop: To examine the role of reciprocal peer teaching (RPT) in helping student teachers to practise their teaching skills within the higher education environment, through consideration of:
- a case study of PGCE students
- application of findings to delegates' own contexts.

Content: "Peer teaching is an underutilised, yet highly valuable resource for higher education" (Krych, 2005 p.296). This workshop will focus on peer teaching with student teachers - an approach to teaching which can help them to focus in a practical way on developing their teaching skills, including planning and structuring learning, working collaboratively, presenting tasks, explaining ideas and becoming a reflective professional. In particular, there will be a focus on *reciprocal peer teaching*, where students teach and then are taught alternately. It will consider a case study where RPT has become an established part of the PGCE secondary English and PGCE KS2/3 MFL courses at the same institution. It is used as a strategy to help students develop their skills in employing drama and active teaching methods.   Initial positive reactions from the students to this way of learning and practising their teaching skills, led to a study exploring the effect of RPT on the confidence and perceived self-efficacy of student teachers and looking at the extent to which RPT provides the "gains for both tutors and tutees" noted elsewhere (Topping 1996 p. 332).   The workshop will provide delegates with the opportunity to review some of the data from the case study as well as inviting delegates to reflect on the applicability of RPT in a variety of contexts.
References:
Krych, A.J. et al (2005) 'Reciprocal Peer Teaching: Students Teaching Students in the Gross Anatomy Laboratory', Clinical Anatomy 18 pp.296-301
Topping, K.J. (1996) 'The effectiveness of peer tutoring in further and higher education: A typology and review of the literature', Higher Education 32:3 pp. 321-345.

The role of HE in teacher education: HEIs provide rich opportunities for nurturing understanding of teaching theory and practice. This workshop suggests teacher educators use a ready resource to further such understanding and skills – students themselves.   Students practising teaching in a structured, reciprocal manner provides a learning experience which is active and dynamic whilst safe and controlled.

Hoped for impact on practice: Delegates will utilise an additional method for effectively preparing students for the classroom; one with a focus on active, mutually-beneficial and independent learning. Teacher educators will benefit from the sharing of good practice between different subject areas within ITE courses.

Workshop structure:
- A practical exercise, in pairs, demonstrating peer teaching
- Presentation of case study
- Group activities, drawing out key aspects of the case study and identifying the transferability of ideas and strategies
- Begin to develop an individual action plan
- **The country/ies to which the workshop relates:** The case study describes practice in an English HEI, but we believe this approach is appropriate across the UK as well as in international contexts.

Session 3 (14.00)
3D24 Workshop
Room: Weston room 3

Trainee teachers' experience of reflection: personal and social constructions of practice.

Lead presenter: Liz McKenzie – University of Plymouth

Aim of workshop: To explore the nature of reflection, drawing on the literature and findings from a study of trainee teachers for the Post-compulsory sector. To establish the role of personal and social modes of engaging with reflection and promote a variety of techniques to support trainee teachers' engagement.

Content: The workshop will begin with a reflective exercise, requiring participants to identify a recent session which gave rise to reflection and consider how they engaged with reflection, how they usually reflect and how they expect their students to reflect. After an opportunity for pair/small group discussion, there will be some group discussion of techniques for promoting reflection.

Views from the literature will be discussed, along with findings from a study of 127 trainee teachers for the post-compulsory sector. Reflection may be seen as both a personal, introspective and as a social, discursive process and individuals may vary in their preferred mode of engaging with reflection.

Quotations from the literature will be used to simulate further pair/small group discussion about the nature of reflection. Participants will be encouraged to examine their own preferences and practice with a view to considering the range of techniques for engaging with reflection made available to trainee teachers. Participants will have the opportunity to share good practice

The role of HE in teacher education: Teacher educators, as HE practitioners, are ideally situated to take a critical approach to the nature of reflection and the expectations of trainee teachers. This workshop encourages teacher educators to examine their practice and personal preferences as well as providing an opportunity to share good practice.

Hoped for impact on practice: To encourage teacher educators to question their practice and their assumptions about the nature of reflection and the effectiveness of techniques to support its development amongst trainee teachers. To promote a variety of techniques for engaging with reflection to accommodate individual preferences.

Workshop structure:
- Initial reflective task on personal use of reflection
- Pairs/small group discussion
- Group discussion linked to literature/findings
- Pairs/small group discussion on views of reflection
- Group discussion/sharing of good practice

The country/ies to which the workshop relates: This workshop session draws on a study of 127 trainee teacher teachers for the Post-compulsory sector in England, however, the findings have implications for the application of reflection across all sectors of ITE and for colleagues in other disciplines which also use reflection. It also draws on wider literature on reflection.

Session 3 (14.00)
3E25 Workshop
Room: Weston room 2

Developing the role of the subject mentor in enhancing trainees' pedagogic subject knowledge

Lead Presenter: Adrian Warhurst – Newman University College

Aim of workshop: To give delegates the opportunity to look at a subject mentor development project and explore the application of materials developed in their own setting.
The focus is on supporting the development of the role of the mentor in developing students' pedagogic subject knowledge.

Content: The workshop will explore the processes and outcomes of a project that took place with a group of secondary partnership schools to develop the science subject mentor role in subject knowledge development. We addressed what is subject knowledge and subject specific pedagogy and the processes and documentation that support development of subject knowledge in school placement.

The workshop will give an account of how the HEI and the schools worked together. This was a Partnership Development schools Phase 3 project. The development of guidance for mentors for lesson observation and feedback will be presented. The development of weekly mentor meetings will be discussed, including the use of recording meetings. The project resulted in changes to our documentation that mentors use. The documentation and website produced as a product of the project will be introduced. A draft tool for analysing lesson observations will be presented.

For the workshop/discussion delegates will be provided with some materials that are available on the website. The material is science specific at the moment and we would be very interested in delegates discussing how the model would work in other subjects in the secondary curriculum or primary phase.

Questions for delegates in the workshop:
    What is the value of exemplar subject specific comments and targets for observing lessons? Delegates will have the opportunity to look at examples of lesson observations and discuss a draft analysis tool.
    Is the analysis tool appropriate?
    Who would complete the analysis?
    Who will benefit from completing the analysis?

The role of HE in teacher education: The move towards more school centred ITT is a challenge. The empowerment of mentors to work with students is a role that HEI tutors are well placed to support. This workshop examines methods that can be used to support subject mentor development

Hoped for impact on practice: To promote the use of subject specific comments and targets in the cycle of observation, feedback and target setting that mentors complete with students. That there would be awareness of the need to be analytical when reviewing lesson observations and other aspects of the school based elements of ITE courses in schools.

Workshop structure:
- Presentation of the project with school based mentors.
- Delegates considering the materials produced and their application across subjects and possibly phases.
- Delegates involved in analysing written lesson observations using a draft analysis tool.
- Collection of responses to activities.

The country/ies to which the workshop relates: This workshop is based on work carried out in England under the TDA standards for ITT. The principles being discussed are relevant to all countries where mentors in school have a role to play in developing students' subject knowledge and pedagogy.

Session 3 (14.00)
3F26 Workshop
Room: Boardroom level 6

Making Collaboration Count: can assessment be constructively aligned to recognise and reward collaborative activity?

Lead presenter: Kathy Wright – UEL
Co-presenter: Caroline Brennan - UEL

Aim of workshop: Through active participation, colleagues will share understandings and strategies for developing strategies and criteria for assessing student online collaborative work.

Content: Over the last 3 years, tutors within UEL Secondary Initial Teacher Training Team (Cass School of Education) have developed a blended problem based learning (B-PBL) approach, founded on constructivist (and 'connectivist') learning theories, to the induction of student teachers into their professional role exploiting virtual space as well as face to face interaction through the Virtual Schools Project. Initial research findings have shown that the students dedicate significant amounts of time to researching and developing responses to real life situations that they may confront in their future secondary school experiences well as to developing cohesive and productive working relationships with their peers. This has had a demonstrably positive impact on their knowledge, understanding and skills yet they received no assessment 'credit' for their significant workload.
In 2009- 2010 the Virtual Schools Project became an assignment on the Secondary PGCE. Issues are being confronted:

- Can assessment criteria reflect the range of knowledge, understanding and skills required to reflect both effective collaboration well as the quality of the outcome/product?

- Can the assessment grade/mark be attributed fairly to the work of the individual in a group situation?

- What happens if one learning set is less cohesive than another thus affecting the outcome?

- Givers, takers, lurkers and the absentees: Can the 'free riders be foiled'?

Strategies will be discussed and hopefully some potential solutions shared.

The role of HE in teacher education: The use of learning technologies in many mainstream schools is underdeveloped. Some schools may not have yet set up an MLE/VLE. The abolition of Becta, the abandonment of the Harnessing Technologies strategy, reduction in hypothecated funding for ICT infrastructure and a perceived 'back to basics' curriculum could lead to stalled progress in this area and huge disparities between those schools who have and use technology for learning effectively and those who use any funding available to reinforce more traditional approaches to learning.
With the current inconsistencies in practice between different schools, HE led teacher training is key in ensuring 'lean forward/future proofed' training in the effective use of technologies in learning. Giving trainees a positive experience of learning through online interaction using Web 2.0 tools is essential. UEL has been using such environments since 2006 for secondary teacher training programmes.

Hoped for impact upon practice: Awareness of participants of issues involved in assessing online collaborative work.
Share understandings and strategies for developing strategies and criteria for assessing student collaborative online work.
Understanding of the potential of Web 2.0 tools in learning.
Workshop structure: Discussion of 4 key questions in above through:
- Role Play discussion around different online behaviours
- Development of strategies to mitigate against some of the behaviours
- Sharing of practice from UEL Secondary ITT provision

Resources: Flip chart paper and pens
The country/ies to which the workshop relates: Project applicable to any country with internet access and where ICT equipment (PCs, laptops, iPads, SMART phones) is available to students

Session 3 Workshop (14:00)
3G27 Workshop
Room: Weston theatre

Inspiring Student Teachers as autonomous learners to develop skills in communication and collaborative enquiry through Problem Based Learning

Lead Presenter: Seán Doyle – Liverpool John Moores University

Aim of workshop: The aim of this paper is to question our own practice as teacher educators and encourage shared dialogue on the motivation of student teachers to become more proactive, critical and communicative learners.

Content of the workshop: This workshop is intended to share developing practice which has helped to empower student teachers to be more critical and imaginative when deciding how the curriculum should influence their pedagogy. Calculated risk taking is encouraged in an environment where peer assessment provides incentive for mutual competitiveness. Other positive incentives are discussed to counter a common student default of compliant consumerist attitudes to higher education and in particular the concept where activities without a grade have little social currency.
Theories of learning and teaching modes are common foci for course content. When should students experience and model learning and teaching strategies where perhaps, due to the nature of curriculum and regulatory practices, too much didactic teaching and passive learning can occur? Where do the differences in the modelling of best practice lie? How is this reflected in the eyes of student teachers?
In an increasingly consumerist tertiary education system, how do we develop compassion, values and an aptitude for inquiry from within our student-teachers?
An example of the developments in three modules will be shared to promote discussion on similarities and differences to other HEI programmes. Ethical considerations to our practice through reflexive dialogue will be explored.

The role of HE in teacher education: An innovative model for the peer and self assessment of pedagogic content knowledge was piloted in a Science module for undergraduate (BSc Hons with QTS) first year students. The following year, Problem Based Learning was introduced in year groups two and three, enabling student-teachers to focus on contentious and controversial issues in a more autonomous manner. There was considerable difference noted in approach, attitude and commitment between the two year groups suggesting that the peer and self assessment related work in the first year positively influenced, communication, confidence and collaboration.
Dialogue is sought through this workshop to explore the purpose and relevance of the approaches and strategies we use as teacher-educators in developing increased creativity and confidence.

Hoped for impact on practice: It is hoped that dialogue around the results and strategies used will share good practice for future programme developments. Opportunities for independent and creative experiences for student-teachers may develop and broaden innovation within the profession.

Workshop structure:
Presentation (5 Mins) The Learning Journey – A Case Study

Activity 1: Curriculum Content v Pedagogy and Ethics Card Sort

Presentation (10 Mins) Problem Based Learning – A Case Study

Activity 2: An example of PBL to work with for delegates

Activity 3: Sharing Practice: Lessons hard to forget

Plenary: What and how have we learned from each other?

The country/ies to which the workshop relates: This workshop is generic (although the example of a science module is used it is not subject specific) and would be pertinent for colleagues from all nations.

Presentations

Presentation sessions in this section are loosely themed wherever possible or individual. There are two distinct halves (i.e. 20 minutes presentation, then 10 minutes discussion immediately before the next presentation starts) – this means that you can attend the first half of one presentation session and then the second half of another if you wish.

Session 4 - Presentation (15:00)
4A28 I Individual papers - Session lead: Vivienne Griffiths
Room: Weston theatre

Sharing the Passion: If teachers love books then children will too.

Lead Presenter: Finola Utton – University of Cumbria
Nicola Bishop – University of Cumbria

Aim: Research has indicated a strong correlation between the enjoyment of reading and attainment. This presentation will explore different ways to broaden student teachers' experiences of children's texts in order to foster a passion for reading which they will take into the classroom.

Content: United Kingdom Literacy Association (2008) suggest that many teachers have a narrow repertoire of authors and texts that they call upon, thus limiting children's opportunities. The impact of this may lessen the chances of children finding their reading passions, and therefore affecting their broader attainment (UKLA, 2008; Cremin, 2007). We feel a key role of a teacher educator is to offer the students the opportunity to experience the magic of being a reader. In order to do this we embarked upon a variety of reading experiences with a range of undergraduate and postgraduate students. These experiences were consciously not linked to module content, but rather used to foster an attitude of reading for its own sake. Student experiences have included developing a reading community through a book group, sharing of a range of children's stories, and reading groups in sessions.
Initial qualitative data indicates that students reflected upon these experiences in both personal and professional capacities and have indicated how this can impact positively on children's all-round attainment. This is supported by Cremin (2008) whose work suggests that a teacher's personal and professional enjoyment of reading enhances children's reading pleasure.

This presentation will allow delegates to consider in their own context different ways to broaden students' experience of stories, and consider ways to develop this practice across teacher education courses. Future research could include expanding this to a range of non-fiction and poetry and looking at explicit links to other curriculum areas.

The role of HE in teacher education: Higher Education offers student teachers a unique opportunity to explicitly experience the pleasure that reading can bring to a community of learners. By the very nature of their role, students in school may miss implicit good practice and its ensuing influence on attainment.

Hoped for impact on practice: In the present climate of reading becoming increasingly an assessed technical skill, delegates will collectively explore beyond this narrow model, feeling encouraged to consider ways of developing students' passion for reading. This could include experiences considered in this presentation, and reviewing current teaching for opportunities to broaden the students' range of reading experiences.

The country/ies to which the presentation relates: England

Teacher education for primary languages: higher education's role in employment-based routes

Lead Presenter: Vivienne Griffiths – Canterbury Christ Church University

Co-presenters: Carol Tingey – Canterbury Christ Church University
Manuela Thomae – Canterbury Christ Church University

Aim: The paper aims to present research findings which:
   • investigate teacher education in primary languages on university-led employment-based routes.
   • identify what factors affect the successful delivery of primary language teacher education on university-led employment-based routes.
   • highlight ways in which university-led employment-based teacher education in primary languages can be enhanced.

Content: The presentation is based on initial findings from an Escalate-funded research project investigating the effectiveness of university-led employment-based teacher education in preparing beginning teachers to teach primary languages. There has been an entitlement to language learning in English primary schools since 2002. A major aim is to increase language diversity and intercultural awareness through focused language teaching in primary schools as well as integrated language approaches. There has been little previous research on language preparation on employment-based routes, such as the Graduate Teacher Programme (GTP), led by universities.

Previous research on primary language teaching (Driscoll et al., 2004) found considerable variation in approaches to primary language teaching, with some good quality training but often limited opportunities to observe good teaching. In this study, questionnaires about initial training and experiences of teaching primary languages were sent to beginning teachers from four university-led GTPs in England. 20 follow up interviews were carried out, and eight in-depth case studies of beginning primary teachers' language teaching.

Lave and Wenger's (1991) model of legitimate peripheral participation is useful as the theoretical framework for analysing beginning primary teachers' initial training and early career experiences. Their ideas focus on the process by which newcomers become part of a community of practice, as the new, less experienced learners develop proficiency and move towards full participation in the community.

Driscoll, P., Jones, J. & Macrory, G. (2004) *The provision of foreign language learning for pupils at Key Stage 2*. http://publications.dcsf.gov.uk/eOrderingDownload/RR572.pdf

Lave, J. & Wenger, E. (1991) *Situated learning: legitimate peripheral participation.* Cambridge: Cambridge University Press.

The role of HE in teacher education: The research is linked to the conference title because it investigates the connection between teacher education and higher education provision, by looking at university-led Graduate Teacher Programmes. Employment-led teacher education routes, led by higher education institutions, have recently been found by Ofsted to be stronger than school-based or free-standing ones.

Hoped for impact on practice: The anticipated impact of the project will include immediate and longer term benefits to the participating GTP trainees, teachers, universities and schools in the project. Findings will help enhance primary language teacher education, teaching and professional development, and produce new training and teaching resources for primary languages.

The country/ies to which the presentation relates: The research relates to England; this is the only country in the UK which offers the Graduate Teacher Programme. Internship schemes in various countries

have some similarities with employment-based routes. For example, in the Netherlands, all students training to teach in higher professional education institutions (HBO) are required to undertake up to a year's work-based learning in schools. In parts of Australia, teachers who have completed a pre-service university programme are based in schools as associate teachers, whilst in New Zealand, an innovative 'outpost' teacher training model offers locally-based training in schools, with inputs and support from higher education.

Session 4 - Presentation (15:00)
4B30 Individual papers - Session lead: Christine Lewis
Room: Conference room 1

What are the challenges for students who 'try' teaching?

Lead Presenter: Christine Lewis – Edge Hill University

Aim of presentation: This presentation will explore why students apply to the Student Associate Scheme (SAS). This scheme provides a vehicle for students in shortage subjects to 'try' teaching as a career. The factors that students give for why they wish to become teachers as well as those factors they find challenging will be shared.

Content: The SAS encourages students to experience life in a school for 3 weeks to find out if they may be interested in pursuing teaching as a career.
This research was prompted by the fact that a high proportion of students withdrew from participating in a school placement during 2008-9. Questions emerged: were students joining the scheme to confirm their decision to enter the teaching profession, to gain a bursary of £600 or for other reasons? Research by the Training and Development Agency for Schools (TDA) questioning the purpose of the scheme discovered that many participants had already decided upon teaching as a career and were using the SAS as confirmation of this decision. So did this mean that participants who withdrew were more likely to be 'undecided' upon teaching as a career?
The student cohort was surveyed during the SAS Training in April 2010, 199/246 responses were received.
Students were questioned about challenges to completing the SAS, reasons why they applied to join the scheme and what they would do with the experience once completed. A rigorous application process which has been improved annually at the University in this study has enabled quality candidates to be chosen for places. Consequently a greater number of excellent applicants, who could progress onto teacher training courses particularly in the shortage subject areas, are now embarking on a career in teaching. The next stage will explore whether students in the teacher shortage categories, are more likely to be in the group that are 'undecided' to pursue teaching as a career.

The role of HE in teacher education: Experienced teacher educators ensure that quality applicants' first steps into the teaching profession are positive. McKinsey states 'The quality of an education system cannot exceed the quality of its teachers'. To increase the quality of teachers in this country particularly in the shortage subjects, the role of the SAS in Higher Education is extremely valued.

Hoped for impact on practice: Practices in recruiting and retaining quality students on Higher Education programmes could be developed using knowledge from this study. In the longer term it is hoped that the TDA or Department of Education can develop the SAS further by encouraging the construction of knowledge on the challenges and factors which may deter or inspire students to teach.
The country/ies to which the presentation relates: This research is of interest to Teacher Educators in England and also in systems where teacher recruitment structures are similar to those in England e.g. Australia, New Zealand

Session 4 - Presentation (15:30)
4B31 Individual papers - Session lead: Christine Lewis
Room: Conference room 1

The other half of the course: fostering student engagement in Secondary PGCE Professional Studies

Lead Presenter: Joan Smith – University of Leicester

Aim of presentation: The paper focuses on the initial findings from an ongoing action research project that aims to foster student engagement with the Professional Studies element of a PGCE secondary programme. Drawing on questionnaires, observations and a student focus group, the effectiveness of a range of innovations is assessed and implications for future practice considered.

Content: The presenters were appointed to the posts of Secondary PGCE co-ordinator and co-ordinator of Professional Studies respectively mid-way through last academic year (2009-10). The presentation focuses on their subsequent collaboration in a process of improvement of the core Professional Studies programme. Drawing initially on baseline observations and feedback from students and ITT co-ordinators during the latter half of 2009-10, a number of areas for development were identified. These included: improving the coherence of the programme; offering greater scope for personalisation and choice; introducing strategies to foster student agency, ownership and responsibility; improved links between the aims and purpose of the Professional Studies programme and related school-based tasks; and practical issues relating to length of sessions and students' capacity for concentration.

The paper outlines a range of measures being implemented during the current academic year. These have included: the introduction of 4 discrete strands running throughout the Professional Studies programme; increased involvement of practitioners and other education professionals in the design and delivery of the programme; two full-day conferences on specific themes ('Stay Safe' and 'Enjoy and Achieve') plus a themed 'Career Development' day; greatly increased scope for choice and personalisation from a menu of optional sessions; the introduction of student-led workshops and discussion groups to foster agency, ownership and responsibility; review of school-based tasks, with greater emphasis on Practitioner Enquiry; and practical improvements to arrangements for the programme.
Drawing on feedback from the current cohort, via student questionnaires, a student focus group and observations by the co-ordinator of Professional Studies, the effectiveness of the strategies trialled is assessed and implications for future cycles of development considered.

The role of HE in teacher education: The proposal highlights the need for ITE providers to prepare student teachers adequately for the reality of teaching, by raising their awareness of the wider roles and responsibilities of the teacher via an appropriately stimulating Professional Studies programme, so averting students' tendency to accord greater importance to subject studies.

Hoped for impact on practice: The findings of the study will inform future adjustments to the programme content, as well as to pedagogy and practice. It also highlights the potential for an action research approach to act as a basis for continuing course development.
The country/ies to which the presentation relates: The context for the study is a UK university, but will have relevance to the Welsh context and transferability to Scottish and Irish institutions.

Consideration is being given to a collaborative project with Pakistani universities on reflective practice and the role of theory in teacher education.

Session 4 - Presentation (15:00)

4C32 Aspects of teacher education in higher education - Session lead: Nick Mead
Room: Conference room 5

Time to think? Perceptions of the role of HE in teacher education

Lead Presenter: Tracy Whatmore – Newman University College

Aim:
- to review recently qualified teachers' perceptions of the role of HE in their initial teacher education;
- to engage, motivate and encourage delegates to identify, share and disseminate the perceptions of teachers on the value and significance of the role of HE in their training.
-

Content: Higher Education is under intense scrutiny, with perceived threats that have rocked the foundations of University based teacher education. The role of Higher Education Institutions (HEIs) in teacher education has been potentially undermined by the declaration that more teacher preparation should be undertaken in school. A significant onus has been placed on the value and benefits of school based teacher education routes such as EBITT and Teach First and the creation of Teaching Schools.

Department for Education (2010) Schools White Paper -
2.21 We will provide more opportunities for a larger proportion of trainees to learn on the job by improving and expanding the best of the current school-based routes into teaching – school-centred initial teaching training and the graduate teacher programme (p17).

We will create a new national network of Teaching Schools, on the model of teaching hospitals, giving outstanding schools the role of leading the training and professional development of teachers and head teachers. (p13).

HEIs will need to rigorously defend and emphasise their unique and vital role in the education of teachers, and to provide evidence to demonstrate this. Thus an investigation was undertaken, at a case study HEI, to determine recently qualified teachers' perceptions of the role and impact of Higher Education in their initial teacher education. Respondents included those trained via three and four year Undergraduate routes; PGCE routes; and school based routes; in order to identify potential differences in perception based on the training route followed. Respondents completed a questionnaire, and a sample participated in individual interviews, in order to gain more detailed and specific information.

The role of HE in teacher education: Higher Education is under intense scrutiny, with perceived threats that have rocked the foundations of University based teacher education. By gaining teachers' perceptions of the role of Higher Education Institutions in their initial teacher training, it is intended to demonstrate and emphasise the significant and important role of HE.

Hoped for impact on practice: It is hoped that the presentation and discussion will engage, motivate and encourage delegates to identify, share and disseminate the perceptions of teachers on the value and significance of the role of HE in their training; and to return to their respective HEIs empowered to disseminate to colleagues and students.

The country/ies to which the presentation relates: The small scale investigation will be undertaken in Birmingham, England, but will be transferable to other UK and international countries.

Session 4 - Presentation (15:30)

4C33 Aspects of teacher education in higher education - Session lead: Nick Mead
Room: Conference room 5

The role of higher education in teachers' values education

Lead Presenter: Nick Mead – Oxford Brookes University

Aim of discussion: In the context of the reform to increase the proportion of time trainee teachers spend in the classroom set out in the Coalition's White Paper *The Importance of Teaching* (2009), this paper aims to draw on the presenter's published data in the area of teachers' values education to argue a robust case for a university-led values education pedagogy.

Content: There is an emphasis in the Coalition's White Paper *The Importance of Teaching* (2009) on the qualities of leadership for teaching; however, little is said about how the values underpinning leadership in the classroom are formed. Self-belief is not enough, as classrooms are diverse, complex and value-laden places. This paper sets out to demonstrate the qualitatively richer experience of values education experienced by trainee teachers on a B.Ed route compared with those on PGCE and GTP routes. The paper then examines the implications of this qualitative difference for trainees' intellectual engagement with two value-laden areas: Citizenship and Every Child Matters. The data pose important questions about the opportunities given to trainee teachers to formulate and test out value judgements which impact on every aspect of their practice. There are implications for schools which are identified, but more importantly, at a point in time when the involvement of higher education in teacher education may be reduced, a claim is made for a distinctive pedagogy of values education which universities should be able to provide.

The role of HE in teacher education: The paper is a direct response to two key planks in the Coalition's White Paper:

1. The explicit linking of teaching with leadership
2. The reduced involvement of HE in initial teacher education

The explicit linking of teaching with leadership does not take into account the development of values underpinning the latter. In the context of a reduced role for HE, the White paper challenges teacher educators to evaluate the part played by the university in trainee teachers' values education.

Hoped for impact on practice: The White Paper justifies more time in the classroom for trainees in terms of the training focus being on core teaching skills, especially in teaching reading and mathematics and managing behaviour. This paper challenges teacher educators to evaluate the role of the university in securing the relationship between values-informed professional knowledge and inclusive classroom practice.
.
 The country/ies to which the presentation relates:
The Reforms set out in the White Paper apply to England in particular but any evaluation of the role of higher education in teachers' values education is of international interest, for example, in the work of Stephens, Finn, Kyriacou and Kyriacou (2004) Teacher *training and* teacher *education* in England and Norway: a comparative study of policy goals, *Comparative Education,* Vol.40, No.1, 109 -130.

Session 4 - Presentation (15:00)
4D34 Assessment - Session lead: Donna Hurford
Room: Conference room 6

Why might ITE courses pursue student teachers' dual engagement, as adult learners and student teachers, with Assessment for Learning?

Lead Presenter: Donna Hurford – University of Cumbria

Aim: To explore how student teachers' engagement with Assessment for Learning (AfL) as adult learners may affect their perception of and engagement with AfL in the primary classroom.

Content: The presentation will review the rationale for embedding Assessment for Learning (AfL) approaches for adult learners into a professional graduate programme for student teachers. A brief description of the approaches including student-generated assessment criteria (Assessment Reform Group, 2002); student engagement with generic feedback (Black and Wiliam, 2003); student interpretation of tutor feedback (Rust *et al.* 2003); student engagement with exemplars of quality (Sadler, 2007; 2009) will be provided. The presentation will critique the ITE course design being based on the notion that experiencing AfL as an adult learner would impact on the same learners' understanding of AfL in their professional roles as student teachers and teachers.

The results of an end of the course survey (March, 2011) to identify the student teachers' perceptions of the AfL approach as: adult learners; its impact on their practice as student teachers and its potential impact on their practice as qualified teachers will be reviewed. Some reflections on the data collection process and analysis will be shared.

Previous studies (Read and Hurford, 2008; Slater *et al.* 2009) into student teacher perceptions of these and similar AfL practices will be considered. This review will suggest the potential value of a more sustained and thorough study into student teacher perceptions of and engagement with AfL as both adult learners and student teachers. It will be argued that the possible inter-relationship of these experiences needs to be better understood to ensure course design is not based on assumptions about experiential learning and transferability of learning. The argument being, that if student teachers' engagement with AfL is not affected or only marginally affected by their experience of AfL as adult learners the course design and content warrants review. Furthermore, the notion of there being a link between adult learning and professional practice may also warrant further scrutiny and possibly be challenged. However, if there is some evidence that experiencing AfL as an adult learner impacts on professional practice then this presents further research opportunities and potential for revised course design.

The presentation will conclude with proposals for the next stages in the PhD study.

The role of HE in teacher education: If we agree with Sadler (2007, 2009), by providing HEI students with opportunities to experience Assessment for Learning (AfL) their engagement with the learning process should be enhanced. It seems that much of teacher education in HEIs is focused on rendering the tacit explicit (Rust *et al.* 2003): facilitating student teacher understanding of AfL in theory and practice. Through this proposal we would explore whether experiential engagement with AfL as an adult learner might contribute to the same learner's understanding of AfL as a student teacher.

Hoped for impact on practice: It is hoped that this study will facilitate better understanding of the potential inter-relationship between engaging with AfL as an adult learner in a HEI and engaging with AfL as a practitioner through ITE.

The country/ies to which the presentation relates: England and other countries which implement or would consider implementing AfL approaches in HEIs and ITE.

Session 4 - Presentation (15:30)
4D35 Assessment - Session lead: Donna Hurford
Room: Conference room 6

Critical Partnerships: Using Peer Support to Develop Skills in Writing at Masters Level

Lead Presenter: Sue Forsythe – University of Leicester
Co-presenter: Maarten Tas – University of Leicester

Aim: In this presentation we describe how we worked collaboratively to support the Mathematics and Science Post Graduate Certificate of Education (PGCE) students at the University of Leicester with assignment writing at Masters Level. We will place particular emphasis on the effectiveness of critical partnership groups, created to provide peer support.

Content: The first part of this collaborative study undertaken in 2008-2009 addressed the peer assessment of a 500 word synopsis in preparation for the second university assignment[1]. The second part in 2009-2010 focused on how the collaboration between the tutors had been effective and should be developed, and concluded with the notion that students would benefit from developing better skills for self-assessment and peer-assessment to make learning conversations more productive[2].
In the third part of this study we report on the effectiveness of setting up critical partnership groups to address some of the issues reported before. We will compare the student feedback on their expectations from working in these groups to their experience.
[1]Tas M. and Forsythe, S. (2010) Strategies for supporting students to achieve Masters level on the secondary PGCE course. TEAN 1 (1)

[2]*Forsythe S., and Tas M. (2010) A collaborative action research project to support Mathematics and Science PGCE students with Masters level writing. TEAN 1 (2)*

The role of HE in teacher education: This study, by supporting writing at Masters Level, through both tutor and peer support aims to encourage personal reflection and the acquisition of subject-specific and broad-based skills to enable our PGCE students to achieve success as teachers and make a valuable contribution to society. It also emphasises the value of collaboration between university tutors.

Hoped for impact on practice: Peer support is considered to be an effective way of developing skills and we are developing a programme to use these in the area of academic writing amongst Mathematics and Science PGCE students who frequently have little experience of writing in a Social Sciences discipline during their undergraduate studies.

The country/ies to which the presentation relates: This project aims to support Mathematics and Science PGCE students to access the Masters level qualification. This follows the decision of the former UK government that teaching should become a Masters profession as stated in The Children's Plan: Building Brighter Futures (DCSF, 2007). Their aim was to create a world class teaching workforce by introducing a new qualification: Masters of Teaching and Learning. In the Netherlands for the equivalent of secondary PGCE you have to complete at Masters level to be able to teach all key stages. In Finland all classroom teachers have a Masters.

How can an online video analysis tool enhance the learning experience of student teachers' within an initial teacher education institution- host school partnership?

Lead Presenter: Irene Bell – Stranmillis University College

Co-presenters: Fergal Corscadden – Stranmillis University College
John McCullagh – Stranmillis University College

Aim: This paper aims to outline how an online video analysis tool can add considerable value to the effectiveness of the partnership between an initial teacher education institution and a partner school. It is hoped that these findings may inform the future practice of colleagues from other ITE institutions.

Content: The presentation will report on the added value of incorporating online video analysis within the partnership between Stranmillis University College Belfast and the Lumen Christi College Derry (a Science Specialist school). In each of the previous three years the cohort of undergraduate student teachers, in the first year of their B.Ed programme specialising in post-primary Mathematics and Science, have been supported in their first experiences of planning, teaching and evaluating by ITE tutors (SUC) and host school mentors (LCC). During 2010-2011 video recordings of the observation lessons taught by the mentors and recordings of the students' own teaching have been analysed by the students, mentors and ITE tutors using the online video analysis tool DIVER (Digital Interactive Video Exploration and Reflection). The online tool facilitated peer evaluation among the students and collaboration between students, mentors, and tutors. The project evaluation, using questionnaires, focus group and semi-structured interviews, indicates that both students and school mentors found this approach extremely beneficial. The students valued the opportunity to interact with the video material and the fact that the online nature of the tool overcame the boundaries of time and place. DIVER was found to add value to the students' first experiences of planning, teaching and evaluating. Mentors reported that the tool had supported their own critical reflection and that the extended opportunity to analyse their own and others teaching had greatly enhanced their own professional development. We intend to develop our use of DIVER across other year groups and education programmes and further explore its potential to support schools continuing professional practice.

The role of HE in teacher education: The proposal highlights the important relationship between ITE student, school partnership tutor and college tutor. It demonstrates how this can be developmental and constructive for all participating groups through using an online learning community.

Hoped for impact on practice: It is hoped that this presentation will be of interest of other ITE institutions. The concept, theory and associated skills are transferable to ITE training in all age phases from early years to adult learning.

The country/ies to which the presentation relates: This presentation relates to initial teacher education across all of the UK and also beyond. The online nature of the work means that participating groups within the learning community do not have to be physically close. This work is therefore transferrable to anywhere in the world and indeed to any aspect or level of training.

Session 4 - Presentation (15:30):
4E37 Using video - Session lead: Irene Bell
Room: Boardroom level 6

15 minutes of fame: developing critically reflective practitioners through the use of video

Lead Presenter: Andrew Csizmadia – Newman University College

Co-presenter: Alethe Bailey – Newman University College

Aim:
- To disseminate outcomes of a study that set out to encourage critical reflection amongst student teachers through peer assessment and the use of video as a tool to capture performance.
- To show delegates the benefits of adopting these methods.

Content: This research project involved a group of 22 PGCE student teachers at Newman University College who were required to conduct an individual 15 minute allocated subject specific microteach session delivered to and reviewed by their peers and subject tutors. These sessions were videoed to allow individual student teacher to observe, analyse and reflect on their performance in order to identify areas of strengths and opportunities for personal and professional development against competence based framework. In addition, individuals considered constructive peers' and tutors' feedback. Individual participants contemplated the feedback provided to them, analysed their individual performance and presentation style in respect to both verbal and non-verbal communication, critically reflected using a video diary approach and devised an appropriate action plan.

We will outline the progressive journey undertaken by both the student teachers and ourselves as we share the approaches adopted, and a critical appreciation of the tools utilised.

All of the students involved found that the opportunity to analysis their videoed performance triangulated with peer and tutor feedback greater enhanced their reflective skills and assisted in their development as critical reflective practitioners.

The role of HE in teacher education: Higher Education provides the opportunity and thinking space for student teachers to develop as critical reflective practitioners in a creative and constructive environment. They utilise both peers and tutors as resources in the reflective process. The use of video as a reflective tool benefits from operating within this environment.

Hoped for impact on practice: By adopting similar approaches colleagues will have a roadmap, be aware of key milestones and tools for developing critical reflection amongst their students, which is instantly available.

The country/ies to which the presentation relates: This presentation relates to all English language speaking countries

Session 4 - Presentation (15:00)
4F38 Theory and practice - Session lead: Mike Martin
Room: Weston room 2

The significance of education theory in student teachers' practice

Lead Presenter: Mike Martin – Liverpool John Moores University

Aim: This presentation aims to highlight the significant role that education theory has on the practice of student teachers. In doing so it makes the case for the inclusion of such theoretical underpinning in the preparation of students and the importance of higher education study in teacher education courses.

Content: The presentation explores the link that student teachers make with education theory during their school experience.

A brief overview will be given of the academic assignment that students are given half-way through their Secondary PGCE course at LJMU which is a reflection on their school experience. When writing their reflections students are asked to identify incidents where they have referred to educational ideas and theories in order to improve their practice.

Following submission of their reviews in February, a selection will be analysed to identify the links that students have being making between theory and practice. This evidence, drawing on 7 different subject areas, will be combined with that from cohorts doing similar reflections over the last 2 years.

A summary of the data gathered will be presented along with supporting quotes from semi-structured interviews, with a small number of students, used to validate the analysis of assignments.

The presentation with conclude by drawing on links from other pieces of research to make the case for the continued involvement of education theory in teacher education courses. It is hoped that discussion following the presentation will identify areas for more comprehensive research to be undertaken.

The role of HE in teacher education: If theory really has an impact on practice then it is critical to maintain this level of academic work in the future. Higher Education is best placed to provide this academic underpinning.

Hoped for impact on practice: It is hoped that the presentation will encourage those involved in initial teacher education courses to further value the role of higher education study.

The country/ies to which the presentation relates: This presentation has been developed through a study in Merseyside, England but is of a generic nature and should be of interest to those working in other countries.

Session 4 - Presentation (15:30)
4F39 Theory and practice - Session lead: Mike Martin
Room: Weston room 2

Teaching, learning and researching: A reflective journey into increasing the efficacy of our own mentoring practices

Lead Presenter: Julie McAdam – University of Glasgow

Co-presenters: Kathy McCann – University of Glasgow
Margaret McCulloch – University of Glasgow
Mike Carroll – University of Glasgow

 Aim: To explore current mentoring practices and present research informed alternatives

Content: Previous research presented at the 2010 Scottish Educational Research Association Conference evidenced a number of themes relating to how teacher educators based in Local Authority Schools and Universities used the reporting and assessment tools available to them. It was found that both parties overemphasise the craft elements of the profession commenting on aspects that relate to teaching and learning, classroom organisation & management and curriculum. There was a void in terms of reporting on values, attitudes and evidence informed perspectives. This reaffirms the theory/practice dichotomy. However the reporting system does not tell the full story of the spaces where teacher educators hold dialogues that move beyond the craft elements of the profession. A Delphi workshop was used to investigate this void in feedback. This is 'an iterative process used to collect and distil the anonymous judgements of experts using a series of data collection and analysis techniques interspersed with feedback', (Skulmolskiy et al. 2007). Stakeholders involved in mentoring students within the caring professions (Education, Nursing, General Teaching Council, and Local Authorities) were invited to a one day workshop along with staff and student representatives from the School of Education. The purpose of the workshop was to generate solutions to the problem identified above.
This paper presents the results of this workshop illuminating areas of convergence and divergence on the scope, purpose and future possibilities of student mentoring. It will also report on the ways in which the research has impacted on the research team's practice.

The role of HE in teacher education: The recently published review of Scottish teacher education states 'Exploration of theory through practice should be central to all placement experiences (Donaldson, 2010).
This paper contributes to the on-going theory/practice debate and begins to illuminate a shared sense of the contribution each sector offers the profession.

Hoped for impact on practice: The research has impacted on the team's individual practice. Online materials have been developed that support student engagement with the wider aspects and values of the profession as discussed above.

The country/ies to which the presentation relates: The research is set in Scotland, where the only pathways into teaching are through HEIs.
Models of school placement and mentoring are of value to all involved in the professional development of teachers.

Session 4 - Presentation (15:00)
4G40 Individual papers - Session lead: Kerry Jordan-Daus
Room: Weston room 3

Social and emotional aspects of learning: Complimenting, compensating and countering parental styles.

Lead Presenter: Peter Wood – Lancaster University

Aim: To demonstrate the interpretability and varied use of SEAL between primary schools.

To illustrate how school staff members' perceptions of the pupils and their parents influence and potentially limits the utilisation of SEAL within schools.

Content: Social and emotional aspects of learning (SEAL) is a curriculum based resource with the aim of developing all children's social, emotional and behavioural skills. Much of the 'SEAL research' to date have been summative evaluations, focussing primarily on whether the initiative improves the children's levels of emotional intelligence. Little is known with regards to the school staff members' interpretation of the scheme or how it is being utilised. During this presentation I will be introducing data from an ongoing PhD study concerned with the interpretation and practice of SEAL in primary schools. The views and perceptions of school staff members, from four case study schools currently implementing SEAL, will be employed to illustrate how the scheme is being interpreted and used. This presentation will focus on the staff members' perceptions of the pupils and their 'home-life' as well as the role of SEAL in complimenting, compensating and countering certain types of 'parenting'. I will be arguing that each school's perception of their pupils is influencing and potentially limiting the use of SEAL and that the scheme may be being manipulated in order to meet the school's perceived needs.

The role of HE in teacher education: The presentation will provide an example of how HE research can be utilised to inform and impact upon the practice of teacher educators and thus the practice of future teachers. Teacher educators will engage with HE research and witness how it may impact upon the practice of initiatives in school.

Hoped for impact on practice: For teacher educators to be aware how teachers' views of their pupils' home-life is influencing the way they develop social, emotional and behavioural skills. By challenging and reducing these prejudicial assumptions, teachers may be able to utilise SEAL to its full potential.

The country/ies to which the presentation relates: The presentation relates specifically to schools located in a town in Northern England but the SEAL initiative itself is being implemented across the UK. Social and emotional learning initiatives, of which SEAL is a single example, are common throughout the world in various formats.

"I'm in a grammar school – not a great deal of diversity here!" An HEI led partnership project to develop employment based initial teacher education to address a key priority.

Lead Presenter: Kerry Jordan-Daus – Canterbury Christ Church University
Co-presenters: Lynne Graham-Matheson- Canterbury Christ Church University
                 Loic Menzies – consultant

Aim: Research evidence and the NQT survey indicates that beginner teachers feel that their initial teacher education does not prepare them well for teaching in diverse settings.
This presentation aims to demonstrate how the HEI led on a partnership project to develop training materials to address this in initial teacher education

Content: *"Education for diversity is key to preparing children and young people for the 21st century world" (DfES 2007*)

Any outstanding teacher education must seek to address this core priority.
The coalition government has made explicit their policy preference for a greater emphasis on classroom based learning and employment based training in initial teacher education (EBITT). This could be seen as a direct challenge to role of Higher Education ITE. This presentation seeks to show how an "outstanding" (Ofsted 2010) EBITT HEI provider has led on a partnership project to address a key area of weakness in initial teacher education; specifically supporting school based trainers in developing practice in relation to diversity.
The presentation will begin by exploring existing research on diversity and the multiplicity of meanings on teaching in diverse settings.
The presentation will then look at our own trainees' evaluations on diversity on a work based the Graduate Teacher Programme, an EBITT Programme. We will demonstrate how we used research findings, NQT survey and our own trainees' understandings of diversity to work with partnership schools in the development of school based training materials. We will further examine the nature of collaboration and partnership on a work based ITE programme. The presentation will conclude by examining the distinctive and important role that an HEI has in developing employment based training.

The role of HE in teacher education:
-   Exploring practice on an HEI EBITT programme
-   Demonstrating and exemplifying the unique role that the HEI had in developing ITE in an employment based programme
-   Modelling good practice in collaborating with partnership school based trainers to improve ITE

Hoped for impact on practice:
-   Trainee confidence in understanding teaching in diverse settings
-   School based trainers confidence in addressing this in their EBITT programmes
-   Scoping the nature of HEI school partnership in a future uncertain policy landscape where ITE is predominantly employment based
The country/ies to which the presentation relates: England

POSTER PRESENTATIONS

1. Supporting trainee teachers to develop and engage in high quality classroom based research.

Lead Writer: Dawne Bell – Edge Hill University

Co-writer: David Wooff – Edge Hill University

Aim of the Poster: The poster illustrates how senior lecturers working within design and technology Initial Teacher Education (ITE) at Edge Hill University have worked to develop a research scaffold designed specifically to provide support for trainees in their development of high quality evidence based classroom research.

Content: The work presented is a scaffold currently being used to support PGCE design and technology trainee teachers. The framework, still currently under development, offers trainees a methodological approach to the production of their research assignment. The scaffold was developed following a highly successful pilot study, preliminary findings show that through engagement with the scaffold trainee attainment is raised. Developed from an established structure for academic research the emergent scaffold presented here is framed within the work of Hargreaves (1998) engaging trainees in the concept of 'Mode 2' research, which is concerned with using and sharing "*tacit knowledge*".

The rationale behind the framework is to encourage trainees to have increased engagement in academic discourse with peers and colleagues, to develop new ways of thinking and reflecting upon their classroom practice and to find new ways of capturing and validating that knowledge. This methodological approach is concerned with 'applied knowledge,' and consequently it does not always fit neatly into traditional assessment structures. The scaffold, therefore, also endeavours to equip trainees with the skills and confidence to present their findings in such a way that they are able to share their findings with peers and colleagues.

It is hoped that through this experience at this early stage in their teaching career trainees' will gain an understanding of, and therefore acquire an initial starting point from which to build their capacity to conduct research and go onto "shape the education system of the future, rather than simply functioning within it" (Hargreaves 1998).

The role of HE in teacher education: Work presented demonstrates how vital the support of higher education is in helping to preparing trainee teachers to become aware of education research and be active in its development, and potentially become teachers who help develop and create new policy rather than being passive vehicles for its delivery.

The country/ies to which the poster relates: The authors would envisage that the poster will appeal to colleagues working within the field of ITE on both post and undergraduate programmes.

Furthermore it is possible that the poster's content would be of interest to a wider audience including serving teachers with an interest in becoming research active.

2. Evaluation of Special School Placements as part of the BA (QTS) primary education learning experience

Lead Writer: Anita Devi – University of Northampton

Co-writer: Emma Whewell – University of Northampton

Aim of Poster: This poster aims to profile how special school placements in Year 2 of the BA (QTS) primary programme are being used to enhance trainee teacher's skills to support the learning of pupils with diverse needs as well as their understanding of special education needs, pedagogy and inclusion. This is undertaken in relation to QTS standards with specific reference Q18, 19, 20, 25a-d

Content: Student dialogue on how the experiences impact upon their pedagogical understanding and ability to apply the skills learnt in mainstream settings. A discussion of their reflections of their developing teaching skills and impact upon their future practice.

The role of HE in teacher education: The work behind the poster concentrates on the HE role in developing a teachers' breadth and range experiences of what it means to be a teacher and assesses its impact. It draws upon the theoretical underpinning behind teaching and scrutinises its application to a teaching setting in this instance SEN. The special school placements build on THE SALT Review (2009) and the role HE providers can play in implementing the recommendations from the review.

The country/ies to which the poster relates: UK

3. Implications for teaching becoming a "Masters" led profession; a phenomenographic study of the attitude of Newly Qualified Teachers (NQTs) towards the Masters in Teaching and Learning (MTL).

Lead Writer: David Wooff – Edge Hill University

Co-writer: Dawne Bell – Edge Hill University

Aim of Poster: This work presents the findings of a phenomonographic study into the attitudes of Newly Qualified Teacher's (NQTs) relating to their experience of the Masters in Teaching and Learning (MTL). The work is presented as a means to aid discourse around attitudes towards a funded, classroom based Master's degree.

Content: Originating from a "round table presentation" facilitated at the first TEAN conference (Glasgow 2010), an investigative review of attitudes towards teaching moving towards a Master's level profession was initiated.

Following the emergence of the governmental spending review within the United Kingdom (UK) and the announcement that subsidy for the MTL is being withdrawn from NQTs the work presented here looks at attitudes of NQTs towards gaining a Masters degree.

The results of a phenomenographic study are presented and the implications for subject specific study pathways at Masters level are discussed in light of these findings. Additional discussion looks at non educational Masters qualifications and their relevance as viewed from inside the teaching profession by those who have just qualified to work within it.

Empirical data is drawn from responses and presented to aid and highlight attitudinal trends from the research cohort. The breadth of responses to this study highlight issues and concerns that serving teachers, those involved with teacher training and policy makers should be cognisant of in any future design, facilitation and provision of Masters courses in the area of education and educational research.

The role of HE in teacher education: As Masters degrees are awarded through Higher Education Institutions (HEIs) the work presented in this proposal is directly relevant to the conference theme. As we progress towards the time when all teachers need to possess higher degrees, the relevance and importance of this study (and subsequent work) also increases.

The country/ies to which the poster relates: Work contained within this study and presented here is significantly of interest to those undertaking MTL and engaged in ITT in England and Wales. However delegates facilitating teacher training and teacher education from other countries will be able to take the data and evidence presented here and apply relevant findings to their own situation and context.

Methodologically, the work presented is capable of being replicated in any country by any researcher wishing to do so. Clearly as the sample will differ from those initially involved here so will specific responses.

Internationally, the work presented will have relevance in any country seeking to raise the educational qualification(s) of those working as teachers and classroom practitioners.

4. Development of an electronic resource (e-portfolio) used to support trainee teachers in providing outstanding evidence in pursuit of Qualified Teacher Status (QTS).

Lead Writer: David Wooff – Edge Hill University

Co-writers: Dawne Bell – Edge Hill University
Christopher Hughes – Lancaster University

Aim of Poster: The poster illustrates how senior lecturers working within Design and Technology teacher training at Edge Hill University are utilising an online electronic portfolio to support trainees in the production of high quality evidence necessary to demonstrate their competence against the standards relating to achieving Qualified Teacher Status (QTS).

Content: Building on work presented at the first TEAN conference, this poster shows how the development of resources aimed at helping trainee teachers to demonstrate that they are 'outstanding' have been used to support an online electronic portfolio enabling them to demonstrate that they have successfully met the standards for QTS.

Findings from the work trialled with Design and Technology on a variety of Initial Teacher Education (ITE) courses; PGCE, KS2/3 and B.Sc. are presented. Trainee based case studies are included with reflections on the purpose and usefulness of these materials as an electronic tool in the production of evidentiary files demonstrating competence against the QTS Standards.

The poster also illustrates internal (to Edge Hill University) documentation and publications used by staff with trainees, that has been specifically designed to guide and support trainees in the production and collation of high quality evidence against the teaching standards.

With a view to further work and next steps; the poster introduces the latest work on trainee target setting as a method of empowering trainees to utilise the recently developed online portfolio and supporting documentation to enable them to be reflective and effective classroom practitioners.

The role of HE in teacher education: Work covered in this submission supports the conference theme as it originates from, and works exclusively within, the realms of Initial Teacher Training (ITT) delivered through a structure offered within the higher education sector. Work developed and presented here directly relates to those studying qualifications within higher education.

The country/ies to which the poster relates: Initially the poster is of interest to those engaged in ITT in England and Wales, however delegates facilitating teacher training and teacher education outside of these areas which follow different standards may find amplification on the English method of training and assessing competence in teachers both informative and useful in their own context.

It is anticipated that methodologies and practices adopted could be adapted and utilised in the field of ITE on a National and International setting, thus improving the standard of trainee teachers, and subsequently the work they directly undertake with young people in classrooms.

5. Computer Simulation: Bridging the theory/practice divide

Lead Writer: Graham Lowe – Birmingham City University

Aim of Poster: To examine innovative work which provides a 'third space' between theory and practice through the use of a computer simulation that enables student teachers to 'experience' school based situations that they are often protected from during school experience.

Content: Student perceptions of a 'theory/practice divide' remain problematic. There are parallels between the training of teachers and the training of nurses and in the initial training of nurses, Bligh & Bleakley (2006) posit the idea of simulated experiences as a 'third space' between faculty and work based experiences. The project described on the poster began with discussions about this between HE tutors working in these two disciplines.

The poster will describe the background to, design and implementation of a computer based simulation used with a cohort of final year teacher training students to give them virtual experiences of working with parents and other professionals. These are experiences that students rarely have before qualifying. The simulated experience was combined with faculty based lectures and seminars.

Initial research showed that many students had a view of faculty based work as being much less important than school based practice. This computer simulation was created with the intention of helping bridge the 'theory/practice divide', in particular, in relation to key issues raised by the Every Child Matters agenda. Student attitudes to the simulation were elicited via questionnaires before and after its use. The attitudes of particularly positive and negative students were further explored through semi-structured interviews.

The data collected enabled us to ascertain whether students saw value in this approach and could move beyond a simplistic 'only teaching practice matters' view of the theory/practice relationship. We also made interesting discoveries concerning the importance of the ability to suspend disbelief and approach the situation as if it were real.

The implications of this work are being considered and used in the development of further simulation based work in primary, early years, secondary and post-compulsory education.

The role of HE in teacher education: The simulation of real-world experiences presented via a computer enables students to reflect on outcomes of their decisions in a safe environment. The students were able to make, and learn from, errors without any negative impact on real children in a way that is impossible in solely school based training.

The country/ies to which the poster relates: This work was carried out in a HE institution delivering initial teacher training based in England. However, the nature of this approach, and the implications, means that it has applicability across any HE based training programme in the UK or abroad.

References:

Bligh, J and Bleakley, A (2006) 'Distributing menus to hungry learners: can learning by simulation become simulation of learning?', *Medical Teacher*, 28:7, 606 — 613

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