1ST TEAN CONFERENCE

THE IMPORTANCE OF EDUCATION

GLASGOW CALEDONIAN UNIVERSITY

MAY 21ST 2010

CONFERENCE BOOKLET

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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 John Gardner. 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. You can take food into all teaching rooms. Please take your plates etc. back to the foyer though to keep everywhere tidy throughout the day.

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 1
12.00 – 14.00	Lunch is available between these times Poster display and stalls in the foyer
13.00 – 13.45	Session 2 Round tables
14.00 – 14.45	Session 3 Workshops
14.45 – 15.00	Refreshments available
15.00 – 16.00	Session 4 Presentations 2
16.00	Close

Conference planner

Use the table below to plan your conference.
Remember that lunch will be available from 12.00 until 2.00 and you can take it with you to Session 3 if that suits.

Session	Time	Code	Lead presenter	Room
Session 1 Presentations	11.30			
Session 1 Presentations	12.00			
Session 2 Round table / workshop presentations	13.00			
Session 3 Round table / workshop presentations	14.00			
Session 4 Presentations	15.00			
Session 4 Presentations	15.30			

Please use your grid to help fill in your evaluation form and leave the evaluation form at reception as you leave.

Glasgow Caledonian University Campus Map

ACCESS TO THE UNIVERSITY

Vehicle Entrance
From Cowcaddens Road - A
Pedestrian Entrances
From Cowcaddens Road - B
Disabled Parking Entrance
From North Hanover Street

UNIVERSITY BUILDINGS

Britannia Building	1
Continuing Professional Development Building	2
Arc Health & Fitness Facility	3
Students' Association Offices	4
Govan Mbeki Building	5
George Moore Building	6
Hamish Wood Building	7
Bedsit Bar (planned to move to 4 in Sept, 07)	8
Occupational Health Unit	9
The Saltire Centre	10
Charles Oakley Laboratories	11
Nursery	12
Teaching Block	13
Milton Street Building	14
Caledonian Court	15
Buchanan House	16

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70 Cowcaddens Road
Glasgow
G4 0BA
Scotland, UK

GLASGOW CALEDONIAN UNIVERSITY

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Keynote - Deep Rose Lecture Theatre, Govan Mbecki Building

Professor John Gardner

Education is society's way of creating and maintaining itself and mostly, it is fair to say, we get it right. However, for many thousands of children every year, we get it wrong. Just as teachers (and by association, teacher educators) may take a large measure of credit for the successes, so must they bear some responsibility for the failures. But not all of the responsibility – indeed arguably not even the majority! This presentation examines a range of aspects of education and its delivery across the four nations, both to focus on its importance and on potential ways to improve it. Some of these issues have been around for a long time and will come as no surprise. Others have only just begun to attract serious attention. This presentation will seek to examine the various issues and to assess their implications for teaching and teacher education.

Session 1 - Presentations 1 (11:30)
1A1 Using video for reflection - Session lead: John McCullagh
Room 1

Student teachers' perspectives on the use of video analysis as a means to enrich and enhance the process of reflection

Lead Presenter: John McCullagh - Stranmillis University College Belfast
Co-presenter: Fergal Corscadden **-** Stranmillis University College Belfast

Aim: This presentation aims to report on the findings of the ESCalate funded project **'**Using video for identifying and assessing learning in initial teacher education,' carried out between September 2009 and June 2010. The findings will identify the wide range of advantages to be gained from including the use of video recording and analysis within initial teacher training courses in terms of both student teachers' development as reflective practitioners and their ICT and communication skills.

Content: This research project involved a group of 18 students in the final year of their Bachelor of Education (Primary) degree course at Stranmillis University College Belfast. During the school placement component of the module course 'Primary Science Beyond the Classroom', student pairs co-planned, co-taught and co-evaluated a series of four cross-curricular science levels associated with a primary school trip to the W5 Discovery Centre in Belfast. The students video recorded and analysed their practice to identify areas of strength and opportunities for development using the competence framework of the General Teaching Council for Northern Ireland. Following personal reflection in the form of tutor support, literature research and teacher mentoring, the students recorded and analysed follow-up lessons and identified areas of development and aspects of practice for further consideration. The students' experiences of this process were captured by questionnaires, semi-structured interviews and video diaries.
All the students involved found that this use of video analysis greatly increased their reflective skills and provided a vital insight into their progress as student teachers. The findings describe how the process of viewing, analysing and editing the video enriched the process of critical reflection far beyond the traditional memory-based writing of lesson evaluations, where the multitude of student-pupil interactions may remain unnoticed or misinterpreted. Comparative analysis of student evaluations written before and after watching a video recording show significant differences in content with a noticeable shift from teacher-centered to pupil-centered observations. The collaborative nature of this shared teaching experience and the capturing of classroom experiences by video greatly enhanced the opportunities for peer-observation and peer-mentoring. In addition this task specific focus on digital technology was found to greatly enhance the students' ICT and Communication skills, so crucial to their future careers. The positive feedback from the students involved suggests that greater use of video should be made within initial teacher education programmes.

Hoped for impact on practice: This paper will be of interest to all involved in initial education at either primary or post-primary level. With the decrease in cost and complexity of hand-held video-recording devices and editing software, it is hoped that teacher education will make more use of digital recording.

The country/ies to which the presentation relates: This project was carried out in Northern Ireland but has equal significance to all regions of the UK and the Republic of Ireland.

Session 1 - Presentations 1 (12.00)
1A2 Using video for reflection - Session lead: John McCullagh
Room 1

Developing reflective practice skills for ITE students: using teacher mentors, digital video and multimedia tools to enhance critical reflection in the classroom from multiple interpretations.

Lead Presenter: Dr. Irene Bell - Stranmillis University College, Belfast
Co-presenters: Mr. Fergal Corscadden **-** Stranmillis University College, Belfast
Dr. John McCullagh - Stranmillis University College, Belfast

Aim:
This presentation aims to convey a simple, yet effective method and practice involving a blend of processes and artefacts that together contribute to the enhancement of reflective skills for 1st Year ITE students. It outlines the rationale for such delivery and the results in relation to the students' feedback via focus group and questionnaire.

Content:
This paper/presentation will describe a collaboration between Stranmillis University College (HEI), Belfast and Lumen Christi College, Derry (a Science Specialist School) in Northern Ireland. This project involved teacher mentors, lecturers, students and an educational developer (CETL). The nine undergraduate students were in the first of the four years of their Bachelor of Education degree course. The aim was to research the merits of involving the students with teacher mentors at the school, who would facilitate an observational and reflective role in relation to the students' first-time teaching experiences in the classroom. In addition to this, the students were paired off and co-taught a lesson in both Science and Mathematics, however, the subject specificity is not relevant, in that the processes and artefacts could be used in any subject. During their classroom experiences, the students carried out video recordings while the other taught the lesson. The students then were required to edit the video and prepare a montage that demonstrated their competency in relation to the subject and the teaching methods. Additionally, the students were then required to produce either a VideoPaper or a multimedia learning object (MLO) (using the Generative Learning Object Maker [GLO] tool, developed by London Met and Cambridge University's CETLs). The MLOs encapsulated a number of media for example the video as evidence, augmented by audio reflective narrations; recordings of both their mentors observations and reflections, and their peer observations and reflections. The VideoPaper, allowed the students to match theory to their practice by way of inserting play buttons at precise and predetermined timeslots on the video timeline. The experiences of the students were captured by questionnaires and focus group interviews. This paper will outline the richness in terms of reflection from multiple interpretations of the video evidence or practice as recorded by the students in the classroom. It considers what actually constitutes peer feedback, situated learning, reflective practice and collaboration in terms of the holistic approach to the development of preservice teacher training in the U.K and Ireland. Finally, this presentation will attempt to answer questions in relation to the feedback from the audience and provide recommendations in terms of formative assessment for ITE students who produce evidence in the form of MLOs.

Hoped for impact on practice We hope that other providers of ITE will find this presentation useful and encourage them to adopt similar approaches within their teaching. We hope that we can illuminate the richness of our model to the audience with the notion of enhancing their teaching and learning (T&L).

The country/ies to which the presentation relates: This relates to all English language speaking countries, globally. It emanates from Northern Ireland.

Session 1 - Presentations 1 (11:30)
1B3 Masters - Session lead: Sandra Eady
Room 2

Lead presenter: Sandra Eady - University of Cumbria

Aim: The presentation aims to report the findings of a small scale study on Student teacher perceptions of the value of Masters level study during their PGCE Initial Teacher Education and of the perceived benefits for them as the first newly qualified teachers with an entitlement to continue Masters study during their Induction year by registering for the Masters in Teaching and Learning. The study was interested in what value PGCE students placed on the Masters credits already gained and what the perceived benefits of Masters study have been (if any) to them as newly qualified teachers.

Content: During the midpoint of the PGCE programmes a small group of students were interviewed regarding their perceptions of taking M level credits as part of their PGCE. The themes arising from their responses were used to inform the questionnaire, administered at the end of the summer term to the whole cohort of Primary PGCE students. A grounded theory approach to analysis was adopted by first drawing out broad themes, which were then used to structure an initial analysis of the questionnaire. The findings and discussion were framed by the influence of Stronach's work on developing a persona as a teacher by 'juggling economies of performance and ecologies of practice' (Stronach 1009:173). Ball's (Bowe, Ball and Gold, 1992) policy trajectory was also used in order to make sense of the interplay of policy and practice within the CPD arena. The findings from both the mid term interviews and end of programme questionnaire suggest that PGCE students perceived M level study to provide both benefits and challenges during their PGCE. Many of these were also highlighted as reasons for deciding whether to continue or not with Masters level study in the Induction year. Becoming a 'better teacher' was repeatedly cited as a reason for both continuing and not continuing Masters level study. Predominant incentives for continuing further study was the desire to have a more in depth understanding of facets of learning and teaching as well as career enhancement. Predominant reasons for not continuing were real concerns about survival and coping with the 'unknown' demands of the Induction year. A few respondents also felt they did not need a Masters qualification to prove they were a good teacher.

Hope for impact on practice: The hope is that models of reflective practice and practitioner research modelled in Initial Teacher Education will enable early career teachers to more willingly research into their own practice in order to develop a deeper understanding of teaching and learning and how this is or is not enhanced by centralised Educational Policy.

The country/ies to which the presentation relates: All with an interest in Masters

References

Bowe, R., Ball, S.J. and Gold, A. (1992) *Reforming Education and changing schools: case studies in policy sociology.* London: Routledge.
DCSF (2007) *The Children's Plan; Building brighter futures TSO* (the Stationery Office) Norwich
Stronach, I. (2009) *Globalizing education, educating the local: how method made us mad*. London: Routledge)

Session 1 - Presentations 1 (12:00)
1B4 Masters - Session lead: Sandra Eady
Room 2

An evaluation of the collaboration between Mathematics and Science ITE tutors in developing teaching strategies to support their students with M level writing

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

Aim: In this presentation we describe how the Mathematics and Science Tutors worked collaboratively to support the Mathematics and Science Post Graduate Certificate of Education (PGCE) students at the University of Leicester leading to a higher proportion gaining Masters level credits.

Content of presentation: The first part of this collaborative study undertaken in 2008-2009 focused on the peer assessment of a 500 word synopsis in preparation for writing their second assignment[1]. Analysis of student questionnaires and semi-structured interviews showed that the students found this helpful, in addition to other support such as the formative assessment of the first assignment and discussing exemplar assignments. At the end of the course of 2008-2009 there was a significant rise in the proportion of students gaining Masters level credit (from 55% of the 2007-2008 cohort to 79%).

In response to last year's questionnaires and interviews we have implemented extra forms of support in the academic year 2009-2010. Each tutor trialled different types of support in the realisation that time table constraints limited the number of interventions. The Mathematics students wrote a practice assignment which was peer-marked and formatively assessed by the tutor. The Science students attended a session on marking exemplar assignments using level descriptors and a library session with the objective to learn how to locate research material.

This presentation focuses on how the collaboration between the tutors has been effective and should be developed. Students' feedback and features of assignments (including grades) are analysed and evaluated. The interventions deemed to be most effective will be implemented into both courses for next year.

1. *Tas, M. and Forsythe S. (2010) Peer Assessment to Support PGCE Mathematics and Science Students Preparing for Assignments at Masters Level. Pedagogical Research in Higher Education, in press*

Hoped for impact on practice: In our presentation we aim to share ideas about support for students with academic writing. We also describe how collaboration between tutors can lead to the development of effective teaching strategies in Higher Education and model good practice for student teachers.

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 UK government that teaching should become a Masters profession as stated in The Children's Plan: Building Brighter Futures (DCSF, 2007). Their aim is to create a world class teaching workforce by introducing a new qualification: Masters of Teaching and Learning.

Session 1 - Presentations 1 (11:30)
1C5 – The future of ITE - Session lead: Robert Bowen
Room 4

Becoming a teacher; navigating an increasingly complex landscape

Lead Presenter: Robert Bowen - Nottingham Trent University

Aim: To stimulate thinking about the future of initial teacher education (ITE) and what we might do now to enable beginning teachers who are engaging with the*'…the Net Generation, students who were born after 1982 – students who have never known life without the internet'* (Becta, Emerging technologies for learning – volume 3 2008) to be most effective.

Content: When somebody 'becomes a teacher' they engage in personal development that intimately links their intellectual capabilities and character. This process is taking place against an increasingly complex technological, social and political background. This social and technological change is not going to go away; consequently ITE courses need to account for these changes, particularly when we recognise that many of the teachers starting out on their careers today will still be teaching well into the 2050s. The many 'horizon scanning' sites, see for example beyond Current Horizons http://www.beyondcurrenthorizons.org.uk/, whilst not focused on initial teacher education provide us with scenarios and trend analysis to help us consider what we might do.

It is my view that we should be placing a greater emphasis on developing the beginning teacher's personal educational philosophy within our programmes. We should also be leading the *'development of systemic strategies to support learners to navigate a much more complex learning landscape'* (Beyond Current Horizons 2009). There is much thinking and development activity by colleagues, but it lacks coherence and we have no central location where the initial teacher education (ITE) fraternity can share these ideas. Perhaps we could establish an 'Ideas Exchange Forum' (IEF)' sharing using Web 2.0 technologies. This may well be development that the Teacher Training Resource Bank (TTRB http://www.ttrb.ac.uk/index.aspx) or TEAN (http://www.tean.ac.uk) may wish to consider.

Hoped for impact on practice: To stimulate thinking about the future of initial teacher education and identify possible strategies that providers might wish to consider implementing now to accommodate to possible future societal and educational scenarios.

The country/ies to which the presentation relates: UK generally with specific reference to the Initial Teacher Training (Q) Standards for England

Session 1 - Presentations 1 (12:00)
1C6 The use of PowerPoint - Session lead: Robert Bowen
Room 4

Is Presenting Enough? A Critical Review of the Ways That PowerPoint is Being Used in Lectures

Lead Presenter: John Lodge - Roehampton University

Aim: There is a widespread expectation, from various quarters, that tutors in higher education ought to use digital presentations in their teaching. The aim of this presentation is to challenge some common assumptions held about this practice and to alert educators to the consequences of using presentation technology in lectures.

Content: PowerPoint is a popular presentation program used by teachers in most sectors of education, although its widespread adoption by educators as a teaching tool is contested. Tufte (2003) claims, for example, that compared to other common presentation tools, PowerPoint significantly reduces the analytical quality of serious presentations of evidence. Adams (2008) argues that most PowerPoint presentations lead to the production of bulleted lists - an impoverished substitute for native knowledge forms and that the software's hegemony is 'rendering obsolete valuable, perhaps critical knowledge forms'.

Although the quality of many presentations may be questionable, it is true also that a review of the literature - both academic and professional - reveals that PowerPoint is being used in a range of creative ways to support teaching. Drawing on this literature, and his experience of working with colleagues to reflect on their use of presentation software in teaching, the author describes an emerging typology of presentation types and explores the learning theories that underpin them. The session concludes with some recommendations for the effective use of PowerPoint in teaching.

References:

Adams, S. (2000) *PowerPoint Poisoning*, http://www.cs.vu.nl/~frankh/dilbert.html <Accessed 20.1.10>

Adams, C (2008) PowerPoint's Pedagogy, *Phenomenology & Practice* 2, 1: 63-79

Lodge, J (2008) *Teaching with PowerPoint*, http://teachwithpower.blogspot.com/ <Accessed 20.1.10>

Tufte, E (2003) *The Cognitive Style of PowerPoint. Pitching Out Corrupts Within*. Cheshire, Con: Graphics Press LLC

Hoped for impact on practice: There is evidence to indicate that the unreflective use of presentation technology in lectures can diminish the quality of teaching. Tutors need to be aware of this and learn to use digital technology critically, in ways that enhance rather than detract from the quality of their teaching.

The country/ies to which the presentation relates: This presentation is relevant to all countries.

Session 1 - Presentations 1 (11:30)
1D7 Early Years - Session lead: Grace Paton
Room 6

Giving Early Level Teachers a Professional Voice

Lead presenter: Grace Paton - University of the West of Scotland

Aim: To raise questions about professional knowledge and teacher autonomy in initial teacher education, making reference to two contrasting approaches of introducing ITE students to early childhood pedagogy, during the period of the introduction of Curriculum for Excellence.

Content: The presentation examines the Scottish government's aspiration, "*Extending the approaches which are used in pre-school into the early stages of primary, emphasising the importance of opportunities for children to learn through purposeful, well planned play*" (Scottish Executive, 2004). The assumption has been the preferred pre-school pedagogy embraces socio- cultural theory and views the child as an active agent in learning, consistent with best international practice where early childhood curriculum is holistic , developmentally appropriate and child led.(Stephens, 2007). Evidence from HMIE (2008) review of inspections of pre-school centres from 2005-2008 was positive about learning using a developmental framework, but identified a need to improve practice associated with socio-cultural theory. Early Level Outcomes and Experiences for Curriculum for Excellence are subject based, marking a shift from this holistic, developmental framework, and support materials lack an explicit theoretical framework, thus allowing potential for educators to emphasis attainment in curricular areas.

Data collected from focus groups of ITE students who experienced contrasting approaches to learning about early childhood pedagogy will be compared. One cohort was subjected to a compliance model of learning, where they were enabled to deliver the curriculum. The other engaged with early childhood literature and research, and collaborative learning. The ability of students to articulate professional knowledge and values appeared to be related to the approaches to learning and teaching experienced by the students. The findings suggest discussion around the crucial role of the teacher educator in developing professional knowledge and professional autonomy in students.

Hoped for impact on practice: Teacher educators commit to a role where they encourage students to critically examine policy in the light of theory and research. The discussion raised in the presentation can be extended to all stages of primary teaching

The country/ies to which the presentation relates: Mainly Scotland, potentially all UK countries

Session 1 - Presentations 1 (12:00)
1D8 Early Years - Session lead: Grace Paton
Room 6

Enquiry Based Learning: The impact on post graduate trainees.

Lead Presenter: Debbie Reel - Newman University College
Co-presenters: Helen Davies – Newman University College

Aim of presentation: A group of post graduate students specialising in learning and teaching in the Early Years Foundation Stage undertook a mandatory enquiry based learning module. This was the only module of this nature in their year of study. The aim of this presentation is to highlight the impact of this module on their levels of self efficacy and their overall response to engagement at a deeper level in the learning process.

Content: Amongst others, Kahn and O'Rourke, 2004, Hutchings and O'Rourke, 2006 and Clancy, 2005 suggest that the benefits of independent research allow students the flexibility to meet and engage in challenges which 'develop a wide range of abilities, whilst still engaging them in the process of learning'. This presentation will discuss approaches to teaching and learning at post graduate level that go beyond traditional approaches. Innovative curriculum design and the desire to involve students in their own learning have seen an increasing number of HEIs adopt an enquiry-based learning (EBL) approach. This presentation will discuss how twenty five post graduate students specialising in initial teacher training in the Early Years undertook a mandatory module which involved investigating a chosen area of Early Years practice and present this in the form of a documentary that would inform qualified teachers new to the EYFS. The promotion of the EBL approach was strategic (MacDonald 2005) and aimed to encourage students to engage more deeply with the issues around a specific chosen topic as well encouraging autonomy and independence. Furthermore, it would facilitate a set of additional knowledge and attributes that would be recognised as valuable in the Early Years 'professional context.' Initial findings show that whilst the students gained from the EBL approach to learning, it also raised far greater issues for PGCE students undertaking a one year intensive initial teacher training course.

Hoped for impact on practice: It is anticipated that this module will continue, each year aiming to raise the self efficacy levels of post graduate students. The lessons learned from delivery and response to EBL, it is envisaged will lead to an increase in the number of EBL modules being offered both at Post Graduate and Undergraduate level across subject disciplines.

The country/ies to which the presentation relates: The implementation of EBL modules is not exclusive to the UK, in essence it is internationally inclusive.

Session 1 - Presentations 1 (11:30)
1E9 Every Child Matters - Session lead: Nick Mead
Room 7

The impact of Every Child Matters on trainee secondary teachers understanding of professional knowledge

Lead Presenter: Nick Mead - Oxford Brookes University

Aim of presentation: In the 2009 TDA research study of the current development needs of teacher educators Every Child Matters was identified as one of the nine key areas of professional concern. This study demonstrates how professional development in this area can be achieved through independent teacher educator research into the impact of ECM on the fo7rmation of beginning teachers' professional knowledge.

Content: This study is concerned with the way in which the introduction in England of *Every Child Matters* (DFES 2004), a mandatory framework for the well-being of all pupils, has created new intra and inter-professional expectations about the development of professional knowledge for pre-service secondary school teachers. The research undertaken with cohorts of trainee secondary teachers between 2005-7 aims to identify the impact of ECM on the development of their pre-service professional knowledge. An analysis of questionnaire and interview responses identifies positive and negative trends. First, that there seems to be a growing relationship between trainees' planning, teaching, resourcing and assessing and the principles of ECM. Secondly, that there is a possible diminishing of trainees' ownership of professional knowledge due to the high status of safeguarding within the knowledge for Integrated Children's Services. The study concludes that an inter-professional pedagogical debate is needed which focuses on how trainees are given the professional thinking skills to counter the negative impact of mandatory social justice agendas on the development of aspects of their pre-service professional knowledge.

Hoped for impact on practice: The paper has impact on practice by giving insights into the positive embedding of ECM in aspects of effective teacher education. Most significantly, teacher educators need to critically evaluate trainees' sense of a diminishing ownership of professional knowledge. This finding raises questions about critical pedagogy and the value of inter-professional learning contexts within universities.

The country/ies to which the presentation relates: England, with cross-reference to USA (No Child Left Behind) and Norway's values –based teacher education.

Session 1 - Presentations 1 (12:00)
1E10 Inclusive practice - Session lead: Nick Mead
Room 7

Creating Inclusive Practice in Initial Teacher Education Programmes

Lead Presenter: Teresa R. Moran - University of Dundee
Co-presenter: Jayne H. Bruce - University of Aberdeen

Aim of presentation: To share with peers the work of the Scottish Universities' Inclusion Working Group project on Inclusive Practice. The project was set up to develop inclusive practice as a key aspect of Initial Teacher Education programmes, and to ensure that these programmes help to produce competent and confident beginner teachers for the teaching profession.

Content of presentation: Presenters will give a brief background to, and rationale of, the origins of the project. This will be followed by a short description of the existing provision across Initial Teacher Education programmes in the different TEIs in Scotland at the start of the project. Reference will be made to, and justification given for, the composition of the group and the expertise which the members brought to the table. Unusually for an Inclusive Practice Project half of the group had little or no expertise in this area but rather came to the table with curriculum design and programme responsibility. The journey of the group will be discussed in relation to the challenges and rewards of the project.

Presenters will share the product of the group, The Framework for Inclusion' document published in 2009, showing strong links to the 'Standard for Initial Teacher Education' and the 'Standard for Full Registration' and discuss how this document is part of the Framework alongside the 'Principles and Contexts' and the online resource bank.

Programme Directors of initial teacher education programmes were crucial to the success of this project and evidence will be shared as to how the working group captured their interest and enlisted their support to take the initiative forward. Finally presenters will discuss how the project has been disseminated across Scotland and beyond, and how the project might continue to make an impact across the wider field of education in Scotland.

Hoped for impact on practice: It is hoped that this presentation would firstly impact on thinking and challenge values and perceptions. For some, only once this has been considered can a change in practice come about. For those whose values and ideologies sit well with inclusive practice, the practical examples given can be used to support teaching and to help to develop more inclusive programmes.

The country/ies to which the presentation relates: This presentation refers to the work recently undertaken in Scotland. However, this is an important issue in a number of European countries, particularly in the states of the former Yugoslavia.

Session 1 - Presentations 1 (11:30)
1F11 Individual papers - Session lead: Kaz Stuart
Room 8

Living the Theory: An Authentic Approach to Social and Emotional Aspects of Learning (SEAL)

Lead Presenter: Kaz Stuart - University of Cumbria

Aim of presentation: The session aims to present a case study of an innovative CPD programme designed to develop the implementation of SEAL in an authentic way, encouraging 100 GONW teachers and school leaders to live the theory. The session will present the theoretical framework, an overview of the CPD and the impact shown by longitudinal evaluation.

Content: The session will commence with a brief overview of SEAL (supported by wider handouts).
Next I will outline the theoretical approach adopted: to the importance of appropriate adult education and professional development, to the importance of modelling (CPD leader, and senior leaders and teachers), to the importance of value led educational practice, and the importance of practitioner research to embed and personalise learning.
Following this, I will outline the programme and highlight where the theory is embedded in practice. (Detailed programme overview handout).
The session will conclude by presenting the findings from the evaluation completed through baseline data collection, end of programme and + 6 month evaluation.
There will be 10 minutes for questions.

Hoped for impact on practice: For teachers to reconceptualise effective CPD and effective teaching, and to develop ways of offering authentic learning opportunities for the school, especially in relation to SEAL.

The country/ies to which the presentation relates: UK in terms of the specifics of SEAL, but international in terms of value led teaching.

Session 1 Presentation (12.00)
1F12 Individual papers – Session lead: Kaz Stuart
Room 8

Taking a Step Back – Increasing Student Responsibility for Learning

Lead Presenter: Frances Simpson - University of the West of Scotland
Co-presenter: Catherine Miller **-** University of the West of Scotland

Aim: In response to changes within the University we have been challenged to re-consider our teaching practices. Whilst daunting at first, in many ways this has been a positive experience leading to some creative approaches. The added challenge of embracing the new Scottish curriculum has led to interesting moves within both the PGDE (Primary) and PGDE (Secondary) courses.

Content: This is a time of change and uncertainty in ITE in Scotland. We are moving into a new era in Scottish Education and within our own institution, changes in structure of both management and courses, have demanded reflection on the student experience of learning and our own pedagogy. Determined to adapt to the new circumstances and address the principles of the new curriculum, we have trialled some ideas that we feel have greatly improved the experience of our current cohort of students.

Firstly, we will be describing changes made to the induction week for these courses to help students to 'hit the ground running'. Secondly, changes in teaching approaches such as microteaching and tutor directed independent study have led to a change in ethos within the cohorts. Students have been more motivated and engaged than in previous years.

The Curriculum for Excellence is built around a set of principles for curriculum design - challenge and enjoyment; breadth; progression; depth; personalisation and choice; coherence; relevance. By making changes in our own pedagogy, we believe we are implementing these principles in our own courses.

Hoped for impact on practice: We hope that some of the strategies we describe could help practitioners in similar situations. We feel very positive about the changes we have made and in a time when being in ITE is at its most challenging, feel it is essential that we share our optimism and good practice in open dialogue with our colleagues from other ITE institutions.

The country/ies to which the round table relates: This presentation relates to Scotland but economic pressures are affecting many countries and many colleagues will be experiencing similar pressures.

1G13/14 WORKSHOP (11:30 – 12.15)
PLEASE NOTE this is a workshop which takes place in a computer lab which is A536 on the 5th floor of the Govan Mbecki building.

Representations and Refutations: Negotiating Knowledge and Meaning (or The TTRB – What's In It For Me?)

Lead presenter: Mike Blamires – CCCUC/ttrb

Co-presenters: Sue Field – CCCUC/ttrb
Viv Wilson – CCCUC/ttrb

Aim: To allow participants the chance to become familiar with or further explore the content and functionality of the Teacher Training Resource Bank during a hands-on session with expert guidance. This will enable users to reflect on their pathways through the knowledge resources and to advise and guide the future development of the website as a resource for the profession by the profession.

Content: The recent independent evaluation of the TTRB by the University of Leeds found that the website has become a valuable resource for professional development including teacher education. The project is now looking forward to the next stage of development, building on the relationships already formed with the ITE community. This will include a wider remit, and a greater focus on Masters level and CPD.

In this workshop, following a short introductory presentation by members of the content team of the TTRB, participants will be actively engaged in exploring the website, either on their own or in pairs, according to their own areas of interest and expertise. During this time, participants will be asked to record their activity. This will form the basis of whole group feedback/discussion on their use of the site in terms of engagement with different representations and abstractions of knowledge. Participants will then be work in small groups to consider ways in which the TTRB could be enhanced to be of yet more use to themselves and their students. This will include potential new forms of interaction, functionality, content, direction, organisation and representation. Potential exemplars will be given to stimulate the sharing of ideas with the rest of the group. Ways forward will be identified and recorded, and new ways of working to benefit all users and contributors explored. Opportunities will be provided for participants who wish to continue to be involved in the development of the TTRB.

Hoped for impact on practice: As a resource 'by the profession, for the profession', the TTRB continually strives to involve members of the teacher education community in its vision and development. Participants in this workshop will be encouraged to both utilise and contribute to this valuable resource, including opportunities for professional development through peer review.

Workshop structure:

- Short introductory presentation by the TTRB content team
- Hands-on exploration of the website, individually or in pairs, and recording of the activity on proformas
- Whole group feedback/discussion of their pathways
- Examples of alternative representations of knowledge
- Working in small groups, exploring the site to identify areas for development
- As a whole group, identify ways forward

Country/ies to which the workshop relates: Although the TTRB is funded by the Training and Development Agency for Schools (TDA) in England, it has international content, with particular (but not exclusive) reference to the UK and other Anglophone countries. As a resource bank for research and evidence, it is imperative to locate this within an international context, so that comparisons can be made with education systems beyond England. We also know from Google Analytic data that we have high numbers of visitors from all over the world (in 31 days up to 8 March 2010: 47,713 visits from 161 countries/territories, with 8,585 of those coming from outside the UK).

Session 2 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.

Please note that there is also one workshop in this session: 3B20
Room: PLEASE NOTE this workshop takes place in a computer lab which is A536 on the 5th floor of the Govan Mbecki building. This is the first presentation of this workshop. There is a second opportunity to attend the workshop at 14.00.

Session 2 Round table (13.00)
2A15 Round table discussion
Room 1

Facilitating the change: Teaching as a Masters level profession

Lead Presenter: Dawne Bell - Edge Hill University
Co-presenter: David Wooff - Edge Hill University

Aim of discussion: The round table will provide a forum in which delegates can debate the issues that arise as teaching moves into a Masters level profession. We anticipate that colleagues from a range of backgrounds - serving teachers, those currently undergoing initial teacher education and those tasked with delivering teacher education - will make this a valuable and lively discussion.

Content: Following an introduction to identify the viewpoint of those present; debate could take place around the following:

- reasons why people voluntarily study for a higher degree and the implications that making this mandatory may have on those involved
- recruitment and retention: why do some people successfully complete study at this level and the reasons a significant amount of others do not
- how work based practice, as proposed for the Masters in Teaching and Learning (MTL), stands up to academic rigor of more traditional masters qualifications
- can school based mentors support Level 7 study when they don't have it themselves? Is there a need to support and train staff to facilitate the delivery of school based study.
-

There could also be significant discussion around the issues relating to those teachers currently in service and the implications that mandatory study will have on their work load, classroom practice and Continual Professional Development (CPD). Further discussion could focus upon the findings recently published by the Training and Development Agency for schools (TDA) of data that shows 80% of Senior Management Teams (SMTs) in schools prefer to employ teachers who have followed the post graduate route into the profession and the implications that this has when all teachers will have a postgraduate qualification

Hoped for impact on practice: The discussion will bring together interested parties from various educational standpoints to discuss implications surrounding teaching becoming a Masters Level profession. Through this discussion it is envisaged that all participants will gain understanding from the perspective of all stakeholders and how the introduction of Masters could directly affect them.

The country/ies to which the round table relates: As the round table will potentially include staff from across the British Isles, and fundamentally the focus will be on the introduction of compulsory Masters level qualifications and the effect it will have on the teaching profession in England. However, it is recognised that there are significant differences (but many similarities) in the education systems within the British Isles making this work equally valuable to all attendees irrespective of the country within which they work.

Session 2 Round table (13.00)
2B16 Round table discussion
Room 2

Secondary PGCE and the new National Curriculum; developing creative approaches to cross-curricular experiences

Lead Presenter: Sophie Cole - Northumbria University
Co-presenter: Rachel Lofthouse - Newcastle University

Aim of discussion: During this discussion we will explore creative approaches for providing cross-curricular experiences within Secondary PGCE programmes. The discussion is triggered by the new National Curriculum, with the opportunities that it offers to develop more flexible, skills-based learning experiences. We are interested in how contemporary PGCE programmes can mirror this expectation.

Content: The conventional set-up of PGCE subject disciplines is being challenged by the current curriculum reviews both in primary and secondary education. As a sub-heading in the Rose Review suggests, 'subjects are essential but not sufficient' (Rose, 2009, pp.14). In secondary schools the development of new national curriculum guidance has created space for cross-curricular work and a more skills based approach. The new national curriculum in secondary schools is being implemented with varying levels of success (Ofsted, 2009); and certainly draws its fans and critics. During this discussion we will share with colleagues our experiences of bringing together students from across subject areas (and HEI institutions) to take part in a number of collaborative events. Although this often takes students out of the familiar we have found that these events offer rich learning experiences, and that students develop appropriate skills and understandings to be successful in these contexts. A strong theme for our work has been the use of cultural venues in which to situate the projects. These have offered both subject neutrality and a stimulus to the learning activity. We hope that the discussion will provide an opportunity for participants to reflect on these in more detail and learn from each other about alternative approaches that are being developed in other institutions. We are aware that the cross-curricular events could be complemented by a more integrated approach within PGCE programmes, and would like to discuss the pros and cons of these two models.

Hoped for impact on practice: We hope that this discussion will help us and other participants to work collaboratively across subjects, and in partnership with schools, to design PGCE programmes which meet the demands of the cross-curricular features of the new National Curriculum, so that NQTS can operate at the fore-front of this initiative.

The country/ies to which the round table relates: Our work is located in England, but has relevance to educators elsewhere.

Session 2 Round table (13.00)
2C17 Round table discussion
Room 4

Questioning the concept; 'My Best Teacher'

Lead Presenter: Peter Gossman - Glyndŵr University,

Aim of discussion: This round-table aims to provoke debate around the broad concept of 'best' teacher by comparing examples of 'best' teacher with research findings about 'good' teachers. Participants will reflect upon the desirability of developing the characteristics of 'best' and / or 'good' teachers within themselves and their own students.

Content: Each week, within the Friday magazine of the Times Educational Supplement (TES), a personality is interviewed about their 'best' teacher. These articles provide a brief timeline of the individual's life, their achievements and describe their 'My Best Teacher'.

Why do we read these articles? Are we hoping to be that one day we will be identified as the teacher that had a formative of impact on someone's life? Do we read it to try to identify some illusive component of 'best' teaching that we can apply to our own practice?

From the published articles participants in the round-table will briefly analyse and identify common features of 'best' teachers. What sector of education do they work in? What relationship did they have with their students? This will be contrasted with 'good teacher' research by Engelhart & Tucker (1936), Dobson (1985) and Azer (2005), who provides a synthesis of the qualities of a 'good' teacher from 1061 publications between 1978 and 2003.

It is possible to argue that all teacher should aspire to be 'good teachers and perhaps to be someone's best teacher. Are the concepts of 'good' and 'best' useful or meaningful?

Participants will be invited to question the concepts and features of both 'good' and 'best' teachers, both in terms of their own teaching and in the teaching new teachers.

Country/ies to which the round table relates: All four constituent countries of the United Kingdom

References

Azer, S. A. (2005) The qualities of a good teacher: how can they be acquired and sustained? *Journal of the Royal Society of Medicine, 98,* 67-69.
Dobson, S. (1985). Teacher quality. *Professional Development in Education, 11,* 145-153.
Engelhart, M. D. & Tucker, L. R. (1936). Traits related to good and poor teaching. *The School Review, 44*(1), 28-33.

Session 2 Round table (13.00)
2D18 Round table discussion
Room 6

Academic Assessment of Student Teachers: Challenges, tensions & current opportunities.

Lead Presenter: Chris Munro **-** University of Aberdeen
Co-presenters: Archie Graham - University of Aberdeen

Aim of discussion: To engage the professional curiosity of participants in relation to current issues around the academic assessment of student teachers such that areas of common interest can emerge and creative solutions be explored.

Content: Since its implementation in 2007, the combined Primary and Secondary Professional Graduate Diploma in Education (PGDE) at the University of Aberdeen has measured its academic assessment of students using a 20 point common assessment scale (CAS). Data has been collected each year and upon examination has revealed an interesting trend in the distribution of CAS marks across each of the cohorts.

In order to stimulate discussion the session will begin with a brief outline of the current approach to academic assessment within the PGDE at Aberdeen. It will then consider the implications of any potential move towards programme development at Masters Level and present a problem of practice in relation to academic assessment. Key prompts in the form of questions will be tabled to initiate discussion to critically explore from a wider range of perspectives the emergent issues and it is hoped that areas of interest will emerge that can be developed with a view to discussing creative solutions to common challenges.

Hoped for impact on practice:

- To allow teacher educators to reflect on their current assessment practices within ITE.
- To consider implications of recent movements towards teaching as a Masters level profession for assessment practice within ITE.
- To identify common areas of interest for potential collaboration.
- To stimulate the development of creative solutions to common challenges.

The country/ies to which the round table relates: The stimulus for the round table discussion will be the Professional Graduate Diploma in Education (PGDE) at the University of Aberdeen, Scotland. However, the issues discussed and shared will be common to all UK home nations and indeed to anyone involved in assessment of student teachers.

Session 2 Round table (13.00)
2E19 Round table discussion
Room 7

The nature, effects and purposes of Masters in Teaching and Learning; essence and appearance

Lead Presenter: Helen Scott **-** University of Cumbria
Co-presenter: Simon Asquith - University of Cumbria

Aim of discussion: To evaluate and consider the nature, effects and potential impact (purposes) of MTL, through its development, validation and delivery in England at the start of its "roll out" in schools.

Content: The ideas of essence and appearance (Novack, 1996, Colley, 2002) will be considered as one way of understanding the MTL and what it tells us about high level government interventions in England in the 21st Century; however the discussion will encourage other ways and ideas of engaging with its nature and quality (for example the underlying assumptions that can be accepted or rejected/contested by the participants in the discussion). There will also be exploration of the possible impact on schools, pupils and the profession long and short term if the MTL continues and becomes the professional development of choice for new and existing teachers. It may also be interesting to consider the differing models of the MTL in England and the issues this raises for teacher educators and teachers. The MTL's possible effects on initial teacher education will also be discussed.

Hoped for impact on practice: Participants will benefit from others' perspectives and views (and experiences) and are able to consider MTL in the current political context and in depth, which may have impact on their own engagement with such initiatives (and therefore their students' experiences).

The country/ies to which the round table relates: This will certainly be of interest to colleagues in England, but may have relevance to colleagues in other countries where there is already the notion of the "M" level teaching profession or there is interest in it for the future.

Session 2 (13.00)
2B21 Workshop
Room: PLEASE NOTE this workshop takes place in a computer lab which is A536 on the 5th floor of the Govan Mbecki building. This is the first presentation of this workshop. There is a second opportunity to attend the workshop at 14.00

Using ICT to support dyslexic learners

Lead Presenter: Ros Clark - University of Derby
Co-presenters: Jenny Thompson - University of Derby
Sarah Charles - University of Derby

Aims of workshop:
1. To provide teacher educators with ideas and tools (ICT) to support trainee teachers with dyslexia in lectures, workshops, seminars and with assignments.
2. To look at which ICT packages can be used to support trainee teachers working with dyslexic pupils in the classroom.

Content:
1) Perspectives of dyslexic students and perceived problems with both university and school-based training.
2) Reasonable adjustments – looking at how we can make simple changes in workshops, seminars etc to help to remove barriers to learning for dyslexic students. Highlight the parallels between good practice in Higher Education and good practice in the Primary classroom.
3) How can ICT be used to enhance the learning environment for dyslexic students? From looking at simple overlays and different coloured backgrounds for presentations in lectures to actual support software for individual learning.
4) Practical exploration of ICT packages which can be used in the primary classroom to support dyslexic pupils. To provide the opportunity to work with a number of everyday ICT programmes and recognise how these can be used to support good inclusive teaching. This section will provide teacher educators with a bank of ideas and resources to take back to their own institutions and feedback to their students.

Hoped for impact on practice: More confidence and awareness of students'/pupils' needs along with the ideas and practical strategies to support these will enable teacher educators to develop a programme which will enrich the students' future learning experiences.

Details of workshop structure:
- Feedback from research into experiences of dyslexic students
- Reasonable adjustments to practice both in HE and Primary education
- Practical exploration of ICT used to support learning in HE
- Practical exploration of ICT used to support learning in the Primary classroom

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

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

Session 3 (14.00)
3A20 Workshop
Room 1

Mental wellbeing as a threshold concept in initial teacher education: overcoming the 'stuffed curriculum'

Lead Presenter: Jill Anderson - Mental Health in Higher Education, Lancaster University
Co-presenters: Jane Sedgewick - National CAMHS Support Service

Aim of workshop: Developing an understanding of emotional wellbeing and mental health is arguably an essential component of initial teacher education, yet how to find the time for it? This workshop will consider the notion of mental wellbeing as a 'threshold concept' (Meyer & Land, 2003) in initial teacher education and introduce some tools for supporting students' learning.

Content: Recent policy documents and reports have focused on the emotional health and wellbeing of children and young people and the role of schools in promoting and supporting mental health. **http://www.mhhe.heacademy.ac.uk/ite**
Where then does mental wellbeing sit within initial teacher education?
Researchers have suggested that, within any given discipline, certain concepts can be identified which are 'akin to a portal, opening up a new and previously inaccessible way of thinking about something'. They represent 'a transformed way of understanding, or interpreting, or viewing something without which the learner cannot progress' (Meyer and Land, 2006:3).
A focus on threshold concepts has been held out as an antidote to the 'stuffed curriculum', enabling teachers 'to make refined decisions about what is fundamental to a grasp of the subject they are teaching' and 'a 'less is more' approach to curriculum design' (Cousin, 2006).
In this workshop, we will introduce the notion of a 'threshold concept', propose 'mental wellbeing' as a candidate for threshold concept status in initial teacher education and introduce some approaches to supporting learning in this area.

- Tier 1 training resource: Everybody's Business **http://learning.camhs.org.uk/**
- Mental Health in Higher Education (mhhe) project **www.mhhe.heacademy.ac.uk**

Participants will be encouraged to consider how they might make use of these, and opportunities will be provided for the sharing of participants' own experiences and resources. Thought will be given to how future networking and discussion in this area can be supported.
References:
Cousin, G. (2006), An introduction to threshold concepts, Planet (17), December [on-line, UK] available **http://www.qees.ac.uk/planet/p17/gc.pdf** (accessed 22 January 2010).
Meyer, J. & Land, R. (2003) Threshold Concepts and Troublesome Knowledge: Linkages to Ways of Thinking and Practising within the Disciplines, ETL project report, Edinburgh: University of Edinburgh [on-line, UK] available **http://www.etl.tla.ed.ac.uk/docs/ETLreport4.pdf** (accessed 22 January 2010).

Hoped for impact on practice: Through providing tools and resources, both conceptual and practical, this workshop seeks to:

- promote a focus on wellbeing within the curriculum for ITE.

- impact on the practice of teachers, equipping them to support and nurture the mental health of pupils, enhance their own wellbeing and provide support to colleagues.

Workshop structure:

- Introduction to 'threshold concepts': input from presenters
- Mental wellbeing as a threshold concept in ITE: group discussion
- Implications for the ITE curriculum: group discussion
- Resources for supporting student learning: input from presenters
- Reflections and ways forward: group discussion

The country/ies to which the workshop relates: This workshop relates to the whole of the UK**.**

Session 3 (14.00)
3B21 Workshop
Room: PLEASE NOTE this workshop takes place in a computer lab which is A536 on the 5th floor of the Govan Mbecki building. This is the second presentation of this workshop.

Using ICT to support dyslexic learners

Lead Presenter: Ros Clark - University of Derby
Co-presenters: Jenny Thompson - University of Derby
Sarah Charles - University of Derby

Aims of workshop:
1. To provide teacher educators with ideas and tools (ICT) to support trainee teachers with dyslexia in lectures, workshops, seminars and with assignments.
2. To look at which ICT packages can be used to support trainee teachers working with dyslexic pupils in the classroom.

Content:

1) Perspectives of dyslexic students and perceived problems with both university and school-based training.
2) Reasonable adjustments – looking at how we can make simple changes in workshops, seminars etc to help to remove barriers to learning for dyslexic students. Highlight the parallels between good practice in Higher Education and good practice in the Primary classroom.
3) How can ICT be used to enhance the learning environment for dyslexic students? From looking at simple overlays and different coloured backgrounds for presentations in lectures to actual support software for individual learning.
4) Practical exploration of ICT packages which can be used in the primary classroom to support dyslexic pupils. To provide the opportunity to work with a number of everyday ICT programmes and recognise how these can be used to support good inclusive teaching. This section will provide teacher educators with a bank of ideas and resources to take back to their own institutions and feedback to their students.

Hoped for impact on practice: More confidence and awareness of students'/pupils' needs along with the ideas and practical strategies to support these will enable teacher educators to develop a programme which will enrich the students' future learning experiences.

Workshop structure:

- Feedback from research into experiences of dyslexic students
- Reasonable adjustments to practice both in HE and Primary education
- Practical exploration of ICT used to support learning in HE
- Practical exploration of ICT used to support learning in the Primary classroom

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

Session 3 (14.00)
3C22 Workshop
Room 2

Using interactive video conferencing for ITT

Lead Presenter: Jan Machalski - Bishop Grosseteste University College
Co-presenter: Jenny Dobbs - Cherry Willingham Community School

Aim of workshop: To share the good practice we have achieved in teaching AfL and planning to very new secondary Science teacher trainees. These issues were taught actually in a school and by using video conferencing it was possible to make the theory both relevant and interactive.

Content:
To demonstrate the techniques used, share the results and evaluations and discuss further applications and refinements.
A. Video and pictures will be use to clarify the process involved along with a discussion of the perceived need to make the educational processes involved more accessible to new trainees, to make them relevant by allowing them to both see the educational processes involved and become involved in them by interaction in classroom practice. Reflection and evaluation were also a part of the experience allowing trainees to develop in these areas as well.
B. This will then be followed up by considering the use of this methodology:
1. In a range of named contexts.
2. Considering possible refinements to the methodology
3 To identify new contexts which would benefit from this methodology.

Hoped for impact on practice: To improve our practice and to share good practice with other educationalists.

Workshop structure:
- Introductory talk and demonstration.
- Group tasks
- Feedback and workshop discussion on good practice and ways forward.

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

Session 3 (14.00)
3D23 Workshop
Room 4

Widening Access to ITE in Northern Scotland.

Lead presenter: Ian Minty - UHI Millennium Institute
Other presenters: Neil Simco - UHI
Lindsay Nicol - Moray College UHI

Aim of workshop: To examine widening access themes for ITE students in Northern Scotland, including the Western Isles, with particular regard to adult returners engaging in a 1 year PGDE (primary) programme and the use of locally available support

Content: Using the partnership between UHI and the University of Strathclyde (Jordanhill) and the access for over 100 ITE students in the last 6 years to a PGDE (Primary), the workshop will look at the widening access agenda as it impacts especially on women returners who have been out of full-time education for some time. We will cover academic support, organisation of and support for school placements and the use of local authority associate tutors to provide additional expertise. We will also look at aspects of partnership and how effective a 3-way arrangement can be, involving a TEI, hosting partner (UHI), and local authority associate tutors. With its distributed network of academic partners based on FE Colleges, we will discuss how UHI has been able to tackle the widening access agenda in remote parts of the country. Through some brief case-studies we will also address how the FE curriculum has provided a springboard for some ITE students who would not have normally considered themselves as suitable primary teachers.

Workshop structure

- introduction from the presenters,
- overview of the widening access agenda
- outline of 2 case studies
- strengths and weaknesses of the initiative
- shared experience of similar developments with workshop participants
- conclusion

Hoped for impact on practice: A professional exchange which will stimulate discussion and contribute to potential new approaches to ITE in Scotland.

The country/ies to which the workshop relates: Essentially a Scottish experience, but one with resonance for other parts of the UK and beyond.

Session 3 (14.00)
3E24 Workshop
Room 6

Mind the Gap: *weaving a safety net for Key Stage 1*

Lead Presenter: Fran Paffard - University of Cumbria
Co-presenter: Rose White - University of Cumbria

Aim of workshop: Primary and Early Years ITE colleagues are invited to explore

- how to prepare students to teach confidently across reception and KS1
- continuity between the Primary and Early Years Curricula
- alternative curriculum models.
- ways to restructure ITE courses to enable more coherent primary practice.

Content: Many Newly Qualified Teachers arrive in Reception or Year 1 inadequately prepared to teach a developmentally appropriate curriculum (NFER 2005). Where practice in Year 1 is particularly weak OFSTED (2004) found that teachers had poor knowledge and understanding of the Early Years curriculum, assessment practices and data. Teachers often felt pressured by KS1 SATS and torn between developmentally appropriate learning and meeting targets. Many ITE providers do not give students a broad enough knowledge and experience base to teach across the different key stages, although this may be expected of them in practice.
The discussion will explore the ways in which ITE providers address these problems and how they organise the student experience to prepare them for conflicting pressures in the classroom. It will also examine the potential of other curriculum models to resolve these issues, including the implications for ITE of the Rose Review and the Cambridge Review

Workshop structure:

- Course and module mapping exercise – where are we now?
- Brief presentation of key issues
- The learning line – looking at participants' expertise and where the gaps are.
- Group exercise – The Venn of pedagogy - similarities and differences
- Presenting alternate models – overview of international models + outcomes
- Rose and Cambridge – the future?
- Bridging the gaps – where do we go next?

Hoped for impact on practice: Participants will consider current practice and key issues, and explore ways of providing a more coherent framework for delivering primary and Early Years' teacher training. Commonalities in curriculum content, skills and attitudes will be identified across phases and creative strategies found to bridge the gaps. Participants will leave armed to engage colleagues in constructing a more coherent student experience across phases and courses.
The country/ies to which the workshop relates: This session looks particularly at the current issues in England but is informed by comparisons with other UK and International models of curriculum and practice.

Session 3 (14.00)
3F25 Workshop
Room 7

'I must be finished: I've reached the word count': engaging students with assessment criteria.

Lead presenter: Dr Liane Purnell **-** Newman University College

Aim of workshop:
This workshop will:

- discuss students' engagement with assessment criteria
- reflect upon research which considered: what students do with assessment criteria and why
- consider the applicability of this approach in different contexts.

Content: This workshop will outline research carried out with year two ITE undergraduates. They undertake a module with twelve wordy assessment criteria which can appear impenetrable. The research explored students' response to these criteria and then audited their understanding of the specific assessment criteria. Activities were then designed to address those criteria which the students did not understand and to enable them to access them. These activities included 'marking' examples of written work, practising referencing, reflecting upon research, evaluating exemplar answers, constructing answers to key questions and working with a partner. Students evaluated the activities stating usefulness and preferences. There was an additional focus on setting and returning tasks in electronic form. Consideration will be given in detail to these and the response of the students to these. The results of this research will be presented to colleagues who will discuss the results and consider their applicability to their own settings.

Hoped for impact upon practice: Participants will take back to their institutions a range of ways of engaging students with assessment. Participants will discuss the findings of the research and reflect upon their generalisability. Would a similar approach work in their institution and would any changes need to be made to bring them about?

Workshop structure:

- 10 minutes: Presentation of an overview of research carried out
- 10 minutes: presentation of findings in relation to what students do with assessment criteria and why: participants will analyse these and discuss implications for own practice
- 15 minutes: Outline of tasks set and students' responses. Discussion: would any of these work at your institution? What would you need to change?
- 10 minutes: Outline of and discussion of e-tasks set and students' response to them: participants analyse results and discuss: would you have expected this and what could change it?

The country/ies to which the workshop relates:
This workshop is relevant to any countries in which assessment of students' work is carried out.

Session 3 – Workshop (14:00)
3G26 Workshop
Room 8

Social and emotional aspects of learning: for pupils, parents, teachers and teacher trainers

Lead Presenter: Karen Stuart - University Of Cumbria

Aim of workshop: To develop an understanding of the importance of the emotional domain in teacher education at all levels – from pupils through to senior lecturers, and to introduce some simple tools to enhance social and emotional learning.

Content of the workshop: This workshop will introduce the concept of social and emotional learning with some exercises that span primary, secondary, HE and adult learning. Having established a common understanding of SEAL, the workshop participants will unpack the territory of SEAL by reference to their own practice. Findings from research will be presented that underpin the need to model, not 'teach' SEAL in order for it to be effective, and the implications of this will be discussed. There will be opportunity to experience a couple of simple SEAL exercises, and the workshop will conclude with an argument for the value of SEAL in learning of all levels today.

Hoped for impact on practice:
Development of new SEAL tools to embed in daily practice.

Workshop structure:
- Icebreaker
- Introduction to the concept of social and emotional learning
- Cross sector / level exercises
- Unpacking the territory of SEAL by reference to their own practice – group work
- Plenary of findings from research
- Experience of simple SEAL exercises
- The case for SEAL in learning

The country/ies to which the workshop relates: UK based research, international applications

Session 4 - Presentations 2 (15:00)
4A27 Individual papers - Session lead: Phil Long
Room 1

The role of an independent regulatory body in encouraging early professional learning and development for teachers

Lead Presenter: Tom Hamilton - The General Teaching Council for Scotland
Co-presenters: Mairi McAra - The General Teaching Council for Scotland
Rosa Murray - The General Teaching Council for Scotland

Aim of presentation: The aim of the presentation will be to identify, illustrate and explore the role of the General Teaching Council for Scotland in encouraging successful early professional learning and development for student teachers, probationer teachers and fully registered teachers in the first few years of their careers.

Content: Set up in 1965, the General Teaching Council for Scotland (GTCS) is the independent regulatory body for the teaching profession in Scotland and all teachers in state schools in Scotland must be registered with the GTCS. The GTCS accredits all initial teacher education programmes in Scotland and sets the Standard for Initial Teacher Education, the Standard for Full Registration and the Standard for Chartered Teacher, all of which are central to the professional learning and development of teachers. The GTCS notes and concurs with the following two statements:

> 'Research shows that teacher quality is significantly and positively correlated with pupil attainment and that it is the most important within school aspect explaining student performance.' Commission of the European Communities (2007) Improving the Quality of Teacher Education
>
> 'The quality of an education system cannot exceed the quality of its teachers.' McKinsey and Company (2007) How the world's best-performing school systems come out on top

After identifying the role of the GTCS, the presentation will illustrate how the Council brings influence to bear on those providing professional learning and development for students and teachers. Also illustrated will be how the Council endeavours to encourage students and teachers to accept and embrace their individual responsibilities for their own professional learning and development. The presentation will conclude by exploring, through discussion, possible future mechanisms to enhance the professional learning and development of teachers.

Hoped for impact on practice: The desired impact would be for all present to reflect on their own professional learning and development and, within the context of their various roles, enhance appropriately their own contribution to improving the quality of education.

The country/ies to which the presentation relates: The presentation will deal with the Scottish system but the intention would be to make points which are also generally applicable to enhancing education in other countries.

Session 4 - Presentations 2 (15:30)
4A28 Individual papers - Session lead: Phil Long
Room 1

What difference does it make? : the impact of teacher training on university lecturers

Lead Presenter: Phil Long - Anglia Ruskin University

Aim of presentation: This paper uses the concept of teaching regimes to explore the impact of a mandatory teacher training course on new university lecturers' conception of and approach to learning and teaching.

Content: The publication of the 1997 National Committee of Inquiry into Higher Education, the so-called Dearing Report, made a number of important recommendations to help universities improve the quality of their teaching. Among these recommendations was a call for improved staff development which led directly to the widespread development of Postgraduate Certificates in learning and teaching in higher education. Although this development went some way towards bringing HEIs in line with practice in compulsory and post compulsory education the development of teacher training courses for university teachers has been strongly opposed by many staff who see themselves as researchers not teachers. Another area of concern for many university teachers is the extent to which generic teacher training courses can help them deliver their subject area. These issues have been the subject of intense national and international research and opinion as to the efficacy of teacher training for university teachers varies with some studies suggesting such courses have little or no impact whilst others suggest clear evidence of improvement in teaching quality. The research for this paper is based on a small scale qualitative study of staff at a post 1992 university and uses a phenomenographic approach to explore the contribution the postgraduate certificate in learning and teaching made to the development of new teachers' teaching regime.

Hoped for impact on practice: Teacher education crosses all levels of provision and there are common areas of interest to those involved in teacher training, in particular the ways in which new teachers develop or create their teaching regimes.

The country/ies to which the presentation relates: England, Finland, Republic of Ireland

Session 4 - Presentations 2 (15:00)
4B29 Reflection - Session lead: Rachel Lofthouse
Room 2

Aspects of professional learning; a new framework for student reflection

Lead Presenter: Rachel Lofthouse - Newcastle University
Co-presenters: Roger Knill - Newcastle University

Aim: During this presentation we aim to reflect on the professional learning journey as experienced by PGCE students. We will introduce a model which highlights eight aspects of professional learning, and describe its origin and use within our M level PGCE programme, through the dual perspectives of tutors and students.

Content: At the start of their PGCE year students were asked what their personal objectives were for the course. Unsurprisingly the vast majority of responses were related to acquiring professional confidence and teacher identity. This presentation will focus on PGCE students' experiences of professional learning throughout the year. We will introduce a model of professional learning developed from former student feedback, which we now use as a framework to foster student reflection and tutorial dialogue. Acquiring professional confidence and teacher identity is one of the eight aspects of professional learning suggested by the model. Professional learning is, at least in part, situated learning (Lave and Wenger, 1991), theories of which Hargreaves (2002) suggests are startling absent in the literature of school effectiveness and improvement. The presentation will relate the PGCE experience to situated learning and an engagement in workplace studies (Luff *et al.,* 2000). It will explore the extent to which students relate to and develop through a wider conception of professional learning than that with which they arrive. The proposed model is not confined by the QTS standards, and thus has relevance beyond the PGCE context. It also strives to make meaning of the Masters element of the student teachers' professional learning experience.

Hargreaves, D. (2001), A Capital Theory of School Effectiveness and Improvement [1], *British Educational Research Journal,* 27(4), 487-503

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

Luff, P., Hindmarsh, J. and Heath, C. (Eds.) (2000) *Workplace Studies*, Cambridge: CUP.

Hoped for impact on practice: We hope to prompt colleagues to consider the opportunities that they offer students to reflect upon and demonstrate a range of professional learning outcomes. The work may find relevance in the training of the wider school workforce and in the further development of an M level profession.

The country/ies to which the presentation relates: The work has been undertaken in England, but is not defined by the English teacher education context.

Session 4 - Presentations 2 (15:30)
4B30 – Reflection - Session lead: Rachel Lofthouse
Room 2

Inspiring Confidence: Developing Competent Learners Through Reflective Practice

Lead Presenter: Daryll Griffiths – MMU
Co-presenter: Karen Griffiths – Glyndŵr University

Aim: The paper seeks to explore the value of reflection as a process in the professional development of teachers and its impact on the development of their learners.

Content: Reflection as a process to facilitate the professional development of teachers is well established (Bandura, 1986; Bolton, 2005; Moon, 2000; Schön, 1983; Jarvis, 1992). To inform curriculum development and teaching practices, as teacher educators the investigation focuses on the impact reflection has on our trainee teachers' practice in terms of its usage as a process of learning with their learners. Through a case study methodology, the use of reflective practices will be explored with learners of trainee teachers across three sectors (Primary, Secondary and Post-compulsory).

The case studies will demonstrate the impact reflection has on the development of self-esteem and learner confidence, both in trainee teachers and their learners, and identify the varied and creative practices across the sectors that capture learner's experiences, environments and thoughts.

Methods of recognising, capturing and recording reflection is wide ranging across sectors, and by bringing the study together using different learner groups the three sectors are able to share best practices.

Hoped for impact on practice: Recognising and capturing reflective practice in a range of learning environments will inform curriculum development across Primary, Secondary and Post-compulsory practices in the institutions involved in the study in establishing best practices. This will encourage trainee teachers to adopt creative reflective practice for themselves and their learners.

The country/ies to which the presentation relates: The initial research is carried out across three sectors and the institutions involved in this research are situated in England and Wales demonstrating the relationship of the topic to all learners and therefore potential for international significance.

Session 4 - Presentations 2 (15:00)
4C31 – Transitions - Session lead: Lisa Murtagh
Room 4

"I want my mum!" Understanding issues of transition to Higher Education to support students

Lead Presenter: Lisa Murtagh - Edge Hill University
Co-presenter: Greg Parker - Edge Hill University

Aim: This paper examines some issues surrounding transition to Higher Education (HE) and reports the findings of a study designed to understand students' expectations of independent learning and assessment practices and an intervention designed to support trainees at the outset of their first year of study.

Content: The purpose of this paper is to disseminate the findings of a study designed to ascertain any potential transitional issues to HE and therefore any areas for development in our Year 1 Programmes to aid student progress. Data were gathered via semi-structured questionnaires distributed to Year 1 Initial Teacher Training students at the outset of their Degree Programme and through focused conversations with a group of students and their tutors. The main findings of the study indicate that a majority of those involved in the study anticipate that the workload will be demanding and intense in HE, but that they have had little or no preparation for studying independently prior to entry to the Programme. In addition, the data indicates that the assessment experiences of the students not only vary greatly, but that they anticipate much tutor support and guidance with regard to assessments in HE, including frequent feedback during the assessment period. The paper discusses some potential opportunities for preparation for HE, including an evaluation of an intervention which facilitated the opportunity for students to discuss independent study and assessment with their peers and tutors.

Hoped for impact on practice: To suggest to delegates ways to improve students' transition to HE which they adapt to their circumstances.

The country/ies to which the presentation relates: The presentation relates to a study conducted in England, but can have resonance in other countries.

Session 4 - Presentations 2 (15:30)
4C32 Transitions - Session lead: Lisa Murtagh
Room 4

'Issues Facing Mature Returners to Education and Strategies Employed by an Applied Education Division to Address These'

Lead Presenter: Jill Wallis - University of Bedfordshire

Aim: To:

- outline the issues identified by a group of mature, mostly female, multi-ethnic part-time students attending a degree course while also working up to full time in schools,
- discuss the strategies adopted by the course team to address these issues
- report on what impact these changes may have made to the student experience

Content:

- A report on a series of group interviews conducted with year 1 students soon after the point of entry on the course to identify key themes
- A report on a series of one to one interviews, using the above themes, with volunteers from the student group about their experiences and views, one year on
- a report on the results of a questionnaire to collect wider views from the student body towards the end of their third and final year
- a summary of key findings
- a report on the strategies and initiatives introduced by the course team to address some of the issues emerging, such as low self-esteem, failure to identify as students, high levels of anxiety and expectation of failure, clashes of commitment with school and home responsibilities, feelings of guilt, etc
- report on follow-up research with new incoming group to measure whether initiatives had had an impact on reported attitudes and concerns at this point (to be completed this year)

Hoped for impact on practice: This research has had a direct effect on our own practice in terms of how we approach, prepare, engage with and support our students and we believe there may be lessons there for colleagues in many linked areas whose students may be encountering similar challenges.

The country/ies to which the presentation relates: England, but he issues raised here would apply to any country where students can study as part-timers, mature students and/or work-based students and in particular where work-based experience is linked to study (e.g. also nursing, social work, medicine, etc). Courses with high numbers of women students and ethnic minority students, or wishing to increase recruitment in those fields may also benefit. Those not yet offering courses which can be accessed part-time by students in work, and wishing to develop in this area may also find our course details and design interesting.

Session 4 - Presentations 2 (15:00)
4D33 Secondary issues - Session lead: Carrie Mercier
Room 6

The Big Bang: bringing transformational education to an Academy.

Lead Presenter: Heather McClue - University of Bedfordshire
Co-presenters: Kate Jacques - University of Bedfordshire

Aim: We aim to illustrate and analyse the birth and early development of an Academy in order to evaluate the means by which fundamental change and cultural transformation takes place. We ask if this change is sustainable in the longer term and, given costs, represents value for money? The government's desire for Higher Education involvement in Academies states '….direct engagement with secondary education is the next step to widening participation' (Sutton Trust and IoE 2008).

Content: The presentation is a small scale case study of the creation of an Academy formed from a failing school in south east England. We call the Academy St. Cuthbert's.

Firstly the presentation provides a descriptive overview of the process of creating an academy demonstrating the considerable input from a significant number of stakeholders, in particular the formulaic approach adopted by the DCSF. The principles and philosophy behind the notion of creating new schools out of old is examined and the evidence looked at in terms of judging success so far. Reasons for success and failure are identified generally before looking at St. Cuthbert's in particular.

Secondly the outcomes of interviews with key players involved in the development of St Cuthbert's are analysed. Participants include samples from students, teachers, parents and consultants used to guide the process. Significant events, features and processes are identified which facilitated or hindered the work towards creating the academy from the first proposal to the opening which in this case was barely a year. Thirdly, the presentation will also consider the contribution the university's department of education can make to ongoing pedagogical innovation and professional development.

Finally an assessment of the first year of operation is given against the criteria used to 'judge' successful schools then against the additional things the principle and sponsors wanted to achieve.

Hoped for impact on practice: We identify key characteristics of good practice at St. Cuthbert's which have made a significant, positive difference to the climate and culture of the school. Leadership and the relationship the principal has with students and staff is powerful but so is the conduct of lessons and how teachers have changed the climate for learning especially in relation to the expectations of students.

The country/ies to which the presentation relates: This relates to the UK but clearly will be of interest to British and international schools where improving overall school effectiveness and raising student aspirations is a key consideration.

References:
Curtis A., Exley S., Sasia A., Tough S. and Whitty G. (2008) 'The Academies programme: Progress, problems and possibilities' Sutton Trust and Institute of Education University of London.

Session 4 - Presentations 2 (15:30):
4D34 Secondary issues - Session lead: Carrie Mercier
Room 6

The impact of the New Secondary Curriculum and implications for ITE

Lead Presenter: Carrie Mercier - University of Cumbria

Aim: The aim is to raise questions about the implications of the New Secondary Curriculum (NSC) for initial teacher education and to take account of teacher perspectives on the impact of recent curriculum developments and their perceptions of the effect on their subject teaching.

Content: This paper will present the findings of a research project carried out in schools in the North West during 2009 which looked at the nature and extent of the impact of the NSC in schools and the implications for initial teacher training. The research draws on a combination of research methods. First a questionnaire was sent to schools, this was followed by lesson observations in three schools and in-depth investigations through semi-structured interviews with twelve teachers. The presentation will focus mainly on teacher perspectives on the impact of the NSC and explore their perceptions of the implications for initial teacher education. While the main focus of the research was in the field of Religious Education, the findings are relevant to those involved in teaching and teacher training in other areas of the secondary curriculum.

Hoped for impact on practice: The intention is to provoke debate on how to best to prepare trainee teachers for working within the NSC and how to enable them to think critically about the nature of the curriculum so that they have the skills to engage in the development of the curriculum in their school.

The country/ies to which the presentation relates: England mainly but the debate about the nature of the curriculum is completely international – similar discussions and research about whether we have a subject based curriculum or a more integrated and skills based curriculum continue across the world.

Session 4 - Presentations 2 (15:00)
4E35 Individual papers - Session lead: Lionel Warner
Room 7

Overseas Trained Teachers: problem or solution?

Lead Presenter: Lionel Warner - University of Reading

Aim:

(a) to present the results of a pilot study and to outline further research
(b) to argue for a more positive representation of OTTs in popular and academic discourse

Content: The growth of OTTs, especially in London and the South East, has been considerable and shows no immediate sign of diminution. Policymaking for the quality assurance of these teachers has taken different routes in England, Wales, Scotland and Northern Ireland. Concern has been expressed about the impact on overseas countries of their teachers seeking employment in the UK.

The representation of OTTs seems to have a negative note in recruitment and employment documents, in the press, and, to a lesser extent, even in academic literature.

Data from the pilot study indicate amongst other things that OTTs feel they have valuable personal qualities which enable them to teach well overseas, that an important factor in their success is professional support in school, and an important difficulty to be surmounted is the complexity of the UK curriculum, especially in the primary phase. The next stage of the research is to investigate ways in which OTTs' particular strengths are perceived.

Hoped for impact on practice:

(a) an enhanced recognition in schools of the value of CPD, even of the most informal in-house kind
(b) a recognition from recruiters that OTTs are a valuable commodity, not merely second-rate workers drafted in in time of shortage.

The country/ies to which the presentation relates:

(a) the presentation relates primarily to England
(b) comparisons are drawn to policy and practice in the other UK countries
(c) the possible impact of 'brain-gain/brain-drain' on non-EU countries is considered.

Session 4 - Presentations 2 (15:30)
4E36 Individual papers - Session lead: Lionel Warner
Room 7

The Dual Carriageway: an efficacious model for working with teacher trainees and mentors on new initiatives.

Lead Presenter: Tracy Wallis - University of Wolverhampton
Co-presenter: Paul Gurton - University of Wolverhampton

Aim: To discuss the duality of learning that can occur within a programme aimed at upskilling teacher trainees in collaboration with delivering CPD for mentors from Partnership schools. Partnership is defined here as the relationship that exists between the provider and mentors in schools.

Content: The paper describes the duality of learning as an innovative way of working and presents it as a unique delivery approach to Professional Development. The programme which forms the basis of the findings presented here consisted of a series of taught sessions specifically designed to enhance trainees' confidence in teaching Primary Languages. Running concurrently with the taught sessions, were workshops where mentors were engaged in developing the skills required to observe and give constructive feedback on Primary Language lessons. Although this programme was the vehicle to deliver CPD, the impact upon ways of developing working with trainees and mentors and the implications of dual learning for the wider ITE community are far reaching. They include:

- Trainee belief in the value of this programme, both for their employment opportunities and in the educational value of Primary Languages for children.
- How feedback from participant schools, strengthened our belief in the educational value of the Primary Languages initiative.
- A set of transferable principles for working on similar projects across teacher education.
- Increased mentor involvement with the trainees through the project thus developing our notion of Partnership further.
- An expansion of the generic principles of our Partnership through the nature of dual learning that may be used when working on similar projects with teacher trainees and mentors.

Future:
In order to enhance the impact we have been successful in securing further funding in order to run an improved programme with this year's final year trainees and mentors. We also plan to further enhance the model of dual learning as a system of working on further initiatives in education.

Hoped for impact on practice: The development of the key principles of this model of learning is a highly efficient and effective way of developing Partnership. The generic nature of these principles makes them transferable and applicable to other areas of working with mentors and teacher trainees in all sectors.

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

Session 4 - Presentations 2 (15:00)
4F37 An international dimension - Session lead: Janet Streeter
Room 8

A case study relating to the development of an international placement in The Punjab for ITE students from Newman University College

Lead Presenter: Parminder Assi - Newman University College
Co-presenter: Rachel Morgan Guthrie - Newman University College
Bob Shipman – Newman University College

Aim: The presentation of the findings of a research project intended to help establish, support and enhance the professional and cultural experiences of ITE students on international placement.

Content:

- The historical background including Newman University College's existing international links including those with The Gambia
- The preparation for placement including student awareness of the cultural context to teaching in India.
- The supportive professional community both in Birmingham and in placement contexts including pastoral and professional mentors
- Changes in expectations and perceptions of student respondents before and after the international placement experience
- The identification of emerging professional partnerships for continuing professional development and collaborative research

Hoped for impact on practice: It is hoped that this research will impact on practice in the following ways:

- To enhance the existing TDA requirements by promoting a more holistic approach to initial teacher education and broader global and cultural understanding.
- To nurture a professional collaboration in international educational research
- To share and develop professional dialogue amongst conference delegates relating to international liaison in teacher education.

The country/ies to which the presentation relates: The Punjab, India & The Gambia, West Africa.

Session 4 - Presentations 2 (15:30)
4F38 An international dimension - Session lead: Janet Streeter
Room 8

An international dimension to teacher education: exploring intercultural awareness and competence among teacher trainees.

Lead Presenter: Janet Streeter - University of Cumbria

Aim: The aim of the presentation is to explore ways in which teacher trainees are able to increase their intercultural awareness and develop intercultural competences by taking part in a three week placement at a school abroad.

Content: Each year approximately 40 – 50 Primary undergraduate trainees (not MFL specialists) at the University of Cumbria take part in short experiential placements in 7 other EU countries as part of their studies. The Leonardo da Vinci –funded PRISTINE project has been running now since 2004 and project evaluations have shown clear benefits. On a personal level, trainees return with much greater confidence and self-esteem. The whole experience of living and working abroad has been described by many as "life-changing". On a professional level, they realise that there is "life beyond the National Curriculum", return convinced of the importance of foreign languages in the curriculum and gain a huge insight into other education systems, teaching strategies and working practices.
This presentation seeks to look deeper into these benefits with a particular focus on the trainees' intercultural awareness and competences. It is based on evidence and material collected during the 2008-9 PRISTINE II project when students took part in two intercultural awareness sessions: one prior to departure and one on their return. Findings are also based on interviews with students. The presentation will draw on research and literature relating to intercultural competences from both inside and outside of Europe. For example, Mike Byram's suggested Self Assessment of Intercultural Experience (Byram, Mike, Assessing Intercultural Experience in Language Teaching, Sprogforum No 18, Vol. 6, p. 8-13, 2000) which was used as a basis for student interviews.

Hoped for impact on practice: This presentation will inform education professionals and others within Higher Education of the benefits (and challenges!) of providing an international dimension in teacher education and possibly encourage the development of further international projects.

The country/ies to which the presentation relates: Finland, Germany, Hungary, Netherlands, Poland, Spain, Sweden, United Kingdom.

POSTER PRESENTATIONS

1. Student research into primary education

Rita Headington – University of Greenwich

Aim of the Poster: This poster aims to disseminate a progressive approach to engaging undergraduate student teachers as researchers of primary school education. Moving beyond the final year dissertation, we have developed opportunities for students to explore, report and share their research into education, from entry into the BA QTS programme through to the Newly Qualified Teacher status.

Content: The poster will provide an overview of our approach to students' engagement with research into primary education and show our plans to disseminate students' work more widely within the education community, through an online journal.

Through analysis of research project development at this level (Bell, 2005; Roberts-Holmes, 2005) we have identified and designed a staged approach to engaging students with educational research across three years of the degree. We seek to show students that research and dissemination are integral to enhancing practice in primary school classrooms, and that, as practitioners, they can contribute to the development of knowledge.

The poster will show the progression of the learning and dissemination experiences provided in the three years of a new course, within which students become members of a learning community and are expected to research, share and discuss the literature and their placement experiences (Headington, 2009). Across the three years of study students move from general to specific approaches to research, informal to formal presentation of ideas, and from discussion with peers to dissemination to a wider community.

The poster will give examples of the learning activities, students' work and their evaluation of these experiences. It will show the range of dissemination experiences provided, culminating in the most recent development of an online journal which will provide an opportunity for dissemination of high quality research by students who are about to enter the profession as Newly Qualified Teachers. As an online resource it will be shared across the three year groups of the degree and with schools within the partnership, encouraging students and new teachers to explore the importance of primary education and their contribution to its development.

The country/ies to which the poster relates: This work is based in an English university but is likely to have resonance in undergraduate programmes across all countries represented at the conference.

References

Bell J (2005) *Doing Your Research Project, 4th edn,* OUP.
Headington R (2009) 'The role of course design in building a supportive learning community for first year undergraduates' at *European First Year Experience Conference* 13-15 May 2009, University of Groningen, The Netherlands (available at http://www.efye.eu/sessions.html).
Robert-Holmes G (2005) *Doing Your Early Years Research Project,* PCP.

2. PRISTINE: Primary International Student Experience

Janet Streeter - University Of Cumbria

Aim of Poster: The Faculty of Education at the University of Cumbria is one of only 4 institutions to have been awarded a Leonardo Mobility Certificate for the international school placement projects that it has organised over the past 6 years. The aim of the poster is to inform delegates about the project and also disseminate the results of the 2008-9 PRISTINE II evaluation.

Content: The poster will involve a display of photographs relating to PRISTINE, its partners and how the project works. In addition there will be specific examples of students' experiences, with regard to their intercultural awareness and competences. These will serve as a further illustration of content handled in the presentation.

The country/ies to which the poster relates: Finland, Germany, Hungary, Netherlands, Poland, Spain, Sweden, United Kingdom.

3. How to support trainee teachers to demonstrate that they can provide outstanding evidence in pursuit of Qualified Teacher Status (QTS).

Lead Writer: David Wooff – Edge Hill University
Co- writer: Dawne Bell - Edge Hill University

Aim of Poster: The poster will illustrate how senior lecturers working within Design and Technology teacher training at Edge Hill University provide support enabling trainees to produce high quality evidence necessary to demonstrate their competence against the standards relating to achieving Qualified Teacher Status (QTS).

Content of the Poster: The poster will outline statutory requirements for the award of QTS for trainee teachers in the secondary education sector in England.

Currently the resources have been trialled with Design and Technology on a variety of Initial Teacher Education (ITE) courses; PGCE, KS2/3 and B.Sc. The strategies, methodologies and documentation developed will be implemented across the whole of the secondary undergraduate programme to help raise standards and the attainment of trainees.

Trainee based case studies will be included with reflections on the purpose and usefulness of these materials as a tool in the production of evidentiary files demonstrating competence against the QTS Standards.

The poster will also illustrate 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 will allude to future developments in training resources at Edge Hill. It is envisaged that these resources will enable an increased number of trainees to engage in effective self reflect to become outstanding trainee teachers and subsequently outstanding classroom practitioners.

The country to which the poster relates: Initially the poster is of interest to those engaged in Initial Teacher Training (ITT) in England however delegates facilitating teacher training and teacher education outside of England who adhere to different standards may find amplification on the English method of training and assessing competence in teachers both informative and useful.

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.

NOTES