

Shaping the UCET Research Agenda

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et al.

Policy Churn in ITE - UCET Research responses

- Nunn, J. (2017) Strengthening the quality and content of initial teacher training. Planning in Partnership.
<https://www.ucet.ac.uk/informationguidance-advice/>
- Position paper 2019: [*Building Research Informed Teacher Education Communities*](#)
- IBTE Document 2020: UCET [*The Intellectual Basis of Teacher Education*](#)

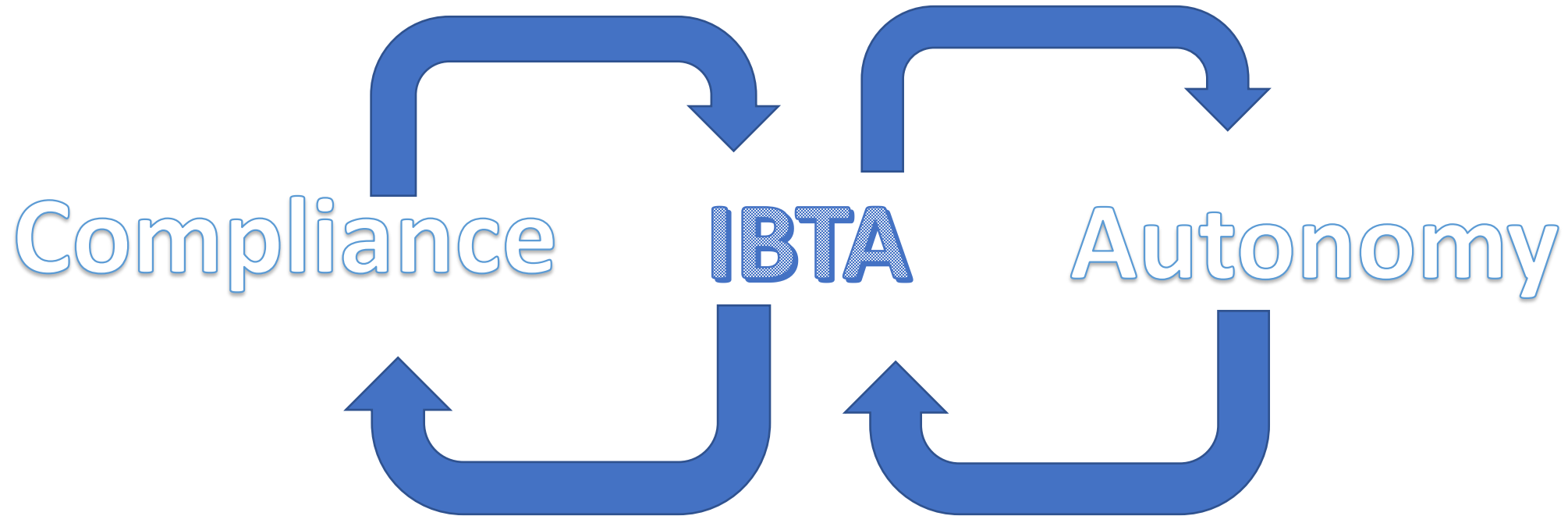
IBTE- focus themes

- Competent and confident professionals
- Epistemic agents
- Able to engage in enquiry-rich practice
- Responsible professionals

Key Messages from 2022 UCET Conference:

Support for all members

Compliance, but retaining autonomy, owning the narrative of IBTA



Working Groups on Four Themes

- Expand IBTE rather than respond to CF
- Teaching as an intellectual activity
 - Medical model of researcher from beginning of ITE?
- Briefing papers on each theme to summarise evidence base
- External facing?
- Funding for work?

Working groups

- 1. Competent and confident professionals** – 8 members: Derby, Northampton, Exeter, Newman, Wolverhampton, Sheffield Hallam, St Mary's Belfast + one independent
- 2. Epistemic agents** – 6 members: Chester, Liverpool JM, Bristol, Oxford, Edgehill, Leeds Trinity.
- 3. Able to engage in enquiry-rich practice** – 9 members: Chester, Manchester, Derby, Liverpool JM, Bath Spa, Anglia Ruskin, Birmingham, Leeds Trinity
- 4. Responsible professionals** – 6 members: Derby, Sheffield Hallam, Newman, St Mary's, Nottingham, Sheffield Hallam.

Shaping UCET's Research Agenda: participation?

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