

**UCET ANNUAL CONFERENCE - Thursday/Friday, 3/4 November 2011**



***Shifting Sands and Stable Foundations: Insecurity and Stability in Teacher Education***

Thursday 3rd November	
<b>9:00 – 11:00</b>	<b>ARRIVAL and REGISTRATION</b>
<b>11:00 – 11:10</b>	<b>PLENARY: Welcome and Introduction – Sally Yates, UCET Chair</b>
<b>11:10 – 11:55</b>	<b>KEYNOTE ADDRESS – Richard Pring (Oxford)</b>
<b>12:00 – 13:15</b>	<b>LUNCH</b>
<b>13:15 – 14:00</b>	<b>KEYNOTE ADDRESS - Graham Donaldson: Review of Teacher education in Scotland</b>
<b>14:05 – 15:20</b>	<b>SESSION BLOCK A</b>
<b>A1</b>	Fiona Church (Birmingham City) - Academies and Free Schools – threat or opportunity for Education Faculties
<b>A2</b>	Elisabeth Lee (Hertfordshire) - Exploring alternative pedagogical approaches to teaching primary literacy: comparisons between India and UK
<b>A3</b>	Malini Mistry (Bedfordshire) and Krishan Sood (Nottingham Trent) - EY & Leadership
<b>A4</b>	Helen Wilson (Oxford Brookes) - What makes an exemplary teacher of science at Key Stage 3?
<b>A5</b>	d'Reen Struthers (Roehampton & APTE) & Simon Asquith (Cumbria & APTE) - ITE, partnerships and fly fishing (the bait of the neo liberal agenda)
<b>A6</b>	Deirdre Hewitt (Liverpool Hope) - Changing demands on professionalism in light of the increasing demands of the coalition government
<b>A7</b>	Keith Porteous (Hull) - Mathematics Enhancement Courses for entrants with limited subject qualifications
<b>A8</b>	Claire Head and Heather Davies (Hull) - Pedagogical Exchange for Professional Development
<b>A9</b>	Sean Cavan (SHU) and Ann Slater (UEL) - Teaching schools, ITT and CPD
<b>A10</b>	Jeanne Keay (Roehampton) - Linking children's learning with professional learning: impact and evidence
<b>A11</b>	Alison Jackson (Cumbria and TEAN) - Teacher education across the UK
<b>A12</b>	Tanya Ovenden-Hope (Plymouth) - A Universal Teaching Qualification: Challenges and Opportunities for Implementing the Recommendation of the Skills Commission Report 'Teacher Training in Vocational Education' (2010) for Professional Convergence
<b>A13</b>	Mike Coldwell and Tim Simkins (Sheffield Hallam) - Level models of CPD
<b>A14</b>	Janet Thomson and Berry Billingsley (Reading) - Teaching science to pupils who are blind or partially sighted: lessons for teachers of sighted pupils
<b>A15</b>	Karl Cain (Newcastle) - Selection for the PGCE; how do we know what 'works'?
<b>A16</b>	Steve Hall (Staffordshire) - SIDE: Staff development for trainee teachers, teaching assistants, teachers and school leaders through the International Dimension in Education
<b>A17</b>	Gordon Kirk (UCET) – The national curriculum, teacher education and teacher professionalism: towards a re-alignment?
<b>A18</b>	Simon Bellamy and Nichola Kentzer (Northampton) - our experience of running DTLs groups composed entirely of secondary school based trainees
<b>A19</b>	Janet Orchard (Bristol), Ian Menter (Glasgow), Trevor Mutton, Lorraine Foreman-Peck and Alis Oancea (Oxford) - Philosophical perspectives on the future of teacher education
<b>A20</b>	Constant Leung (Kings) and Jean Conteh (Leeds) - English as an Additional Language: developing capacity in ITE
<b>15:20 – 15:45</b>	<b>TEA/COFFEE</b>
<b>15:45 – 16:30</b>	<b>KEYNOTE ADDRESS – Meg Maguire (Kings): White paper</b>
<b>16:35 – 17:50</b>	<b>SESSION BLOCK B</b>
<b>B1</b>	Steven Coombs and Catherine Simon (Bath Spa) - Designing Accredited CPD for the Children's Workforce: Old Challenges and New Opportunities.
<b>B2</b>	John Lea (Canterbury) Phil Price and Allison Beard - ITE/CPD for the HE and FE community

<b>B3</b>	Helen Corke (Worcester) - Research into qualities and competences of teachers
<b>B4</b>	Susan Shaw (Cumbria) - 2yr HEFCE degree leading into PGCE
<b>B5</b>	Anna Carlisle (Goldsmiths) - Schools and universities: collaborating to manage change
<b>B6</b>	Peter McNaughton and Graeme Logan (hmie) - Responding to the Review of Teacher Education in Scotland
<b>B7</b>	Pete Boyd (Cumbria) - Teacher Educator Tribes: the pedagogy and identity of lecturers in teacher education based in Further Education College and University department workplaces
<b>B8</b>	Berry Billingsley et-al (Reading) - Answering questions about science & religion: what trainee teachers might like to know
<b>B9</b>	James Wetz (Human Scale Education) - Is teacher education failing to meet the needs of our young people?
<b>B10</b>	Ian Menter (Glasgow), Olwen McNamara (Manchester) and Alis Oancea (Oxford) - UCET/BERA collaboration - the impact of current policy developments on educational research
<b>B11</b>	Carol Dennis (Hull) - Language and Literacy teachers changing conceptions of literacy: exploring the research, policy, practice nexus
<b>B12</b>	Des Hewitt (Derby) - Skype for learning: developing local and international partnerships
<b>B13</b>	Stephanie Evans (Cumbria) - The Child's Voice: Collaborative Approaches with Trainees in Research'
<b>B14</b>	Debbie Redshaw and Jo McShane (Newcastle) – A Year in Life of a New PGCE Course Leader
<b>B15</b>	Ivor Hickey and Deirdre Robson (St. Mary's Belfast) - Interdisciplinary Art and Science: A Key Stage 3 Pilot (Jan – July 2011) funded by The Esmée Fairbairn Foundation.
<b>B16</b>	Chris Szwed (Birmingham) - Selective cosmopolitanism - a study of the adaptation of the PGCE in the UAE
<b>B17</b>	Jacque Nunn (UCET) and AACTE – ITT Strategy: From Washington to Westminster
<b>B18</b>	Judy Miller (Worcester) - Is there a good time of life to undertake a PGCE in Secondary teaching?
<b>B19</b>	Helen Boulton (Derby) - Working more effectively with training providers to create a new DTLLS experience
<b>19:30 – 20:00</b>	<b>Drinks Reception</b>
<b>20:00 – 21:30</b>	<b>DINNER</b>

<b>Friday, 4th November</b>	
<b>From 7:00</b>	<b>BREAKFAST</b>
<b>8:45– 9:30</b>	<b>KEYNOTE ADDRESS – Mary James (University of Cambridge, BERA President &amp; member of the curriculum review expert panel) The Review of the National Curriculum: challenges and opportunities'</b>
<b>9:35 – 10:50</b>	<b>SESSION BLOCK C</b>
<b>C1</b>	Jacque Nunn (UCET) – New QTS Standards and ITT
<b>C2</b>	Andrew Pollard (IOE) - Teaching and Learning in Higher Education, ESCalate and beyond
<b>C3</b>	Phil Taylor (Birmingham City & Travel Scholarship winner) - <b>Approaches to teacher development in Finland – learning from a 'high performer'</b>
<b>C4</b>	Marilyn Leask (Bedfordshire) - Increasing research impact - a model for Translational Research in the teacher education community.
<b>C5</b>	Sarah Trussler (Leeds Trinity) & Deborah Robinson (Derby) - Developing the SEN and Inclusion aspects of ITE
<b>C6</b>	Peter Hick, (MMU), Rowena Arshad (Edinburgh) and Diane Watt (MMU) - Educating the teachers of tomorrow for 'race' equality and diversity in 21st century schools
<b>C7</b>	John Howson (Education Data Services): Teacher supply, recruitment etc.
<b>C8</b>	Timothy Roberts (Hertfordshire): Engaging with NQT's for Programme Development
<b>C10</b>	Helen Mitchell (UEL) & Juliet Fern (Beds) - Challenges presented by education being seen as both a public good and a Market commodity
<b>C11</b>	Graham Welch (IOE) - Early career challenges in secondary music teaching
<b>C12</b>	Bernadette Youens (Nottingham) - The potential of video capture in promoting trainees' reflective practice
<b>C13</b>	Linda Adcock and Doreen Connor (Nottingham Trent) - Designing ITT assessments to engage trainees in choice

<b>C14</b>	Tony Macfadyen and Andrew Kempe (Reading) - Beyond the block practice: enhancing teaching through project placements
<b>C15</b>	Bridget Cooper and Helen Clyde (Sunderland) - Emotions, learning and the impact of OFSTED on Initial Teacher Education
<b>C16</b>	Koi Muchira-Tirima and Mike Calvert (York St. John) - Professional identity and professionalism in HE in Kenya
<b>C17</b>	Gina Donovan (Canterbury) - New Partnerships in Lifelong Learning
<b>C18</b>	Hellen Ward (Canterbury) - Pupil recording in primary science
<b>C19</b>	Alison Ekins (Canterbury) - Understanding the demands of providing statutory postgraduate training for SENCOs: impact and implications for developing professional identity and dynamic teaching and learning pedagogies
<b>10:55 – 12:25</b>	<b>ESCalate</b>
<b>12:25 – 13:30</b>	<b>LUNCH</b>
<b>13:30 – 14:15</b>	<b>KEYNOTE ADDRESS – Stephen Hillier, TDA - School-University Partnership: Beyond Outstanding</b>
<b>14:20 - 15:35</b>	<b>SESSION BLOCK D</b>
<b>D1</b>	Paula Askew and Lorna Goodwin (St Mary's) - Leading innovation and change
<b>D2</b>	Joanne Mimmagh (MMU): The quality of mentoring and the professional images that other teachers play will impact upon how trainee teachers develop and articulate their own professional development,
<b>D3</b>	Bea Noble-Rogers (TDA) – Delivering the ITT priorities
<b>D4</b>	Philip Garner (Northampton) - Characteristics of school leaders and the implications for teacher education
<b>D5</b>	Jim Crawley (Bath Spa) - Captives on the carousel of time' - reflections on the last 30 years of Lifelong Learning sector teacher education
<b>D6</b>	Yvonne Stewart (Canterbury) - Internationalisation of higher education: - Transformation, Aspiration and Exploitation
<b>D7</b>	Olwen McNamara et al - UCET commissioned research into SED policy & practice
<b>D8</b>	Tom Hamilton (GTCS) - Independent status for GTC Scotland, and implications for the rest of the UK GTCS of policy changes in England
<b>D9</b>	Lynn Chapman (Hertfordshire) - Using experiential reflection for increasing attainment and retention of secondary PGCE trainees
<b>D10</b>	Kit Field (Wolverhampton) - Reflection at the heart of CPD
<b>D11</b>	Karen Walshe (Exeter) and Geoff Teece (Birmingham) - Understanding 'understanding' in religious education
<b>D12</b>	Marjorie Jeavons (University College Birmingham) and Jane Hinton (Woodlands Special School) - "Ready to Rumble". The effect of PGCE teaching experiences and placements in special schools on the NQT year
<b>D13</b>	Elaine Matchett (BCU): Early Reading - Lessons from the University of Alberta
<b>D14</b>	Amanda Kipling (Goldsmiths) - Criteria for recruiting to an over-subscribed drama PGCE programme.
<b>D15</b>	Mark Priestley (Stirling), Louise Barrett and Kate Miller (West of Scotland) - Teacher Learning Communities in Scotland
<b>D16</b>	Penelope Harnett, Sue Hughes (UWE) and Susie Weaver (Ashley Down Infants School) - Learning from and with each other: transformational partnerships between schools and HEIs
<b>D17</b>	Karen McGrath (BCU): One click: a digital solution to enhancing trainee teachers' teaching practice
<b>D18</b>	Jayne Woodbury and Ann-Marie Bathmaker (UWE Bristol) - Masters and non-masters level PGCEs: a two-tier teaching profession?
<b>D19</b>	Kevin Mattison (Keele) – The new ITE landscape
<b>15:35 – 15:45</b>	<b>Closing Remarks – Sally Yates, UCET Chair</b>
<b>15:45 onwards</b>	<b>TEA/COFFEE (Available as a take-away option)</b>