

UCET ANNUAL CONFERENCE

Tuesday 5th - Wednesday 6th November 2019

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| Tuesday 5th November | | |
| 9:00 – 11:00 | | ARRIVAL and REGISTRATION |
| 11:00 – 11:10 | | PLENARY: Welcome and Introduction – Sean Cavan, UCET Chair |
| 11:10 – 11:55 | | KEYNOTE ADDRESS – Mary Bousted, Joint General Secretary, National Education Union |
| 12:00 – 13:15 | | LUNCH |
| 13:15 – 14:00 | | KEYNOTE ADDRESS –Trevor Mutton (University of Oxford and UCET Vice-Chair): When should new teachers begin to ask critical questions? |
| 14:05 – 15:05 | | SESSION BLOCK A |
| A1 | Paul Driver, Nicola Walshe & Tara Jakes (Anglia Ruskin): 360 degree videos and their use in teaching and teacher education | |
| A2 | Sarah Fisher & colleagues (DfE): Towards a new ITE applications system for England | |
| **A3** | Rachel Lofthouse (Leeds Becket): CollectivED; Re-imagining a university research centre to put practice at the centre - approaches, challenges and collaboration | |
| A4 | Intellectual Base of Teacher Education Group: Values, principles and the new UCET strategy: a trip down the river Avon. | |
| A5 | Kath Norris (Cumbria): Mentor qualifications at Cumbria | |
| A6 | Alison Morgan (Warwick): How to embed critical literacy within the secondary school curriculum as well as within our PGCE students | |
| A7 | Lisa Murtagh & colleagues (Manchester): A framework for mentors | |
| A8 | Louise Whitfield & Richard Day (York St John): Developing new approaches for recruitment and interview into ITE and support post-ITE | |
| A9 | Stuart Mitchell (BCU): FE ITE developments/changes since incorporation and the impact (or otherwise) these have had on the everyday practice of teacher educators | |
| A10 | Elizabeth White (Herts): Using stories to deepen the learning of teacher education in ITE partnerships | |
| A11 | Sally Davies, Bryony Black and Alison Grasmeder (Sheffield): Two weeks Enrichment Experience when students organise a placement to extend their ITE experience in a different educational context | |
| A12 | Jonty Leese (Warwick): All for one, and OneNote for all – developing a culture for online assessment | |
| 15:05 – 15:35 | | TEA/COFFEE |
| 15:40 – 16:25 | | KEYNOTE ADDRESS – John Furlong (Advisor on teacher education to the Welsh Government) & school colleagues: teacher education in Wales; a reform journey |
| 16:30 – 17:30 | | SESSION BLOCK B: SPECIAL RESEARCH STRAND |
| B1 | ***Security, risk & citizenship***  Lee Jerome (Middlesex): Prevent & Citizenship  Hazel Bryan (Huddersfield): Enacting counter terrorism policy: how schools in England are responding to the requirement to prevent radicalisation and extremism | |
| B2 | ***Forced migration and education & working with newly arrived young people and families***  Joanna McIntyre (Nottingham): Refugee education in resettlement contexts  Heather Smith (Newcastle): Trans-languaging work with Roma families  Scott Imig & Maura Sellars (Newcastle, AU): Developing a Collaborative School Leader Network to Support Students of Refugee Backgrounds  Alex Kendall, Louise Wheatcroft and Mary-Rose Puttick (BCU): Lessons from the *Open School Doors* project: parental engagement and newly arrived families | |
| B3 | ***Pupil readiness versus school readiness***  Jim Pugh and Ruth Hudson-Gill (Staffordshire University): Understanding the World: An exploration of effective practice and provision in early years settings | |
| B4 | ***Education ‘post-truth’***  Matthew Clarke (Yorks St. John): Evidence-based policy or policy-based evidence? The power of negative thinking in a post-truth era  Rosemary Ridgeway (Durham): What do learners (and teachers) need to know and do to engage with a 'post truth' world? A brief report on the PCS project and some provocations to explore | |
| B5 | ***Why we still need to talk about race, class, gender & sexuality***  Sarah Telfer (Bolton):  Des Hewitt (Warwick): Gender and Teacher Education: the role of self-esteem and self-concept in ITE (Ruth Arundell). In praise of Praise (Amhan Kaur). A trainee and teacher educator perspective | |
| B6 | Helen Bowhay Nottingham): Experiences of ITE students with learning differences | |
| B7 | Linda la Velle (Bath Spa): How to get published; moving to 3\* research outputs | |
| 19:30 – 20:00 | | DRINKS RECEPTION, sponsored by ONVU learning |
| 20:00 – 21:30 | | DINNER, followed by Dusty Springfield tribute |

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| **Wednesday, 6th November** | | |
| **From 6:30** | | **BREAKFAST** |
| **10:00 – 10:45** | | KEYNOTE ADDRESS – Moyra Boland (Glasgow): The reformation of career pathways and professional development for teachers in Scotland. |
| **10:45 – 11:15** | | **TEA/COFFEE** |
| **11:15 – 12:15** | | **SESSION BLOCK C** |
| C1 | UCET travel scholarship award winners: Martin Hagan (St. Mary’s University College, Belfast); Rachel Lofthouse (Leeds Becket); and Shaun Thompson (BGU) | |
| C2 | Kate Stephenson: (a) Place2Be and supporting pupils in mental health & well-being: (b) Liz Birchinal (Manchester), Stress, anxiety and mindfulness in student teachers | |
| C3 | Liz Taylor (Now Teach): The work of Now Teach in supporting mature students into ITE in partnership with ITE providers | |
| C4 | Kirsti Lord (Association of Colleges): AOC perceptions of teaching qualifications | |
| C5 | Liz White (Hertfordshire): FLiTE resources: professional development for teachers | |
| C6 | David Darwent and Amy Musgrove (SHU): Academic feedback and performance of students in HE  Institutions: who is in control, and how does our feedback impact on students? | |
| C7 | David Storrie (OFSTED): the new ITE OFSTED inspection framework | |
| C8 | Jim Crawley (Bath Spa): Research informed,me?: an analysis of research on PCET since 2010 | |
| C9 | Margaret Mullholland (Swiss Cottage School) & Julie Greer (Cherbourg School): SEND specialisms in teacher education | |
| C10 | Deb Eldridge (Western Governors University, US): Disrupting teacher preparation in the US:  How, Why, and Impact. | |
| C11 | Louise Atkins (Greenwich): Best practice on mentoring | |
| C12 | Pat Black (Bath Spa) and Bea Noble-Rogers (Teacher Education Solutions Ltd.): A Guide to Crafting an ITE Curriculum: from process and participation to practice | |
| **12:15 – 13:30** | | **LUNCH** |
| **13:30 - 14:15** | | KEYNOTE ADDRESS – Julie Greer (Cherbourg School, & UCET SRG Chair) & Caroline Daly (UCL, IoE): Ethical or Imperative? Training teachers to take responsibility for a Professionally Acceptable Workload, within a paradigm of emotional capital |
| **14:20 - 15:20** | | **SESSION BLOCK D** |
| D1 | Gatsby Foundation (Faye Riley): | |
| D2 | DfE colleagues: The development of the new ITE content framework | |
| D3 | Aimee Quickfall (BGU): Well-being and workload research in the UK, Denmark & Finland | |
| D4 | Ruth Hudson-Gill (Staffordshire): Childhood bereavement and the education of children aged 0-7 | |
| D5 | David Imig: Transforming the professional degree in Education in the United States | |
| D6 | Lizana Oberholzer (UEL): Empowering Mentors and Coaches through the use of development models | |
| D7 | Keither Parker, Jenny Carpenter: (York St. John) & Sarah Clarke (Director of EborHope TSA): Developing Partnerships: Mentoring and CPD. | |
| D8 | Pete Grady (DfE) and Howard Pilot, (Education & Training Foundation): future proofing FE ITE | |
| D9 | Helen Sutherland (Kingston): Inspection framework for the Foundation stage | |
| D11 | Linda Whitworth (Middlesex): On-line resources to assist with the teaching of Primary Religious Education | |
| D12 | Sean Warren (ONVU learning): Remote teacher coaching | |
| **15:20** | **TEA/COFFEE to take away** | |
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