

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 | Ballroom |
| 11:10 – 11:55 | KEYNOTE ADDRESS – Mary Bousted, Joint General Secretary, National Education Union | Ballroom |
| 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? | Ballroom |
| 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 TE | Blenheim |
| A2 | Sarah Fisher & colleagues (DfE): Towards a new ITE applications system for England | Ballroom |
| **A3** | Rachel Lofthouse (Leeds Becket): CollectivED; Re-imagining a university research centre to put practice at the centre - approaches, challenges and collaboration | Seymour |
| A4 | Trevor Mutton (Oxford) and Intellectual Base of Teacher Education Group: Values, principles and the new UCET strategy: a trip down the river Avon | Boat |
| A5 | Kath Norris (Cumbria): Mentor qualifications at Cumbria | Packwood |
| A6 | Alison Morgan (Warwick): How to embed critical literacy within the secondary school curriculum/PGCE students | Charlcote |
| A7 | Lisa Murtagh & colleagues (Manchester): A framework for mentors  | Hidcote |
| A8 | Louise Whitfield & Richard Day (York St John): Developing new approaches for recruitment and interview into ITE and support post-ITE | Warwick |
| 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 | Syndicate 2 |
| A10 | Elizabeth White (Herts): Using stories to deepen the learning of teacher education in ITE partnerships | Syndicate 1 |
| A11 | Sally Davies, Bryony Black and Alison Grasmeder (Sheffield): Enriching school experience locally and in India to develop a flexible and long-lasting teacher identity | Bancroft |
| A12 | Jonty Leese (Warwick): All for one, and OneNote for all – developing a culture for online assessment | Boardroom |
| 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 | Ballroom |
| 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 | Packwood |
| B2 | ***Forced migration and education & working with newly arrived young people and families***Joanna McIntyre (Nottingham): Refugee education in resettlement contextsHeather Smith (Newcastle): Trans-languaging work with Roma families  | Syndicate 1 |
| B2b | Scott Imig & Maura Sellars (Newcastle, AU): Developing a collaborative school leader network to support students of refugee backgroundsAlex Kendall, Louise Wheatcroft and Mary-Rose Puttick (BCU): Lessons from the *Open School Doors* project. | Ballroom |
| B3 | ***Pupil readiness versus school readiness*** Jim Pugh, Gillian Forrester, Jane Rowley & Ruth Hudson-Gill (Staffordshire University): Understanding the world: an exploration of effective practice and provision in early years settings | Charlcote |
| 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 | Hidcote |
| B5 | ***Why we still need to talk about race, class, gender & sexuality***Sarah Telfer (Bolton): Diversity and achievement in Initial Teacher Education: an investigation into differential trainee outcomes in terms of ethnicity, gender and socio-economic background 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): trainee and teacher educator perspective | Seymour |
| B6 | Helen Bowhay (Nottingham): Experiences of ITE students with learning differences | Warwick |
| B7 | Linda la Velle (Bath Spa): How to get published; moving to 3\* research outputs | Blenheim |
| 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 | Ballroom |
| **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 (Bishop Grosseteste) | Syndicate 1 |
| C2 | Liz Birchinal (Manchester): Stress, anxiety and mindfulness in student teachers | Bancroft |
| C3 | Liz Taylor and John Blake (Now Teach):The work of Now Teach in supporting experienced career changers into ITE in partnership with ITE providers | Boardroom |
| C4 | Kirsti Lord (Association of Colleges): AOC perceptions of teaching qualifications | Syndicate 2 |
| C5 | 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? | Warwick |
| C6 | Jim Crawley (Bath Spa): Research informed, me?: An analysis of research on PCET since 2010 | Blenheim |
| C7 | Margaret Mullholland (ASCL) & Julie Greer (Cherbourg School): SEND specialisms in teacher education | Ballroom |
| C8 | Deb Eldridge (Western Governors): Disrupting teacher preparation in the US: how, why, and impact | Charlcote |
| C9 | Louise Atkins (Greenwich): Best practice on mentoring | Packwood |
| C10 | Pat Black (Bath Spa) and Bea Noble-Rogers (Teacher Education Solutions Ltd.): ITT 2020: Oh brave new world! building an ITT curriculum | Seymour |
| C11 | Linda la Velle (Plymouth) and Alex Kendall (BCU): Drafting institutional case studies in the context of the UCET Building Research Informed Teacher Education Communities and examples of building research informed teacher education communities: facilitated writing session | Boat |
| **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 | Ballroom |
| **14:20 - 15:20** | **SESSION BLOCK D** |
| D1 | Eric Daniel Ananga (UEW, Ghana), Akwasi Addae-Boahene (Ministry of Education, Ghana), Eric Nyarko-Simpson (Cape Coast), Marjorie Tackie, Bea Noble Rogers (Teacher Education Solutions): Harnessing political will and national endorsement for teacher education reform and access to high-quality education for all: successes in reforming the teacher education system in Ghana | Packwood |
| D2 | Sam Twiselton (SHU) and James Noble-Rogers (UCET): The development of the new ITE content framework | Ballroom |
| D3 | Aimee Quickfall (Bishop Grosseteste): Well-being and workload research in the UK, Denmark & Finland | Syndicate 1 |
| D4 | Ruth Hudson-Gill (Staffordshire): Childhood bereavement and the education of children aged 0-7 | Syndicate 2 |
| D5 | David Imig (UMD, USA): Transforming the professional degree in education in the United States | Hidcote |
| D6 | Lizana Oberholzer (UEL): Empowering mentors and coaches through the use of development models | Blenheim |
| D7 | Keither Parker & Jenny Carpenter (York St. John): Developing partnerships: mentoring and CPD | Warwick |
| D8 | Pete Grady (DfE) and Howard Pilot, (Education & Training Foundation): Future proofing FE ITE | Seymour |
| D9 | Helen Sutherland (Kingston): Inspection framework for the foundation stage | Charlcote |
| D10 | Steve Jones (CLEAPSS): What should I say about safety or how I learned to stop worrying and love risk assessment | Hatton |
| D11 | Linda Whitworth (Middlesex): On-line resources to assist with the teaching of primary religious education | Bancroft |
| D12 | Sean Warren (ONVU learning): Remote teacher coaching | Boardroom |
| **15:20** | **TEA/COFFEE to take away** |