

**UCET ANNUAL CONFERENCE**  
**Tuesday 3rd - Wednesday 4th November 2020**



Tuesday 3 <sup>rd</sup> November	
<b>9:30 – 9:40</b>	PLENARY: Welcome and Introduction –Kevin Mattison, UCET Chair
<b>10:00 – 10:45</b>	KEYNOTE ADDRESS - Jo McIntyre (Nottingham) and Clare Brooks (UCL): Better together
<b>10:50 – 11:50</b>	<b>SESSION BLOCK A</b>
<b>A1</b>	James O'Donoghue (DfE): New qualifications structures for teachers in England (tbc)
<b>A2</b>	Holly Burton (Victoria & Albert Museum): Support for D&T PGCE programmes (h.burton@vam.ac.uk)
<b>A3</b>	Margaret Mullholland and Julie Greer: SEND in ITE
<b>A4</b>	Matt Sossick & Ali Messer (Roehampton): Curriculum as progression model
<b>A5</b>	Sue Oates (Northumbria): Teacher's development of resilience through self-regulated learning and enquiry into emotional intelligence
<b>A6</b>	Tanya Ovenden-Hope (Plymouth Marjon): Recommendations from new book on international perspectives.
<b>A7</b>	Linda La Velle (Bath Spa): Writing reviews of papers.
<b>A8</b>	Tina Cooke & colleagues (NCETM)
<b>A9</b>	Kendra McMahon and PGCE colleagues (Bath Spa): Embedding the Learning Sciences across the primary ITE curriculum
<b>A10</b>	Mat Pullen (South Wales): Technology enhanced learning and the role of technology to develop learners' access
<b>12:00 – 13:00</b>	Lunch
<b>13:05 – 13:50</b>	KEYNOTE ADDRESS – Ian Menter (Oxford) & Jo Helgetun
<b>14:00 – 15:00</b>	<b>SESSION BLOCK B</b>
<b>B1</b>	Chris Wilkins (Leicester): Fitness to practice and sex working
<b>B2</b>	Sam Simms (National numeracy)
<b>B3</b>	Matthew Dunn (Bishop G): Developing curriculum intent in Initial Teacher Education through the Threshold Concept Framework
<b>B4</b>	Carl Wilkinson (Leeds Beckett): Assessing student teachers based on pupil progress
<b>B5</b>	Richard Holme (Dundee): Informal or grassroots CPD and how teacher educators may work with this group of front-line teachers to develop greater understanding of effective teacher CPD
<b>B6</b>	Jack Worth (NFER): ITE applications and recruitment
<b>B7</b>	Cath Jones, Linda Davidge-Smith, Caroline Daly and colleagues from University of South Wales: Co-constructing 'educative mentoring' in ITE with leaders in Welsh schools.
<b>B8</b>	Developing mentor feedback drawing on the Science of Learning , University of Bristol: Paul Howard-Jones, Ruth Bailey, Annette Garrett-Cox
<b>B9</b>	Sam Twiselton (SHU), Lydia Watson (DfE): Core Content Framework
<b>B10</b>	Hannah Wilson (Diverse Educators):a Embedding diversity, equity and inclusion
<b>15:15 – 16:00</b>	KEYNOTE ADDRESS – Mark Boylan (Sheffield)
<b>19:30 – 20:00</b>	<b>DRINKS RECEPTION</b>
<b>20:00 – 21:30</b>	<b>DINNER , followed by ?</b>

<b>Wednesday, 6<sup>th</sup> November</b>	
<b>9:30 – 10:15</b>	KEYNOTE ADDRESS - Paul Howard Jones (Bath Spa): The Science of Learning in Initial Teacher Education
<b>10:30 – 11:30</b>	<b>SESSION BLOCK C</b>
<b>C1</b>	Gary Beauchamp (Cardiff Met): Use of ICT in teaching & learning
<b>C2</b>	Nicola Kidston & colleagues (Bell Foundation): EAL in ITE
<b>C3</b>	Berry Billingsley (Canterbury): Epistemic insight and epistemic agents
<b>C4</b>	Deb Outhwaite (DTSA): Engaging teachers and leaders in ongoing critical research, through the new Frameworks in ITT/E Core Content; Early Career; Ofsted; and beyond
<b>C5</b>	Michelle Fuller (Colchester): Travel scholarship report
<b>C6</b>	Sarah Badger, Alison Fox et al (OU): Student staff collaboration: Personal development planning for realising the benefits of academic study
<b>C7</b>	Amelia Walker a.walker@cstuk.org.uk: Curriculum project
<b>C8</b>	Hazel Bryan (Huddersfield) Jackie Moses et al: research and the implications of Covid 19 on teacher education.
<b>C9</b>	Jonty Leese (Warwick): Futurelearn MOOC to engage with pre-course learners on our PGCE
<b>C10</b>	Bea Noble-Rogers and Akwasi Addae-Boahene: Teacher education reform in Ghana
<b>12:00 – 13:00</b>	<b>LUNCH</b>
<b>13:00 - 13:45</b>	KEYNOTE ADDRESS - Joseph Mintz and Peter Hick (UCL): ITE inclusion in Ireland
<b>14:00 - 15:00</b>	<b>SESSION BLOCK D</b>
<b>D1</b>	Linda Clarke (Ulster): Digiskills report
<b>D2</b>	Sarah Wright (Edge Hill): Third Space of Learning for Professional Development
<b>D3</b>	Karen McGrath (BCU) & colleagues from BCU and Wolverhampton University: ITE through to QTLS professional development pathway for teachers in the learning & skills sector
<b>D4</b>	Stephanie Evans (Cumbria): Wellbeing/mental health and preventative approaches to managing own and that of children
<b>D5</b>	Robert Klassen (York): Teacher Selection Project robert.klassen@york.ac.uk,
<b>D6</b>	Caroline Daly, Cath Jones, Jamie James and Lisa Taylor. University of South Wales and UCL IOE. Teacher Educators' perspectives on their identity in a period of reform: Past, Present and Future.
<b>D7</b>	Jo Treganza (Sussex): Open Hearts & Open borders
<b>D8</b>	Youlante Harrowell and Aretha Banton (Equity UK)
<b>D9</b>	Bea Noble-Rogers (Teacher Education Solutions Ltd), Liz George (Teaching London), and Pat Black (Bath Spa): A model for a new ITT Curriculum: CCF, assessment and all that!
<b>D10</b>	Linda la Velle, Stephen Newman, Catherine Montgomery & David Hyatt (2020) Initial teacher education in England and the Covid-19 pandemic: challenges and opportunities
<b>15:00</b>	<b>TEA/COFFEE</b>