

UCET ANNUAL CONFERENCE

Tuesday 2nd - Wednesday 3rd November 2021

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| Tuesday 2nd November |
| 10:00 – 10:10 | PLENARY: Welcome and Introduction – Kevin Mattinson, UCET Chair |
| 10:10 – 10:55 | KEYNOTE ADDRESS: The Making of Teachers: Researching the process of learning to teach in England - Sarah Steadman (King’s College London) |
| 11:00 – 12:00 | SESSION BLOCK A |
| A1 | Aimee Quickfall (Bishop G): British Academy funded project on NQT well-being |
| A2 | Deborah Roberts (Warwick): Embedding sustainable workload into a PGCE Programme |
| A3 | Vini Lander (Leeds Beckett), Pinky Jain (Leeds Beckett) and Catherine Lee (Anglia Ruskin): Succeeding or Struggling with Equality in ITE? |
| A4 | Terry Russell & Julie Grimshaw: OfSTED’s return to ITT inspections - the results and interpretations of the inspection framework so far and the implications for providers  |
| A5 | Pete Boyd (Cumbria): Becoming a teacher educator: Supporting research-informed practice by teachers in the post-truth world |
| A6 | Clare Lee and Dave Tyler (Open University in Wales): PGCE Practice Tutors: preconceptions, perceptions and actuality |
| A7 | Jenny Murray (St Mary's University) and Marta Ortega Vega (Maudsley Learning, SLaM NHS Trust): Care, Connect, Thrive - ITE and NHS experts working together to support teacher wellbeing |
| A8 | Trevor Mutton (Oxford): IBTE report |
| A9 | Thomas Donnai (Manchester) and Jeff Evans (Liverpool J M): Making LGBT+ History visible in school curricula: exploring the impact of collaboration between ITE providers, schools and experts in the field |
| A10 | Hannah Wilson (Diverse Educators): Creating Belonging for Early Career Teachers |
| A11 | Liz Hoult (Northumbria), Judy Durrant (CCCU), Christine Lewis (Edge Hill), Richard Holme (Dundee), Amanda Powling (London Met), Lizana Oberholzer (Wolverhampton) and David Littlefair (Northumbria): An exploration of the contribution that teacher education (as a sub-discipline) makes to higher education institutions |
| A12 | Kirstin Sawyer (Bradford) Howard Pilot (ETF) & Charlotte Bonner (ETF): Teacher education for sustainable development in the post compulsory sector |
| 12:00 – 12:45 | LUNCH |
| 12:45 – 13:45 | KEYNOTE ADDRESS: Passions and provocations in teacher education: reflecting on 30 years of policy and practice in England - Shabnam Cadwallender (Leeds Beckett), Victoria Crooks (Nottingham) Christine Harrison (King’s College), David Leat (Newcastle), Rachel Lofthouse (Leeds Beckett) and Jan Rowe (Liverpool John Moores) |
| 13:50 – 14:50 | SESSION BLOCK B |
| B1 | Ruth Seabrook (Roehampton): CCF and mentor training |
| B2 | Paul Hopkins (Hull): Splendidly Blended - developing an PGCE in post-COVID times utilising technology and pedagogical systems for the blended learning experience |
| B3 | Corinne Woodfine & Diane Warner (MMU): The identity dilemmas of Early Career teachers from under-represented groups in the UK |
| B4 | Des Hewitt (Warwick): QA in Teacher Education or Inclusion: SEND and EAL in particular |
| B5 | Elaine Sharpling (UWTSD): Developing research dispositions in student-teachers. |
| B6 | Arthur Kelly and Sarah Ankers (Chester University FECS): Preparing EYP students to Assess, Plan and Teach the Curriculum for Wales: Some reflections |
| B7 | Amy Loxley and Sarah Billingham (ICAN): We need to talk about communication: a highly prevalent, yet an often hidden cause of educational and behavioural difficulties |
| B8 | Verity Campbell-Barr (Plymouth): A review of early years degrees content and employment pathways in England |
| B9 | Bob Bowie and Mary Woolley (Canterbury): Initial findings for ITE from research on Beginning Teachers and Science Religion Encounters in the classroom |
| B10 | Keither Parker, Richard Day, Louise Whitfield (York St John) - Teacher trajectories: rhetoric & reality, autonomy & constraint |
| B11 | Claire Ball-Smith (York), Simon Gibbons (KCL), Kate Ireland (Warwick), Lisa Murtagh (Manchester) and Elizabeth Rushton (KCL): Reflection on continuity and change in Initial Teacher Education in a time of global pandemic |
| B12 | Sally Pearse and Sue O’Brien (SHU): Towards a Trauma Informed University |
| B13 | Howard Pilot (ETF): Education Training Foundation update |
| 14:55 – 15:40 | KEYNOTE ADDRESS: Jack Worth (NFER) - Recruitment to ITE programmes, retention and the availability of ITE placements |
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| **Wednesday, 3rd November** |
| **10:00 – 10:45** | KEYNOTE ADDRESS: Ian Thompson and Harry Daniels (Oxford) - Excluded Lives: Critical lessons for future practice and policy concerning exclusion from school after Covid-19 |
| **10:50 – 11:50** | **SESSION BLOCK C** |
| **C1** | Richard Parker, Tony Clifford (ARC, Bath Spa), Helen Trivedi (Oxford), Karen Duffy (MMU), Jane Bradley (Chester) and Andy Bloor (Derby): Attachment awareness |
| **C2** | Invisible Diversity in ITE: Rosemary Ridgeway (Durham), Heather Smith (Newcastle) and Balbir Kaur (Brunel): Equality and Educational Policy 2021 |
| **C3** | Anna Lise Gordon (St Mary’s, Twickenham) and Tracey Boseley (Child Bereavement UK): Honest conversations about death and grief - an essential part of the ITE curriculum |
| **C4** | Fufy Demissie and Alison Shorer (Dialogueworks): Philosophy for Children (P4C) pedagogy in initial teacher education |
| **C5** | Laura London & Sophie Vauzour (UEA): Cultivating racial literacy on ITE programmes. |
| **C6** | James Noble-Rogers (UCET) et al: The emerging teacher education landscape in England in context of the ITE market review and the Institute of Teaching |
| **C7** |  |
| **C8** | Kat Banyard (UK Feminista): Tackling sexism in schools: Resources for ITE providers |
| **C9** | Kevin Mattinson (BCU): iQTS |
| **C10** | Margaret Mulholland (Association of School and College Leaders) and Julie Greer (Schools Reference Group) :SEND and Inclusion Resources for ITE curriculum development |
| **11:50-12:35** | KEYNOTE ADDRESS: Leigh Hoath (Leeds Trinity) – A Framework for Effective Teaching Outside the classroom, inc. Blue Planet |
| **12:35 – 13:30** | **LUNCH** |
| **13:30 - 14:15** | KEYNOTE ADDRESS - Berry Billingsley, Canterbury - Celebrating teachers as epistemic agents: Education-professionals who are critically thinking about the nature of teaching |
| **14:20 - 15:20** | **SESSION BLOCK D** |
| **D1** | Stephanie Evans (Cumbria): Mental health & well-being on PCET programmes |
| **D2** | Lynn Senior (Huddersfield): T Levels  |
| **D3** | Noel Purdy, Maria Campbell et al (Stranmillis): Assessing the value of SCOTENS as a cross-border professional learning network in Ireland north and south |
| **D4** | Keither Parker, Katy Bloom and Caroline Elbra-Ramsay (York St John): Re-imagining the assessment of school-based practice |
| **D5** | Kelly Gipson (UWTSD): Bridging – a way of linking theory to practice for student-teachers |
| **D6** | Katie Waldegrave (Now Teach): Inclusive Recruitment: Age Awareness ITE |
| **D7** | Robert Caudwell (Penrose Education): The challenges and benefits of using tech in ITT |
| **D8** | Silke Paulmann (Essex): Tone of voice in ITE |
| **D9** | Paul Vare (Gloucestershire): Too late to learn? Possible and probable responses of teacher education to the ecological crisis |
| **D10** |  |