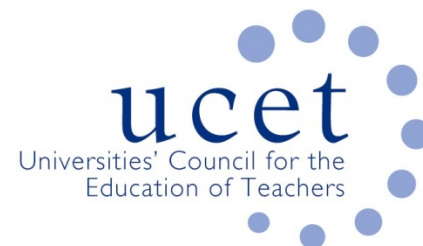


UCET ANNUAL CONFERENCE
Tuesday 14th - Wednesday 15th November 2023



Tuesday 14th November	
9:00 – 10:30	ARRIVAL and REGISTRATION
10:30 – 10:40	PLENARY: Welcome and Introduction – Stefanie Sullivan, UCET Chair
10:40 – 11:25	KEYNOTE ADDRESS - Katharine Burn (Oxford) – Title TBC
11:30– 12:30	SESSION BLOCK A
A1	Aileen Kennedy (Glasgow): Measuring quality in Initial Teacher Education (MQulTE) project
A2	Edward Carline (Wolverhampton): Mentoring using rich pictures as stimulus for professional learning
A3	Cate Carroll-Meehan (Liverpool Hope): Being, belonging, and becoming: training to teach “at” and “with” a university in England
A4	Alison Griffiths and Amanda Nuttall (Leeds Trinity): The Bridge: An exploration of transformational learning spaces for teachers in Scandinavia
A5	Emma Hollis (NASBTT): Mentor training resources
A6	Sharon Phillips (South Wales): The impact of therapy dogs in schools on the wellbeing and behaviour of children
A7	Hannah Wilson (Diverse Educators): Diverse Educators panel: DEIB in ITTE
A8	Duncan Cross (Sunderland): Curriculum passports for purposeful integration
A9	Helen Aberdeen (Bristol): Education Research and Policy Service (EPRS) toolkit
A10	Daniel Cottle (Birmingham): Recruiting, training and retaining physics student teachers
A11	Paula Hancock and Stef Sullivan (Nottingham): What does a high quality ITE partnership look like from September 2024?
12:35 - 13:20	KEYNOTE ADDRESS – Uná Meehan (Chester) plus Chester Zoo colleague: Sustainability in Education
13:20 – 14:30	LUNCH
14:30 – 15:15	KEYNOTE ADDRESS – Clare Brooks (Cambridge): Initial Teacher Education: a spatial justice issue
15:20 – 16:20	SESSION BLOCK B
B1	Aimee Quickfall & Phil Wood (Leeds Trinity): The Experiences of academics in ITE, National Survey 2022/23: a sneak peek at the initial data analysis of a year in the life of the sector
B2	Sean Cavan and Amy Harper (Xavier Teaching School Hub and Teach SouthEast): Strategies for developing school partnerships
B3	Elizabeth Kwaw, The Black curriculum: The case for teaching Black British history - latest evidence
B4	Amanda Thomas and Pavla Boulton (South Wales): Schemas and loose parts - an affordance of opportunities
B5	Claire Clemmet and Stef Sullivan (Nottingham): University-based teacher educators as 'lead mentors' - what is distinctive about their role?
B6	Mark Andrew Dearden (Plymouth Marjon): Organising teaching and learning specifically for the art and design specialists - making use of the trainees' voices across all programmes (EYITT/Primary/Secondary)
B7	David Littlefair, Elizabeth Hoult, Matthew Martinez (Northumbria), Lizana Oberholzer (Wolverhampton), Judy Durrant (Canterbury Christchurch), Richard Holme (Dundee), Christine Lewis (Edge Hill) : Teacher Education in HE: Marginalisation and Reimagined Future
B8	Lesley Emerson (QUB): Connecting theory to policy and practice: empowering student teachers to critically evaluate educational policy
B9	Sue Cronin (Liverpool Hope): Mentoring beginning teachers: a case study of professional discretion and policy disconnection
B10	Thomas Breeze, Sarah Cason, Sioned Dafydd and Emma Thayer (Cardiff Met): Dialogue as a resource to inform teachers' professional development: An example of partnership between university and school
16:25 – 17:10	KEYNOTE ADDRESS – UCET Equalities Group - Resisting the culture wars in ITE
17:10 – 17:40	TEA/COFFEE
19:30 – 20:00	DRINKS RECEPTION
20:00 – 21:30	DINNER, followed by The Gary Barlow Show

Wednesday, 15th November

From 6:30	BREAKFAST
9:15 – 10:00	KEYNOTE ADDRESS - Nick Sorensen (Bath Spa): Artful improvisation and the expert teacher
10:00 – 10:30	TEA/COFFEE
10:30 – 11:30	SESSION BLOCK C
C1	Bea Noble-Rogers, Akwasi Addae-Boahene (T-TEL) et al: Education Reform in Ghana
C2	Andy Hobson (Brighton): The Mentoring programme coordinator: how can we optimise the impact of a pivotal yet under-researched role?"
C3	Howard Pilot (ETF): The New Diploma in Teaching qualification for the FE & skills sector
C4	Megan Stephenson & Ed Podesta (Leeds Trinity): Exploring the reasons and motives for cohorts to choose a university-led route into ITT
C5	Linda La Velle (and possibly Martin Hagan) on the work of the IBTE sub-groups
C6	Kevin Mattinson, Miles Berry (Roehampton) and Paul Glossop (Derby) Implications of AI for teacher education programmes
C7	Sarah Telfer (Bolton): An exploration of perceived beliefs about assessment literacy practices in Initial Teacher Education (ITE)
C8	Duncan Cross (Sunderland): University of Sunderland mentoring framework and pilots
C9	Judith Penny (South Wales): Philosophy for/with Children (P4C) and Initial Teacher Education: becoming philosophical student teachers
C10	Richard Parker (Bath Spa): Using the ITT Core Content Framework to support all learners: an attachment and trauma informed perspective
C11	Lizana Oberholzer (Wolverhampton) and Paul Vare (Gloucestershire): ECF track changes: A critical exploration of the ECF an alternative way to move forward
11:35 - 12:20	KEYNOTE ADDRESS - Rachel Lofthouse, Tom Shaw, Simon Flowers, Pinky Jain (Leeds Learning Alliance) – Collaboration, inclusion and ambition: re-thinking regional partnerships for education to enhance learning and lives
12:15 – 13:30	LUNCH
13:30 - 14:15	KEYNOTE ADDRESS - David James (Cardiff): Educational research quality and Teacher Education: where next?
14:20 - 15:20	SESSION BLOCK D
D1	Alison Hramiak & Chloe Hindmarsh (SHU) and Sam Illingworth (Edinburgh Napier): How to use poetry to reflect on teaching practice
D2	Clare Lawrence (Bishop Grosseteste) and colleagues: Equality, diversity & inclusion hub
D3	Corrine Woodfine (MMU): Personal tutoring in the ITE curriculum: developing feelings of belonging and mattering
D4	Lorna Shires (Oxford Brookes): A critical analysis of current conceptions of the role of teacher educator and a theoretical base for practice
D5	Sarah Cook and Rachel Ford (South Wales): Developing educative mentoring practices within an ITE partnership
D6	Robert Klassen (Oxford), Liz Maxwell and Rebecca Snell (TSP): <i>Classroom realities: Evidence-supported ITAP</i>
D7	Niamh McGrogan (Bath Spa): Teachers as researchers: understanding the lived experience of engaging in research through collaborative close-to-practice inquiry
D8	Duncan Cross (Sunderland): University of Sunderland focus reviews for quality enhancement and self-assessment
D9	Rachel Lofthouse, Pinky Jain (Leeds Beckett), Amanda Nuttall (Leeds Trinity) and Tom Shaw (Leeds Learning Alliance): Forget 'fidelity' - getting co-creative and contextual with coaching
D10	Rob Caldwell (Penrose Education): Promoting mentor quality, defending mentor agency
D11	Jo Anna Reed Johnson (Reading): Initial teacher education framework for Climate and Sustainability Education
15:20	TEA/COFFEE to take away