UCET ANNUAL CONFERENCE
Tuesday 12th - Wednesday 13th November 2024
A space in which to celebrate and create inquiry rich teacher education

	Tuesday 12th November	
9:00 – 10:30	ARRIVAL and REGISTRATION	
10:30 – 10:40	PLENARY: Welcome and Introduction – Stefanie Sullivan, UCET Chair	Ballroom
10:40 – 11:25	KEYNOTE ADDRESS - Christine Counsell: Unbridgeable chasm or missing substance? Some thoughts on persistent challenges for teacher education	Ballroom
11:30– 12:30	**SESSION BLOCK A**	
A1	Rosemary Ridgeway (Durham): Analysis of teacher education policy in England (2010-2021) a corpus based CDA approach	Ark Royale
A2	Matthew Dunn and Ami Montgomery (Bishop Grosseteste): Enhancing EAL Provision in ITE: navigating current challenges and future directions for linguistic justice	John Charles 1
A3	Bea Noble-Rogers, Akwasi Addae-Boahene and Eric Ananga (T-TEL): Ghana's new secondary education curriculum: lessons from a fidelity of implementation evaluation	Charlotte
A4	Emily Henry and Alex Woodgate-Jones (Southampton): Planning and delivery of ITaP within the ITE programme	Ballroom
A5	Chloe Hindmarsh and Sue O'Brien (SHU): Fostering a culture of inquiry in school centred ITE	Pateley
A6	Sarah Louise Jones and Ann Kaegi (Hull): Redefining who we are, redesigning what we do: The Global Competence Toolkit	Rochester
A7	Lizana Oberholzer (Wolverhampton): Leading and supporting international students on postgraduate provision in teacher education	Airedale
A9	Sharon Phillips, Gareth Watkins, Chris Williams, Rachel Ford, Jude Penny and Claire Pescott (South Wales): Teacher identity – part insider/part outsider: identity confusion in collaborative Initial Teacher Education partnerships	John Charles 2
A10	Jemima Davey (St.Mary's) and Stephen Crinall (Bedfont Primary School): Developing collaborative approaches to research-informed teacher education: perspectives from university and school	John Charles 3
A11	Caroline Neuberg, Ally Davies and Liz Nourshargh (Leeds Trinity): The elephant in the science staff room: an investigation into the maths skills and confidence of pre-service science teachers in England	Linton
12:35 - 13:20	KEYNOTE ADDRESS – Panel Discussion (Stef Sullivan, Clare Brooks, Rupert Knight and Trevor Mutton) Rising from the ashes of the Market Review: Reclaiming research in Initial Teacher Education	Ballroom
13:20 – 14:40	LUNCH	
14:45 – 15:45	**SESSION BLOCK B**	
B1	Jude Penny (South Wales): P4C (Philosophy for Children, Colleges and Communities) and Initial Teacher Education: Becoming Philosophical Student Teachers	Linton
B2	Lorain Miller (Northumbria): Primary student teacher perceptions of the expert primary teacher	Rochester
B3	Gorana Henry & Alison Hawthorn (UCL): Addressing the theme of the conference though the lens of Early Years and Primary ITE, including the engagement of mentors	John Charles 1
B4	Nathan Rogan (ETF) and Jen Deakin (Runshaw College): How might AI impact assessment in initial teacher education?	Ballroom
B5	Chloe Hindmarsh (SHU) Encouraging HEI SCITT partners to engage in scholarly activity through collaborative partnership	John Charles 3
B6	Richard Parker (Bath Spa), Andy Bloor (Derby), Jane Bradley (Newman) and Lisa Gentle (Norland College): Attachment and trauma awareness – using the flexibilities in the CCF to support ITT and ECF teachers to develop relational approaches	Ark Royale
B7	Mieka Harris (Beds): Co-constructing ITE assignments with community partners to improve student teacher's enquiry thinking and employability	John Charles 2
B8	Suzanne Lawson and Catherine Clutterbuck (Worcester): The benefits and challenges of partnerships across multiple delivery sites	Pateley
B9	Zoe Proctor (Leeds Trinity): Supporting student teachers' inquiry-led academic literacies	Wharfedale
B10	Alex Ford (Leeds Trinity): Making better decisions: developing critical engagement in early career teachers	Airedale
B11	Sarah Telfer (Bolton): What's your story? Building Further Education Sector (FES) trainee teachers' employability skills through creative storytelling and digital technologies	Charlotte
15:50 – 16:35	KEYNOTE ADDRESS – Adam Vasco (Wolverhampton): From representation to reality: embracing cultural humility in teacher education	Ballroom
16:35 – 17:40	**TEA/COFFEE**	Palm Court
19:30 – 20:00	**DRINKS RECEPTION**	Ark Royale
20:00 – 21:30	**DINNER, followed by entertainment – Andrea Pattison is Dolly Parton**	Ballroom

Wednesday, 13th November		
From 6:30	**BREAKFAST**	
9:15 – 10:00	KEYNOTE ADDRESS - Lynda Dunlop (York) and Paul Vare (Gloucester): The morning after the night before: the joy of climate change education	Ballroom
10:00 – 10:30	**TEA/COFFEE**	Palm Court
10:30 – 11:30	**SESSION BLOCK C**	
C1	Greg Shilton & David Allden (Wolverhampton): Subject Knowledge Enhancement: the impact of SKE on retention and progression in ITE at the University of Wolverhampton	Charlotte
C2	Russell Grigg and Helen Lewis (Swansea): Developing PGCE Primary Student Teachers' Research-Informed, Reflective Practice	Rochester
C3	Lauren Mura & Sjay Patterson-Craven (Edge Hill): Curriculum design and assessment: what does this look like in 'Outstanding' Further Education?	John Charles 1
C4	Nicola Smith, Donna Dawkins and Michael Amess (Birmingham): Teacher Training in Malaysia – developing teacher identities in an international context	Linton
C5	Keither Parker (York St. John) Lisa Murtagh (Manchester) and Stefanie Sullivan (Nottingham): Developing a UCET Teacher Education Blog	Ballroom
C6	Sophie Meller and Christopher Counihan (Northumbria): The use of simulation-based approaches for teacher education	Wharfedale
C7	Jasper Green, Polly Glegg and Jane Tillin (UCL): Reflecting on policy enactment following the ITT Market Review: problems, prompts and provocations	Ark Royale
C8	Suzanne Lawson and Catherine Clutterbuck (Worcester): The benefits and challenges of ITaPs in a large HEI	Pateley
C9	Adewale Magaji, Lorraine Smith and Samuel Coombes (Greenwich): What has inquiry got to do with my teaching: does it have a prospect in teacher education?	John Charles 2
C10	Megan Stephenson, Amanda Nuttall, Ed Podesta and Alison Griffiths (Leeds Trinity): Developing a research-rich academic culture for teacher educators	John Charles 3
C11	Jo Milton (Cambridge): Research study into beginning teachers' perspectives of reality shock and looking to share my findings with other teacher educators	Airedale
11:35 - 12:20	KEYNOTE ADDRESS - Joseph Mintz (UCL): From Research to Policy and Practice - Impact or Wishful Thinking	Ballroom
12:15 – 13:30	**LUNCH**	Palm Court
13:30 - 14:15	KEYNOTE ADDRESS - Aimee Quickfall (Leeds Trinity) & Phil Wood (NTU) - Teacher Educator Work: The tensions of workload, creativity and research	Ballroom
14:20 - 15:20	**SESSION BLOCK D**	
D1	Lyndsay Muir (Bishop G): Trans inclusion in ITE	Linton
D2	Fiona Yardley (Canterbury): Researching collaboratively with our partner schools and colleges: The CCCU Education Research Schools Partnership	Pateley
D3	Clare Winder (UCLAN) and Lynn Senior (West Nottinghamshire College): ITE for the FE & Skills sector: issues updates	Ballroom
D4	Chris Rolph (NTU): Kenya's competency based curriculum	Charlotte
D5	Catherine Gladwell (Refugee Education UK): Supporting refugee children in schools	Airedale
D6	Helen Sheehan & Caroline Smart (SHU): The potential of ITAPs in secondary ITE provision to generate opportunities for subject-specific inquiry	John Charles 1
D7	Andy Bloor (Derby): International ITE	Ark Royale
D8	Lorraine Smith and Michelle Best (Greenwich): A tale of two phases: inquiry in different spaces	Rochester
D9	Samantha Wilkes, Deborah Garcia, Megan Stephenson and Alice Boyce (Leeds Trinity): Chasing and Slaying The Dragon: Mapping how trainee teachers' learner and teacher identities shift during the PGCE training year	John Charles 2
D10	Leanne Gray and Rachel Minett (Anglia Ruskin): A modern twist on an old classic: creating an inquiry rich BEd post accreditation	John Charles 3
15:20	**TEA/COFFEE to take away**	Palm Court