UCET ANNUAL CONFERENCE 2026

The role of university-led teacher education in a changing world

Tuesday 10th November		
9:00 – 9:45	ARRIVAL and REGISTRATION	
9:45 – 10:00	PLENARY: Welcome and Introduction	Ballroom
10:00 – 10:45	KEYNOTE ADDRESS – Clare Brooks, University of Cambridge - Where can we go from here? Exploring possibilities	Ballroom
11:00– 12:00	**SESSION BLOCK A**	
	Facilitated Conversation: New to the UCET conference - an opportunity to make connections and discuss how to get the most out of the event and being part of the UCET community	*Palm Court*
A1	Not so loud but becoming increasingly proud: Persistent, steady hope and quiet resistance through autoethnographic vignettes to support primary school teachers in England to navigate LGBTQ+ inclusivity and representation in their schools - Gary Pykitt (BCU)	Linton
A2	Experiences of academics in English ITE 2021-26: 'There hasn't been a normal year since the pandemic' - Aimee Quickfall (Durham) and Phil Wood (NTU)	Ballroom
A3	Embedding mathematical thinking in FE: The role of university-led TE in a changing landscape - Lauren Mura (Edge Hill) The importance of local in ITE curriculum development - Anthony Barlow (Roehampton)	John Charles 1
A4	From firefighting to forward planning: Reimagining placement procurement - David Woodward and Suzanne Lawson (Worcester)	John Charles 2
A5	Using Q methodology to understand the efficacy of feedback on student teacher's engagement and progress - Samantha Tata, Emma Cullen, Kate Duffy (Sunderland) and Emma Rogers (Lincoln Bishop)	Rochester
A6	The positioning of teacher education in higher education institutions - David Littlefair (Northumbria); Lizana Oberholzer (Wolverhampton); Clare Stenning (Sussex); Richard Holme (Dundee); Judy Durrant (CCU); Rupert Knight (Nottingham); Karan Vickers-Hulse (UWE) and Matthew Martinez (Northumbria)	Ark Royal
A7	Readers: A book club workshop to consider why reading matters and how we might do more of it in ITE - Gillian Partridge (Chester)	Charlotte
A8	A mirror not an oracle: Using Orwell, Huxley and Le Guin to build beginning teachers' critical trust in AI - Jonty Lees (Warwick)	Pateley
A9	Role of ITaPs in developing adaptable research-informed teachers - Laura Clarke and Kerry Ball (Winchester)	John Charles 3
	Facilitated Conversation: Taking the IBTE forward - an opportunity to discuss ways in which the UCET community can make best use of the IBTE to promote teaching as an intellectual endeavour - Trevor Mutton (Oxford)	*Wharfedale*
12:00 - 13:10	LUNCH	Palm Court
13:10 – 14:10	**SESSION BLOCK B**	
B1	'OK, but what do I do now?': Student teacher well being in practice - Louise Connolly (Lincoln Bishop) and Aimee Quickfall (Durham)	Ark Royal
B2	Conditional Belonging: Autistic beginning teachers' experiences of ITE in a changing world - Kate Rigby (Cambridge)	Linton
B3	Place matters: Teacher education in educationally isolated communities - Ami Montgomery and Matt Dunn (Lincoln Bishop)	Airedale
B4	Ready to teach? Rethinking employability in university-led teacher education - Alison Griffiths, Naziya O Reilly, Anna Park, David Snowdon, Mike Dessington (Leeds Trinity)	Rochdale
B5	Ecological approaches to supporting educator resilience: Moving beyond the individual teacher – Introducing the EASiER Toolkit - Steph Ainsworth, Jez Oldfield and Claire Agius (MMU)	Charlotte
B6	Teacher apprenticeships – a contemporary offer for the university ITE system? - Sue Cronin (Liverpool Hope); Di Swift (OU; Kirstin Mulholland, Kevin Adron (Northumbria); Julie Sutton (Worcester) and Caroline Porter (St Marys)	Pateley
B7	Playful teacher mentoring – developing a card game for early career teachers (including playtesting) - Kathryn Spicksley (Glasgow); Caroline Smart (SHU); Elizabeth Hidson (Sunderland) and Lucy Hughes (Lincoln Bishop)	John Charles 1

B8	Challenging trainee teachers' fears of LGBTQUIA+ inclusive practice and working towards transformational change - Jen Rowan-Lancaster (Warwick)	John Charles 3
	Knowledge and action: Critically exploring a teacher's role in advancement of social justice - Seraphina Simmons-Bah (Goldsmiths)	
B9	How do teacher educators come to care about social justice? Critical moments, professional formation and the role of university-led ITE - Keither Parker (YSJ); Lisa Murtagh (Manchester) and Stef Sullivan (UCET)	Ballroom
B10	Teacher education for social justice: an inclusive learning design framework for preventing gender based violence - Priti Chopra (Greenwich)	John Charles 2
	Growing confidence, growing curriculum – school gardening and growing as transformative ITE pedagogy for nature connection - Jane Tillin, Tessa Willy (UCL); Sarah McEwan and Louise Mills-Jay (RHS)	
14:15 – 15:15	**SESSION BLOCK C**	
C1	Designing teacher education for Equity: What principles should shape Initial Teacher Education? - Sarah Ahmed (Huddersfield); Miranda Barker (Newman); Jo Byrd (Derby); Yota Dimitriadi (Reading); Gerard Doyle (Worcester); Balbir Kaur (Nottingham); Sarah McGrath (Chester) and Liz Zsargo (MMU)	Pateley
C2	Teaching with rather than to students: The role of university-led teacher education in promoting creative classroom pedagogies - Alex Booth (Nottingham)	Rochester
C3	What beginning teachers tell us about the role of university-led teacher education – Ronald Mazorodze (London Metropolitan University) and Gorana Henry (UCL)	John Charles 3
C4	Supporting trans/gender diverse students in ITE - Lyndsay Muir (Lincoln Bishop)	Linton
C5	Creating the conditions for all beginning teachers to thrive – a work in progress - Helen Bowhay, Claire Clemmet, Paula Hancock, Rachel Peckover and Helen Victoria Smith (Nottingham)	Ark Royal
C6	What do we want to know that they know? Designing assessment on the new TDA - Pamneeta Saunders and Fleur MCole (Nottingham)	John Charles 1
	More than learning on the job – rethinking how experienced practitioners become qualified - Sioned Dafydd and Sharne Watkins (Cardiff Met)	
C7	Learning to plan: What do new teachers need to know and how can we structure and promote that learning? - Anna Bryant, Charlotte O'Leary (Cardiff Met); Katharine Burn and Jim Carroll (Oxford)	Ballroom
C8	Empowering preservice teachers through collective creative pedagogies and social and emotional learning, inclusion and ethical actions - Lisa Stephenson (Leeds Beckett), *Carter C, Dell'Armi K, Emerson L , Gardner P, Govender N, James S, Guðrún Jónsdóttir J, Kuzich S, Lewis H, Lowry M, McGillicuddy D, Björk Thorkelsdóttir R, Lord N*	Charlotte
C9	University led teacher education: Developing research-informed teachers and problem solvers for a changing world - Ade Magaji (Greenwich)	John Charles 2
	Facilitated Conversation: New to ITE leadership - an opportunity for anyone new to a leadership role in ITE to make connections, ask questions and discuss the role in a safe space	*Bramhope*
15:15 – 15:40	**TEA/COFFEE**	Palm Court
15:40 – 16:40	**SESSION BLOCK D**	
D1	'There are days when I just feel like jacking it all in': Exploring resilience in preservice teachers using participatory approaches - Jonathan Glazzard (Hull) and Richard Doherty (Cumbria)	Pateley
	Developing (critical) system thinkers: Supporting beginning teachers to understand educational complexity - Matt Flynn (Derby)	
D2	Developing an ethnocentric approach to ITE and the ECF to better support the integration of international trainee teachers in the English education system - Juliette Claro (St Marys Twickenham)	Airedale
	Identity as pedagogical resources – what South Asian heritage teachers tell us about diversity expertise and university-led teacher education - Sakina Jafri (Cambridge)	
D3	Shared vision: Developing trainee agency and dispositions for change - Eddie Carline and Claire Watson (Wolverhampton)	John Charles 1
	Negotiating becoming: Exploring beginning teachers' professional identity construction in primary education – John-Mark Winstanley (Cambridge)	
D4	Knowledge exchange within a multi-player teacher education landscape - Caroline Daly (UCL)	Ark Royal
	The role of teacher-educators in supporting teacher agency through community of practice and collaborative curriculum and assessment design - Ruth Koro (Nottingham)	
D5	What should I do? How collaboration with others can expand a teacher's sense of what is possible in their teaching - Hannah Owen (Cambridge)	John Charles 2
	Talking teaching: Dialogic encounters in teacher education - Ruth Amen and Ammal Gilliani (Brunel)	
D6	Preservice primary teachers' informal use of generative AI on school placement - Ayshea Craig, Lynn Roberts and Becky Taylor (UCL)	Ballroom
	AI and the developing teacher: Exploring the use of artificial intelligence by trainee teachers - Joanna Pellereau and Jonty Leese (Warwick)	

D7	University teacher education as democratic curriculum making, lessons from an ESRC funded history education partnership - Daryn Egan-Simon and Christina Harris (Chester)	John Charles 3
	Character education through philosophy: Why? How? - Joe Higgins (Northumbria)	
D8	Netherlands traineeship: Experience, reflections and next steps - Jenny Kurobasa and Caroline Smart (SHU)	Rochedale
	Championing teacher education within international contexts: Nurturing subject knowledge and reflective practice through iQTS PGCE programmes - Jemma Bell and Simon Sheard (Sunderland)	
D9	ReNew – learning inclusion to prepare tomorrow's teachers through cross-institution collaboration - Alison Tugwell (Worcester); Miranda Barker, Sally Darlington (Newman) and Scarlett Murphy (Reading)	Charlotte
	Facilitated Conversation: Preparing for Ofsted - an opportunity to discuss Ofsted readiness, share concerns and ask questions	*Bramhope*
16:45 – 17:30	KEYNOTE ADDRESS – Eline Vanassche, KU Leuven University, Belgium - Reclaiming the Future of Teacher Education in a Global Policy Arena: A Critical Analysis and a Bold Proposal	Ballroom
19:30 – 20:00	**DRINKS RECEPTION** sponsored by Mosaic	Ballroom
20:00 – 21:30	**DINNER, followed by entertainment**	Ballroom

Wednesday, 11th November		
From 6:30	**BREAKFAST**	
8:30 – 9:30	REGISTRATION TEA/COFFEE	
9:30 – 9:45	PLENARY: Welcome and Introduction	Ballroom
9:45 – 10:30	KEYNOTE ADDRESS - Lee Rusznyak, University of Witwatersrand, Johannesburg - Knowledge, judgement and learning to teach: Lessons from university-led teacher education in South Africa	Ballroom
10:40 – 11:40	**SESSION BLOCK E**	
E1	Reconstructing the teaching profession: A critical examination of educational reform in Northern Ireland through TransformED NI - Martin Hagan (St Marys, Belfast); Trisha Eaton (Stranmillis) and Karen Kerr (Queen's, Belfast)	John Charles 2
	Alternative perspectives: Challenging the global education reform movement in ITE - Sally Elton-Chalcraft (Cumbria)	
E2	Elegance in expertise: A framework for making visible subject specific pedagogies across the primary foundation subjects - Jennifer Huntsley (YSJ)	John Charles 1
	A walk in the park – how FESS teacher educators' subjectness navigates 'generic' FESS ITE delivery models within university-led contexts - Michelle Thomasen and Charalampia Karagianni (LSBU)	
E3	From idea to impact – a practical workshop on writing for the UCET Teacher Education Blog - Rupert Knight (Nottingham) and Keither Parker (YSJ)	Charlotte
E4	What matters most in ITE? Exploring signature pedagogies - Jo Milton, Rebecca Pentney, Kate Rigby, Jane Warwick, John-Mark Winstanley (Cambridge)	John Charles 3
E5	Who teaches the teachers? Co-producing inclusive teacher education with adults with learning disabilities - Lori Hall (Lincoln Bishop)	Rochdale
E6	Digital readiness of English ITE trainees - Marc Smale (Wolverhampton)	Ark Royal
	Artificial intelligence and pedagogy analysis - John-Paul Riordan (Canterbury)	
E7	Mentor development at scale: Tensions, templates and transformations - Jasper Green and Polly Glegg (UCL)	Ballroom
	The quality assurance of PGCE mentoring: Ensuring consistency or building community - Rosie Hunt (Bristol)	
E8	From shared resources to effective practice: Developing lesson planning expertise for secondary trainee teachers - Helen Sheehan and Vicki Pountney (SHU)	Pateley
	'It feels like you are walking off a cliff edge': A multimethod qualitative study of work related stress in early career teachers - Emilia Robinson (Sussex)	
	Facilitated Conversation: Taking the IBTE forward - an opportunity to discuss ways in which the UCET community can make best use of the IBTE to promote teaching as an intellectual endeavour Trevor Mutton (Oxford)	*Wharfdale*
11:45 - 12:30	KEYNOTE ADDRESS - Panel - Keither Parker, York St John University (panel chair); Lisa Murtagh, University of Manchester; Rupert Knight, University of Nottingham; Martin Hagan, St. Mary's University College, Belfast and Aimee Quickfall, Durham University The UCET Teacher Education Blog at One: Reflections, Impact and Future Possibilities	Ballroom

12:30 – 13:40	**LUNCH**	Palm Court
13:40 - 14:25	KEYNOTE ADDRESS – Lizzie Rushton, Stirling - Spaces for teacher educator agency in a changing world: Insights from climate change and sustainability education	Ballroom
14:35 - 15:35	**SESSION BLOCK F**	
F1	AI supported simulations for teacher education - Rachele Newman and Kathryn Bloom (Southampton)	John Charles 3
F2	Voices of ITE partnerships in turbulent times: An appreciative inquiry exploring the perspectives of student teachers, school mentors and university teacher educators - Jane Tillin (UCL)	Pateley
	Nurturing professional curiosity through embedded research-informed practice: Evidence from a SEND School Case Study - Kevin Ardron and Joanna Hume (Northumbria)	
F3	From vision to reality: Leading inclusive teacher education communities - Laura Clarke and Kerry Ball (Winchester)	John Charles 1
	A case study of implementing inclusive academic assessment practices for trainees in a employment-based ITE programme - Francine McMahon, Amber Duivenvoorden, and Kat Kinshaw (Bath Spa)	
F4	Making connections: Enabling teachers to engage with evidence of inquiry-rich practice - Linda Devlin (Wolverhampton) and Marilyn Leask (Education Futures Collaboration)	John Charles 2
F5	Boundary crossing and identity change: Weaving tapestries of scholarship and partnership in educational practice - Rupert Knight, Helen Bowhay, Katie Willshire (Nottingham); Andrew Howes, Rosa Archer, Liz Gregory and Louisa Dawes (Manchester)	Ballroom
F6	Whose engagement counts? Student and staff perspectives on active learning in higher education - Emily Davies (Warwick)	Rochdale
F7	Autistic worldbuilding: Reimagining the transition from Teacher Education to employment - Corinne Woodfine (MMU)	Charlotte
F8	GenAI and new ITE students teachers: What knowledge, use and understanding of GenAI do they bring to the course - Sam Lovatt and Janine Pavlis (St Marys)	Ark Royal
	Developing student teachers' awareness of the ethical use of generative AI in secondary education - Ciaran Cassidy (Sheffield)	
	Facilitated Conversation: Preparing for Ofsted - an opportunity to discuss Ofsted readiness, share concerns and ask questions	*Bramhope*
15:40 - 16:40	**SESSION BLOCK G**	
G1	Towards inclusive placements in FE, co-creating reasonable adjustments for neurodivergent teachers - Charalampia Karagianni and Charlotte Clements (LSBU)	John Charles 1
	Between the margins: The experience of working class neurodivergent trainee teachers in teacher education - Carly Woodhead (Huddersfield)	
G2	Accounting for practice: Making sense of early career teachers' classroom experiences - Jon James (Bristol)	Rochdale
	Ready, set, teach: Levelling the playing field through practical induction in ITT - Sarah Whittaker (Wolverhampton)	
G3	Practice with purpose: Preparing student teachers for inclusive teaching through ITaPs - Louise Whitfield, Lucy Sors and Sarah Trussler (YSJ)	Pateley
	Exploring the potential for dialogue within ITaPs for encouraging teacher agency, professional identity formation, and subject-specific understanding - Rachel Rudman (Leeds Trinity)	
G4	Disruptive and hopeful: GenZ voices on professionalism in ITE - Matteo Scriberras and James Wright (Kingston)	John Charles 2
	Threading the needle: ITTECF, NPQS and the managed formation of critical teachers - Jan Hetherington (Derby)	
G5	Supporting neurodivergent trainees – one university's approach - Andy Bloor, Liz Boyer (Derby) and Laura Webster (Highfield Hall School, Chesterfield)	Charlotte
G6	Becoming a teacher, becoming *the* teacher – storying the journey of teacher development for beginning teachers - Tracy Wallis (Worcester)	John Charles 3
	Inclusive mentoring in a changing ITE landscape - Brian Rock (York St John)	
G7	Meet the editors – teacher educators getting their research published - Linda la Velle (Bath Spa); Stephen Newman (Leeds Beckett), Aimee Quickfall (Durham) and Trevor Mutton (Oxford)	Ballroom
G8	Developing inclusive principles in university-led ITE– using case studies to explore partnership opportunities in creating more inclusive teacher education that meets the needs of the next generation of new teachers - Helen Bowhay (Nottingham); Emma Clarke (York) and Andy Hind (Warwick)	Ark Royal
	Facilitated Conversation: New to ITE leadership - an opportunity for anyone new to a leadership role in ITE to make connections, ask questions and discuss the role in a safe space	Bramhope
16:40	**TEA/COFFEE to take away**	