UCET
Universities' Council for the
Education of Teachers

UCET

Annual Conference 2026

Tuesday 10 - Wednesday 11 November 2026

The Queen's Hotel, Leeds

www.ucet.ac.uk

The theme of this year's conference is:

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



Overall conference structure

To embed the theme for the conference throughout the two days, there are a small number of key questions that have been shared in advance. All presenters will be asked to consider how their input contributes to the overall theme, and their responses to the questions. Across, both days there are opportunities to discuss the questions and build a collective response that can be built on beyond the conference.

The Key Questions for this year's conference are:

Question 1

What one feature of a changing world will have the greatest impact on teacher education, and how should we, as university teacher educators, respond?

Question 2

What should, or could, UCET do to support universities in a changing world?

Across the two days, we hope to create opportunities for colleagues to engage in discussion, exchange perspectives and begin to develop a collective response to these questions - one that can be built upon beyond the conference itself.

Day 1

Tuesday 10th November		
09:00 - 09:45	Registration and Tea/Coffee	Ballroom
09:45 - 10:00	Plenary: Welcome and Introduction	Ballroom
10:00 - 10:45	Keynote address: **Clare Brooks**	Ballroom
11:00 - 12:00	**Session Block A**	See pg 7
12:00 - 13:10	Lunch	Palm Court
13:10 - 14:10	**Session Block B**	See pg 8
14:15 - 15:15	**Session Block C**	See pg 9
15:15 - 15:40	Tea/Coffee	Palm Court
15:40 - 16:40	**Session Block D**	See pg 10
16:45 - 17:30	Keynote address: **Eline Vanassche**	Ballroom
19:30 - 20:00	**Drinks Reception, sponsored by Mosaic.** Get to know the new Executive Directors: **A Fireside Chat. Hosted by Andy Howes**	Ballroom
20:00 - 21:30	**Gala Dinner** *followed by* **entertainment**	Ballroom

Day 2

Wednesday 11th November		
From 06:30	Breakfast	Ballroom
08:30 - 09:30	Registration and Tea/Coffee	Ballroom
09:45 - 10:00	Plenary: Welcome and Introduction	Ballroom
09:45 - 10:30	Keynote address: **Lee Rusnyak**	Ballroom
10:40 - 11:40	**Session Block E**	See pg 11
11:45 - 12:30	Panel Discussion: **Keither Parker, Lisa Murtagh, Rupert Knight, Martin Hagan and Aimee Quickfall**	Ballroom
12:30 - 13:40	Lunch	Ballroom
13:40 - 14:25	Keynote address: **Elizabeth Rushton**	Ballroom
14:35 - 15:35	**Session Block F**	See pg 12
15:40 - 16:40	**Session Block G**	See pg 13
16:40 - 17:00	Tea/Coffee to go	

Session abstracts available here:

Keynote speakers:



Professor Clare Brooks

University of Cambridge

Where can we go from here? Exploring possibilities. Exploring how university-led provision can respond to a changing world while remaining true to its distinctive purposes.

Abstract

University-led teacher education is at a crossroads. External influences have shaped our recent history: policy turbulence, recruitment and retention challenges, financial insecurity, increasing workload pressures, and wider questions about the role of higher education in society. Yet times of uncertainty can also be moments of possibility.

Drawing on research into signature pedagogies in teacher education and insights from the Teacher Education 2050 project, this keynote explores how university-led provision can respond to a changing world while remaining true to its distinctive purposes. What kinds of knowledge, dispositions, and professional identities will future teachers need? How might teacher education evolve to prepare teachers not only for today's classrooms, but for unpredictable futures?

Rather than offering simple solutions, I invite you to take part in a collective reimagining of teacher education's role and contribution. By revisiting enduring purposes and emerging possibilities, I ask a timely and urgent question: where do we go from here?



Professor Eline Vanassche

KU Leuven University, Belgium

Reclaiming the Future of Teacher Education in a Global Policy Arena: A Critical Analysis and a Bold Proposal.

Abstract

Across Europe and beyond, teacher education has become a site of intensified reform and policy intervention. A familiar pattern is emerging across jurisdictions: a growing focus on particular forms of evidence ('what works'), the privileging of the practical over the theoretical, increasing demands for flexibility, and a tendency to equate teaching quality with uniformity of practice. This keynote explores why teacher education is so susceptible to this narrowing of possibilities. Using the "bromance" between Flanders and England as a concrete case, I examine how much of what is presented as the logical way forward derives its legitimacy from networks of actors, organisations and interests that shape which ideas gain authority and currency.

Building on this analysis, I argue that familiar calls to give teacher educators "more voice" in policy processes remain too modest and risk reinforcing the very dependencies they seek to overcome. Instead, I pose a bolder question: what would it mean for teacher educators to self-govern the profession and shape its future? Drawing inspiration from medicine and law, I explore the rights, responsibilities and new tensions such a model might entail. The keynote serves as an invitation to challenge taken-for-granted assumptions about policy and professionalism, and to recover the confidence and imagination needed to shape the future of teacher education on our own terms.



Professor Elizabeth Rushton

University of Stirling

Spaces for teacher educator agency in a changing world: insights from climate change and sustainability education.

Abstract

Education, including teacher education, is frequently positioned by international organisations and national governments as an essential response to complex global climate, nature and sustainability crises. Recently, researchers have considered how to foster teacher agency in relation to climate change and sustainability education. Much of this research has sought to understand why some teachers are able to achieve agency in relation to CCSE and what conditions, resources and qualities of teachers' professional contexts constrain and enable agency.

Drawing research from England, Scotland, Brazil and Chile, I will explore what insights this body of research may have for those with responsibility for creating and sustaining spaces of agency for teacher educators in a changing world. I will highlight one example from Scotland, the National Framework for Learning for Sustainability in Initial Teacher Education, co-created by teacher educators across Scotland, in partnership with the General Teaching Council of Scotland, Learning for Sustainability Scotland, and all eleven providers of ITE in Scotland.



Professor Lee Rusnyak

University of Witwatersrand, Johannesburg

Knowledge, judgement and learning to teach: Lessons from university-led teacher education in South Africa.

Abstract

Preparing teachers with teaching techniques is simply not enough. Teachers need principled knowledge and the capacity for pedagogic reasoning to respond to changing curricula, social priorities and increasingly diverse classrooms. University-led teacher education has a distinctive role in laying foundations for knowledgeable, thinking professionals able to undertake the central work of managing knowledge and enabling its learning in well-organised classrooms.

The post-apartheid relocation of teacher preparation from training colleges into South African universities created opportunities for research-informed teacher education. It also surfaced challenges of connecting university learning with classroom practice in diverse contexts. The South African experience highlights the dangers of fragmentation across discrete competencies and disconnected sites of learning.

I reflect on these challenges through four national initiatives I have helped develop and research. They address the need for theoretically grounded conceptions of teaching and coherent pathways for learning to teach across university coursework and school-based learning:

- Teaching practice observation instruments that reflect increasingly competent teaching as reasoned and contextually responsive
- National professional teaching standards that position teaching as a knowledge-based practice requiring ethical decision-making and professional judgement
- Structured preparation for learning from school-based observations and classroom experiences
- New teacher induction that connects generalised insights from university study with the contextual demands of classroom teaching.

I conclude by reflecting on what the South African experience might offer to wider debates about university-led teacher education. This includes the value of building a strong theoretical and empirical research base on how teachers learn to teach. It also points to the importance of a collective scholarly voice that can inform teaching, teacher education and policy reform.

Keynote panel speakers:


Keither Parker


Lisa Murtagh


Rupert Knight


Martin Hagan


Aimee Quickfall

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

Aimee Quickfall
Durham University

Abstract

Drawing on the collective expertise of the panel members, this keynote panel discussion will reflect on the impact and development of the UCET Teacher Education Blog, one year after its launch at the UCET Annual Conference 2025. The session will celebrate the contributions made through the platform, showcase the range and reach of published posts, and explore the future possibilities of the blog as a space for professional dialogue – a space where colleagues from across England, Wales and Northern Ireland continue to connect, collaborate and contribute to the advancement of knowledge, understanding and practice within teacher education.

Alongside the panel discussion, delegates will have the opportunity to contribute their own reflections and ideas through an interactive Padlet, enabling audience participation and the sharing of perspectives on the blog's future development.

The session will begin with a brief overview of the blog, including key statistics and milestones from its first year. The panel chair will then facilitate a discussion with colleagues who have been closely involved in the development, implementation and quality assurance of the blog. This will be through a series of reflective questions.

The UCET Teacher Education Blog at One:
Reflections, Impact and Future Possibilities.

Session Block A

11:00 - 12:00

DAY 1

Session	Presenter(s)	Title	Room
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	**Gary Pykitt** (BCU)	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	Linton
A2	**Aimee Quickfall** (Durham) **Phil Wood** (NTU)	Experiences of academics in English ITE 2021-26: 'There hasn't been a normal year since the pandemic'	Ballroom
A3	**Lauren Mura** (Edge Hill) **Anthony Barlow** (Roehampton)	Embedding mathematical thinking in FE: The role of university-led TE in a changing landscape The importance of local in ITE curriculum development	John Charles 1
A4	**David Woodwood** **Suzanne Lawson** (Worcester)	From firefighting to forward planning: Reimagining placement procurement	John Charles 2
A5	**Samantha Tata, Emma Cullen, Kate Duffy** (Sunderland) **and Emma Rogers** (Lincoln Bishop)	Using Q methodology to understand the efficacy of feedback on student teacher's engagement progress	Rochester
A6	**David Littlefair** (Northumbria) **Lizana Oberholzer** (Wolverhampton), **Clare Stenning** (Sussex), **Richard Holme** (Dundee), **Judy Durrant** (CCU), **Rupert Knight** (Nottingham), **Karan Vickers-Hulse** (UWE), **Matthew Martinez** (Northumbria)	The positioning of teacher education in higher education institutions	Ark Royal
A7	**Gillian Partridge** (Chester)	Readers: A book club workshop to consider why reading matters and how we might do more of it in ITE	Charlotte
A8	**Jonty Lees** (Warwick)	A mirror not an oracle: Using Orwell, Huxley and Le Guin to Build Beginning Teachers' Critical Trust in AI	Pateley
A9	**Laura Clarke and Kerry Ball** (Winchester)	Role of ITaPs in developing adaptable research-informed teachers	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)			Wharfdale

Session Block B

13:10 - 14:10

Session	Presenter(s)	Title	Room
B1	**Louise Connolly** (Lincoln Bishop) **Aimee Quickfall** (Durham)	'OK, but what do I do now?': Student teacher well being in practice	Ark Royal
B2	**Kate Rigby** (Cambridge)	Conditional Belonging: Autistic beginning teachers' experiences of ITE in a changing world	Linton
B3	**Ami Montgomery** **Matt Dunn** (Lincoln Bishop)	Place matters: Teacher education in educationally isolated communities	Airedale
B4	**Alison Griffiths, Naziya O Reilly, Anna Park, David Snowdon, Mike Dessington** (Leeds Trinity)	Ready to teach? Rethinking employability in university-led teacher education	Rochdale
B5	**Steph Ainsworth, Jez Oldfield** **Claire Agius** (MMU)	Ecological approaches to supporting educator resilience: Moving beyond the individual teacher –Introducing the EASiER Toolkit	Charlotte
B6	**Sue Cronin** (Liverpool Hope) **Di Swift** (OU) **Kirstin Mulholland, Kevin Ardron** (Northumbria) **Julie Sutton** (Worcester) **Caroline Porter** (St Marys)	Teacher apprenticeships – a contemporary offer for the university ITE system?	Pateley
B7	**Kathryn Spicksley** (Glasgow) **Caroline Smart** (SHU) **Elizabeth Hidson** (Sunderland) **Lucy Hughes** (Lincoln Bishop)	Playful teacher mentoring – developing a card game for early career teachers (including playtesting)	John Charles 1
B8	**Jen Rowan-Lancaster** (Warwick) **Seraphina Simmons-Bah** (Goldsmiths)	Challenging trainee teachers' fears of LGBTQUIA+ inclusive practice and working towards transformational change Knowledge and action: Critically exploring a teacher's role in advancement of social justice	John Charles 3
B9	**Keither Parker** (YSJ) **Lisa Murtagh** (Manchester) **Stef Sullivan** (UCET)	How do teacher educators come to care about social justice? Critical moments, professional formation and the role of university-led ITE	Ballroom
B10	**Priti Chopra** (Greenwich) **Jane Tillin, Tessa Willy** (UCL) **Sarah McEwan, Louise Mills-Jay** (RHS)	Teacher education for social justice: an inclusive learning design framework for preventing gender based violence Growing confidence, growing curriculum – school gardening and growing as transformative ITE pedagogy for nature connection	John Charles 2

Session Block C

14:15 - 15:15

DAY 1

Session	Presenter(s)	Title	Room
C1	**Sarah Ahmed** (Huddersfield) **Miranda Barker** (Newman) **Jo Byrd** (Derby) **Yota Dimitriadi** (Reading) **Gerard Doyle** (Worcester) **Balbir Kaur** (Nottingham) **Sarah McGrath** (Chester) **Liz Zsargo** (MMU)	Designing teacher education for Equity: What principles should shape Initial Teacher Education?	Pateley
C2	**Alex Booth** (Nottingham)	Teaching with rather than to students: The role of university-led teacher education in promoting creative classroom pedagogies	Rochester
C3	**Ronald Mazorodze** (London Metropolitan University) **Gorana Henry** (UCL)	What beginning teachers tell us about the role of university-led teacher education	John Charles 3
C4	**Lyndsay Muir** (Lincoln Bishop)	Supporting trans/gender diverse students in ITE	Linton
C5	**Helen Bowhay, Claire Clemmet, Paula Hancock, Rachel Peckover, Helen Victoria Smith** (Nottingham)	Creating the conditions for all beginning teachers to thrive – a work in progress	Ark Royal
C6	**Pamneeta Saunders** **Fleur MCole** (Nottingham) **Sioned Dafydd** **Sharne Watkins** (Cardiff Met)	What do we want to know that they know? Designing assessment on the new TDA More than learning on the job – rethinking how experienced practitioners become qualified	John Charles 1
C7	**Anna Bryant, Charlotte O'Leary** (Cardiff Met) **Katharine Burn, Jim Carroll** (Oxford)	Learning to plan: What do new teachers need to know and how can we structure and promote that learning?	Ballroom
C8	**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**	Empowering preservice teachers through collective creative pedagogies and social and emotional learning, inclusion and ethical actions	Charlotte
C9	**Ade Magaji** (Greenwich)	University led teacher education: Developing research-informed teachers and problem solvers for a changing world	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

Session Block D

DAY 1

15:40 - 16:40

Session	Presenter(s)	Title	Room
D1	**Jonathan Glazzard** (Hull) **Richard Doherty** (Cumbria) **Matt Flynn** (Derby)	'There are days when I just feel like jacking it all in': Exploring resilience in preservice teachers using participatory approaches Developing (critical) system thinkers: Supporting beginning teachers to understand educational complexity	Pateley
D2	**Juliette Claro** (St Marys Twickenham) **Sakina Jafri** (Cambridge)	Developing an ethnocentric approach to ITE and the ECF to better support the integration of international trainee teachers in the English education system Identity as pedagogical resources – what South Asian heritage teachers tell us about diversity expertise and university-led teacher education	Airedale
D3	**Eddie Carline , Claire Watson** (Wolverhampton) **John-Mark Winstanley** (Cambridge)	Shared vision: Developing trainee agency and dispositions for change Negotiating becoming: Exploring beginning teachers' professional identity construction in primary education	John Charles 1
D4	**Caroline Daly** (UCL) **Ruth Koro** (Nottingham)	Knowledge exchange within a multi-player teacher education landscape The role of teacher-educators in supporting teacher agency through community of practice and collaborative curriculum and assessment design	Ark Royal
D5	**Hannah Owen** (Cambridge) **Ruth Amen, Ammal Gilliani** (Brunel)	What should I do? How collaboration with others can expand a teacher's sense of what is possible in their teaching Talking teaching: Dialogic encounters in teacher education	John Charles 2
D6	**Ayshea Craig, Lynn Roberts, Becky Taylor** (UCL) **Joanna Pellereau, Jonty Leese** (Warwick)	Preservice primary teachers' informal use of generative AI on school placement AI and the developing teacher: Exploring the use of artificial intelligence by trainee teachers	Ballroom
D7	**Daryn Egan-Simon, Christina Harris** (Chester) **Joe Higgins** (Northumbria)	University teacher education as democratic curriculum making, lessons from an ESRC funded history education partnership Character education through philosophy: Why? How?	John Charles 3
D8	**Jenny Kurobasa, Caroline Smart** (SHU) **Jemma Bell, Simon Sheard** (Sunderland)	University teacher education as democratic curriculum making, lessons from an ESRC funded history education partnership Championing teacher education within international contexts: Nurturing subject knowledge and reflective practice through iQTS PGCE programmes	Rochdale
D9	**Miranda Barker, Sally Darlington** (Newman) **Scarlett Murphy** (Reading)	ReNew – learning inclusion to prepare tomorrow's teachers through cross-institution collaboration	Charlotte
Facilitated Conversation: Preparing for Ofsted - an opportunity to discuss Ofsted readiness, share concerns and ask questions			Bramhope

Session Block E

10:40 - 11:40

DAY 2

Session	Presenter(s)	Title	Room
E1	**Martin Hagan** (St Marys, Belfast) **Trisha Eaton** (Stranmillis) **Karen Kerr** (Queen's, Belfast) **Sally Elton-Chalcraft** (Cumbria)	Reconstructing the teaching profession: A critical examination of educational reform in Northern Ireland through TransformED NI Alternative perspectives: Challenging the global education reform movement in ITE - Sally Elton-Chalcraft (Cumbria)	John Charles 2
E2	**Jennifer Huntsley** (YSJ) **Michelle Thomasen** **Charalampia Karagianni** (LSBU)	Elegance in expertise: A framework for making visible subject specific pedagogies across the primary foundation subjects *A walk in the park* – how FESS teacher educators' subjectness navigates 'generic' FESS ITE delivery models within university-led contexts	John Charles 1
E3	**Rupert Knight** (Nottingham) **Keither Parker** (YSJ)	From idea to impact – a practical workshop on writing for the UCET Teacher Education Blog	Charlotte
E4	**Jo Milton, Rebecca Pentney, Kate Rigby, Jane Warwick, John-Mark Winstanley** (Cambridge)	What matters most in ITE? Exploring signature pedagogies	John Charles 3
E5	**Lori Hall** (Lincoln Bishop)	Who teaches the teachers? Co-producing inclusive teacher education with adults with learning disabilities	Rochdale
E6	**Marc Smale** (Wolverhampton) **John-Paul Riordan** (Canterbury)	Digital readiness of English ITE trainees Artificial intelligence and pedagogy analysis	Ark Royal
E7	**Jasper Green, Polly Glegg** (UCL) **Rosie Hunt** (Bristol)	Mentor development at scale: Tensions, templates and transformations - Jasper Green and Polly Glegg (UCL) The quality assurance of PGCE mentoring: Ensuring consistency or building community	Ballroom
E8	**Helen Sheehan, Vicki Pountney** (SHU) **Emilia Robinson** (Sussex)	From shared resources to effective practice: Developing lesson planning expertise for secondary trainee teachers 'It feels like you are walking off a cliff edge': A multimethod qualitative study of work related stress in early career teachers	Pateley
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

Session Block F

DAY 2

14:35 - 15:35

Session	Presenter(s)	Title	Room
F1	**Rachele Newman** **Kathryn Bloom** (Southampton)	AI supported simulations for teacher education	John Charles 3
F2	**Jane Tillin** (UCL) **Kevin Ardron, Joanna Hume** (Northumbria)	Voices of ITE partnerships in turbulent times: An appreciative inquiry exploring the perspectives of student teachers, school mentors and university teacher educators Nurturing professional curiosity through embedded research-informed practice: Evidence from a SEND School Case Study	Pateley
F3	**Laura Clarke, Kerry Ball** (Winchester) **Francine McMahon,** **Amber Duivenvoorden** **Kat Kinshaw** (Bath Spa)	From vision to reality: Leading inclusive teacher education communities A case study of implementing inclusive academic assessment practices for trainees in a employment-based ITE programme	John Charles 1
F4	**Linda Devlin** (Wolverhampton) **Marilyn Leask** (Education Futures Collaboration)	Making connections: Enabling teachers to engage with evidence of inquiry-rich practice	John Charles 2
F5	**Rupert Knight, Helen Bowhay,** **Katie Willshire** (Nottingham) **Andrew Howes, Rosa Archer, Liz** **Gregory, Louisa Dawes** (Manchester)	Boundary crossing and identity change: Weaving tapestries of scholarship and partnership in educational practice	Ballroom
F6	**Emily Davies** (Warwick)	Whose engagement counts? Student and staff perspectives on active learning in higher education	Rochdale
F7	**Corinne Woodfine** (MMU)	Autistic worldbuilding: Reimagining the transition from Teacher Education to employment	Charlotte
F8	**Sam Lovatt, Janine Pavlis** (St Marys) **Ciaran Cassidy** (Sheffield)	GenAI and new ITE students teachers: What knowledge, use and understanding of GenAI do they bring to the course Developing student teachers' awareness of the ethical use of generative AI in secondary education	Ark Royal
Facilitated Conversation: Preparing for Ofsted - an opportunity to discuss Ofsted readiness, share concerns and ask questions			Bramhope

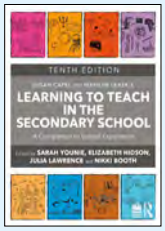
Session Block G

15:40 - 16:40

DAY 2

Session	Presenter(s)	Title	Room
G1	**Charalampia Karagianni, Charlotte Clements** (LSBU) **Carly Woodhead** (Huddersfield)	Towards inclusive placements in FE, co-creating reasonable adjustments for neurodivergent teachers Between the margins: The experience of working class neurodivergent trainee teachers in teacher education	John Charles 1
G2	**Jon James** (Bristol) **Sarah Whittaker** (Wolverhampton)	Accounting for practice: Making sense of early career teachers' classroom experiences Ready, set, teach: Levelling the playing field through practical induction in ITT	Rochdale
G3	**Louise Whitfield, Lucy Sors, Sarah Trussler** (YSJ) **Rachel Rudman** (Leeds Trinity)	Practice with purpose: Preparing student teachers for inclusive teaching through ITaPs Exploring the potential for dialogue within ITaPs for encouraging teacher agency, professional identity formation, and subject-specific understanding	Pateley
G4	**Matteo Scriberras, James Wright** (Kingston) **Jan Hetherington** (Derby)	Disruptive and hopeful: GenZ voices on professionalism in ITE Threading the needle: ITTECF, NPQS and the managed formation of critical teachers	John Charles 2
G5	**Andy Bloor, Liz Boyer** (Derby) **Laura Webster** (Highfield Hall School, Chesterfield)	Supporting neurodivergent trainees – one university's approach	Charlotte
G6	**Tracy Wallis** (Worcester) **Brian Rock** (York St John)	Becoming a teacher, becoming the teacher – storying the journey of teacher development for beginning teachers Inclusive mentoring in a changing ITE landscape	John Charles 3
G7	**Linda LaVelle** (Bath Spa) **Stephen Newman** (Leeds Beckett) **Aimee Quickfall** (Durham) **Trevor Mutton** (Oxford)	Meet the editors – teacher educators getting their research published	Ballroom
G8	**Helen Bowhay** (Nottingham) **Emma Clarke** (York) **Andy Hind** (Warwick)	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	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

Recent books published by UCET members



Author(s): **Sarah Younie, Elizabeth Hidson, Julia Lawrence, Nikki Booth**

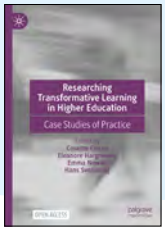
Full Title: **Learning to Teach in the Secondary School: A Companion to School Experience (10th Edition)**

Publisher: **Routledge**

Publication Date: **12 June 2025**

ISBN: **9781041227335**

This market leading text for beginning teachers working towards qualified teacher status provides an essential introduction to the key skills and knowledge needed to become a successful teacher. Offering advice on all aspects of teaching and learning, this tenth edition has been thoroughly updated to reflect changes in the field and covers key new topics including artificial intelligence (AI), online pedagogies and working with your mentor. There are also expanded units on diversity and inclusion, teacher wellbeing and professional development. The text includes a wealth of examples, resources and tasks to support you in successfully applying theory to practice, and in critically reflecting on and analysing your practice to maximise pupil learning. The wide range of pedagogical features supports work up to Master's level. Written by experts in the field, the 42 concise units are underpinned by evidence-informed practice and focus on what you need to know to thrive in the classroom.



Author(s) / Editors: **Professor Cosette Crisan, Professor Eleanore Hargreaves, Dr Emma Newall, Mr Hans Svennevig.** Multiple authors as collected edition.

Full Title: **Researching Transformative Learning in Higher Education: Case Studies of Practice**

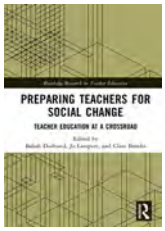
Publisher: **Palgrave Macmillan**

Publication Date: **11 December 2026**

ISBN: **9783032367457**

This open access book, with a foreword by Wilfred Carr and Stephen Kemmis, presents a participatory exploration of the concept of transformative learning through case studies of research into the contributors' own educational practice at a large, diverse higher education institution in England.

Its purpose is to demonstrate to higher education educators across disciplines the processes, practices and transformative learning that can emerge from conducting Critical Participatory Action Research within their own higher education contexts.



Edited by: **Babak Dadvand, Jo Lampert, Clare Brooks**

Full Title: **Preparing Teachers for Social Change: Teacher Education at a Crossroad**

Publisher: **Routledge**

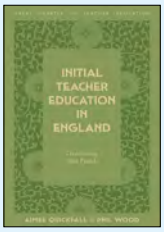
Publication Date: **8 October 2025**

ISBN: **9781003513841**

This book critically evaluates the dynamic landscape of teacher education on a global scale, delving into its recent advancements, innovations, and emerging paradigms. Recognizing the need to arm teachers with the capacity to address contemporary challenges, the authors emphasize inventive approaches within teacher education that can foster the ability to confront problems such as unprecedented inequality, resurgence of ultra-right movements, environmental crises, and the interconnected dilemmas of today's world.

By analysing the intricacies, strengths, and limitations inherent in existing teacher education models, Dadvand, Lampert, and Brooks and their contributors examine current frameworks and consider the potential and drawbacks in preparing educators to effectively tackle multifaceted challenges. The chapters focus on the opportunities and limitations presented by ongoing trends in Initial Teacher Education, particularly in relation to the most urgent issues of our time.

This valuable resource for educators, policymakers, and researchers is an essential read for anyone committed to fostering social justice and inclusive education and seeking to equip educators for the challenges of today's world.



Author(s): **Aimee Quickfall; Phil Wood**

Full Title: **Initial Teacher Education in England: Outlining the Field**

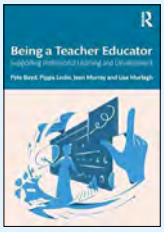
Publisher: **Emerald**

Publication Date: **2 November 2026**

ISBN: **978-1-80686-364-8**

Amidst ongoing policy reforms and a persistent recruitment crisis, Initial Teacher Education (ITE) in England is undergoing a significant transformation. This timely examination maps the evolving landscape - reaccreditation processes, shifting partnerships, and the emergence of the National Institute for Teaching - while critically assessing England's unique approach to teacher preparation.

Through international comparisons with Denmark, Finland, and Australia, the authors explore whether England's frequent policy shifts signal innovation or instability. Chapters dissect the role of ITE in shaping qualified professionals and interrogate the implications of a standardised national curriculum. With a sharp focus on systemic governance, Ofsted's influence, and strategies for addressing teacher shortages, this book provides a vital critique of the intersection between political ideology and education reform.



Author(s): **Pete Boyd, Pippa Leslie, Jean Murray, Lisa Murtagh**

Full Title: **Being a Teacher Educator: Supporting Professional Learning and Development**

Publisher: **Routledge**

Publication Date: **27 July 2026**

ISBN: **9781003654315**

This book provides a one-stop research-informed professional learning guide for teacher educators to support their work-based development of values, pedagogy and scholarship.

Drawing on international research and professional development initiatives, it provides a scholarly but action-orientated text. This practical guide supports the professional learning and career development of teacher educators, showing how to learn in and through the workplace. Key areas of focus include pedagogy for teacher education and development, partnership and consultancy, advanced scholarship and research.

Meeting the needs of both new and experienced teacher educators, this is an inspiring, internationally relevant, professionally focused resource.



Author(s): **Clare Brooks, Joanna McIntyre, Katharine Burn, Lindsay Hetherington, Trevor Mutton**

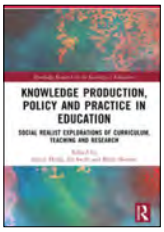
Full Title: **How Teacher Educators Do Policy: Intellectual Work, Values, and Principles**

Publisher: **Routledge**

Publication Date: **25 September 2026**

ISBN: **978-1-032-76610-2**

How Teacher Educators Do Policy examines how university-based teacher educators in England responded to major reforms to Initial Teacher Education following the 2021–24 ITT Market Review. Drawing on interviews with programme leaders in research-intensive universities, it explores changes to curriculum, partnerships, mentoring, and professional learning. Using Lee Shulman's concept of signature pedagogies, the book shows how leaders balanced policy demands with core educational values, with international reflections from Maria Teresa Tatto, Lee Rusznyak, and Sinikka Neuhaus.



Author(s): **Diane Swift**

Full Title: **Knowledge Production, Policy and Practice in Education**

Publisher: **Routledge**

Publication Date: **31 March 2026**

ISBN: **9781041093947**

Knowledge Production, Policy and Practice in Education: Social Realist Explorations of Curriculum, Teaching and Research brings together theoretical and empirical enquiries into curricula, pedagogy and assessment, informed by the influential traditions of social realism and Basil Bernstein's sociology of education. The edited volume provides tools for understanding persistent educational inequalities and approaches to inclusive educational systems.



Author(s): **John Keenan and Andrew Hind**
Full Title: **Your Secondary School Placement Toolkit**
Publisher: **Sage**
Publication Date: **2025**
ISBN: **9781529684568**

Teaching in secondary schools requires a professional mindset and the confidence to face challenging situations.

This highly practical and accessible book for all secondary initial teacher education trainees will help you to develop the knowledge and skills required to excel on your school placements.

With case studies from qualified teachers who have been through it all ahead of you, you will be guided through key issues in training to be a teacher: planning and teaching lessons, working with your school mentor, understanding how pupils learn, and discovering how schools really work.



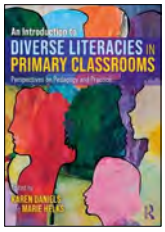
Author(s): **Elizabeth Rushton**
Full Title: **Education for Environmental Sustainability. An Integrated Approach to Teacher Education**
Publisher: **Bloomsbury Academic**
Publication Date: **18 September 2025**
ISBN (optional): **9781350375932**

Drawing extensively on contemporary research and empirical evidence, including that from the UK, Europe, Australia and Brazil, this book sets out the key ideas, concepts and approaches for education for environmental sustainability in the context of teacher education. Conceptual ideas explored in the book include sustainability, nature and justice as well as empirically grounded approaches for teacher educators including participation, co-creation and outdoor education. This book provides a research-informed guide to enable teacher educators to further explore, reflect and implement education for environmental sustainability in their teaching and research so that teacher education is rooted in the endeavour to live justly on a finite planet.



Author(s): **Lucy Sors**
Full Title: **The BERA Guide to Outdoor Learning: Place-responsive Pedagogy in Educational Research and Practice**
Publisher: **Emerald publishing**
Publication Date: **2025**
ISBN: **978-1-83608-193-7**

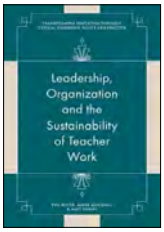
The BERA Guide to Outdoor Learning: Place-responsive Pedagogy in Educational Research and Practice reignites an educational focus on the role of place in outdoor learning. The book offers a timely and relevant response to contemporary societal, environmental, and educational issues, alongside an increasing demand to renew children and young people's relationships with the world around them. Anchored in the core principles of place-responsive pedagogy, this book offers educators a breath of fresh air amidst increased curriculum demands and performance metrics in a post-pandemic neoliberal landscape. Insights emerge from a rich convergence of theory, practical application, and lived experience. Authors make a compelling case for outdoor learning as a means of fostering world-resonance, resilience, creativity, and a sense of belonging, as well as highlighting inclusive pathways for place-responsive education.



Author(s): **Caroline Smart**
Full Title: **An Introduction to Diverse Literacies in Primary Classrooms**
Publisher: **Routledge**
Publication Date: **9 April 2025**
ISBN: **9781032462974**

An Introduction to Diverse Literacies in Primary Classrooms brings together the voices of academics, classroom teachers, student teachers and children to answer these questions.

How can teachers be prepared to support all children in becoming literate? How can teachers best mediate the technical aspects of literacy and make these meaningful and relevant to their children? What kinds of pedagogical practices can enable children to become creative and critical users and producers of digital and non-digital texts?



Author(s): **Phil Wood; Aimee Quickfall; Matt Varley**
Full Title: **Leadership, Organisation and the Sustainability of Teacher Work: Towards a Processual View of Education**
Publisher: **Emerald**
Publication Date: **2026**
ISBN: **978-1-83662-717-3**

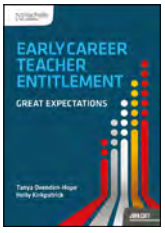
There is clear evidence that teacher work is increasingly unsustainable, leading to an impact on health and well-being, and sector-wide and international challenges such as teacher retention and recruitment. Leadership, Organisation and the Sustainability of Teacher Work focuses on the intersections between educational leadership, organisational processes, well-being and how these relate to concerns regarding teacher work, workload and the sustainability of the profession.

Amidst the performative pressures on teachers, the authors explain that central to all these issues is the process of leadership and its embedded nature within organisations. Leaders play an important role in developing positive workplace environments in which teachers can thrive, but their work is part of a wider flow of activities which constitute the essential nature of organisations and hence teacher work. By advocating a view of leadership, organisation and teacher work as complex, intertwined tangles of processes, this book begins to sketch out an alternative perspective for understanding educational organisations and how the work of teachers might be made sustainable.



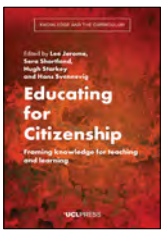
Author(s): **Sally Elton-Chalcraft**
Full Title: **Awakening the Whole Child: A Charlotte Mason Philosophy of Education for the 21st Century**
Publisher: **Routledge**
Publication Date: **11 March 2026**
ISBN: **9781041075264**

Awakening the Whole Child offers a refreshing and transformative perspective on education. Drawing on the timeless principles of pioneering educator Charlotte Mason (1842–1923), this book reimagines education for today and tomorrow, inspiring connection, curiosity, and the flourishing of the whole child.



Author(s): **Tanya Ovenden-Hope and Holly Kirkpatrick**
Full Title: **Early Career Teacher Entitlement: Great Expectations**
Publisher: **John Catt**
Publication Date: **19 September 2025**
ISBN: **9781036006822**

Following on from the seminal book *The Early Career Framework: Origins, Outcomes and Opportunities (2022)* edited by Tanya Ovenden-Hope, this new book written by Tanya Ovenden-Hope and Holly Kirkpatrick explores the expectations set by the Teacher Recruitment and Retention Strategy (2019) and insights into the experiences of those closest to the ECF. Ovenden-Hope and Kirkpatrick examine the 'golden thread' of teacher training and professional development since 2019, focusing on the lived experiences of ECTs and mentors in Year Two of the ECF, and offering provocations to understand the successes and failures that led to a revised framework of training and development with the ITTECF. ECT attrition remains high in England with one quarter leaving teaching within three years. As a strategy for teacher recruitment and the retention, it will be interesting to see if the ITTECF does better than its predecessor frameworks.



Edited by: **Lee Jerome, Sera Shortland, Hugh Starkey, Hans Svennevig**
Full Title: **Educating for Citizenship: Framing knowledge for teaching and learning**
Publisher: **UCL Press**
Publication Date: **28/01/2027**
ISBN: **9781806552498**

The question of what knowledge should feature in the curriculum and who determines those choices is highly political. Reflecting a commitment to citizenship education as a vehicle for social justice and human rights, this volume seeks to transform how we conceptualise teaching the subject by engaging with the broad knowledge required for effective citizenship and the specific professional knowledge required for teachers.

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